

**Course: Community Health Elective FAM 2103**

Department: Family and Community Medicine  
Faculty Coordinator: Nora Gimpel, M.D.  
Program Coordinator: Anthony Lee  
Hospital: Local, state, federal or international health organizations  
Periods offered: 03-12  
Length: 4 weeks  
Max no of students: FAM 2103 - 5 students/block  
First Day Contact: Nora Gimpel, M.D.  
5323 Harry Hines Blvd., Suite K2.400  
Dallas, TX 75390  
214-648-0768

**Prerequisites:**

1. Completion of IRB training (Human Subjects Protections and HIPAA Research) *if the project selected requires IRB submission*
2. Preference given to CART student or students who have completed course SCH1704 in Community Health track
3. Course is for students in their 3<sup>rd</sup> or 4<sup>th</sup> year of medical school

**NOTE:** Contact - Anthony Lee, [Anthony.Lee@utsouthwestern.edu](mailto:Anthony.Lee@utsouthwestern.edu) or Dr. Nora Gimpel, at [nora.gimpel@utsouthwestern.edu](mailto:nora.gimpel@utsouthwestern.edu) to coordinate arrangements for this course **at least eight weeks in advance of the rotation period.**

**Course Description:** The course is designed to be individualized to students' specific population-medicine interests, and can be tailored to experiences in local, state, national, or international health care settings and agencies. Students participate in research that is practice-oriented and/or service-oriented and related to community health. Through participation in an existing project, students learn the principles of community-based participatory research (CBPR).

**GOALS AND ASSESSMENT METHODS:**

**Patient Care:** Depending on the project, selected patient care could be included in the elective

**Assessment method:** Direct Observation

**Medical/Research Knowledge:** Gain knowledge about: CBPR, data collection, principles of population health, cultural competence, disease prevention, and community engagement.

**Assessment method:** Final written report (template provided during orientation)

**Interpersonal and Communication Skills:** The students will effectively exchange information with patients, families, consultants, and the community team. The student will be encouraged to disseminate their research findings at local or national professional meetings or by publication in peer-reviewed journals.

**Assessment method:** Observations of Faculty and Staff

**Practice Based learning and Improvement:** Students will demonstrate the ability to assimilate scientific evidence and apply it to community initiatives.

**Assessment method:** Final written report

**Systems based practice:** Know how CBPR/service learning fits into the larger system of health care. Work with the team and patients to optimize use of system resources.

**Assessment method:** Final written report

**OBJECTIVES:**

1. Teach students the bio-psychosocial approach to medical care and how the approach is applied in the determinants of health model.
2. Focus on health promotion and disease prevention (HPDP) in the community-based setting and as applied to populations of patients.
3. Demonstrate an understanding for the need for protection of human subjects when working with vulnerable populations in the community.
4. Train students on the principles of community-based participatory research (CBPR)

5. Enhance students' understanding of the relationship between culture and health, and improve their skills in delivering culturally sensitive health care services.
6. Expose students to the social, financial, and ethical aspects of limiting and promoting access to health care for vulnerable populations.

## II. Methods of Instruction:

### Prior to beginning the course...

1. Meet with the Course Director to discuss the student's community health interests and begin the process of project selection
2. Students have the option of selecting projects from a database of existing proposals or design new projects in collaboration with a participating community partner
3. Project must involve service learning (structured learning experience that combines community-oriented service with explicit learning objectives, preparation, and reflection)
4. Students are expected, therefore, to provide direct community-focused service, learn about the context in which the service is provided, and understand the connection between the service-learning opportunity and their academic coursework
5. A project proposal must be submitted prior to start date (preferably 2 weeks prior using [FAM2103 Project FORM](#))

### Overview of student responsibilities:

Specific experiences are agreed upon with the course director in advance, **although revisions and/or additions to the elective can be discussed at any time during the rotation.** The student is accountable to both the on-site preceptor(s)/community mentor and the course coordinator(s). Students can pursue special interests in community medicine such as epidemiologic methods, health system evaluation, health policy, and regulation of public health service entities.

Depending on the project selected, students may participate in didactic lectures and online training offered during their elective. If a project selected requires IRB, students will be required to complete the following two (2) online trainings as required by the **UT Southwestern IRB**: 1) Human Subjects Protections and 2) HIPAA Research.

These trainings **must be completed prior to the start of the elective** and can be accessed from the following link:

<https://www.utsouthwestern.edu/research/hrpp/training/>

Students will complete and submit, at the end of the rotation, a brief written report (template will be provided) describing their community-based experiences, and how the experiences are relevant in the context of the population medicine perspective. **The narrative report will be a minimum of two pages in length. Encourage to submit a scientific abstract for potential conference submissions and presentations.**

Students may also be given the option of discussing and presenting their report to a meeting of interested faculty, residents, and students, to be arranged by the course director. Students will also be encouraged to disseminate their findings at local, national and international conferences.

### Project Selection:

Students must submit a project proposal ([FAM2103 Project FORM](#)) on a CBPR or service-learning project of interest. Students who do not already have a project selected will be able to collaborate with faculty, Family Medicine residents or other medical students on existing projects in Community Health within the Department of Family and Community Medicine. A list of current research projects will be given to enrolled students prior to the initial meeting with the Course Director and Coordinator.

#### IV. **Method of evaluation of students and requirements:**

Evaluation based on assessment methods listed above, grade is Pass/Fail

A written evaluation report of the experience is required of the student and reviewed by the mentor before a grade is assigned. The reports consist of a quantitative component using evaluation scales, and a brief qualitative component asking for an assessment of the community medicine experience. The preceptor(s)/ community partner/mentor evaluation will address the student's professional contribution to the project and understanding of community-oriented care. The student's report will address the project's experiential components, and the relevant connections between the project and the student's academic coursework. Students complete and submit a written report at the end of the rotation describing their community-based experiences, and how the experiences are relevant in the context of the population medicine perspective and the social determinants of health and the next steps for their project.

Students will be asked to complete a post-elective evaluation of their experience. This evaluation will include qualitative and quantitative components and will be used to further improve the course for future students. Student grades or standing with Community Health will not be affected by responses on the course evaluation.

#### **Policy on Absences and Involvement Hours:**

It is the policy of UT Southwestern Medical School that unexcused absences are not allowed. Requests for an excused absence are considered on an individual basis by the course director and are **restricted to a maximum of three days**. Absences beyond this number will result in a failing grade for the course unless compensated with an equivalent number of days at a later time. Students should expect to participate in activities related to this course a minimum of 30 hours per week.