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UT HEALTH SCIENCE CENTER™

SAN ANTONIO



2007-2008

COMMUNITY SERVICE
LEARNING DIRECTORY

WE MAKE LIVES BETTER THROUGH COMMUNITY SERVICE LEARNING



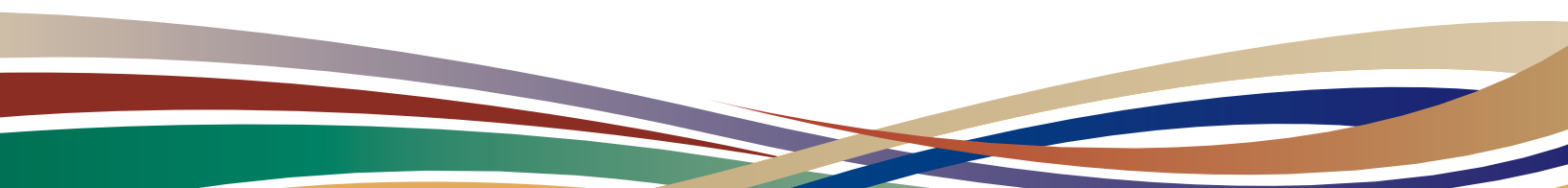
“Transforming Lives through Community Service Learning” is sponsored by the Medical Hispanic Center of Excellence, The Center for Medical Humanities & Ethics and the South Central Area Health Education Center.

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2007-2008

COMMUNITY SERVICE LEARNING DIRECTORY



Community Service Learning Directory

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SECTION I
SCHOOL OF ALLIED HEALTH SCIENCES

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Physician Assistant Program

Purpose/Goals: The UTHSCSA Physician Assistant (PA) Program puts special emphasis on community service. By immersing themselves in the community, PAs gain insight into both the community and the patients they serve. Immersion in a community involves recognizing health and other community issues, and learning to interact with community leaders. The Community Medicine Project is the capstone event for their Master's degree.

Learning Objectives: Students identify a population and conduct a needs assessment to help determine the project focus. They then do a literature review and present the project design to a faculty advisor. Funding, when required, is sought either from sponsors or by grant application. Students implement the project and create a summary report (usually in the form of a notebook) so that other students can replicate the project or build on it. Most projects also create a web page that describe the project.

Type of Trainee: The PA Studies Department is in the School of Allied Health. Class size is 30 per year. Typically we have 6-7 projects implemented per year.

Type of Community Service Activity: Projects vary from year to year and group to group. Most of them are clinical service, but there is often a component of outreach and public health in each project.

Duration of Activity: Students have the option of implementing the project during their didactic studies. If not completed during the didactic years, they are given a 4-week period during their clinical rotations in which to implement the project.

Frequency of Activity: Students receive initial instruction on community service, grant writing, and creation of teaching materials (presentations, brochures, posters, handouts, etc.) at the end of the second semester of instruction. They meet with their faculty advisor as needed after the initial instruction. Most of the work on the project is self-directed. Groups that are able to implement the project on their own time prior to the last semester of their clinical rotations have the option of a clinical elective in lieu of the time they would normally be implementing the project.

Contact of UTHSCSA Sponsor (s):

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- Title: Assistant Professor/Clinical, Associate Chair and Program Director
- School: Allied Health
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- Fax: 210-567-8846

Details Description of CSL Activity: Examples of projects in the last 5 years:

A Health Education Attainable from PA Students (AHEAPA-S) was a three year project in which students wrote short articles on common health problems. Articles were provided free to small town newspapers to be used as they desired. At the conclusion of the project, articles were appearing in newspapers in over 35 Texas counties and Indian reservations with a total circulation of over 1,000,000.

PAs for Violence Education (PAVE) – students created a month long curriculum and presented it at a community center in central San Antonio that had an active after-school

program. The project culminated with a health fair and the community helped to paint a mural on the wall of the center. Bikers Against Child Abuse (BACA) participated in the health fair.

Art for the Soul – students partnered with the San Antonio Children’s Shelter and a local art gallery. They invited local artists to a luncheon and gave each artist a 16X16 inch canvas. They requested the artists create a picture of their choosing on the theme of the heart. Artists then donated their work and the works were auctioned off, bringing in over \$12,000 in one night.

Be Smart, Never Start – students presented curriculum to school aged children in San Antonio and Laredo on the effects of tobacco with the underlying theme that it’s easier to never start than it is to quit.

Program Impact: Groups and communities from San Antonio to Laredo (and a new project to be held in Beeville next year) have benefited from the projects. The students universally comment on the change it has made in their lives. It’s opened doors for them, but more importantly, they’ve gained community awareness and an appreciation for the overall well being of the community.

Assessment/Evaluation: Groups are graded on participation (they must log a minimum number of hours) and group function as well as project design and implementation. All materials created in support of the project (presentations, brochures, web page) are included in the evaluation

Funding Source (s): Some projects have been funded through grant support by the Physician Assistant Foundation. Many projects are funded by donations. The department provides some funding for reproduction of materials created.



SECTION II
SCHOOL OF MEDICINE

2007-2008
COMMUNITY SERVICE LEARNING DIRECTORY



Asian Pacific American Medical Student Organization (APAMSA)

Purpose/Goals: Serving underserved populations with attention to the Asian Community; Educating medical students and health professionals about culturally related health issues

Learning Objectives: These vary by year and student interest, but have included: Health awareness, BP and Glucose monitoring, a bone marrow donation drive for Asian people, and learning to work with premature babies

Type of Trainee: Medical Students (first- and second-year), 30 – 50 members annually.

Type of Community Service Activity: Clinical Service, Outreach, Health education, Cultural Awareness

Duration of Activity: One academic year

Frequency of Activity: Monthly

Contact of UTHSCSA Sponsor (s):

- Name: Dr. Alice Gong
- Title: Professor of Pediatrics
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- Phone Number: 567-5227
- Fax: 567-5169

Details Description of CSL Activity: APAMSA participates in health fairs in Houston, TX that are set up by the APAMSA chapters of Baylor and UT Houston Medical Schools. In Houston, the students set up in one of the largest Asian markets and perform health screenings and pass out health education brochures about diabetes, well women exams, cancer, etc. Locally in San Antonio, students worked with SNMA to hold a bone marrow donation drive which is targeted to get more minority bone marrow donations. In February, the students will hold a table at the Asian New Year Festival in San Antonio where we will hand out informational brochures and perform basic health screenings (BP, blood glucose levels, etc). This coming April, UTHSCSA APAMSA is hosting a regional conference for the APAMSA chapters in the region where they hope to educate each other to be more culturally aware of health issues that disproportionately affect Asian Americans, and to understand cultural practices that need to be addressed. The students attended the National APAMSA conference in October of this year, and they hope to use what they learned for the benefit of other students and their communities.

Program Impact: There are many potential impacts for the medical students and the community. This is a flexible organization allowing students to learn to work together as a team, and also to have an impact on the cultural groups from which they originate. The students are still trying to establish more sustainable community outreach services.

Assessment/Evaluation: None at this time.

Funding Source (s): Students do fundraisers in school (sale of T-shirts, tutoring, Student Government). For the regional conference in the spring, students will seek financial support from the community.

Colonia /Outreach

Purpose/Goals: Community Service Learning, Use of Promotoras as Community Teachers, Cultural and/or Linguistic Competence, Self-Reflective Learning

Learning Objectives: Through community service learning, students learn the contextual variables affecting individual and community health and how physicians can call on resources effectively to provide optimal patient care.

Students work with site coordinators to answer the “Questions for Community Service Learning.” The students also arrange an initial meeting with the faculty advisor, who will mentor the students, to discuss these objectives. The objectives are site dependent at The University of Texas – Houston Medical Mobile Clinic, Texas Health and Human Services Commission Colonias Initiative, and Migrant Health Promotion.

Type of Trainee: Third-year medical students. Opportunities focus on 30 students, with volunteer opportunities for two to three students per rotation in Pediatrics and/or Family Community Medicine (total of 6 students). 4th year electives are in process.

Type of Curriculum Activity: On site, one to one

Duration of Activity: Half day per week with a choice of 6 or 12 week cover rotation in Pediatrics (6) wks. / Family Community Medicine (6) weeks; 3rd years students who are in the Pediatric or Family Community Medicine rotation can participate half day per week for six or twelve weeks.

Frequency of Activity: Every six weeks Pediatric / Family Community Medicine Rotations

Contact of UTHSCSA Sponsor (s):

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- Title: Regional Assistant Dean – Regional Academic Health Center
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- Phone Number: (956) 365-8611
- Fax: (956) 365-8690
- Web site: <http://rahc.uthscsa.edu/>

Details Description of Curricular Activity: To participate, students should begin by reviewing information on the 12 current community sites in the Lower Rio Grande Valley that have been hosting medical students for the past several years.

After considering the options, students should discuss their interest with the clerkship director of the rotation they are beginning. Students need to meet with the clerkship director at least 10 days prior to beginning the rotation. The clerkship director will work with students to link them with a faculty advisor and match them with a community site. If there is a project of special interest not available among current sites, it may be feasible to establish a relationship with a new site. Students with special interests should contact clerkship directors well in advance of the start of their clerkships to work out the details of their projects.

After identifying a site, the student is responsible for setting up a meeting with the site coordinator to negotiate learning objectives and service learning schedule.

Program Impact: Emphasis is on the student understanding the milieu that impact patients' health and the broader context of health systems, including community resources. The ability to navigate health systems, referred to as systems-based practice, is one of the Accreditation Council for Graduate Medical Education's (ACGME) six general competencies for residency training and meet the new CME requirements.

Assessment/Evaluation: At the end of the community service learning experience, the community site coordinator will complete an evaluation of the student's performance and review it with the student. Both the site coordinator and student will sign the evolution form that the student is responsible for submitting to the faculty advisor and clerkship director.

At the end of the negotiated service learning experience, the student is responsible for arranging an exit interview with the faculty advisor to review the experience, evaluation, and other supporting materials.

Students who opt to participate in this voluntary experience can:

- 1) Receive a letter of commendation from their faculty advisor documenting activities and accomplishments. This letter will be included in the student's file as reference material for the Dean's letter;
- 2) Answer the RAS question on community service in a meaningful way; and
- 3) Be better prepared as residents and practicing physicians to provide optimal patient care through systems-based practice.

Funding Source(s): Funding is sourced through the University of Texas Health Science Center, Regional Academic Health Center – Harlingen, Regional Dean's Office.

