

698H LEAD-ABC Shared Harvest: Senior Elective

1. Course Director, Coordinator and General Administrative Information

FACULTY AND STAFF

| Name | Office Location | Phone | Email |
|--|-----------------|--------------|---------------------|
| <u>Co-director:</u> Taylor Lucas, MD, MPH | MedEd | 949-824-2029 | taylorl@uci.edu |
| <u>Co-director:</u> Sudario, MD, MEd | City Tower | 714-456-5239 | gsudario@hs.uci.edu |
| <u>Coordinator:</u> Andrea Gonzalez | MedEd | 949-824-2029 | andrea1@hs.uci.edu |

DESCRIPTION

The COVID-19 pandemic has spotlighted disparities in healthcare that have been ravaging Black and brown communities for centuries. Super-imposed with the trauma of racial injustice, there have been unprecedented changes to the US healthcare and medical education system. It is expected that medical students are equipped with the clinical knowledge to manage the disease, but also be able rapidly adapt to the systemic stressors placed on the hospital and US healthcare systems addressing the disease itself as well as the social and health complications associated with COVID-19 that manifest at various levels of societal ecosystems.

In leaning on principles of community engagement with the goal of fostering health equity for underserved patients receiving care through the myCovidMD® telehealth services network, learners will provide a foundation in clinical care for minoritized patients while engaging in experiential and reflective learning as they work intentionally to assess the intersections of evidence and patient/community realities.

myCovidMD® was created through the Shared Harvest Fund to safely connect residents of the community to resources in real-time, by real people. They help under-resourced communities get free testing and access to telehealth services during the Coronavirus Public Health crisis. Current and ongoing projects include PHQ9 screenings in communities of color to address the rising rates of depression in the Latinx community, and a carefully curated list of resources and providers of color to connect the patients with. This dynamic platform allows for personalization of the experience for each student doing this elective, and allows for LEAD-ABC, and UCI, to have a greater lasting impact on the community.

This course will enable learners to explore the fields of medicine, medical humanities, medical ethics, public health, telehealth, and integrative medicine, while considering resources addressing topics such as poverty, food insecurity, language assistance, debt, immigration, incarceration, asylum health care, racism, veteran affairs and more through various asynchronous activities using online modules.

Medical students completing this course will also actively serve the broader communities of Orange County, Long Beach, and Los Angeles through a dynamic partnership with myCovidMD®. Students will be partnered with a preceptor who has a more longitudinal role in a project aligned with their interests. Students will Capacity Build: conduct a needs-based assessment alongside their preceptor, research and design screening tools for the areas they are most interested in, administer the screenings during intake evaluations using telehealth, and counsel patients about the available resources for their particular health needs, and develop strategies to sustain the interventions. The students will be encouraged to explore these issues through a medical humanities lens to produce literary work from the experience.

PREREQUISITES

This course is intended for any student enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

RESTRICTIONS

This course is intended for incoming third year students, current third-year students, and fourth-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM). Prior authorization by co-directors is required before enrollment.

COURSE CO-DIRECTORS

Dr. Taylor Lucas is a general pediatrician and Health Sciences Associate Clinical Professor in the UC Irvine School of Medicine, Department of Pediatrics. She completed her undergraduate degree, and masters in public health at the University of California, Los Angeles. She then matriculated to the Keck School of Medicine, at the University of Southern California and subsequently completed pediatric residency with the UCLA Tri-Campus Pediatric Residency Program, where she also served as a chief resident. She then went to New York University School of Medicine / Bellevue Hospital Center where she finished a fellowship in academic general pediatrics and primary care research prior to joining the UC Irvine Department of Pediatrics in 2013. Dr. Taylor Lucas is currently Co-Director for Leadership Education to Advance Diversity for African, Black and Caribbean communities (LEAD-ABC), Associate Program Director for the UC Irvine/CHOC Children's Pediatric Residency Program, and faculty affiliated with the UC Irvine Pediatric Exercise and Genomics Research Center (PERC). During her tenure as faculty with the UCI School of Medicine she has been the recipient of awards such as the American Academy of Pediatrics – Orange County Chapter Young Physician of the Year, the 2019 UC Irvine School of Medicine Leonard Tow Humanism in Medicine Award, and the 2020 UC Irvine Humanism in Medicine Faculty Award. Her advocacy and research focus on early life physical activity, early childhood obesity prevention,

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maternal-child health disparities, and diversity, equity and inclusion in medicine. She is a faculty advisor for Team KiPOW OC, serves on the UC Irvine School of Medicine Clinical Faculty Equity and Diversity Committee, is a Faculty Advisor for the UC Irvine Center for Medical Humanities, co-chair for the retention sub-committee of the Association of Pediatric Program Directors Underrepresented Minorities in Pediatric Graduate Medical Education learning community, and volunteers as a member of the Board of Directors for two nonprofit organizations – Shared Harvest Fund- myCovidMD, and Raising Compassionate Leaders.

