

698H LEAD-ABC Shared Harvest

Course Name LEAD-ABC Shared Harvest

Course Director Candice Taylor Lucas, MD, MPH and Carol Major, MD

Elective at a Glance		
Available to: <input type="checkbox"/> UCI MS3 students <input checked="" type="checkbox"/> UCI MS4 students <input type="checkbox"/> Extramural Students		
Duration: 4 weeks	Number of Students: 2 min 15 max	Grading: H / P / F
Periods available: Annually in the time frame of February/March. Pre-approval by Co-directors		

1. Course Director, Coordinator and General Administrative Information

FACULTY AND STAFF

Name	Office Location	Phone	Email
Co-director: Candice Taylor Lucas, MD, MPH	836 Health Sciences Rd, 4016 Irvine, CA Pediatric Exercise and Genomics Research Center, 101 Academy, Suite 150, Irvine, CA 92617	949-824-2029	taylorce@hs.uci.edu
Co-director: Carol Major, MD	836 Health Sciences Rd, Irvine, CA	949-824-2029	camajor@hs.uci.edu
Coordinator: Lorena Moran	836 Health Sciences Rd, Irvine, CA	949-824-2029	lmoran@hs.uci.edu

DESCRIPTION

The COVID-19 pandemic spotlighted disparities in healthcare that disproportionately impact Black and Brown communities. It is expected that medical students are equipped with the clinical knowledge to manage the health manifestations of social and structural inequities and rapidly adapt to the systemic stressors placed on US healthcare systems as they work to address the health issues experienced by diverse patients and communities.

In leaning on principles of community engagement with the goal of fostering health equity for underserved patients receiving care through community networks and nonprofit organizations, learners will provide outreach and care for minoritized patients while engaging in experiential and reflective learning as they work intentionally to assess the intersections of evidence and health needs, while considering patient and community realities.

The Shared Harvest Fund connects residents in the community to resources in real-time. They helped under-resourced communities get free testing and access to

telehealth services during the COVID-19 pandemic and partner with Dena strong to support communities in need after the LA fires. Current and ongoing projects include screenings and resource navigation for communities of color. Collaboration with this nonprofit allows each student doing this elective, and allows for PRIME 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, and public health, 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 and complete a Harvest scholarly project that they will present at the end of the elective to their cohort and invited guests. The students will be encouraged to explore issues through an anti-racist lens and are invited to develop and present projects that lean on diverse disciplines including medical humanities, research, public health and/or medical education.

PREREQUISITES

This course is intended for students who completed prior coursework with PRIME LEAD-ABC in the University of California, Irvine School of Medicine (UCISOM).

RESTRICTIONS

This course is intended for 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 Research Center for Exercise Medicine and Sleep). 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, 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 profit organizations – of Directors for two non Shared Harvest Fund and Raising Compassionate Leaders.

Dr. Carol Major is a Clinical Professor in the Obstetrics and Gynecology Department at UC Irvine and Assistant Dean of Student Support. She received her undergraduate degree in Human Biology from Stanford University and received her Medical Degree from Case Western Reserve School of Medicine in Cleveland, Ohio. She then matriculated to the University of California, San Francisco where she completed her internship and residency in Obstetrics and Gynecology. After residency, she transitioned to fellowship in Maternal Fetal Medicine with the University of California, Irvine and she subsequently stayed as faculty with the Department of Obstetrics and Gynecology at UCI where she has remained for over 30 years. As faculty with the UC Irvine School of Medicine, she continued to stretch her professional and academic growth by completing a fellowship in Medical Education with the University of Southern California. Her research focuses on Diabetes in Pregnancy, Preterm Labor, and Multiple Gestations. She previously served in diverse leadership roles including residency program director for obstetrics and gynecology and Division Director of Maternal Fetal Medicine in the Department of Obstetrics and Gynecology and currently is a part of the leadership team for the Department of Obstetrics and Gynecology supporting faculty development and community engagement.

Lorena Moran is the course coordinator for this course. Mrs. Moran additionally serves as the program coordinator for the Leadership Education to Advance Diversity – African, Black, and Caribbean 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 on the first day. Participants will be emailed the specific time and hybrid options (in-person or via Zoom) for participation will be possible.

PRIMARY SITES

UC Irvine School of Medicine

DURATION: 4 weeks

The four-week offering of the elective will consist of mandatory in-person/virtual sessions (see below). Students will also be required to attend community site visits, engage in a clinical immersion experience with UCI School of Medicine alumnus Dr. Dedra Beckles in the Divinely Restored Health and Wellness clinic in Long Beach, California, and create and present a scholarly project (e.g., children's book, poem, presentation of community project, op-ed or letter to the editor) for the course.

