

Proposing a New Elective Course

Course Name: RUUTE Community Engagement Experience (CEE)

Course Director: Stephanie Lyden, MD and Lucy E. Hansen, MD

Course Coordinator: Madelyn Carter and Elise Longnecker

Sponsoring Department: RUUTE (Rural and Underserved Utah Training Experience Program)

Department Code: MDID

Proposed Course Number: 6000 level

Type of Elective: Clinical

Number of Credits: 5

Course Work	Hours	Credits
Pre-Field Week	40 hours	1
Hands-On Learning	84 hours	2
Community Work, Building & Disseminating a Community Deliverable	24 hours	1
Post-Field Work	40 hours	1
Total	188 hours	5 credits

Timing & Frequency: 5 Weeks

May 13th 2023 – July 31st 2023 (Dependent on Preceptor Availability)

Prerequisites/Co-requisites:

It is recommended that students participate in RUUTE activities (such as the Rural Speaker Series) and TRUE courses (such as MDID 6650 "Applied Community Health and Leadership") in advance of participating in CEE course.

Brief Statement of Rationale:

Physicians practicing in rural and/or underserved areas may be tasked with identifying, planning, developing and evaluating community health interventions as healthcare leaders in their community. The objective of the RUUTE Community Engagement Experience (CEE) is to familiarize students with identifying community health needs and then creating actionable intervention(s) to address that need. Students will become immersed in the community via clinical preceptor time and community service. By completing this experience in a rural and/or underserved area, students will develop a more well-rounded understanding of differences in health system medicine. The project/community deliverable/intervention that students will complete will promote student engagement in the Intermountain West and integrate emerging knowledge across health humanities and the foundational, clinical and healthcare delivery sciences. CEE also hopes to create mutually beneficial, sustainable and reciprocal relationships with these communities that later may lead to extensive longitudinal learning experiences. During these five weeks, students will have a defined support system. Course directors, coordinators, and preceptors will guide them through their experience, be there to answer any questions, and provide mentorship. Overall, CEE will be a robust learning opportunity for students that fosters foundational, experiential, and interdisciplinary learning in varied cultural, geographic, and socioeconomic settings and we hope it will be highly valued in students' growth as a healthcare professional.

Credit Hours: 5

Contact Information

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Course Information

Brief Description of Course

The RUUTE Community Engagement Experience (CEE) is an opportunity for medical students to gain hands-on clinical learning for a longer period of time than medical students typically get during their first and second years of medical school. During this course, medical students will travel to a rural and/or underserved location in Utah, Idaho, Wyoming, or Montana to complete hands-on learning with providers of different specialties. CEE sites will be pre-determined based on student, preceptor, and housing availability. Students will also participate in volunteer opportunities within the community. Additionally, they will be required to gather community specific data (community assets, demographics, epidemiology) and complete community interviews to identify a pressing health concern in their community. Through the knowledge learned from these experiences, medical students will create and disseminate a community deliverable/intervention that addresses the public health concern they identified. At the completion of the experience, they will develop a poster presentation that reflects their community data and intervention that will be presented later in the fall during a research symposium.

Various assignments will be completed (described below) to draw deeper into the students' experience as a health professional in rural and/or underserved communities and to help them develop their community deliverable/intervention. Community deliverable topics will come out of a community assessment and may focus on any number of public health topics, including: physical health (e.g. diabetes), behavioral health (e.g. substance use disorders), social determinants of health (e.g. income level), and emerging issues (vaccination resistance).¹

Summary of Course Components:

1. Complete hands-on clinical learning
2. Volunteer in the community
3. Investigate and create a community deliverable, which the student will implement/propose to the community
4. Once the CEE experience is completed, the student will reflect on their experience and create a poster presentation to summarize their intervention in the community

****(See Course Format and Schedule for More Detailed Information on Course Components)***

Much of our inspiration for the CEE Program is from University of Washington's Rural/Underserved Opportunities Program (RUOP). RUOP leadership was instrumental in sharing their course curriculum to help shape the CEE experience at the University of Utah School of Medicine.¹

