

# Experiences in Health Equity

Course: Experiences in Health Equity

Course Number: GEN 2113

Department: Internal Medicine

Faculty Coordinator: Srijna Nandivada, MD

Assistant Faculty Coordinators: N/A

UTSW Education Coordinator Contact: TBD

Hospital: (Location of rotation) UT Southwestern at RedBird

Periods Offered: Periods 1 to Periods 12

Length: 2- or 4-weeks

Max # of Students: 2

First Day Contact: Srijna Nandivada, MD (srijna.nandivada@utsouthwestern.edu)

First Contact Time: TBD – students contacted one week prior to rotation start

First Day Location: UT Southwestern at RedBird  
3450 W Camp Wisdom Road  
Dallas, TX 75237

Prerequisites: None

## I. Course Description

During this elective, medical students will have an in-depth educational experience working with patients in the South Dallas area. They will listen to didactic lectures from physicians, social work, and culinary medicine on the CMS established Social Determinants of Health (Transportation, Housing Instability, Utility Disparities, Food Insecurity). They will see patients who have faced these disparities. They will choose 1-2 patients and become their “patient advocate”- they will help them coordinate referrals, medications, transportation, MyChart, and overall activation of their health. They will then write a Narrative piece on the patient for us to discuss together.

<u>Goals</u>	<u>Objectives</u>	<u>Assessment Methods</u>
<b>Patient Care:</b> Students, together with supervising faculty or resident, must be able to provide patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.	<ul style="list-style-type: none"><li>• Gather essential and accurate information about patients during medical visits. (EPO 1.01)</li><li>• Interpret basic laboratory tests. (EPO 2.02)</li><li>• Describe 2-3 difficulties faced by patient advocates to maneuver the medical system for the benefit of their patients. (EPO 6.03)</li></ul>	<ul style="list-style-type: none"><li>• Skills evaluation from direct observation.</li><li>• Individual patient presentations to attending physicians</li><li>• Assess how well they activate patients</li><li>• Assess how well they advocate for patients.</li></ul>

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<b>Medical Knowledge:</b> Students must demonstrate knowledge about established biomedical and clinical sciences, along with mental health practices and the application of this knowledge to patient care.	<ul style="list-style-type: none"> <li>• Apply common medical knowledge with a focus on Internal Medicine, Oncology, Neurology, or Cardiology depending on their assigned preceptor (EPO 2.01)</li> <li>• Apply knowledge about social determinants of health while functioning as Patient Advocate. (EPO 2.03)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of patient case with supervising attending</li> <li>• Activate patients on their medical conditions</li> <li>• End of rotation Narrative Medicine piece</li> </ul>
<b>Interpersonal and Communication Skills:</b> Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange with clinic, patients and their families.	<ul style="list-style-type: none"> <li>• Interact with patients and families in a culturally competent manner. (EPO 3.04)</li> <li>• Demonstrate the use of shared decision-making/supportive decision-making strategies with patients. (EPO 1.04)</li> <li>• Work effectively with other members of the healthcare team. (EPO 3.02)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions with physicians, social work, nutrition, support staff, specialists, and most importantly- patients.</li> </ul>
<b>Practice-Based Learning and Improvement:</b> Students must be able to assimilate scientific evidence and improve their patient care practices.	<ul style="list-style-type: none"> <li>• Locate and assimilate evidence from scientific studies related to patients' health problems. (EPO 5.02)</li> <li>• Use information technology to manage information, access on-line medical information, and support personal education. (EPO 4.04)</li> <li>• Apply didactic knowledge of social determinants of health to their work as a Patient Advocate. (EPO 6.04)</li> </ul>	<ul style="list-style-type: none"> <li>• Patient Advocate Project</li> <li>• End of rotation Narrative Medicine Piece</li> </ul>
<b>Professionalism:</b> Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.	<ul style="list-style-type: none"> <li>• Demonstrate compassion and responsiveness to the needs of patients. (EPO 4.01)</li> <li>• Demonstrate sensitivity to a patient's culture, age, gender identity, sexual orientation, and disability. (EPO 6.04)</li> <li>• Demonstrate a commitment to ethical principles pertaining to confidentiality of patient information. (EPO 4.02)</li> <li>• Be on time to clinics and didactic sessions. (EPO 4.01)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions with physicians, nursing and support staff, and patients and their families.</li> <li>• If possible, have one observed clinical interaction by one of the following: attending physician/fellow/ resident</li> <li>• Patient evaluation of professionalism</li> </ul>

## II. Goals and Objectives

### 1. Goal—Provide compassionate and patient-centered care.

- Gather essential and accurate information about patients during medical visits. (EPO 1.01)
- Demonstrate the use of shared decision-making/supportive decision-making strategies with patients. (EPO 1.04)

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2. **Goal—Apply medical and socioeconomic knowledge to improve health disparities.**
  - a. Apply common medical knowledge with a focus on Internal Medicine, Oncology, Neurology, or Cardiology depending on their assigned preceptor (EPO 2.01)
  - b. Interpret basic laboratory tests. (EPO 2.02)
  - c. Apply knowledge about social determinants of health while functioning as Patient Advocate. (EPO 2.03)
3. **Goal—Communicate and collaborate effectively with patients, their support systems, and health care teams.**
  - a. Work effectively with other members of the health care team. (EPO 3.02)
  - b. Interact with patients and families in a culturally competent manner. (EPO 3.04)
4. **Goal—Improve professional skills related to compassionate care, ethical standards, and personal growth.**
  - a. Be on time to clinics and didactic sessions. (EPO 4.01)
  - b. Demonstrate compassion and responsiveness to the needs of patients. (EPO 4.01)
  - c. Demonstrate a commitment to ethical principles pertaining to confidentiality of patient information. (EPO 4.02)
  - d. Use information technology to manage information, access on-line medical information, and support personal education. (EPO 4.04)
5. **Goal—Critically assess medical literature related to patients seen in Redbird community.**
  - a. Locate and assimilate evidence from scientific studies related to patients' health problems. (EPO 5.02)
6. **Goal—Increase awareness and advocacy for the needs of uniquely challenged populations.**
  - a. Describe 2-3 difficulties faced by patient advocates to maneuver the medical system for the benefit of their patients. (EPO 6.03)
  - b. Demonstrate sensitivity to a patient's culture, age, gender identity, sexual orientation, and disability. (EPO 6.04)
  - c. Apply didactic knowledge of social determinants of health to their work as a Patient Advocate. (EPO 6.04)

## III. Methods of Instruction

### Didactic:

- Lecture series:
  - Transportation Services
  - Utility Disparities
  - Food Insecurities
  - Housing Instability
  - Interpersonal Safety

**Clinical: Please contact the Attending Physician at least two days prior to experience to verify the time clinic starts and to introduce yourself. Experiences are subject to change.**

## IV. Overview of Student Responsibilities

- Business-casual dress.
- Attend clinics as outlined. Monday to Friday 8am-5pm

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- Attend didactics as outlined.
- Commit to your duties as Patient Advocate
- Write a Narrative Medicine Piece at the End of Rotation
- **Be on time** to clinics and didactic sessions.

### V. Method of Evaluation of Students and Requirements

Pass-fail grades: there are no examinations. Evaluations of the student by the faculty will be based on the achievement of the stated objectives of the course. This will be assessed by the student's preparation, fund of knowledge, participation in clinic, participation in didactic sessions, and performance as Patient Advocate and final Narrative Medicine piece.