



**Sponsored by the East Texas AHEC
UTMB Office of Community Outreach**

Public Health / Interdisciplinary Ambulatory Community Selective

Syllabus

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AHEC Staff throughout the state will help facilitate this course along with community partners. Additionally the UTMB Office of Community Outreach is available for assistance.

Goal: This 4-week selective is an opportunity for the student to learn about the profession and practice of medicine in a community setting working with special populations, participating in a service learning experience and with special opportunities to explore interdisciplinary team practice and public health.

Objectives

1. Knowledge and Skills Objectives:

- 1.1 Demonstrate proficiency in the diagnosis and management of at least 10 of the most frequently encountered medical problems in the selected community practice.
- 1.2 Describe the role of advanced practice providers, i.e. nurse practitioners and physician assistants, in a community practice.

2. Career Development Objectives:

- 2.1 Discuss with community faculty the challenges and rewards of practicing in the selected community.
- 2.2 Discuss with community faculty advantages and disadvantages of developing a community practice with an interdisciplinary team including advanced practice providers, i.e., nurse practitioners and physician assistants.

3. Advocacy Objectives:

- 3.1 Identify a community health issue affecting this community and the potential advocacy role for a physician.
- 3.2 Explore how the community physician may collaborate with other disciplines in the advocacy role

4. Healthcare Systems/Practice Management Objectives:

- 4.1 Describe a healthcare systems issue or practice management issue which your community faculty identifies as important to the practice.
- 4.2 Describe the influence of advanced practice providers, i.e., nurse practitioners and physician assistants, on practice management issues such as billing.

5. Service Learning Objective:

- 5.1 Spend at least two half-days per week at a community health or public health or health-related organization and reflect on your learning there.

6. Complementary/Alternative Medicine Objective:

- 6.1 Discuss with the community faculty complementary and alternative health professionals' roles in the community and how they relate to the community physician.

7. Public Health Objectives:

- 7.1 Identify the local chief public health official and medical examiner.
- 7.2 Describe how the community physician relates to public health surveillance needs and responds to public health risks.
- 7.3 Identify "Homeland Security" issues which relate to a community physician.

Requirements

Community Faculty: The community faculty may be a primary care or specialty physician. AHEC staff will assist in recruiting a physician. If the student has identified a community faculty they prefer, they should contact the AHEC staff to negotiate the assignment.

Schedule: The daily schedule must be negotiated between the community faculty and the student, but must include the following over the 4-week rotation:

- at least 50% of the time involved in patient care activities in an interdisciplinary team clinic setting,
- at least 5 half-days must include collaboration with advanced practice providers, i.e, nurse practitioner or physician assistants, or other interdisciplinary team members. These half days are included in the 50% patient care requirement.
- at least 2 half-days with the practice manager and office staff.
- 8 half-days learning about community agencies and participating in community/public health advocacy/service learning activities with one or more agencies. This could be daytimes, evenings or weekend-time. (see last page of syllabus for suggestions)
- one half-day *per week* can be reserved for reading and study and completion of assignments.
- involvement in other aspects of the community faculty's practice, civic and/or leisure activity should be negotiated. This may include, but is not limited to, hospital rounds, office management, civic activities, medical staff meetings, weekend/night call, social/leisure activities.

Sample schedule

		Sun	Mon	Tue	wed	Thu	Fri	Sat
Week 1	am		clinic	community	clinic	community	clinic	
	pm		clinic	community	read	clinic with adv practice provider	clinic	

		Sun	Mon	Tue	wed	Thu	Fri	Sat
Week 2	am		clinic	community	clinic	community	clinic	
	pm		clinic with practice manager	community	read	clinic with adv practice provider	clinic	

		Sun	Mon	Tue	wed	Thu	Fri	Sat
Week 3	am		clinic	community	clinic	community	clinic	
	pm		clinic with adv practice provider	community	read	Clinic with adv practice provider	clinic	

		Sun	Mon	Tue	wed	Thu	Fri	Sat
Week 4	am		clinic	community	clinic	community	clinic	
	pm		clinic with practice manager	community	read	Clinic with adv practice provider	clinic	

Course Activities

Students will be required to complete the following assignments:

1) Ambulatory Patient Care in a Community Setting:

- Submission to the community faculty at least four clinic notes per half-day session. The student should expect feedback on some, but not all, of these notes
- Discuss challenges and rewards of practicing in the selected community.
- List the 10 most frequently encountered medical problems in selected clinical practice population and describe the increase in clinical competency you have achieved in this course. Submit the 'Clinical Competency' form. Due week 4 of the course.

2) Interdisciplinary:

- In the selected clinical practice population, observe, and compare these roles:
 - Community physician
 - Discuss with them a healthcare system or practice management issue
 - Advanced practice providers, i.e., nurse practitioners and physician assistants,
 - Practice manager /business office manager.
 - Discuss with them practice management issues
 - At least one other non-physician discipline in patient care.
- Discuss with the community faculty complementary and alternative health professionals' roles in the community and how they relate to the selected clinical practice population.
- Discuss advantages/ disadvantages of interdisciplinary team practices.
- Observe for ½ day Area Health Education Center (AHEC) staff and identify AHEC roles in the community.

3) Public Health Services:

- Review a list of standard/typical public health services and the local contact for these services. Identify the local chief public health official and medical examiner. Review the 10 essential elements of public health.
- Identify public health surveillance needs for the selected clinical practice population.
- Discuss the other health professionals' or community physician's optimal responses to public health risks as relate to this clinical practice.
- Discuss with other health professionals or community physicians "Homeland Security" issues as related to the selected clinical practice population.
- Complete the 'Community Public Health' form for your patients. Due week 3 of the course.
- Explore with community faculty and/or a public health authority(ies), such as a public health professional, the local public health officer, or medical examiner, special public health issues for the selected clinical practice population.