Dr. Sudario is faculty in Emergency Medicine and has worked in higher education since 2018. He completed a fellowship Multimedia Design and Educational Technology (MDEdTech) at the University of California, Irvine and a Masters in Education Technology and Instructional Design. He also serves as the UCI SOM Director of Summer programs and co-clerkship director for emergency medicine.. He completed medical school and residency training at the University of California, San Francisco. During residency he worked closely with an international team coordinated through the Academic Life in Emergency Medicine group to develop a visual teaching aid for the PECARN and Canadian Head CT rules. He is specifically interested in visual design, social media “micro teaching”, and diversity/inclusion in the UME and GME setting.

Andrea Gonzalez is the course coordinator for this course. Ms. Gonzalez additionally serves as the program coordinator for the Leadership Education to Advance Diversity – African, Black, and Carribean and has extensive experience with integrating clinical and basic science experiences in the coursework in a culturally informed way.

INFORMATION FOR THE FIRST DAY

Orientation to the course will be provided over Zoom conference. Participants will be emailed the specific time and Zoom conference link prior to the first day of instruction.

PRIMARY SITES

UC Irvine School of Medicine
Distance-Learning
Telehealth services

DURATION

2 or 4 weeks

The two-week offering of the elective will consist of the mandatory virtual sessions (see below). Students will also be required to create a literary piece (eg write one op-ed or letter to the editor) for the course.

For students interested in the four-week offering of this elective, more time will be spent participating in approved myCovidMD® projects. Students will conclude that time with a reflection assignment.

The elective will first be offered starting on Monday, March 1st, 2021 and will be offered once a year.

Scheduling Coordinator: UC Irvine students please call (714) 456-8462 to make a scheduling appointment.

Periods Available: The time of the course must be pre-approved by the elective director at least 3 months prior to the start of the course. No exceptions.

NUMBER OF STUDENTS ALLOWED: 20 students maximum, minimum 1 student.

WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE

Students should sign up to volunteer for myCovidMD®. They should also review Orange County Healthier Together Website, 211oc.org, and 211la.org prior to meeting with the course director and to enrolling in the elective to discuss their target population and project area of interest to review projects options prior to the start of the course.

Students will be asked to submit their Harvest Capacity Building project title and objectives within the first three days of the elective.

COMMUNICATION WITH FACULTY

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course co-directors. Contact information and office location are at the beginning of this document.

The Course co-directors is also available to meet over Zoom. Please email them directly to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. LEAD-ABC Shared Harvest: Senior Elective, Smith, Request for appointment)

2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the LEAD-ABC Shared Harvest: Senior Elective. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

| Course Objective | Mapped UCI School of Medicine Program Objective | Sub Competency | Core Competency |
|--|---|------------------|-----------------|
| To examine the intersection of social determinants of health, unmet social needs | A-5. Knowledge of medical practice, including health care | Medical Practice | Knowledgeable |

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| and telehealth outpatient clinical care as they relate to patient care and to connect these concepts to the overarching theme of health equity | economics and health systems impacting delivery and quality of patient care. | | |
| To identify and diagnose social determinants of health in case based-formats. | C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness | Social and Cultural Awareness | Altruistic |
| Appraise real world needs in social determinants of health in Long Beach, Los Angeles, and Orange County communities and construct systemic intervention to address these needs. | D-3. A commitment to serve our community | Community | Dutiful |
| Evaluate and assess current barriers in addressing patient’s challenges with accessing health resources. | C-4. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities | Social and Cultural Awareness | Altruistic |

3. Course Resources

CANVAS COURSE ORGANIZATION

The LEAD-ABC Shared Harvest: Senior Elective will be run asynchronously, requiring active participation on the Canvas platform. There will be some live Zoom presentations that will require virtual attendance. The course will be organized by day on the Canvas platform. Each day will require various asynchronous activities, Zoom lectures, and assignments. A summary of activities will be listed, and links to required readings, assignments and discussions will be provided in the day overview. Play close attention to assignment deadlines.