Course Objectives

As a result of successfully completing the RUUTE Community Engagement Experience, students will be able to:

1. Identify community assets and public health concern(s) from collecting and analyzing quantitative demographic and epidemiological data and from their qualitative experiences (clinical hands-on learning, community service, and community interviews).
2. Assess differences in the ways community assessments can be completed (asset-based vs needs-based)
3. Understand different approaches to health education strategies and how to adapt these approaches to a specific community.
4. Work with community members to identify a pressing health concern in their respective community.
5. Create a community deliverable to address the identified health concern and a dissemination/outreach plan for that deliverable.
6. Contextualize the topics learned in various educational offerings (e.g. Population health pathway, TRUE pathway {MDID 6550 and 6555}, Layers of Medicine, Students as Teachers, Clinical Methods Curriculum, etc.)
7. Describe unique aspects of population health in rural and/or underserved communities and compare/contrast to urban/metropolitan population health, including health resources, care delivery, social determinants, health disparities, and diversity in age, race, culture, and more.
8. Appreciate the importance of cultural humility and adopting a non-judgmental, compassionate, open-minded curiosity in the care of these communities.
9. Appreciate the broad scope of medical care practiced by health care teams in rural and/or underserved settings, and how technological innovations and collaborations with referral centers and academic medical centers facilitate this scope of practice.

10. List several local, state, and federal organizations and resources that exist to support rural and underserved health and health systems and describe their function/role.
11. Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and experiential, integrated learning.

Course Format & Schedule

Timeline

Course Calendar	Assignments	Course Goal Assessed	Due Date
Week 1 (Pre-field Week – Before student arrives at CEE site)	<ul style="list-style-type: none"> • Read assigned articles; research the assigned community's demographics, epidemiology, and assets; and submit this data using a formatted assignment. <ul style="list-style-type: none"> • Highly recommended to start researching/setting up community interviews 	Ability to compile community data to complete an asset assessment	Sunday night at end of week 1 at 11:59 PM MST
Week 2	<ul style="list-style-type: none"> • Travel to respective CEE site • Develop Learning Plan/Goals with preceptor • 32 Hours of hands-on learning with a preceptor • 4 Hours of community service (hours will be dependent on COVID) <ul style="list-style-type: none"> • 3 Community interviews • Submit plan for an educational community deliverable 	Experiential learning in a clinical and community setting, effective community interviewing, execution of asset assessment and plan for development of an educational deliverable	Sunday night at end of week 2 at 11:59 PM MST
Week 3	<ul style="list-style-type: none"> • 32 Hours of hands-on learning with a preceptor • 4 Hours of community service (hours will be dependent on COVID) • Research literature about specific idea for an educational deliverable • Complete a written reflection piece based on experiences in assigned community 	Similar to week 2 with addition of a reflection piece to aid in individual student introspection, as well as gauging understanding of the local community health system	Sunday night at end of week 3 at 11:59 PM MST
Week 4	<ul style="list-style-type: none"> • 20 Hours of hands-on learning with a preceptor • Complete and disseminate community deliverable/intervention • Thank you cards delivered to preceptors, community members, etc. <ul style="list-style-type: none"> • Leave CEE site 	Similar to weeks 2 and 3 with addition of assessing student ability to develop and disseminate an intervention to address a health concern	Sunday night at end of week 4 at 11:59 PM MST
Week 5	<ul style="list-style-type: none"> • Complete poster summarizing asset assessment and community deliverable/intervention 	Ability to develop a poster as a summative work of their CEE	Final poster upload is due Sunday night at end of week 5 at 11:59 PM MST
Fall after CEE	<ul style="list-style-type: none"> • Present poster at medical student research symposium in the Fall 	Ability to present research findings to greater academic community	Fall research symposium

Additional Details Regarding Above Course Calendar

1. **Week 1 (Pre-field Week – Before student arrives at CEE site)**

- Read the following articles:
 - i. What is Asset Based Community Development (ABCD)
 - ii. [Growing Partners: Building a Community–Academic Partnership to Address Health Disparities in Rural North Carolina](#)
 - iii. [Community-Based Participatory Research: An Ethical and Practical Model for Academic Public Health and Clinical Research](#)
 - iv. [Why We Need Community Engagement in Medical Research](#)

