

## RATIONALE/NEED

This course has a dual purpose:

1. Exploration of other models of health and factors that determine health;
2. Immersion in community engagement.

The goal of the course is to raise awareness of the importance of patient socioeconomic backgrounds so as to:

**Enhance a holistic care provision to reduce health disparities;**  
**Improve doctor patient communication;**  
**Build doctor-patient collaboration;**  
**Improve access to high quality care**

This course is necessary because of documented care disparities and the current trend toward integration of medical care and prevention (population health)

## ACKNOWLEDGEMENTS

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## CLASS DESCRIPTION

### *Theory Phase*

**Non-medical models of health; theory and empirical evidence on the social determinants of health; minority health and health disparities; and how policy affects the social determinants of health and the role of doctors in policy formation.**

### *Community Engagement Phase*

**Inter-professional, community-based projects;**  
**Data gathering through key informant interviews;**  
**Collaborations with communities to solve problems;**  
**Brainstorming with community members; and**  
**Structured observations in the community.**

### *Instructional strategies*

**self-teaching, experiential learning, self-reflection diaries, teamwork, discussions and oral presentations.**

## EVALUATION PLAN

### *Instructor (formative)*

The instructor will use feedback gathered through observation and listening to teams to improve the learning process. The instructor will also assess each team's community engagement project and advise the team accordingly.

### *Students (formative)*

Students will self-assess and reflect on their learning processes and the effects of the learning on their views and feelings. They will also assess their peers and provide them with feedback during class discussions and the community-based project.

At the class conclusion, students will evaluate the instructional strategy and suggest methods of making it more effective.

**Summative Evaluation.** This will include self-, peer-, and instructor evaluations of the students' community engagement projects and of the effectiveness of the class. The summative evaluation feedback will be useful for planning future classes