Community Services Learning Projects

Purpose/Goals: Community Service Learning, Use of Promotoras as Community Teachers, Cultural and/or Linguistic Competence, Self-Reflective Learning

Learning Objectives: Students learn the contextual variables affecting individual and community health and how physicians can call on resources effectively to provide optimal patient care. Students should work with the site coordinator to answer the “Questions for Community Service Learning”. The student will also arrange an initial meeting with the faculty advisor, who will mentor the student, to discuss these objectives. The objectives are site dependent at South Texas Poison Center, Valley AIDS Council, and Amigos Del Valle.

Type of Trainee: Third-year medical students: Opportunities for 30 students to participate, with up to three students per rotation in Pediatrics and/or Family Community Medicine. Fourth-year electives are in process.

Type of Activity: On site, one to one

Duration of Activity: Half day per week with a choice of 6 or 12 week cover rotation in Pediatrics (6) wks. / Family Community Medicine (6) weeks; 3rd years students who are in the Pediatric or Family Community Medicine rotation can participate half day per week for six or twelve weeks.

Frequency of Activity: Every six weeks Pediatric / Family Community Medicine Rotations

Contact of UTHSCSA Sponsor (s):

- Name: Dr. Adela Valdez
- Title: Regional Assistant Dean – Regional Academic Health Center
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- Fax: (956) 365-8690
- Web site: <http://rahc.uthscsa.edu/>

Details Description of Activity: To participate, students should begin by reviewing information on the 12 current community sites in the Lower Rio Grande Valley that have been hosting medical students for the past several years.

After considering the options, students should discuss their interest with the clerkship director of the rotation they are beginning. Students need to meet with the clerkship director at least 10 days prior to beginning the rotation. The clerkship director will work with students to link them with a faculty advisor and match them with a community site. If there is a project of special interest not available among current sites, it may be feasible to establish a relationship with a new site. Students with special interests should contact clerkship directors well in advance of the start of their clerkships to work out the details of their projects.

After identifying a site, the student is responsible for setting up a meeting with the site coordinator to negotiate learning objectives and service learning schedule.

Program Impact: Emphasis is on the student understanding the milieu that impact patients' health and the broader context of health systems, including community resources. The ability to navigate health systems, referred to as systems-based practice, is one of the

Accreditation Council for Graduate Medical Education's (ACGME) six general competencies for residency training and meets the new CME requirements.

Assessment/Evaluation: At the end of the community service learning experience, the community site coordinator will complete an evaluation of the student's performance and review it with the student. Both the site coordinator and student will sign the evaluation form that the student is responsible for submitting to the faculty advisor and clerkship director.

At the end of the negotiated service learning experience, the student is responsible for arranging an exit interview with the faculty advisor to review the experience, evaluation, and other supporting materials.

Students who opt to participate in this voluntary experience can:

- 1) Receive a letter of commendation from their faculty advisor documenting activities and accomplishments. This letter will be included in the student's file as reference material for the Dean's letter;
- 2) Answer the RAS question on community service in a meaningful way; and
- 3) Be better prepared as residents and practicing physicians to provide optimal patient care through systems-based practice.

Funding Source(s): Funding is sourced through the University of Texas Health Science Center, Regional Academic Health Center – Harlingen, Regional Dean's Office.

Cultural and Linguistic Competence

Purpose/Goals: Community Service Learning, Use of Promotoras as Community Teachers, Cultural and/or Linguistic Competence, Self-Reflective Learning.

Learning Objectives: Through community service learning, students learn the contextual variables affecting individual and community health and how physicians can call on resources effectively to provide optimal patient care.

Students should work with the site coordinator to answer the “Questions for Community Service Learning”. The student will also arrange an initial meeting with the faculty advisor, who will mentor the student, to discuss these objectives. The objectives are site dependent at South Texas Poison Center, Valley AIDS Council, Amigos Del Valle

Students will develop learning objectives for this longitudinal public health/community services experience in collaboration with the onsite coordinator at the facility. Spanish-language skills are highly recommended.

Type of Trainee: The primary target audiences for this training is third-year medical students. Opportunities focus on 30 students to participate over Pediatric and/or Family Community Medicine. Volunteer opportunities for up to three students per rotation in Pediatrics and/or Family Community Medicine (total of 6 students). Fourth-year electives are in process.

Type of Curriculum Activity: On site, one to one

Duration of Activity: Half day per week with a choice of 6 or 12 week cover rotation in Pediatrics (6) wks. / Family Community Medicine (6) weeks; Third-year students who are in the Pediatric or Family Community Medicine rotation can participate half day per week for six or twelve weeks.

Frequency of Activity: Every six weeks Pediatric / Family Community Medicine Rotations

Contact Person (s):

- Name: Dr. Adela Valdez
- Title: Regional Assistant Dean – Regional Academic Health Center
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- Phone Number: (956) 365-8611
- Fax: (956) 365-8690
- Web site: <http://rahc.uthscsa.edu/>

Details Description of Curricular Activity: To participate, students should begin by reviewing information on the 12 current community sites in the Lower Rio Grande Valley that have been hosting medical students for the past several years.

After considering the options, students should discuss their interest with the clerkship director of the rotation they are beginning. Students need to meet with the clerkship director at least 10 days prior to beginning the rotation. The clerkship director will work with students to link them with a faculty advisor and match them with a community site. If there is a project of special interest not available among current sites, it may be feasible to establish a relationship with a new site. Students with special interests should contact clerkship

directors well in advance of the start of their clerkships to work out the details of their projects.

After identifying a site, the student is responsible for setting up a meeting with the site coordinator to negotiate learning objectives and service learning schedule.

Program Impact: Emphasis is on the student understanding the milieu that impact patients' health and the broader context of health systems, including community resources. The ability to navigate health systems, referred to as systems-based practice, is one of the Accreditation Council for Graduate Medical Education's (ACGME) six general competencies for residency training and meet the new CME requirements.

Assessment/Evaluation: At the end of the community service learning experience, the community site coordinator will complete an evaluation of the student's performance and review it with the student. Both the site coordinator and student will sign the evaluation form that the student is responsible for submitting to the faculty advisor and clerkship director. At the end of the negotiated service learning experience, the student is responsible for arranging an exit interview with the faculty advisor to review the experience, evaluation, and other supporting materials.

Students who opt to participate in this voluntary experience can:

- 1) Receive a letter of commendation from their faculty advisor documenting activities and accomplishments. This letter will be included in the student's file as reference material for the Dean's letter;
- 2) Answer the RAS question on community service in a meaningful way; and
- 3) Be better prepared as residents and practicing physicians to provide optimal patient care through systems-based practice.

Funding Source(s): Funding is sourced through the University of Texas Health Science Center, Regional Academic Health Center – Harlingen, Regional Dean's Office.

Diabetes Screening Service Learning Project

Purpose/Goals: The San Antonio Metropolitan Health District (SAMHD) Executive Summary compiled a Health Profile for the city in 2005. The San Antonio population, currently, is predominantly Hispanic (62%), and this group is growing at a quicker rate than their other ethnic counterparts. Obesity, unplanned pregnancies, poor prenatal care and compliance, diabetes, illiteracy and poverty are among the many hardships documented as problems among our city's Hispanic population. Ten zip codes were identified as being the "highest-risk" areas for health care issues and those in greatest need of better access to care. The SAMHD recommended increasing awareness in these areas and creating more preventive health care programs for the people in these communities. Using the information gathered about the various zip codes in San Antonio, our mission will be to educate and screen over 200 Hispanic/minority people about the health and risk factors of living with diabetes.

Learning Objectives:

- 1) To screen 200 people for diabetes via a glucometer during a one day screening event and provide diabetes education.
- 2) To contact 80 percent of those screened and determined at risk by phone in one month.
- 3) To refer 100 percent of those screened in the diabetic range to further treatment.

Type of Trainee: Medical Student

Type of Community Service Activity: Community Outreach

Duration of Activity: One month (February).

Frequency of Activity: Several Saturdays (limited due to supply level).

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- Title: Director, Medical Hispanic Center of Excellence
- School: Medicine
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- Phone Number: 210-567-0963
- Fax: 210-567-0974
- Web site: <http://www.uthscsa.edu/hcoe>

Details Description of CSL Activity: Flyers will be circulated two to three weeks before the screening event at a selected grocery store in one of the high-risk areas, advertising the date and time. Our event will be different than most for two reasons. The first, is the addition to screening, we will provide individual education about pre-diabetes and diabetes. We hope this will increase awareness of Type II diabetes. The second is we are also conducting a follow-up with all the community members that screen at risk. We will obtain consent forms to contact them one month after the event to find out if they have followed up with their primary care physician or local clinic. If they have not, we will mail them additional information including a list of resources (developed by Dr. Pamela Camosy) that we can direct them to. If they were unable to communicate with the clinics due to a language barrier or something else in our means, we will attempt to help set an appointment for them. We are hoping that this will make our screening project most effective.

Program Impact: We are hoping that in the upcoming years this project will continue to promote the unity of San Antonio's NNLAMS students and those interested in our community as well as to continue doing our part in decreasing the gap in health care access of Hispanics in our community.

Assessment/Evaluation: After we have completed one cycle of screening and follow-up, we will then determine if the pilot was successful and what changes, if any, are needed.

Funding Source (s): Morehouse School of Medicine

Community Service Elective On-Line Course

Purpose/Goals: Community Service Learning Curriculum

Learning Objectives: To provide the student the opportunity to participate in service to the community and reflect on these experiences as part of the learning process. At the completion of this course, the students will:

- Develop an understanding of Community Service Learning, what it is and is not
- Review the history of Service Learning
- Hear and share their service learning experience with other students
- Developing an understanding of Health Literacy and how students can use simple strategies to address during their service learning experience

Type of Trainee: The primary target audiences for this training are senior medical students as part of a senior elective, but this curriculum has been utilized with other health professions students.

Type of Activity: This is an online, interactive course.

Duration of Activity: This on line course takes about 10 hours to complete.

Contact of UTHSCSA Sponsor (s):

- Name: Martha A Medrano, MD, MPH
- Title: Director, Medical Hispanic Center of Excellence
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- Phone Number: 210-567-0963
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- Web site: www.uthscsa.edu/hcoe

Details Description of Activity: This is an online, interactive course that consists of the following four elements:

1. **Learning Modules:** Students will have the opportunity to review 4 learning modules with information relevant to community service learning. Elective Modules include:
 - Module I:** Service Learning: What is it?
 - Module II:** The History of Service Learning
 - Module III:** Student Testimonials about Service Learning
 - Module IV:** Health Literacy 101
2. **Discussion Board:** Students participate in a on line discussion about community service learning, answering 4 questions related to module materials and self reflection of experiences while participating in community service.
3. **Personal Web page:** Students will have the opportunity to create their personal Web page that reflects their thoughts and experience about their community service experience.
4. **Service Learning Quiz:** Students complete a service learning quiz to test their knowledge of service learning. Students complete this quiz at the end of this course.
5. **Reference Book:** The reference book for this course is *Creating Community Responsive Physicians: Concepts and Models for Service-Learning in Medical Education*.