- Complete the Community Demographics, Epidemiology, Assets and Needs Worksheet¹. The following sections will be completed:
 - i. Review of Local Health Assessments
 - ii. Local Demographics and Epidemiology
 1. [Census Quick Facts](#)
 2. [VizHub](#)
 3. [Robert Wood Johnson \(RWJ\) County Health Rankings](#)
 4. [Millenium Development Goals \(UN\)](#)
 5. [10 Essential Public Health Services](#)
 6. [John Hopkins County Level Data on COVID-19](#)
 7. [Healthy People 2020](#)
 8. Health Search Engines for your State:
 - a. [IBIS](#)
 - b. [Utah Department of Health – Office of Primary Care and Rural Health](#)
 - c. [Utah Medical Education Council](#)
 - d. [Wyoming Health Data](#)
 - iii. Research Community Assets
 1. Community organizations, educational programs/schools, social services (food banks, mobile clinics, Public Health Department), healthcare systems/facilities, recreational opportunities, businesses, community gathering places (drop-in centers, parks, libraries, spiritual centers, museums, etc.), local media coverage (newspapers, news channel)

- Read the following regarding health system education implementation¹:
 - i. [Characteristics of an Effective Health Education Curriculum](#) (CDC)
 - ii. [The Community Guide](#) (click on the Topics drop-down to explore various resources associated with your topic, if included)
 - iii. [Rural Health Info Health Promotion Toolkit](#) (review content in these modules, and explore the links to resources and examples of health education interventions)

- Prepare for your interviews that will take place in week 2 (review interview question examples found in Canvas).

2. Week 2

- Meet with CEE preceptor to discuss student goals and learning plan on Day 1 of week 2.(assignment found in Canvas)

- Complete the following 3 interviews (there are examples of interview questions for each specified interview in Canvas):
 - i. A healthcare professional, staff, or administrator from the CEE site
 - ii. A patient
 - iii. A community partner (e.g.: public health department officials, local non-profit leaders, local grass-roots organizations, librarians, local store owners, school teachers, firefighters, ambulatory care teams, city or county officials, social worker, patient advocates/patient navigators, community liaison)

- Submit plan regarding idea for community deliverable/intervention:
 - i. Using the knowledge students derive from their pre-field work and community interviews, they will submit their plan for a community deliverable within the below framework*.

*Considerations and Examples for Community Deliverable

Here is a list of common project topics !:

- Substance use disorders
- Mental health (suicide prevention, depression)
- Nutrition (food insecurity, diabetes management)
- ACEs, Resilience promotion & Trauma-informed care
- Personal safety (seat belt usage, drowning prevention, etc.)
- Health issues among unique populations (homeless, migrant workers, immigrants)
- Intimate partner violence
- Maternal health (prenatal care, teen pregnancy)
- Neurocognitive disorders (dementia, Alzheimer's)
- Infectious disease screening and vaccination promotion

Here is a list of project examples:

- Developing health-conscious food recipes based on local access to health food options for a community that is located in a food desert
- Creating a pamphlet/brochure and educating a local hair salon or barbershop on a health prevention topic (smoking cessation, cancer screening, etc)
- Education of importance of early reading to the pediatric population and development of a resource document for community members on how to utilize the local library
- Creating a poster about COVID rates for a county that also lists local resources for testing and vaccination

3. Week 3

- *Literature Review:*
 - i. Review at least 5 articles related to topic/idea for a community deliverable and complete the accompanying worksheet (*found in Canvas*).
- *Written Reflection:*
 - i. Students are encouraged to reflect on the following: their experiences in their respective community, their review of local assets. Students may choose to try to submit this to local media outlet or to the University of Utah's *Accelerate Learning Community Online Newsletter* (though this is not required). Completion of one of the following:
 1. One page written reflection piece
 2. Poetry excerpt
 3. Video Submission
 4. 300 word photo essay.
 - a. Students need to upload a photo that they took in their CEE community and provide a brief commentary about the photo and how it may have provided insight during their CEE experience.

