

COMMUNITY- FOCUSED URBAN SCHOLARS PROGRAM

Public Health



Professional Development



Clinical Care



UW Medicine

UW SCHOOL
OF MEDICINE

DEPARTMENT OF
FAMILY MEDICINE

Table of Contents

Introduction	1
PROGRAM AND CURRICULUM OVERVIEW:.....	2
FOUNDATIONS PHASE:	2
Underserved Pathway	3
Community Health Advancement Program.....	3
Expectations:	3
Rural Underserved Opportunities Program and iii-3 Research	4
Primary Care Practicum	4
CUSP Electives	4
Clinical Reflection Sessions	5
PATIENT CARE PHASE:	5
EXPLORE AND FOCUS PHASE:	5
Social Determinants of Health Advanced Clerkship.....	5

Community-focused Urban Scholars Program (CUSP)

Introduction

The Community-focused Urban Scholars Program is a four-year longitudinal experience for medical students who are committed to serving as a provider in an urban underserved setting. This program is designed for students seeking to narrow their focus in urban medicine, and build the skills and perspective necessary to provide competent, sensitive, and responsive care to communities affected by disparities and inequities. As part of the CUSP experience, students are expected to participate in programming including team-based activities and service learning projects. These projects go beyond the graduation requirements of the School of Medicine, and are essential to the mission of CUSP. In addition, CUSP students will complete multiple clinical rotations in urban underserved settings.

This booklet is designed to outline the activities, courses and the expectations for CUSP. Given that this is the first year of the program, there may be some minor changes. If you have any questions or if you need any clarification please reach out to the CUSP Program Manager, Genya Shimkin at gshimkin@uw.edu.

Toby Keys, MA, MPH
Co-Director

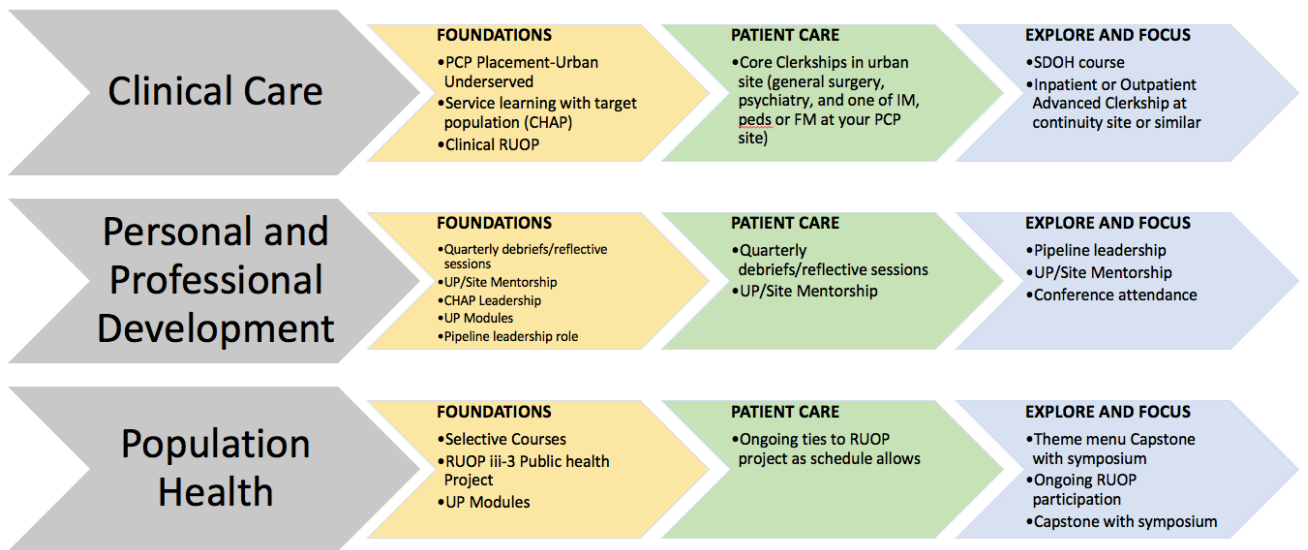
Amanda Kost, MD, MEd
Co-Director

Genya Shimkin, MPH
Program Manager

PROGRAM AND CURRICULUM OVERVIEW:

The UW School of Medicine and the CUSP program consist of three phases: Foundations, Patient Care, and Explore and Focus. During each phase, CUSP students will have access to specialized training, curriculum, and service learning opportunities in three areas: clinical care, personal and professional development, and population health. The figure below shows the different components of each Phase of the program. To view the full curriculum, visit <http://www.uwmedicine.org/education/Documents/CurriculumRenwalSchematic.pdf>

CUSP Components



FOUNDATIONS PHASE: September 2017-December 2018

The Foundations of Clinical Medicine Phase is designed to prepare students for clinical care through classroom learning, lectures, and clinical experiences in primary care environment. During this phase, CUSP students will participate in a number of programs to highlight the health of underserved populations.