Program Impact: Community Service Learning allows the student to develop leadership skills and an appreciation for opportunities in service to the community in which they live.

Assessment/Evaluation: Active participation in all on line activities:

- Completing all modules

- Entry into discussion board for all discussion board questions

- Posting personal Web page that reflects the students perception of the experience and what they learned in the process.

- Completing Service Learning Quiz

Funding Source (s): Health Resources and Service Administration, Bureau of Health Professions, Division of Health Profession Diversity, Center of Excellence

UTHSCSA F.O.C.U.S. (Free Outreach Clinics for the Underserved in San Antonio)-Student-Run Free Clinics

Purpose/Goals: 1) Provide free, compassionate healthcare to vulnerable populations, and 2) Inspire UTHSCSA medical students to participate in community service -based healthcare.

Learning Objectives: Students will be able to:

- Provide medical service and compassionate care to vulnerable populations
- Describe the responsibilities of running a clinic for the underserved
- Discuss the value of community service in the life of a healthcare provider
- Use reflection to deepen their understanding of the value of caring for others
- Discuss the limitations of the current health care system
- Advocate for improvements in our health care system
- Broaden the clinical skills including history taking, physical examination, assessment, treatment and counseling
- Improve health care to persons with addictions by providing opportunities for medical students to learn about the disease of addiction, recovery and relapse prevention

Type of Trainee: The F.O.C.U.S. program includes both 100 medical students and 20 allied health trainee participants per academic year.

Type of Community Service Activity: Clinical Service, Outreach, Public Health

Duration of Activity: Academic year

Frequency of Activity: Bi-Weekly

Contact of UTHSCSA Sponsor (s):

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- Title: Professor, Family and Community Medicine
- School: School of Medicine
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- Phone Number: 210-358-3200
- Fax: 210-358-3799
- Web site: www.studentrunclinics.org

Details Description of CSL Activity: The F.O.C.U.S. program is a collaborative effort of medical students, residents, and faculty from UTHSCSA in partnership with the Alpha Home and SAMM. The medical students of all levels gain vital experience in primary care medicine, public health, community service, and administration of health care.

Medical students & residents gain vital experience in primary care medicine, public health, community service, and administration of health care while giving to others. The clinic serves as a unique educational setting where students learn from their peers, mentors and their patients. The care provided to the community is greatly needed and warmly appreciated.

Weekly clinics are provided at both the Alpha Home and the SAMM Transitional Living & Learning Center. Students can sign up for upcoming clinic dates & times at the program's Web site.

Program Impact: The Alpha Home clinic serves the women of the Alpha Home, a non-profit, long term substance abuse recovery center. Due to the women's substance abuse history, the women face tremendous obstacles in obtaining health care and the clinic serves to improve health care to these women. At the SAMM shelter clinic, we serve 40 homeless families trying to gain self-sufficiency by providing a variety of resources, services, and education to enable them to become self-sufficient members of our community. The care provided to the community is greatly needed and warmly appreciated.

Assessment/Evaluation: Patient satisfaction has been assessed. Senior medical students complete a course evaluation form at the end of the Humanism in Medicine Fellowship.

Funding Source (s): External funds are received for the F.O.C.U.S program through various grants – benefactors include the Kronkosky Charitable Foundation, the Koehler Foundation and the Orsinger Foundation.

Frontera de Salud

Purpose/Goals: Frontera de Salud provides opportunities for medical students to be involved with underserved populations in South Texas. We deliver primary care to these communities, and establish referral care services for them. We hope to build a permanent establishment for continuous educational and service opportunities for these populations and our institution.

Learning Objectives:

- To further the clinical and cultural competency of Frontera volunteers,
- To emphasize the importance of sustainability with our community work
- To encourage students to reflect on the profession of health care as a moral practice

Type of Trainee: Frontera provides medical training to approximately 100 medical students each year. We hope to include nursing students and possibly dental students in the future.

Type of Community Service Activity: Our projects incorporate Clinical Service, Outreach, and Public Health.

Duration of Activity: 1-2 days (weekend)

Frequency of Activity: 1-2 times per month during the academic year.

Contact of UTHSCSA Sponsor (s):

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- Web site: www.texashumanities.edu

Details Description of Activity: We have partnered with Mercy Ministries in Laredo to provide well-woman exams, sports physicals, vaccinations, glucose screenings and preventative health care education at their clinic. We work with the sisters and nurses there to coordinate trips and offer our clinical skills to help their established patient population.

In Corpus Christi we travel to non-ambulatory patient's homes, as well as set-up a health fair in the gym of St. Anthony's church. We work with the local churches, community health workers, and physicians to coordinate our visits. The local physicians help facilitate appropriate referral services.

At each site we have at least two physicians from UTHSCSA or from the community supervising our work, and 13-15 medical students.

Program Impact: Frontera de Salud reaches about 700 patients per year through student volunteer trips to Laredo and Corpus Christi, providing crucial clinical interventions and preventative healthcare to the underserved. These visits are often the only opportunity for the residents, our patients, to obtain any form of health care. For the student volunteers, it provides an invaluable experience to practice their classroom taught clinical skills and to

interact with different communities. They receive a renewed sense of their commitment as a physician and are able to make a difference.

Assessment/Evaluation: We keep track of the number of trips we make a year, the number of patients we see, the number of medical students and physicians that volunteer, and the types of exams and services are provided. We have started a blog to document each trip, written by student volunteers, to document how each are specifically affected.

Funding Source (s): We have great support from Methodist Healthcare Ministries, the Center for South Texas Programs, Arnold P. Gold Foundation, The Center for Medical Humanities & Ethics and private donors.

International Medicine Elective Christian Medical College in Vellore, India

Purpose/Goals: For medical students to have an experience that is seminal and perhaps even life changing; for students to appreciate how the nature of disease and suffering and the experience of illness is a universal experience, and yet it is experienced, perceived and managed differently in other countries and in different cultures within a country.

Learning Objectives:

1. Appreciation for how differently medicine is practiced in resource poor settings:
 - a. Learn the limitations to and judicious use of laboratory testing
 - b. See and appreciate the emphasis on bedside diagnosis, and emphasis on time-honored clinical skills of inspection, palpation, percussion, auscultation, and stimulate the desire to polish those skills.
 - c. See the impact of poverty and social class on illness
2. A month at Christian Medical College Vellore allows the student to reflect and reexamine their beliefs on:
 - a. the role of the physician
 - b. the role of medical care
 - c. systems of health care as practiced at home and abroad.
3. The experience allows the student to reflect and re-examine the nature of service, selflessness and the balance between personal welfare and societal welfare.
4. The student sees and learns about tropical diseases (amebic liver abscesses, malaria, leprosy) and the different presentations of common diseases (rheumatic fever) in the tropics.
5. The student has the opportunity to see the advantages and disadvantages of a different system of medical education

Type of Trainee: Fourth-year medical students.

Type of Community Service Activity: Clinical service and observation

Duration of Activity: Students spend three weeks on medical rotations and one week traveling.

Frequency of Activity: Students travel in January, February and April.

Contact of UTHSCSA Sponsor (s):

- Name: Ruth Berggren, MD
- Title: Associate Professor of Medicine and James J. Young Chair for Excellence in Medical Education, Interim Director, Center for Medical Humanities and Ethics
- School: Medicine
- Email address: berggrenr@uthscsa.edu.
- Phone Number: 210-567-0795
- Fax: 210-567-0805
- Web site: http://www.texashumanities.org/intl_elective.cfm

Details Description of CSL Activity: Third-year students are invited to apply for a Paul Brand, MD International Medicine Scholarship for a one-month International Medicine elective. These scholarships represent an opportunity to learn about the culture and practice of medicine in a resource-poor country. Students experience medicine in an environment

vastly different from what they have seen in the U.S. and they learn about the role of technology vs. the necessity for astute physical diagnosis.

Currently, the scholarship program supports student work at the Christian Medical College (CMC) in Vellore, in rural south India. Here students experience not just tertiary care on the hospital wards, but also village clinics, mobile clinics and visits to the world-famous leprosarium where Paul Brand, MD, did his pioneering work on hand and reconstructive surgery after nerve damage.

Program Impact: Twenty-nine fourth-year students have travelled to Vellore, and 21 are anticipating travel in 2008. Student feedback has been overwhelmingly positive. The success of this program and the increased student interest in international medicine has contributed to the creation of additional opportunities in other countries.

Assessment/Evaluation: Evaluation seeks to document value shift. Students are asked to keep a journal or blog, and to present their experiences in a meeting with other students, faculty, staff and donors.

Funding Source (s): This scholarship program was initiated by the CIOS Foundation, and Mrs. Mary Piper continues to support this effort along with several other private donors.

Elective in International Medicine (MEDI 7003)

Purpose/Goals: To offer a global health service-learning opportunity in which students are able to gain insight into health disparities and poverty-related diseases while providing medical care and collaborating with local health care providers in developing countries.

Learning Objectives: To strengthen clinical skills in bedside diagnosis in the setting of scarce diagnostic resources; to advance knowledge of diseases associated with poverty; to enhance cultural competency and empathy through exposure to diverse populations; and, to encourage self-reflection and growth as a physician through perspective-broadening clinical experiences.

Type of Trainee: Eligible students are fourth-year medical students, with a maximum of 10 students/ year.

Type of Community Service Activity: Primarily clinical service, complemented by some public health and outreach

Duration of Activity: 4 weeks

Frequency of Activity: The elective is offered to students primarily in February and April.

Contact of UTHSCSA Sponsor (s):

- Name: Sarah E. Lapey, MD
- Title: Assistant Professor of Medicine
- School: UTHSCSA/ ALMD Veterans Hospital
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- Phone Number: 210 617-5300 x 16714
- Fax: 210 567-4423
- Web site- none

Details Description of CSL Activity: This elective serves as a vehicle to facilitate clinical experiences in global health. Students choose an international site, ranging from pre-established UTHSCSA programs (e.g. Guatemala), to locations affiliated with other independent global health programs. All rotations share a commitment to service-learning, that is, medical education and self-reflection arising out of service to underrepresented populations. Students spend 4 weeks living in an international site and participating in the medical care of patients, under the supervision of local physicians. Students are urged to integrate themselves into the health care system and if possible, to strive to make an impact upstream from the clinic/hospital setting through community education and home visits. Reflection essays act as a means for processing student experiences, including clinical cases seen, new perspectives generated, and proposed strategies for overcoming health disparities and poverty-related diseases.