Photo Guidelines:

- Always ask permission before taking photos of people.
- NO photos of patients
- If a picture is taken of a specific group not in a public setting (e.g. diabetes group), students are required to provide written consent from all individuals in the group. (*Consent form can be found in Canvas where it should then be uploaded after completion*)

4. Week 4

- *Dissemination of community deliverable*
 - i. Work on completion of student's community deliverable that should be presented or distributed to the community by the end of week 4.
 - ii. Upload deliverable and intervention/disseminate plan to Canvas for review. *See below grading rubric under "Assessment and Grading."*
- *Thank You Cards*
 - i. These should be given to all the individuals a student interviews, their preceptor, additional community members, additional clinical staff that may have helped educate the student.

5. Week 5

- *Rough Draft Poster Upload*

- i. Use information that was gathered during weeks 1-4 to develop a poster draft. (See examples of posters and further instruction on poster design in Canvas).
 - ii. Upload on Wednesday of week 5 is recommended in order to allow for time to receive feedback from course directors and coordinators to improve the poster in preparation for the final upload.
- Final Poster Upload is **due on Sunday** of week 5
 - Completion of CEE Evaluation
 - i. Students will be sent a course evaluation and this should be completed as the final requirement for the course. We appreciate student feedback to help to improve the course for future students.

6. Future Considerations

- Poster Printing & Presentation
 - i. Poster will be expected to be presented at a medical student research symposium in the Fall. You will receive more information regarding this once the date is finalized. Please contact the course directors and coordinators if you have extenuating circumstances that prohibit your attendance.
 - ii. Students can find information on Canvas regarding poster printing at University of Utah
- Conference submission
 1. Students are encouraged to submit their poster to the Western Student and Resident Medical Research Forum (WSMRF), National Rural Health Associate Conference or AAMC conference
 2. Scheduling, travel and funding would need to be arranged by the student if their poster is accepted.

Educational and Instructional Modalities

Modality	Percentage
Hands-on learning	50%
Community Volunteering	10%
Reporting and Project	40%

Role of the Student in this Course

The Canvas site will outline curricular work and assignments. Each student is responsible for reading and adhering to the course requirements posted on Canvas. Each student is also responsible for submitting work on **time**.

The following describes the expectations for student performance in CEE. Students who do not meet these criteria in one or more categories are subject to failing the course and not receiving credit.

Demonstration of Professionalism & Personal Effort – Student will:

- Complete and submit all assignments on time.
- Conduct yourself in a manner that reflects positively on the University of Utah
- Provide timely email and/or phone responses to course directors, course coordinators, CEE preceptors and community members correspondence. Unless there are extenuating circumstances, please respond to emails within 48 hours.
- Demonstrate receptiveness to feedback.
- Work independently.
- Faithfully report activities. Will not misrepresent work by reporting activities that were not completed.
- Abstain from engaging in any type of research or formal data collection unless the work is pre-approved by the CEE staff.
- Follow all professional guidelines and expectations outlined in the University of Utah student handbook.

Evaluation Criteria: Community Assessment – Student will:

- Demonstrate community knowledge through community interviews, and online demographic, epidemiology and resource research.
- Read all assigned articles.

- Respectfully conduct all assigned interviews with healthcare providers and community members.
- Develop community deliverable AND a clearly articulated distribution plan.
- Complete a CEE poster slide to the satisfaction of the CEE course directors and coordinators

Clinical Hands-On Learning:

- Strive to independently obtain the following on patients they will be seeing with their CEE preceptor: relevant history, pertinent physical examination and clinical information from the electronic medical record and other sources
- Practice oral patient presentations to the CEE preceptor
- Practice constructing a clinical encounter note
- The CEE preceptor will help determine how many patients a student should independently see in a day and any procedures they feel comfortable allowing a student to complete (with supervision) based on their observation of the student's skillset

Health Educational Content/Community Deliverable Project:

- It is very important for students to understand the limited **time and scope** of their project. Due to the fact that they will only spend 3 weeks in a community, they will not have sufficient time to become an expert in that community. The goal for the student is to develop a listen and learn posture. We like the advice that the University of Washington tells their students: *"You should view your project as one thread within the tapestry of public health efforts happening in your community; it is still impactful to do one small thing well, as opposed to trying to fundamentally overhaul or change an entire system."*
- Preceptors are responsible for facilitating clinical learning opportunities for the student. They are volunteering their time to offer these opportunities and are **NOT** a mentor for students' projects. Additionally, students also need to be respectful of the time of community partners. It is important for students to acknowledge these time and resource constraints and employ creative solutions to work within the scope of what is available.