Underserved Pathway

Description:

The Underserved Pathway helps prepare future physicians to care for vulnerable and underserved populations. The Pathway engages students in three educational avenues: mentoring, developing a foundation of knowledge, and a variety of real-world experiences. Vulnerable describes people that are at risk for poor health outcomes due to difficulty accessing the necessary resources for optimal health while underserved refers specifically to the difficulty that people face accessing quality health care.

Students can customize their pathway to meet their own educational goals and interests – some may focus on a specific population or community while other may explore broader issues surrounding the underserved such as advocacy or policy. For more information, visit <https://depts.washington.edu/fammed/education/programs/upath/>

Expectations:

Students will enroll and complete all requirements of the Underserved Pathway.

Community Health Advancement Program

Description:

The Community Health Advancement Program (CHAP) began at the University of Washington in 1980 as an organization created to nurture the ideas and goals of health care students interested in working with medically underserved populations.

CHAP sponsors student-initiated and directed, extracurricular community direct service projects, educational programs and a seminar series addressing the health needs of underserved communities. Students design, plan, implement, staff and evaluate these programs, with assistance, guidance and support from staff and faculty in the Department of Family Medicine and from partnering community organizations. For more information visit the CHAP website: <https://depts.washington.edu/fammed/education/programs/chap/>

Expectations:

- Act as a coordinator for one program throughout Foundations Phase.
- Assist in creation and implementation of the new P2P program which involves mentoring students attending Seattle Colleges who are interested in pursuing medicine.
- Work inter-professionally with students from nursing and dentistry

Rural Underserved Opportunities Program and iii-3 Research

Experiences:

The Rural/Underserved Opportunities Program (RUOP) is a four-week, elective immersion experience in community medicine for students between their first and second years of medical school. During their 4-week rotation, students live in rural or urban underserved communities throughout Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI). They work side-by-side with local physicians providing care to underserved populations. Students also fulfill their research requirement by conducting a population health research project during this rotation.

Expectations:

CUSP students will develop a population Health Project that is connected with the patient population at their Primary Care Practicum site. They will continue to engage in this project through the Patient Care and Explore and Focus Phases as their schedule allows.

Primary Care Practicum

Experiences:

Students will be placed at an urban clinic to complete the primary care practicum.

Expectations:

Students will work alongside a primary care preceptor every other week for a full day, from October to October. There are about 15 sessions over the 12-month period.

CUSP Electives

Experiences:

CUSP Elective Term Two

- Racism and health outcomes
- Poverty, income inequality and health
- ACEs and trauma-informed medicine
- Substance abuse

CUSP Elective Term Three

- Housing
- Addiction treatment
- Health systems
- Health Policy
- Advanced communication skills
- Work with an interdisciplinary team of students
- Counseling/mental health

Expectations:

Students will participate in both elective experiences.

Clinical Reflection Sessions

Experiences:

CUSP will meet on a quarterly basis to reflect on their patient care experiences. These sessions will be moderated by the CUSP Directors.

PATIENT CARE PHASE: March 2019-March 2020

During the Patient Care Phase, students complete multiple required clerkships in different specialties. Students enrolled in CUSP will be assigned to some clerkships in urban underserved settings.

Experiences:

General Surgery: Harborview

Psychiatry: Harborview

One primary care clerkship that has a patient population in an urban- under resourced area – Internal Medicine, Pediatrics, Family Medicine

Expectations:

Participate in these clerkships.

EXPLORE AND FOCUS PHASE: April 2020-May 2021

The final phase, Explore and Focus, incorporates advanced clerkships, and a transition to residency requirement. During this phase, CUSP students will continue to narrow their focus in urban medicine by completing a special clerkship.

Social Determinants of Health Advanced Clerkship

Increasingly physicians must be prepared to understand and address the social and structural conditions that make patients sick. There are two components to the Social and Structural Determinates of Health Clerkship. 90% of student time will be spent with a primary care team in an underserved clinical setting with an advance degree of independence and responsibility.

By the end of the rotation, students should be able to integrate social histories into differential diagnosis for presenting problems and begin to discuss appropriate management.

In addition to the clinical learning, students will also engage in community-based activities. In a stepwise process, students will learn about the community where patients live, work and play. Students will investigate community resources and challenges to wellness and consider strategies to advocate for health equity policies.

Expectations:

Participate in this elective during the Explore and Focus phase of the curriculum.