Program Impact: The elective was launched in 2007, and the most meaningful student placement site was inarguably the Clinica Familiar Luis Angel Garcia in Guatemala City. Student feedback was overwhelmingly favorable, including comments that the experience was life-changing, restoring a lost passion for medicine and patient care, as well as planting the seeds for long term commitments to helping the underserved. A positive alliance was created between the clinic's health care staff, the visiting students, and myself.

Assessment/Evaluation: The students are required to write a reflection essay and to submit a patient log that chronicles the patients and diseases seen. Student evaluations consist of both a clinical assessment from their preceptors at the international site as well as an evaluation of professional competencies, to be completed by the Course Director. The students also hand in their own evaluation of the rotation through a 25-question feedback form, which explores the student's analysis of the lessons learned (professional, knowledge-based, cultural, health care system-related, and personal). Students are also asked about possible ways in which their experience might impact their future careers- such as increased commitment to caring for underserved populations in the US, and/or plans for future global health work.

Funding Source (s): I am not receiving external funds for the program; however, Dr. Lee Jones in the Deans Office has provided direct support to the students through his International Scholarship fund, which assists in travel and living expenses.

Pediatric Track – Community Service Learning Projects

Purpose/Goals: Community Service Learning, Use of Promotoras as Community Teachers, Cultural and/or Linguistic Competence, Self-Reflective Learning,

Learning Objectives: Through community service learning, students learn the contextual variables affecting individual and community health and how physicians can call on resources effectively to provide optimal patient care.

Students should work with the site coordinator to answer the “Questions for Community Service Learning”. The student will also arrange an initial meeting with the faculty advisor, who will mentor the student, to discuss these objectives. The objectives are site dependent at Cameron County Children’s Advocacy Centers, Inc. – Children’s Shelter, Harlingen Independent School District, and Easter Seals/Harlingen Center

Students will develop learning objectives for this longitudinal public health/community services experience in collaboration with the onsite coordinator at the facility. Spanish-language skills are highly recommended.

Type of Trainee: The primary target audiences for this training are Third-year medical students, opportunities focus on 30 students to participate over Pediatric and/or Family Community Medicine. Volunteer opportunities for up to two to three students per rotation in Pediatrics and/or Family Community Medicine (total of 6 students). Fourth-year electives are in process.

Type of Activity: On site, one to one

Duration of Activity: Half day per week with a choice of 6 or 12 week cover rotation in Pediatrics (6) wks. / Family Community Medicine (6) weeks; Third-year students who are in the Pediatric or Family Community Medicine rotation can participate half day per week for six or twelve weeks.

Frequency of Activity: Every six weeks Pediatric / Family Community Medicine Rotations

Contact Person (s):

- Name: Dr. Adela Valdez
- Title: Regional Assistant Dean – Regional Academic Health Center
- Email address: valdeza@uthscsa.edu
- Phone Number: (956) 365-8611 -Fax: (956) 365-8690
- Web site: <http://rahc.uthscsa.edu/>

Details Description of Curricular Activity: To participate, students should begin by reviewing information on the 12 current community sites in the Lower Rio Grande Valley that have been hosting medical students for the past several years.

After considering the options, students should discuss their interest with the clerkship director of the rotation they are beginning. Students need to meet with the clerkship director at least 10 days prior to beginning the rotation. The clerkship director will work with students to link them with a faculty advisor and match them with a community site. If there is a project of special interest not available among current sites, it may be feasible to establish a relationship with a new site. Students with special interests should contact clerkship

directors well in advance of the start of their clerkships to work out the details of their projects.

After identifying a site, the student is responsible for setting up a meeting with the site coordinator to negotiate learning objectives and service learning schedule.

Program Impact: Emphasis is on the student understanding the milieu that impact patients' health and the broader context of health systems, including community resources. The ability to navigate health systems, referred to as systems-based practice, is one of the Accreditation Council for Graduate Medical Education's (ACGME) six general competencies for residency training and meet the new CME requirements.

Assessment/Evaluation: At the end of the community service learning experience, the community site coordinator will complete an evaluation of the student's performance and review it with the student. Both the site coordinator and student will sign the evaluation form that the student is responsible for submitting to the faculty advisor and clerkship director. At the end of the negotiated service learning experience, the student is responsible for arranging an exit interview with the faculty advisor to review the experience, evaluation, and other supporting materials.

Students who opt to participate in this voluntary experience can:

- 1) Receive a letter of commendation from their faculty advisor documenting activities and accomplishments. This letter will be included in the student's file as reference material for the Dean's letter;
- 2) Answer the RAS question on community service in a meaningful way; and
- 3) Be better prepared as residents and practicing physicians to provide optimal patient care through systems-based practice.

Funding Source(s): Funding is sourced through the University of Texas Health Science Center, Regional Academic Health Center – Harlingen, Regional Dean's Office.

CSL for Third Year Medical Students at the RAHC

Purpose/Goals: To introduce students to the community dimensions and social determinants of health.

Learning Objectives: Describe and discuss (1) how significant medical/social issues (such as domestic violence, child abuse, and pandemic infectious diseases) are addressed by community agencies, and (2) the social context in which these complex problems arise and must be solved.

Type of Trainee: Third year medical students during their pediatric and family medicine clerkships.

Type of Community Service Activity: Students choose a community agency from a roster and formulate a CSL project with agency staff.

Duration of Activity: Six to 12 weeks

Frequency of Activity: _ day per week.

Contact of UTHSCSA Sponsor (s):

- Name: Stanley I. Fisch, MD
- Title: RAHC Pediatric Program Director
- School: Medicine
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- Phone Number: 956-425-8761
- Fax: 956-425-9207
- Web site: n/a

Details Description of CSL Activity: Various activities, depending on student interest and agency concurrence with proposed project.

Program Impact: Varied impacts – generally positive for learning and productive for agencies.

Assessment/Evaluation: Discussion with student at project mid-point; review of student narrative/summary at conclusion of project.

Funding Source (s): No external funds.

University of Texas Health Science Center at San Antonio Sex Education Program (SEP)

Purpose/Goals: The goal of the UTHSCSA SEP is to reduce the rate of adolescent sexual activity through a culturally sensitive community approach through collaboration with partnering school districts in and around Bexar County. This program includes utilizing middle and high school curricula including informational programs for parents, health fairs, (school) staff education and student assembly programs.

Learning Objectives: The objective of the UTHSCSA SEP is to improve adolescents' sexual health by providing healthy choices; to enhance adult awareness of the broad spectrum of adolescent behavior; and support programmatic efforts that foster the development & collaboration for adolescent sexual health.

Type of Trainee: Any health care professional who is willing to address issues of adolescent sexual activity. The type of training involved is a two day training seminar designed to prepare the trainee to respond to issues regarding adolescent sexual activity with medically accurate information within their practice. 150 to 250 participants are trained annually.

Type of Community Service Activity: This is a Public Health community service activity.

Duration of Activity: The duration of the community service activity is through out the academic year. The students can commit up to an academic year.

Frequency of Activity: Frequency of this community service activity varies based on the needs of area school districts.

Contact of UTHSCSA Sponsor (s):

- Name: Dr. Kristen Plastino
- Title: Program Director
- School: Medicine
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- Phone Number: 210- 567-7036
- Fax: 210-567-7042
- Web site: www.iamworththewait.org

Details Description of CSL Activity: The trainee will be able to accompany Program Educators of the UTHSCSA SEP in providing factual information regarding adolescent sexual health to parents and/or students at parent programs or health fairs.

Program Impact: This program is currently in 22 public schools and 8 private schools, has reached over 45,000 students and 2,500 educators in 3 years. Our research indicates that students, educators, and parents show an increase in knowledge of sexual health and attitude towards delaying sexual activity.

Assessment/Evaluation: The evaluation instrument used assesses demographics, knowledge, and attitude regarding the quality, effectiveness, and content of the program.

Funding Source (s): The UTHSCSA SEP program is funded through private, state and federal grants.

South Texas Environmental Education and Research (STEER)

Purpose/Goals: The South Texas Environmental Education and Research (STEER) Program offers doctors in their residency, and medical, nursing, public health and other health professions students (physician assistants, toxicologists, dentists, respiratory therapists) opportunities to explore the environmental and public health concerns that affect residents along the Texas/Mexico border.

The STEER-Laredo Program's goal is to train health professions students in environmental health at the U.S.-Mexico Border. Its focus is on public, environmental and international health and on cultural aspects of health. STEER lets the community do the teaching by emphasizing hands-on learning and engaging students in research projects that benefit the region's residents.

Learning Objectives: At the end of this course, the students are able to: (1) Identify major environmental influences on health; (2) Predict unique public health challenges posed by the geographic proximity of a developed country and a developing country; (3) Take patients' exposure histories; (4) Determine how environmental data is collected, and know which individuals or agencies to turn to for environmental testing and statistical data base references; (5) Locate pertinent information concerning health responses to environmental factors and communicate risks accurately and effectively to patients and the community; (6) Recognize symptoms and illness patterns that may have underlying environmental causes; (7) List various potential etiologies for common environmentally related health conditions such as asthma; (8) Elicit relevant socio-cultural information when taking a health history; (9) Work with patients to determine effective and culturally appropriate interventions; (10) Interact appropriately with local, state, and national public health agencies as health professionals addressing patient and community needs; (11) Identify the major agencies involved in environmental health, their particular roles (compliance, conservation, air quality, water quality, pesticide regulation, etc.), and what resources each has to offer; (12) Serve as informed public health advocates for their own communities.

Type of Trainee: The Program recruits doctors during their residency, as well as medical, nursing, public health and other health professions students (physician assistants, toxicologists, dentists, respiratory therapists).

Type of Community Service Activity: Public Health

Duration of Activity: 4 to 8 weeks

Frequency of Activity: Conducted 7-8 times per year in Laredo, Texas/Nuevo Laredo, Tamaulipas, Mexico, and in Harlingen, Texas/Matamoros, Tamaulipas, Mexico.