Required Textbooks/Readings

See above in course format

Assessment & Grading

Course Assessments	Weight	Must Pass/ Must Complete	Due Date
Course Assignments			
Complete the Community Demographics, Epidemiology, Assets and Needs Worksheet	2%	Must Complete	Sunday night at end of week 1 at 11:59 PM MST
Complete 3 interviews and upload worksheets	2%	Must Complete	Sunday night at end of week 2 at 11:59 PM MST
Submit plan regarding idea for community deliverable	2%	Must Complete	Sunday night at end of week 2 at 11:59 PM MST
Written Reflection	5%	Must Pass	Sunday night at end of week 3 at 11:59 PM MST
Community Deliverable	10%	Must Pass	Sunday night at end of week 4 at 11:59 PM MST
Rough Draft Poster Upload	1%	Must Complete	Wednesday night of week 5 at 11:59 PM MST
Final Poster	10%	Must Pass	Sunday night at end of week 5 at 11:59 PM MST
Poster Presentation	8%	Must Pass	Fall following CEE
Narrative Assessments			

Preceptor evaluation	50%	Must Pass	End of CEE course
Volunteer activity evaluation	10%	Must Pass	End of CEE Course

Grading System

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course:

PASS: A student who successfully completes ALL Must Pass and Must Complete elements for the course will be assigned a grade of PASS. Students are expected to participate and complete all the elective discussions, lectures, and assignments.

FAIL: A student who fails to achieve a Pass for each Must Pass element or who fails to participate in all Must Complete elements for the course will be assigned a grade of FAIL.

Pass/Fail Rubric

A passing assignment does all of the following:

- Addresses the objectives of the assignment
- Demonstrates knowledge of the subject matter relevant to the assignment
- Reflects accurate understanding of concepts, terminology, and key takeaways
- Develops arguments and/or presents information in a coherent, focused manner
- Includes insightful analysis and reflection
- Integrates appropriate evidence, including examples and experiences, to support assertions and support arguments
- Appropriately cites sources of information where appropriate
- Utilizes clear, accurate spelling and grammar
- Is completed on or by the designated due date

A failing assignment does some or all of the following:

- Fails to address the objectives of the assignment
- Demonstrates weak knowledge of the subject matter relevant to the assignment
- Fails to demonstrate understanding of concepts, terminology, and key takeaways
- Shows incoherent, fragmented development of arguments and/or presentation of information
- Includes little analysis and reflection, relying mainly on summary
- Fails to integrate appropriate evidence, including examples and experiences, to support assertions and support arguments
- Fails to cite sources appropriately where appropriate
- Does not utilize clear, accurate spelling and grammar
- Is not completed on or by the designated due date

Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

Application

Due to funding and preceptor availability, this elective opportunity will be an application-based course.

All University of Utah Medical Students have the opportunity to apply to the RUUTE Community Engagement Experience (CEE) by completing a Community Engagement Essay and additional prompted questions within the application. A holistic review process will be created and performed by a RUUTE committee to assess evidence-based metrics of rural interest and community engagement, awareness, and success. Note that priority will be given to matriculates from Utah, Wyoming, Montana or Idaho or students with strong rural interest or strong ties to the CEE location.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School of Medicine and the CDA.

Contact Information:

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Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety

messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

References

1. Rural Underserved Opportunities Program (RUOP). UWSOM Intranet. <https://education.uwmedicine.org/curriculum/programs/ruop/>. Published November 23, 2020. Accessed November 30, 2021.