4) Service Learning/Advocacy Experience:

- Discuss with the community faculty the potential advocacy role for a physician and for other disciplines.
- Identify the essential elements of service learning.

- Spend at least 2 half-days per week at a community health or public health or health-related organization. Reflect on the experience and list at least three concepts or skills you learned.
- Develop a service learning project. This project must be approved by the course director. Complete the 'Service Learning Project' form. Due Week 1 of the course.
- Submit a product or description of the service learning project. Due Week 4 of the course.

Note: We may publish completed products on the course website

Evaluation/Grading

- Student will seek feedback from community faculty and/or interdisciplinary team members each clinic day.
- Student will prepare a mid-rotation self-assessment reflecting on what the student has learned and on additional learning desired. The student will discuss progress with community faculty.

This selective is evaluated on a Pass/Fail basis. The final grade will be based on two sources:

- Community faculty's evaluation of student performance and participation
 - Each clinical day the student will secure a completed 'Faculty Evaluation of Student Clinical Performance' form from a supervising faculty
- Course Directors' evaluation of submitted assignments.
 1. 'Service Learning Project' form. Due Week 1.
 2. 'Community Public Health Services' form. Due Week 3.
 3. 'Clinical Competency' form. Due Week 4.
 4. Service Learning Product. Due Week 4.

Students are required to complete an evaluation of the course, the community site, and preceptor.

Appeals of course grades follow the School of Medicine Appeals Policy 7.1.18 as outlined in the Institutional Handbook of Policies and Procedures. Course grades must be appealed in writing to the Course Director within ten working days from the time that the grade is made available. An appeals committee will render a decision on the student's appeal within ten days of meeting to discuss the appeal. Further appeals of this decision again follow the SOM Appeals Policy (see Institutional Handbook).

Absence Policy

This course follows the absence policy of the School of Medicine as defined by the Curriculum Committee.

- **potentially excusable absences** (if negotiated with the course director)
Students must report all anticipated absences in advance to the course director. Examples of absences that will be approved include residency interviews and examinations. Documentation will be required from the student to confirm their participation in these approved activities.

Unanticipated absences (e.g. illness) must be reported within 24 hours to the course director and the community faculty. Unanticipated absences that last more than 2 days will require documentation from the student to justify the absence (e.g. a note from the student's personal physician).

School of Medicine Policy dictates that students are not permitted any more than three excused absences per course. More than three excused absences will result in an Incomplete and will require the student to make up the absences to complete the course and receive a passing grade. The course director will determine the make-up time.

- **unexcused absences.** Absences that are not approved or that are not reported in a timely manner will be considered unexcused. Any unexcused absence will result in a failing grade for the course.

Professionalism

Students are reminded of the UTMB Honor Pledge:

"On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion, and respect in all my academic and professional endeavors."

While off-campus the student is expected to continue to adhere to the Student Conduct Policy 7.1.3 outlined in the Institutional Handbook of Policies and Procedures. It is also very important to recognize that the highest standards of professional behavior are expected from all members of the health care team. Information on professional behavior is part of the clinical evaluation and significant irregularities in behavior may result in a failing clinical score, outweighing other positive demonstration of clinical skills.

FAQ's about Service Learning Activity

What is Service Learning?

Service-learning is a method under which students learn through thoughtfully-organized service that is a) conducted in a community, b) helps foster civic responsibility; c) is integrated into and enhances the academic curriculum of the students; and d) includes structured time for students to reflect on the service experience. There are three basic components to effective service-learning:

- sufficient preparation, which includes setting objectives and planning projects so they contribute to learning at the same time work gets done.
- performing service.
- the participant attempts to analyze the experience and draw lessons, through such means as discussion with others and reflection on the work.

How do I find the appropriate agencies in this community?

The community physician will likely have contacts and the AHEC staff knows the community.

How is the schedule made?

At the beginning of the rotation (or if possible, prior to arriving in the community), the student and community physician will determine what will be the focus of the student's community work and where this community time fits into the overall schedule.

What are the expectations of what I will do for the agency(ies)?

This unique opportunity will allow the various community agencies to use the medical students as a resource. At the same time we hope to avoid unrealistic expectations or demands on students. It will be important to identify a point person in the agency who can orient the student on the first day and provide assistance to the student in determining appropriate activities.

With what type of activities or agencies can I get involved?

We encourage student creativity. If you have any questions, check with the Course Director.

Below are possible activities

- Give a health-related presentation to a local agency staff, a group of students, or to families through a community agency. This presentation should be on some topic related to health or development. Examples include:
 - Nutrition and Obesity-prevention
 - Immunizations: why the need; and what's new
 - "Going to the doctor"
 - Car seat safety
 - Sun safety – cancer prevention
 - Gun safety
- Find out how you can assist the local Head Start staff or the Women's Infants, Children (WIC) staff, while at the same time learning about one of these agencies
- Participate at a Health Fair booth. Provide health education and health screenings.
- Volunteer your time with children. This could be during school (in partnership with the school) or with an after-school program (e.g. after-school tutoring, playing sports; teaching about health)
- Participate with sports physicals or health screenings at a local school
- Teach first aid or a health-related merit badge group of Boy Scouts, Venturers, or Girl Scouts.
- Volunteer at the local library, and combine literacy development and health awareness in your work.
- Provide health education to patients in a public health clinic.
- Volunteer at a Meals on Wheels program.
- Go on home visits with home health agency staff and provide patient education.

Where can I find more information about service-learning?

A website on service-learning can be found at http://www.etxahec.org/hpsp/service_learning/index.htm. It provides a description, goals, and outcomes of service learning as well as links to service-learning organizations and higher education institutions with structured service-learning programs.