Contact of UTHSCSA Sponsor (s):

- Name: Claudia S. Miller, M.D., M.S.
- Title: Professor, Occupational and Environmental Medicine Director, STEER Program
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- Fax (210) 567-7457
- Web site <http://steer.uthscsa.edu>

Detailed Description of CSL Activity: Activities vary with site, with a focus on public health and environmental health concerns such as: (1) indoor and outdoor air quality; (2) availability of potable water; (3) Rio Grande River qualitative and quantitative monitoring through the hands-on sampling and testing of surface water; (4) endemic diseases such as rabies, dengue fever and tuberculosis; (5) bi-national programs for HIV and TB; (6) health effects of exposure to heavy metals and pesticides; (7) herbal medicine and “*curanderismo*”; (8) “*colonias*” and the challenge of developing-world living conditions in the US; and (9) other relevant topics such as access to medical care, cultural differences, and the health practices of neighboring Mexico.

When possible, students have the opportunity to participate in health fairs, rabies vaccine campaigns, and other volunteer health-related activities, thus giving back to the community that has graciously hosted them during this *in vivo* learning process.

Program Impact: Approximately 400 full-time (4-weeks, 160 hours) and over 1,600 part-time health professions students representing over half of the states in the U.S. have participated in STEER since it began 12 years ago.

Assessment/Evaluation: (1) Attendance at all course activities and (2) completion of a “reaction” paper describing the student’s observations, preconceptions, and post-conceptions.

Funding Source (s): South Texas Border Initiative; Regional Academic Health Center, University of Texas Health Science Center

Teen Medical Academy/Teen Health Camp

Purpose/Goals: The Goal of the Youth Development Project is to promote health and health careers among area teens. Specifically, educationally and economically disadvantaged minority teenage students from schools in Bexar and surrounding counties.

Learning Objectives: The Teen Medical Academy (TMA) is a 6-month program where students interested in pursuing a health career participate in Saturday morning hands-on workshops. The workshops cover topics from basic surgical techniques to areas of obstetrics. Students participate in bi-monthly service projects, the Teen Health Camps, where they get to practice and reinforce the skills they are learning at the TMA.

The Teen Health Camp is offered on Saturday mornings, three times a year as a Service project of the Teen Medical Academy. Students from area middle and high schools interested in health and health careers are invited to attend this free camp. A variety of sessions are offered, such as How to put in Stitches, How to put on and Remove Casts, Life as a Teen Parent, HIV/AIDS, and Exercise/Nutrition.

Type of Trainee: Medical

Type of Community Service Activity: Community Outreach

Duration of Activity: 6 months

Frequency of Activity: Once a Month on Saturday mornings, with Health camp occurring one Saturday, three times a year.

Contact of UTHSCSA Sponsor (s):

- Name: Manuel Angel Oscos-Sanchez, MD
- Title: Director/Team Leader, Family and Community Medicine
- Email address: oscos@uthscsa.edu
- Phone number: 210-358-3881
- Web site: <http://familymed.uthscsa.edu/residency/copc/TeenMedicalAcademy.htm>

Details Description of CSL Activity: The Teen Medical Academy is a once a month Saturday session that was created to help close the gap of the lack of Hispanic/Minority students in the medical profession. All of the students who participate come from in and around San Antonio from different back grounds with one thing in common, a dream to pursue a career in the medical profession. Being a medical student who shares a common background, whether it be my socioeconomic status, my education or ethnicity my main goal is to serve as a role model to the students. I volunteer my Saturday morning to educate about different aspects of the medical profession through the use of hands on workshops. The students are able to enjoy techniques such as suturing, casting, etc. Attached is a complete brochure of the different TMA sessions. Three times out of the year the students are also able to participate in Teen Health Camps. At the camps students are able to demonstrate an understanding of the material which was presented to them in the months past, by teaching it to other students from surrounding middle and high schools. During these sessions I am truly able to appreciate the time I volunteer because I am to see the time I work with the students is always time well spent. Once students complete the series of sessions they have the opportunity to come back as facilitators and teach sessions to the next year's group of TMA students.

Program Impact: This program is designed to increase the amount of Latinos in the medical professions. With only a few years running, I have been able to see, personally, the impact of this program on its participants. There are several students who I have worked with who are now in college working towards their career. Another important impact to note is the fact that those students who have participated in the past and continue their education in or around San Antonio, come back to volunteer their time to educate other students who share the same goals as them. The format of the program is set up so that students who successfully complete the program are able to come back and help the next set of students complete the program. TMA is a program where participants can see the road to the medical profession in full circle. This is because at the TMA students come to learn sessions from other high school students who want to go to college, college students who are working towards medical school, medical students who are working towards residency, and finally residents who are working towards completing their medical training. Participants of the sessions are able to talk, learn and gain experience from many people pursuing a career in Medicine who are in most cases of Latino/Minority background.

Assessment/Evaluation: At every TMA session there is a pretest and a posttest of the material to be covered at the session that day. This helps to evaluate the amount of students who are retaining the information presented. There is also a pre/posttest of the Teen Health Camps that not only rates the information learned at the session, but also the effectiveness of the student facilitators teaching the material. The TMA is also an ongoing research project with several surveys sent out to participants to keep track of the effect of participating in the TMA. This of course is controlled with students who were not able to participate in the program.

Funding Source (s): Unknown/not specified.

The Teen Medical Academy (the TMA)

Purpose/Goals: Community Service Learning

Learning Objectives: To increase the number and quality of underrepresented ethnic minority applicants to medical school from economically disadvantaged backgrounds. Specifically, our objective is to promote student attitudes and behaviors that facilitate access to health career education degree programs.

Type of Trainee: High school students interested in Medical and Allied Health careers.

Type of Curriculum Activity: Hands-on Active Learning Medical Workshops

Duration of Activity: Nine months

Contact of UTHSCSA Sponsor (s):

- Name: Manuel Angel Oscos-Sanchez, MD
- Title: Youth Development Program Director
- Name: Luz Dolores Oscos-Flores, BSEd
- Title: Youth Development Program Coordinator
- Email address: oscos@uthscsa.edu
- Phone Number: 210-358- 3881
- Fax: 210-270- 3763
- Web site: <http://familymed.uthscsa.edu/residency/copc/youthdevelopment.htm>

Details Description of Activity:

The TMA is a rigorous nine-month program promoting medical careers among ethnic minority students from economically disadvantaged schools. The program focuses on academic enhancement and instructional enrichment. In the TMA, high school students learn from family medicine faculty, residents, and students, and premedical students from local universities. The TMA includes six Medical Workshops and three Teen Health Camps. It emphasizes academic enhancement and instructional enrichment by using instructors from an institution of higher medical education to teach clinical anatomy, physiology, and pathology with the use of hands-on diagnostic and treatment technologies. The TMA Medical Workshops focus on the areas of Surgery, Orthopedics, Gastroenterology, Cardiology, Pulmonology and Obstetrics. Students learn to place simple interrupted and running locked sutures; apply short arm and short leg casts; perform abdominal ultrasonography; perform and interpret EKGs; use peak flow meters and perform thoracentesis; and determine gestational age and deliver a baby. During three Teen Health Camps, TMA students practice and increase their proficiency in newly learned skills by teaching middle school students. The Teen Health Camps serve as a recruitment mechanism for the next year of applicants to the TMA. To successfully complete the TMA, students must accumulate greater than 70% of total program points based on participation and post test scores. Successful program completers are honored at a graduation ceremony and are invited to return the next year as peer facilitators. This helps create long term relationships between economically disadvantaged underrepresented ethnic minority teen age students and our institution's medical school faculty, residents, students, and premedical students from local universities.

Program Impact:

Over its four year history, 179 high school students from 29 schools have successfully completed the program. They have been primarily from underrepresented ethnic minority

groups, and 86% have been from schools whose student body is considered economically disadvantaged.

Assessment/Evaluation:

In the summer of 2006 a mail survey was conducted to determine the influence of the TMA on student attitudes and behaviors that facilitate access to health career education degree programs. We examined whether participation in the TMA was associated with greater interest, confidence, belongingness, and achievement motivation as related to health careers. Survey packets were received by 326 potential participants, and the response rate was 71% (232/326).

A set of multivariable analyses were used to determine significant predictors of Interest in Health Careers, Confidence, Belongingness, and Achievement Motivation. In these linear regression analyses, the key predictor was TMA "dose" (the total number of sessions attended and facilitated). Individual demographic characteristics, individual academic characteristics, and family characteristics were included as predictors. Investigators used backward stepwise elimination to determine the most powerful predictors of each outcome.

Greater participation in the TMA was independently and significantly predictive of greater interest in medical and allied health careers; confidence in the ability to achieve a health career, learn surgical skills, and learn other health career related technical skills; sense of belongingness in a health career and among doctors; and commitment and motivation to achieve a health career and meaningful work. The effect was present after controlling for other potentially significant variables.

Funding Source(s):

South Central Texas Area Health Education Center (2006-2007)

Texas Higher Education Coordinating Board: Minority Health Education and Research Grant (2005-2007)

UTHSCSA John M. Smith Professorship in Family and Community Medicine Grant (2003-2004)

Private Donations (2000-2007)

Women's Care Track – Community Service Learning Projects

Purpose/Goals: Community Service Learning, Use of Promotoras as Community Teachers, Cultural and/or Linguistic Competence, Self-Reflective Learning,

Learning Objectives: Through community service learning, students learn the contextual variables affecting individual and community health and how physicians can call on resources effectively to provide optimal patient care.

Students should work with the site coordinator to answer the “Questions for Community Service Learning”. The student will also arrange an initial meeting with the faculty advisor, who will mentor the student, to discuss these objectives. The objectives are site dependent at Planned Parenthood Association of Hidalgo County, Inc., Mujeres Unidas/Women Together – Women's Shelter, Holy Family Services, Inc.

Students will develop learning objectives for this longitudinal public health/community service experience in collaboration with the onsite coordinator at the facility.

Type of Trainee: The primary target audiences for this training are third-year medical students, opportunities focus on 30 students to participate over Pediatric and/or Family Community Medicine. Volunteer opportunities for up to two to three students per rotation in Pediatrics and/or Family Community Medicine (total of 6 students). 4th year electives are in process.

Type of Curriculum Activity: On site, one to one

Duration of Activity: Half day per week with a choice of 6 or 12 week cover rotation in Pediatrics (6) wks. / Family Community Medicine (6) weeks; 3rd years students who are in the Pediatric or Family Community Medicine rotation can participate half day per week for six or twelve weeks.

Frequency of Activity: Every six weeks Pediatric / Family Community Medicine Rotations

Contact of UTHSCSA Sponsor (s):

- Name: Dr. Adela Valdez
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- Fax: (956) 365-8690
- Web site: <http://rahc.uthscsa.edu/>

Details Description of Curricular Activity: To participate, students should begin by reviewing information on the 12 current community sites in the Lower Rio Grande Valley that have been hosting medical students for the past several years.