Optional:

- Racism in Academia, and why the ‘Little Things’ Matter
 - o <https://media.nature.com/original/magazine-assets/d41586-020-02471-6/d41586-020-02471-6.pdf>
- Structural competency: Theorizing a new medical engagement with stigma and inequality
 - o <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4269606/pdf/nihms648692.pdf>

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- The Healthy African American Families (HAAF) Project: From Community-Based Participatory Research To CommunityPartnered Participatory Research
 - o <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3791221/pdf/nihms517996.pdf>
- Century Villages at Cabrillo Celebrates Two Decades in the Struggle to End Homelessness
 - o <https://lbpost.com/hi-lo/century-villages-at-cabrillo-celebrates-two-decades-in-the-struggle-to-end-homelessness>
- Federally Qualified Health Centers' Capacity and Readiness for Research Collaborations: Implications for Clinical-Academic Community Partnerships
 - o <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4553115/pdf/CTS-8-391.pdf>
- Recommended books
 - o My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies
 - <https://www.amazon.com/My-Grandmothers-Hands-Racialized-Pathway/dp/1942094477>
 - o The Immortal Life of Henrietta Lacks
 - <https://www.amazon.com/Immortal-Life-Henrietta-Lacks/dp/1400052181>
 - o How to Be an Antiracist
 - https://www.amazon.com/gp/product/B07D2364N5/ref=dbs_a_def_rwt_hsch_vapi_tkin_p1_i0

Required for 4-week students (highly recommended for 2-week students):

- Camara Jones: The Gardener's Tale and the Physican's Legitimate Role
 - o <https://vimeo.com/125702870>
- Camara Jones: Cliff of Good Health
 - o <https://www.youtube.com/watch?v=to7Yrl50iHI>
- TEDx: Inspiring Change: Migrant Worker Health Clinics as a Model of Community Integration
 - o https://www.ted.com/talks/janet_mclaughlin_inspiring_change_migrant_worker_health_clinics_as_a_model_of_community_integration
- TEDx: Combating Racism and Place-ism in Medicine
 - o https://www.ted.com/talks/j_nwando_olayiwola_combating_racism_and_place_ism_in_medicine
- TEDx: How the US can address the tragedy of veteran suicide
 - o https://www.ted.com/talks/charles_p_smith_how_the_us_can_address_the_tragedy_of_veteran_suicide
- TEDx: The Housing First approach to homelessness
 - o https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness

Additional Resources

- 211oc.org
- 211la.org
- [OC Health Care Agency](http://OCHealthCareAgency.org)

- [Long Beach Health Department](#)
- [Long Beach Black Infant Health Program](#)
- [CDC – African-American Health Disparities](#)
- [Orange County Healthier Together Website](#)

4. Major Exams, Assignments and Grading

MANDATORY SESSIONS

The student is expected to attend all sessions designed by the supervising faculty. It is important that the student adhere to the attendance policy listed on the website

- Weekly 1-hour reflection session with elective co-directors
- Weekly mentorship meetings with project mentor
- Telehealth and/or community settings (virtual or in-person) to conduct project

MAJOR ASSIGNMENTS AND EXAMS

1. Daily journal writing and reflection (1 paragraph prose, bulleted items, or free writing or poetry also accepted)
2. Online International and Domestic Health Equity and Leadership (IDHEAL) modules (www.idheal-ucla.org)
3. 4 week: see required section under course resources
4. Harvest Capacity Building project summary and presentation
5. Op-ed piece for regional newspaper or magazine, AAMC medical student well-being section, abstract, manuscript, or workshop proposal (*Submission required for 4 week elective only*)

THE GRADING SCALE

Medical Students are graded using the following scale:

2-week course: Pass (P) or Fail (F).

4 -week course: Honors (H), Pass (P) or Fail (F).

For the assignment of grades, the average and distribution of scores of only the medical students will be used to establish the score range for each grade. The score of any medical students who has previously taken this Clerkship or any portion will not be included in the calculation of these statistics.

You have 30 days from the date of the grade to appeal any aspect of this grade. Please contact your Clerkship/course Director should you have any questions

GRADING

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F) and Incomplete (I). For further information, please review the [Grading Policy](#).

Requirements for “Pass”:

To receive a grade of Pass, students must review all of the course materials, successfully complete all assignments, and be active participants in the course. Students must satisfy the writing requirements based on the two or four-week length of the elective. Students must also demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Requirements for “Honors”:

To receive a grade of Honors, students must submit their literary work for publication in a pre-selected journal. Topics and journals must be proposed to the course director at the beginning of the elective to determine feasibility within the time allotted. The topic must be scholarly in nature and of a quality that could be submitted for presentation at a local, regional or national conference. For four-week elective, this requirement can include designing course material, like discussion questions and scenarios, for subsequent elective students.

Grounds for “Incomplete”: *You will not be issued a grade until all elements of the course have been completed.*

REMEDIATION

Remediation, if needed will be designed by the Course co-directors to suit the issue at hand.