For students participating in the four-week offering of this elective, more time will be spent participating in approved capstone projects.

The elective will first be offered annually in the time frame of February/March.

Scheduling Coordinator: UC Irvine students please email comsched@hs.uci.edu 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: 15 students maximum, minimum 2 student.

WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE

Students 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 Capstone scholarly project by the start of the second week 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 and telehealth outpatient clinical care as they relate to patient care and to connect these concepts to the overarching theme of health equity	A-5. Knowledge of medical practice, including health care economics and health systems impacting delivery and quality of patient care.	Medical Practice	Knowledgeable
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 PRIME LEAD-ABC Shared Harvest: Much of the senior elective will be run asynchronously, requiring active participation on the Canvas platform. There will be some live presentations that will require virtual or in-person 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. Pay close attention to assignment deadlines.

Optional:

- Racism in Academia, and why the ‘Little Things’ Matter
 - <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
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4269606/pdf/nihms648692.pdf>
- The Healthy African American Families (HAAF) Project: From Community-Based Participatory Research To Community Partnered Participatory Research
 - <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
 - <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
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4553115/pdf/CTS-8-391.pdf>
- Recommended books
 - 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>
 - The Immortal Life of Henrietta Lacks
 - <https://www.amazon.com/Immortal-Life-Henrietta-Lacks/dp/1400052181>
 - Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to Present
 - [Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present: Washington, Harriet A.: 9780767915472: Amazon.com: Books](https://www.amazon.com/Medical-Apartheid-The-Dark-History-of-Medical-Experimentation-on-Black-Americans-from-Colonial-Times-to-the-Present-Washington-Harriet-A-9780767915472/dp/0767915472)
- 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 Physician’s Legitimate Role
 - <https://vimeo.com/125702870>

- Camara Jones: Cliff of Good Health
 - <https://www.youtube.com/watch?v=to7Yrl50iHI>
- TEDx: Inspiring Change: Migrant Worker Health Clinics as a Model of Community Integration
 - 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
 - https://www.ted.com/talks/j_nwando_olayiwola_combating_racism_and_place_ism_in_medicine
- The Enduring Myth of Black Criminality
 - <https://youtu.be/cQo-yYhExw0?si=cJqcKSt1qRwXCalrc>
- Homelessness and racial equity
 - <https://youtu.be/vISKMvSZCas?si=xUqYQxOpyIIgVb66>

Additional Resources

- 211oc.org
- 211la.org
- [OC Health Care Agency](http://OCHealthCareAgency.org)
- [Long Beach Health Department](http://LongBeachHealthDepartment.org)
- [Long Beach Black Infant Health Program](http://LongBeachBlackInfantHealthProgram.org)
- [CDC – African-American Health Disparities](http://CDC-African-AmericanHealthDisparities.org)
- [Orange County Healthier Together Website](http://OrangeCountyHealthierTogetherWebsite.org)

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

THE GRADING SCALE

Medical Students are graded using the following scale:

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.

UC Irvine School of Medicine
Curriculum and Educational Policy Committee

WEEK	M	T	W	T	F	S
1	ID HEAL – Race Race and Place-ism Ted Talk	Medical Apartheid Read Ch.5 “The Restless Dead”	ID HEAL – Culture Cliff of Good Health –Dr, Camara Jones	ID HEAL – Debt (6), Homelessness (8), and Housing Conditions (9) Modules	ID HEAL – Incarceration (13), Med-Legal Needs (10), and Immigration (11) Modules	
	Orientation	Allegories of Race and Racism – Dr. Camara Jones	Submit Harvest Capacity Building project			Submit week of daily journal writing and reflections
2	ID HEAL – Human Trafficking (12), Violence Intervention (14), and Build Environment (15) Modules	ID HEAL – Immigration	ID HEAL – Human Trafficking	TEDx: Inspiring Change: Migrant Worker Health Clinics as a Model of Community Integration	All Week 2 ID HEAL discussion posts and responses are due by 10am	
	Reflection Session #1					Submit week of daily journal writing and reflections
3	ID HEAL – Incarceration	ID HEAL – Violence	ID HEAL – Environment	ID HEAL – Education	All Week 3 ID HEAL discussion posts and responses are due by 10am	
	Reflection Session #2					Submit week of daily journal writing and reflections
4	Structural Competency	Anti-Racism in Clinical Practice	Physician Advocacy and Policy Reform	Wellness for Advocates		
	Reflection Session #3				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