After considering the options, students should discuss their interest with the clerkship director of the rotation they are beginning. Students need to meet with the clerkship director at least 10 days prior to beginning the rotation. The clerkship director will work with students to link them with a faculty advisor and match them with a community site. If there is a project of special interest not available among current sites, it may be feasible to establish a relationship with a new site. Students with special interests should contact clerkship

directors well in advance of the start of their clerkships to work out the details of their projects.

After identifying a site, the student is responsible for setting up a meeting with the site coordinator to negotiate learning objectives and service learning schedule.

Program Impact: Emphasis is on the student understanding the milieu that impact patients' health and the broader context of health systems, including community resources. The ability to navigate health systems, referred to as systems-based practice, is one of the Accreditation Council for Graduate Medical Education's (ACGME) six general competencies for residency training and meet the new CME requirements.

Assessment/Evaluation: At the end of the community service learning experience, the community site coordinator will complete an evaluation of the student's performance and review it with the student. Both the site coordinator and student will sign the evolution form that the student is responsible for submitting to the faculty advisor and clerkship director. At the end of the negotiated service learning experience, the student is responsible for arranging an exit interview with the faculty advisor to review the experience, evaluation, and other supporting materials.

Students who opt to participate in this voluntary experience can:

- 1) Receive a letter of commendation from their faculty advisor documenting activities and accomplishments. This letter will be included in the student's file as reference material for the Dean's letter;
- 2) Answer the RAS question on community service in a meaningful way; and
- 3) Be better prepared as residents and practicing physicians to provide optimal patient care through systems-based practice.

Funding Source(s): Funding is sourced through the University of Texas Health Science Center, Regional Academic Health Center – Harlingen, Regional Dean's Office.



SECTION III
SCHOOL OF NURSING

2007-2008
COMMUNITY SERVICE LEARNING DIRECTORY

Assessment of Populations

Purpose/Goals: To place students in situations that encourage interaction with groups who would benefit from primary, secondary, or tertiary nursing interventions.

Learning Objectives: 1) to conduct an assessment of individuals and groups and to match individual and group reports of health and health needs to local, state, and national health indicators; 2) plan, implement, and evaluate interventions that reflect the needs of a population; 3) address both in class and online, community based participatory methods, the principles and practices of public health, and behavioral theories relevant to program development for health.

Type of Trainee: Approximately 60-70 Nursing Students.

Type of Community Service Activity: Public health and nursing.

Duration of Activity: Most projects are semester long.

Frequency of Activity: Varies by activity and planning time required, but overall 45 hours per semester per student.

Contact of UTHSCSA Sponsor (s):

- Name: Mary "Kelly" Dunn
- Title: Associate Professor
- School: School of Nursing
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- Phone: 210 567 5102 (w) or 830 446 6507 (c)
- Fax: 210 567 5822

Details Description of CSL Activity:

- 1) Follow up of children with urgent dental care needs. Urgent was defined as identified caries on a brief visual exam of the mouth. Screening was conducted initially in Spring 2007 in 10 pre-kindergarten schools in Harlandale ISD on the south side of San Antonio. This semester, we followed the urgent needs students to assess how many had or had not received dental care. Toothbrushes, toothpaste and hygiene education was provided to children. A form in both Spanish and English was returned to parents with dental referral resources. This project involved close work with school social workers and nurses.
- 2) The Arch – homeless services in Austin, Texas served as a clinical practice site. Homeless clients and staff were interviewed and their perceptions were used to formulate ideas about their need for care, how people become homeless, how they manage day to day life, and medical and psychiatric problems common among homeless individuals.
- 3) Por Vida Academy was the site for students conducting sex education and follow up vaccinations for HPV to 38-40 adolescent women. Individual mentoring to a young woman who discovered she was pregnant evolved from this activity.
- 4) Mentoring of at-risk students in the Harlandale ISD at the Harlandale Alternative Center. Students at HAC have multiple and complex social, legal, and academic problems. One-on-one mentoring has provided students with a clear view of their strengths.
- 5) Dance Therapy-Dance Your Depression Away, Inc. is a 501c3 organization under contract with the city to provide Latin Ballroom Dancing lessons in 19 senior nutrition

sites in San Antonio. We are designing a community-based participatory research study of elders' responses to this "intervention," including examining changes in mood, cognition, functional independence, and depressive symptoms.

- 6) A multiple visit senior screening project at two sites assisted elders to identify health risks, manage medications, improve home safety, and receive immunizations for pneumonia and influenza.
- 7) Baptist Children's Services is a human service organization that assists with emergency shelters for abused or neglected children, residential services for emotionally disturbed children, assisted living and vocational training programs, foster care and adoption services, and emergency services for special need victims of disasters, and international humanitarian aid for children living in impoverished conditions. Students provided Thanksgiving dinner and will provide Christmas dinner and gifts to the 28 children living there now.
- 8) One student attended support group held at BAMC for wounded warriors and their families.
- 9) There is a burgeoning needle exchange program, now referred to as "Harm Reduction," as a result of S.B. No. 308 (with the goal of controlling the spread of communicable diseases) developing in Bexar County. We participated in planning meetings with other stakeholders.

Program Impact: We donated more than 55 thousand dollars in care to the community.

Assessment/Evaluation: We evaluate each member of the team and in some cases conduct formal evaluations so that our partnerships will be sustained over time.

Funding Source (s): The elder screening project was funded by the Nursing Advisory Council in the SON.

We submitted a DHHS, HRSA, Division of Nursing proposal on December 6th with the following objectives: 1) provide comprehensive pediatric nurse practitioner (PNP) services within an HISD faculty practice by January 31, 2009; 2) provide education and support to children and families related to the **Healthy People (HP) 2010** focus areas (**BHPr Goal 2**); 3) enhance education and training experiences for UTHSCSA graduate nursing students and students in other disciplines in both core and specialty courses during experiences in this nursing faculty practice and with children and families located in the Harlandale area throughout the calendar year (**BHPr Goal 1**).

Health Disparities and Care of Vulnerable Populations

Purpose/Goals: Cultural Competence, Self-Reflective Learning

Learning Objectives:

1. Understand minority health and health disparities from an historical, political, economic, social, and environmental perspective.
2. Explore the intersection of race, ethnicity, gender, socioeconomic status, sexual orientation and other social factors that may exacerbate disparities.
3. Examine challenges in the measurement of minority health and health disparities.
4. Understand and demonstrate culturally competent behaviors and their role in health promotion and disease prevention.
5. Identify barriers to health care that contribute to disparities.

Type of Trainee: Medical, Dental, and Nursing: 20 each semester.

Type of Activity: Online Learning

Duration of Activity: Semester

Frequency of Activity: Month

Contact of UTHSCSA Sponsor (s):

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- Title: Clinical Instructor
- Email address: cantua2@uthscsa.edu
- Phone Number: 210-567-5834
- Fax: 210-567-5822
- Web site: <http://nursing.uthscsa.edu>

Details Description of Activity: Understanding health disparities involves a critical analysis of social, cultural, and environmental conditions that have contributed to health disparities for racial and ethnic minorities in the United States. In *Healthy People 2010 Report*, two goals were listed: 1) improve the quality of life for all citizens, and 2) eliminate health disparities. The purpose of this class is to expose the student to those issues that underlie health disparities. Each student will gain an enhanced understanding of the relationship between a minority patient's socioenvironmental context to their health and the health of minority communities. This course will include current literature and media that will foster discussions that will examine health disparities, explore socio environmental determinants of those disparities, and determine the health care community's response to these disparities. Students will be asked to critically reflect on their personal and professional roles in eliminating health disparities.

Program Impact: Laying the groundwork for medical, dental, and nursing students to consider the social determinants of an illness and the need for interdisciplinary problem solving in the delivery of quality patient care.

Assessment/Evaluation: Grades are based on level of participation, quality of the entries, completion of all elements of the assignment, as well as completion of on-line evaluation for the course.

Funding Source(s): HRSA, Division of Nursing, Diversity Workforce Grant

MESA

Purpose/Goals: Identify evidence-based practices that promote recovery in community dwelling people living with a mental illness, thereby reducing health disparities and promoting wellness.

Learning Objectives: Identify research issues that the community partners (Prosumers) have in common with the School of Nursing Student Research Scholars and Mentors.

Type of Trainee: This project is housed in the School of Nursing. We have had 10+ undergraduate and graduate students participating in the program since its beginning in 2005.

Type of Community Service Activity: Building community research capacity.

Duration of Activity: The program is linked to the Student Research Scholar Program seminar and practicum. The seminar meets weekly for one hour. The practicum ranges from 1 – 2 units of credit. The practicum is accomplished with a mentor and involves applied research experience. The current project that is nearing completion is a community-based participatory research study using participant observation, interviews as data collection methods. Additional projects are under discussion, including another research study. International, national and local conference presentations of the project and a published manuscript having a student lead author and community partners co-authors as well as faculty mentor co-authors are some of the project outcomes.

Frequency of Activity: The seminar meets weekly during the regular semester calendar. The Prosumers Group meets monthly at the School of Nursing.

Contact of UTHSCSA Sponsor (s):

-Name: Carrie Jo Braden, PhD, RN, FAAN,
Janna Lesser, PhD, RN
Gail Williams, PhD, RN,
Anna Grey
Janet Paleo

-Title: Prosumers/Student Research Scholars Partnership

-School: Nursing

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-Phone Number: 210-567-5808

-Fax: 210-567-3120

-Web site: http://nursing.uthscsa.edu/research/MESA/MESA_index.cfm

Details Description of CSL Activity: In 2005 the Prosumer Group, a group of over 300 community-dwelling persons diagnosed with psychiatric disorders who are proactive in their recovery and in giving back to the community began meeting monthly at the School of Nursing. The first hour of the meeting coincides with the Student Research Scholar Seminar that meets weekly. The faculty sponsors since 2005 are also faculty mentors in the Student Research Scholar program. Other of the faculty mentors are Directors of Cores in the MESA Center for Health Disparities. Students, mentors and the Directors of the Prosumer Group met in 2005 to form a partnership that would build research capacity of the students, faculty and of the Prosumers. The initial project, "Exploring the Recovery Outcomes of an

Empowerment Approach to Peer Support Among Prosumers”, was funded as a pilot study by the MESA Center for Health Disparities. A community-based participatory research (CBPR) approach was used.

Program Impact: Students across five semesters have worked with the Prosumer Group to collect and analyze data. They participated in the original submission of Human Subjects Protection application with the Institutional Review Board. Students also participated in a national nursing conference as co-presenters with Prosumers and faculty mentors to describe their service learning experience. Prosumer Group Directors and members participate in the Student Research Scholar Seminar. They are working on a second research study proposal that will be submitted for funding support in 2008.