Grounds for “Fail”: *You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.*

Schedule

2-weeks

| WEEK | M | T | W | T | F | S |
|------|--|---|--|---|---|------------------------------|
| 1 | IDHEAL Lanugauge (1) and Culture (2) Modules | IDHEAL Race (3) and Gender Identity (4) Modules | IDHEAL Health Literacy (5) and Food Insecurity (7) Modules | IDHEAL Debt (6), Homelessness (8), and Housing Conditions (9) Modules | IDHEAL Incarceration (13), Med-Legal Needs (10), and Immigration (11) Modules | |
| | Preceptor Shadow Day to conduct needs- | Preceptor Shadow Day to conduct needs- | Submit Harvest Capacity Building project | Implementatiion Day 1 + | Implementatiion Day 2 | Submit daily journal writing |

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|---|---|--|--|--|--|--|
| | based assessment | based assessment | | Meeting with course co-directors | | and reflections |
| 2 | IDHEAL Human Trafficking (12), Violence Intervention (14), and Build Environment (15) Modules | IDHEAL Healthcare Coverage & Accesss (17) Module | IDHEAL Education (20) and Employment (16) Modules + Reflection | IDHEAL Transportation (19) and Financial Strain/ Instability Modules (18) + Reflection | | |
| | Implementatiion Day 3 | Implementatiion Day 4 | Implementatiion Day 5 | Meeeting with preceptor * + Meeting with course co-directors | Harvest Capacity Building Project Summary and Presentation | Submit daily journal writing and reflections + Deadline to turn in op-ed or letter to the editor to co-directors |

* self schedule

4-weeks

| WEEK | M | T | W | T | F | S |
|------|--|--|--|--|---|--|
| 1 | IDHEAL Lanugauge (1) and Culture (2) Modules | IDHEAL Race (3) and Gender Identity (4) Modules | IDHEAL Health Literacy (5) and Food Insecurity (7) Modules | IDHEAL Debt (6), Homelessness (8), and Housing Conditions (9) Modules | IDHEAL Incarceration (13), Med-Legal Needs (10), and Immigration (11) Modules | |
| | Preceptor Shadow Day to conduct needs-based assessment | Preceptor Shadow Day to conduct needs-based assessment | Submit Harvest Capacity Building project | Meeting with course co-directors | | Submit week of daily journal writing and reflections |
| 2 | IDHEAL Human Trafficking (12), Violence Intervention (14), and Build | IDHEAL Healthcare Coverage & Accesss (17) Module | IDHEAL Education (20) and Employment (16) Modules + Reflection | IDHEAL Transportation (19) and Financial Strain/ Instability Modules (18) + Reflection | Camara Jones: The Gardener's Tale and the Physican's Legitimate Role | |

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| | Environment (15) Modules | | | | + Reflection | |
|---|---|--|---|--|---|--|
| | | Implementation Day 1 | Implementation Day 2 | Meeting with preceptor * + Meeting with course co-directors | Implementation Day 3 | Submit week of daily journal writing and reflections |
| 3 | Camara Jones: Cliff of Good Health + Reflection | TEDx: Inspiring Change: Migrant Worker Health Clinics as a Model of Community Integration + Reflection | TEDx: Combating Racism and Place-ism in Medicine + Reflection | TEDx: How the US can address the tragedy of veteran suicide + Reflection | TEDx: The Housing First approach to homelessness + Reflection | |
| | Implementation Day 4 | Implementation Day 5 | Implementation Day 6 | Meeting with preceptor * + Meeting with course co-directors | Implementation Day 7 | Submit week of daily journal writing and reflections |
| 4 | Guest Speaker: Structural Competency | Guest Speaker: Anti-Racism in Clinical Practice | Guest Speaker: Physician Advocacy and Policy Reform | Guest Speaker: Wellness for Advocates | | |
| | Implementation Day 8 | Implementation Day 9 | Implementation Day 10 | Meeting with preceptor * + Meeting with course co-directors | Harvest Capacity Building Project Summary and Presentation | Submit week of daily journal writing and reflections + Deadline to turn in op-ed or letter to the editor to co-directors |

* self-schedule

This section only needs to be completed if the course requires a voting action by CEP.

If need CEP Approval, please indicate the action requested by marking the appropriate box(es):

| | | | |
|------------------------------------|---|--------------------|--|
| New Course: | X | Change: | |
| Delete Course: | | Title | |
| CEP Curriculum Review | | Description | |
| Annual Update | | Hours/Units | |
| Other (specify): | | Site | |
| For changes please explain: | | | |
| | | | |
| Course History: | | | |
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|----------|---|--------|--|---------|--|
| Approved | X | Denied | | Pending | |
|----------|---|--------|--|---------|--|

Action Taken by CEP (mark appropriate box):

| | |
|---|------|
| Signature Todd Holmes PhD Chair CEP Committee | Date |
|---|------|

This information will be provided by the Registrar after the course has been approved by CEP.

| | |
|------------------------------------|-----------|
| Course Code: | Course #: |
| Abbreviated Title (19 Characters): | |