Assessment/Evaluation: There is no formal evaluation of the partnership beyond the objectives listed for the Student Research Scholar Seminar.

Funding Source (s): The MESA Center for Health Disparities awarded pilot study funding support to the Prosumer Group with community partner PI and Co-investigator from the School of Nursing faculty. The MESA Center has also provided travel support for students, mentors and community partners to attend a national conference.

Prosumer Group

Purpose/Goals: Identify evidence-based practices that promote recovery in community dwelling people living with a mental illness, thereby reducing health disparities and promoting wellness.

Learning Objectives: Identify research issues that the community partners (Prosumers) have in common with the School of Nursing Student Research Scholars and Mentors.

Type of Trainee: This project is housed in the School of Nursing. We have had 10+ undergraduate and graduate students participating in the program since its beginning in 2005.

Type of Community Service Activity: Building community research capacity.

Duration of Activity: The program is linked to the Student Research Scholar Program seminar and practicum. The seminar meets weekly for one hour. The practicum ranges from 1 – 2 units of credit. The practicum is accomplished with a mentor and involves applied research experience. The current project that is nearing completion is a community-based participatory research study using participant observation, interviews as data collection methods. Additional projects are under discussion, including another research study. International, national and local conference presentations of the project and a published manuscript having a student lead author and community partners co-authors as well as faculty mentor co-authors are some of the project outcomes.

Frequency of Activity: The seminar meets weekly during the regular semester calendar. The Prosumers Group meets monthly at the School of Nursing.

Contact of UTHSCSA Sponsor (s):

-Name: Carrie Jo Braden, PhD, RN, FAAN
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-Web site: http://nursing.uthscsa.edu/research/MESA/MESA_index.cfm

Details Description of CSL Activity: In 2005 the Prosumer Group, a group of over 300 community-dwelling persons diagnosed with psychiatric disorders who are proactive in their recovery and in giving back to the community began meeting monthly at the School of Nursing. The first hour of the meeting coincides with the Student Research Scholar Seminar that meets weekly. The faculty sponsors since 2005 are also faculty mentors in the Student Research Scholar program. Other of the faculty mentors are Directors of Cores in the MESA Center for Health Disparities. Students, mentors and the Directors of the Prosumer Group met in 2005 to form a partnership that would build research capacity of the students, faculty

and of the Prosumers. The initial project, "Exploring the Recovery Outcomes of an Empowerment Approach to Peer Support Among Prosumers", was funded as a pilot study by the MESA Center for Health Disparities. A community-based participatory research (CBPR) approach was used.

Program Impact: Students across five semesters have worked with the Prosumer Group to collect and analyze data. They participated in the original submission of Human Subjects Protection application with the Institutional Review Board. Students also participated in a national nursing conference as co-presenters with Prosumers and faculty mentors to describe their service learning experience. Prosumer Group Directors and members participate in the Student Research Scholar Seminar. They are working on a second research study proposal that will be submitted for funding support in 2008.

Assessment/Evaluation: There is no formal evaluation of the partnership beyond the objectives listed for the Student Research Scholar Seminar.

Funding Source (s): The MESA Center for Health Disparities awarded pilot study funding support to the Prosumer Group with community partner PI and Co-investigator from the School of Nursing faculty. The MESA Center has also provided travel support for students, mentors and community partners to attend a national conference.



SECTION IV
DENTAL SCHOOL

2007-2008
COMMUNITY SERVICE LEARNING DIRECTORY

South Texas Community/Clinical Externship Selective Program

Purpose/Goals: The goal of this external rotation is to provide a venue for increased clinical skill experiences while providing service to the members of our community.

Learning Objectives Community-based training will enhance the students' ability to manage diverse populations, function successfully in a multicultural work environment and understand the socioeconomic factors that impact oral health. This extramural rotation will also allow DS IV students to acquire additional knowledge and experience that may allow for continued development of clinical skills in any of several competency areas.

Type of Trainee: Rising DS II and DS IV students

Type of Community Service Activity: Dental Outreach to underserved areas along the US/Mexico Border.

Duration of Activity: 140 hours per week activity that lasts for 2 to 4 weeks.

Frequency of Activity: The selective activity takes place during the summer.

Contact of UTHSCSA Sponsor (s):

- Name: Juanita Lozano-Pineda, DDS
- Title: Director of Predoctoral Dental Outreach Programs
- School: Dental School
- Email: pinedaj@uthscsa.edu
- Phone: (210) 567-3196
- Fax: (210) 567-4587

Details Description of CSL Activity: Rising senior students are selected to provide dental care to patients enrolled in community clinics that are affiliated with the Dental School under the supervision of the community clinic dental directors. The clinics are located primarily in communities along the US/Mexico border of Texas. Rising sophomore students will observe and assist DS IV students during the delivery of dental clinical services and complete a reflective journal.

Program Impact: The students gain a better understanding of working in a multicultural environment while providing services to patients that have limited access to oral health care. The community in the South Texas border areas is able to have expanded access to dental care.

Assessment/Evaluation: DS IV students have evaluations of procedures and skills assessments done by affiliated clinical faculty and this may include a variety of general practice procedures. Patient and time management, professional interaction with peers, patients, faculty and staff is also evaluated. The students complete the Procedure Summary Form to indicate which procedures were performed at the clinical site and also evaluate the clinical rotation, site and faculty. Rotation outcomes are also monitored and assessed by designated UTHSCSA General Practice Faculty Liaisons.

Heroes for the Homeless: Innovative Strategies for Teaching Dental Student about Cultural Competency

Purpose/Goals: Cultural competency is a set of interpersonal skills that provide understanding and appreciation of cultural differences between groups. Cultural competence is a developmental process impacting health care delivery of vulnerable patient populations. Dental students at the UTHSCSA Dental School currently do not receive formal curricular experiences to help them understand cultural competency the oral health needs of homeless populations.

Learning Objectives:

1. Explain the etiologies and culture of homelessness
2. Describe the incidence and demographics of homelessness in San Antonio
3. Demonstrate comprehension of the oral health needs and systemic health problems of the homeless population

Type of Trainee: Rotating groups of 20 DSIV (senior) dental students will benefit from seminars, clinical and service learning experiences in local health clinics, homeless and food shelters. Evaluation will occur through rotation surveys, electronic journals, photo essays and powerpoint presentations developed by students to communicate knowledge acquired in this oral health care program.

Type of Community Service Activity: Clinical Service, Community Outreach, and Public Health

Duration of Activity: Students will be enrolled in this course as a selective course per semester (12 weeks)

Frequency of Activity: Weekly

Contact of UTHSCSA Sponsor (s):

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- School: Dental
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- Phone Number: 210-567-2813
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Details Description of CSL Activity: Senior dental students will rotate through dental community centers and shelters one half day per week for an 12 weeks; total clinical experience will be approximately 6 days (12 weeks X 0.5 days/week). Students will be expected to post reflection essays on the blog site established for this course; guidelines will be provided for construction of these reflection essays. Students will be requested to complete a photo journal that illustrates their experiences during this course. Each group of students will work as a team to complete a "Heroes for the Homeless" PowerPoint presentation that illustrates their experiences and will present this information to freshmen, sophomore and junior students annually to contribute to the education of other students about special needs populations and the oral health of underserved components of the San Antonio community. Debriefing seminars will be conducted by faculty (PI and collaborators of this project) at the mid-point and conclusion of the course to provide opportunities for students to discuss their experiences.

Program Impact: Previous studies with similar service learning and journaling projects have proven that these teaching techniques markedly enhance the possibility that graduating dental students will treat vulnerable patient populations in their future private practice by increasing their sensitivity to this social reality. Furthermore, these teaching strategies will also allow students to more predictably meet professional competencies identified by the American Dental Education Association. While we anticipate that senior students will directly benefit from this service learning course, freshman, sophomore and junior students will indirectly benefit by learning about the seniors' experiences from the "Heroes for the Homeless" presentations that they will be invited to attend. This will contribute to an underclassmen's desire to participate in the course when they reach the senior year. Furthermore, this project is the first of its kind among the dental schools of Texas, and great potential exists that this will serve as a teaching model for the other two Texas dental schools so that they may implement a cultural competency curricular component as well.

Assessment/Evaluation: The following will be used collectively:

- First, an 18-item knowledge assessment will be completed by course participants at the beginning and end of the course and all other seniors (controls) at beginning and conclusion of the Spring semester 2008.
- Also 4-item confidence assessment that requests self-evaluation of skills related to providing care for homeless patients will be completed by course participants (experimental group) at beginning and end of the course and all other seniors (controls) at beginning and conclusion of Spring semester 2008.
- Four questions that request assessment of the students' intentions/willingness to provide care for homeless patients during their future practice career will be answered by course participants (experimental group) at beginning and end of the course and all other seniors (controls) at beginning and conclusion of the Spring semester 2008.
- Compile and review summaries of evaluations submitted by enrolled students.
- Students will complete the standard dental school course evaluation administered by the Testing Center as well as an evaluation which requests participating students to self-assess accomplishment of the learning objectives and evaluate specific course activities such as patient care the reflection blog, photo journal PowerPoint presentation and the debriefing seminars.

Mercy Ministries Summer Selective Program

Purpose/Goals:

- Assist with disease prevention and health promotion in established outreach programs designed to target indigent and underserved populations along the U.S.A. - Mexico Border Region.
- Observe and assist with delivery of dental care in a clinical setting of Mercy Ministries that provides dental treatment by volunteer private practice dentist of the area (One day/week).
- Learn to develop a dental literacy appropriate, bilingual educational tool that will help prevent dental disease and promote dental health.
- Assist with assessment of dental needs for the targeted communities, eg. water sample fluoride analysis, dental screenings, etc.
- Observe dental practice management in a private practice setting for a one week period with a dentist of the Laredo community.

Type of Trainee: Rising Sophomore Dental Students

Type of Community Service Activity: Dental Outreach to underserved Colonia residents in the city of Laredo, Texas.

Duration of Activity: 40 hours per week activity that lasts for 3 weeks.

Frequency of Activity: The selective activity takes place during the summer. Six students area selected to participate in this activity.

Contact of UTHSCSA Sponsor (s):

- Name: Juanita Lozano-Pineda, DDS
- Title: Director of Predoctoral Dental Outreach Programs
- School: Dental School
- Email: pinedaj@uthscsa.edu
- Phone: (210) 567-3196
- Fax: (210) 567-4587

Details Description of CSL Activity: The students participate in outreach to include dental education on dental disease prevention and oral health promotion and work alongside clinic outreach staff (eg. Promotoras and Social Workers) and dental care providers (Dentist and dental assistants). Activities include clinical preventive patient education and dental assisting. Students also develop a health promotion and disease prevention project (eg. Patient handout, educational flip chart, presentation, etc.).

Program Impact: The students gain a better understanding of working in a multicultural environment while providing preventive dental education to colonia residents that have limited access to oral health care. The educational tool developed by the students is implemented during the rotation and continues to be used in future outreach by the program's promotoras.

Assessment/Evaluation: The students are assessed and evaluated based on the preventive/educational project that was developed. Students maintain a reflective journal during their rotation and present a PowerPoint presentation as they prepare to begin their Sophomore academic year.

School Base Prevention Program – DS III

Purpose/Goals: Community Service learning. Dental students participate in an ongoing community based prevention program and learn how it is organized. Dental students apply dental sealants using portable dental equipment in an elementary school setting.

Learning Objectives: At the end of this activity participating students are expected to:

- a) Have a clear understanding of the use of sealants to prevent pit and fissure dental caries in children, be able to properly place sealants in a selected elementary school children, and gain the ability to inculcate personal habits conducive to oral health (such as tooth brushing for prevention of gingivitis and smooth tooth surface dental caries).
- b) Be able to identify other comprehensive dental care that may be required by the child for proper referral.
- c) The project also aims to demonstrate to dental students, other health professionals, elementary school educators and parents, the rationale, cost and time effective benefits and operation of such a school based program.

Types of Skill Development: Attitudes, knowledge and skills learning

Type of Trainee: All third-year dental students.

Type of curriculum activity: Small group experiential learning

Duration and Frequency of activity: Fall semester. Each dental student is required to participate in one three-hour rotation.

Contact person:

- Name: Martha X. Baez, RDH, MPH,
- Title: Director Hispanic Center of Excellence -Dentistry
- Assistant Professor - Course Director
- School: Dental
- Email address: baezm@uthscsa.edu
- Fax: (210) 567-4587

Details Description of curricular activity: This activity requires execution of an inter-institutional agreement between UTHSCSADS and Edgewood Independent School District and Coronado Elementary School. Parents of participating children sign a consent agreement duly revised by the UTHSCSA Institutional Review Board.

The goals of this curricular activity are to stimulate dental students' conscientiousness of oral health status and needs of children living in underserved communities by providing opportunities to see for themselves the oral health conditions and dental care needs of children living in such communities and to actively participate in preventive intervention procedures.

Dental students are required to participate in the activity and apply sealants in pits and fissures of teeth for prevention of dental caries. Students also provide oral hygiene instructions to children (tooth brushing) and deliver information on the importance of adequate nutrition to maintain good oral health. Students acquire the necessary knowledge on the type of service (intervention) that can be provided and enhance required skills for application of pit and fissure sealants. As complementary required activity, students assist

other dental students on sealant placement procedures. Students must satisfactorily place sealants for a minimum of one child, and assist other students on the sealant application procedure

Impact: Participation in this extramural activity enables students to review their attitude towards community needs and the nature of service that can be provided. Students apply knowledge obtained in dental prevention courses and improve the clinical skills required for pit and sealant applications. It further provides students with the opportunity to interact with young children and gain communication skills needed for translating oral health messages.

Assessment/Evaluation: Students must place the sealants for a minimum of one child and assist other students. Successful completion of the rotation will result in a satisfactory grade. Failure to complete this rotation will result in a failing grade that will be averaged in the student's Clinical Preventive Course. Students can remediate by returning to complete the assignment in coordination with the Course Director before the semester ends.

The UTHSCSADS School based prevention program, has received national recognition and has served as a model for implementation in other communities. It has also served as stimulus to students to develop the "run for smiles", a community activity with the main aim of emphasizing importance of prevention and health promotion practices to optimize oral health.

Funding Sources: Faculty salaries, portable equipment and supplies are provided by UTHSCSADS Department of Community Dentistry. Students are responsible for their travel to the school site. Edgewood Independent School District – Coronado Elementary School provides the room and utilities needed where the activity is conducted.

South Texas Community/Clinical Required Rotation

Purpose/Goals: The goal of this external rotation is to provide a venue for increased clinical skill experiences while providing service to the members of our community.

Learning Objectives Community-based training will enhance the students' ability to manage diverse populations, function successfully in a multicultural work environment and understand the socioeconomic factors that impact oral health. This extramural rotation will also allow DS IV students to acquire additional knowledge and experience that may allow for continued development of clinical skills in any of several competency areas.

Type of Trainee: DS IV students

Type of Community Service Activity: Dental clinical outreach to underserved areas along the US/Mexico Border.

Duration of Activity: 140 hours per week activity that lasts for 2 weeks.

Frequency of Activity: The rotation takes place during the senior academic year.

Contact of UTHSCSA Sponsor (s):

- Name: Juanita Lozano-Pineda, DDS
- Title: Director of Predoctoral Dental Outreach Programs
- School: Dental School
- Email: pinedaj@uthscsa.edu
- Phone: (210) 567-3196
- Fax: (210) 567-4587

Details Description of CSL Activity: Senior dental students are selected to provide oral health care to patients enrolled in community clinics that are affiliated with the Dental School under the supervision of the community clinic dental adjunct faculty. The clinics are located primarily in communities along the US/Mexico border of Texas.

Program Impact: The students gain a better understanding of working in a multicultural environment while providing services to patients that have limited access to oral health care. The community in the South Texas border areas is able to have expanded access to dental care.

Assessment/Evaluation: Senior dental students have evaluations of procedures and skills assessments done by affiliated clinical faculty and this may include a variety of general practice procedures. Patient and time management, professional interaction with peers, patients, faculty and staff is also evaluated. The students complete the Procedure Summary Form to indicate which procedures were performed at the clinical site and also evaluate the clinical rotation, site and faculty. Rotation outcomes are also monitored and assessed by designated UTHSCSA General Practice Faculty Liaisons.



SECTION V:
INTERDISCIPLINARY/OTHER

2007-2008
COMMUNITY SERVICE LEARNING DIRECTORY



Capacity Building with Lay Health Outreach Workers

Purpose/Goals:

- Librarians from the UTHSCSA RAHC medical library have been training promotores since 2002. Training included NLM Resources such as Medlineplus en Español.
- In 2003 Promotores were trained in basic computer skills.
- Training has evolved to address the specific need of the lay health outreach worker or promotore

Learning Objectives: To meet the specific needs of the promotores.

Type of Trainee: Community health workers (promotores)

Type of Community Service Activity: Training community health workers.

Duration of Activity:

Frequency of Activity:

Contact of UTHSCSA Sponsor (s):

- Name: Greysi Reyna
- Title: Library Administrator
- School: Ramirez Library, RAHC-Harlingen
- Email address: reynag@uthscsa.edu
- Phone Number: 956-365-8850
- Fax: 956-365-8856
- Website: <http://www.library.uthscsa.edu/rahc/>

Details Description of Activity: Librarians designed presentations to meet the specific needs of the promotores.

- Basic computer training
- How to use a mouse
- Internet training
- Search engines
- Locating health information on the Web
- Evaluating information on the Web
- Email
- Word & Power Point

Program Impact:

- Promotores now use email for networking and to communicate with supervisors & librarians
- Promotores prepare community newsletters, flyers, posters and presentations
- Presented posters at the Binational Conference for Promotores

Assessment/Evaluation:

- Promotores wrote evaluation paragraphs at end of sessions.
- Additional evaluations were conducted by corresponding agencies such as Robert Wood Johnson Foundation.
- Narratives were used to develop other trainings.
- Promotores correspond with us via emails regarding trainings & other activities

Funding Source (s): National Library of Medicine

Community for Children - International Elective in Community Pediatrics

Purpose/Goals: The goals of this initiative are to: (1) educate future primary care physicians and nurses to provide compassionate, effective leadership within community collaborations, addressing children's rights and the social determinants of disease and health in resource-poor communities and (2) provide opportunities to develop skills necessary for effective advocacy.

Learning Objectives: Community for Children participants will be able to:

1. Advocate for the rights of all children, including the right to health;
2. Discuss the complex interaction of social determinants in the health of children, gain an increased awareness of the contribution of other disciplines in the health of a community, and include all stakeholders in the solutions;
3. Implement strategies to provide care in resource-poor communities and develop the capacity to identify and address causes of resource limitations at the institutional level;
4. Increase awareness of the root causes and impact of poverty and social injustices on health and deepen understanding of the challenges faced by families living in poverty;
5. Advocate for social justice and develop as community-focused leaders to improve the health of children, families, and communities; and
6. Recognize and address individual and institutional barriers to cultural competency, include cultural and linguistic competencies in their personal and professional lifelong learning goals, and consider health literacy in encounters with their patients.

Type of Trainee: Allied Health, Dental, Medical, Nursing, Pharmacy, Public Health, etc. Open to 2nd- and 3rd-year pediatric, med-peds, and family practice residents, 4th year medical students, and advanced nursing students; Up to 24 participants per academic year.

Type of Community Service Activity: Advocacy skills development, public health outreach, and clinical service

Duration of Activity: Four-week elective in international community pediatrics.

Frequency of Activity: *Community for Children* occurs monthly; follows the UTHSCSA rotation schedule for 4th year medical students (for 2008, starting July 7, 2008, and every 4 weeks thereafter. Spring rotations will start January 12, 2009, and every 4 weeks thereafter).

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Details Description of CSL Activity: *Community for Children: At the Border and Beyond* is the first of several structured international electives. Participants study with international public health experts, physicians, community leaders, promotoras, medical anthropologists, migrant refugee health experts, economists, and families in South Texas and Northern

Mexico, spending a week of the rotation with physicians at Hospital Infantil de Tamaulipas in Ciudad Victoria, Mexico.

Program Impact: Enduring partnerships with community-based organizations (CBO) have been formed that provide residents and students the opportunity to develop skills in advocacy and providing care in resource-poor communities. Participants have come to better understand the role of CBO, and the people they serve, in guiding them to become effective leaders in advocacy for children. In turn, CBO have developed appreciation for the role of health care providers and have benefited from participants' efforts on specific initiatives.

Assessment/Evaluation: Evaluation methods include interviews of participants conducted by faculty mentors at the end of rotation and at six months post-elective to assess the impact on residents' personal and professional lives; participants' completion of a reflective essay; performance assessments of participants by faculty and community-based organizations; and participant, faculty, and CBO evaluation of program.

Funding Source (s): Supported, in part, by the American Academy of Pediatrics-Community Access to Child Health (CATCH) Residency Training Grant



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2007-2008

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