(iCHEE™) iNTERPROFESSIONAL COMMUNITY
HEALTH & EDUCATION EXCHANGE ELECTIVE

Syllabus:

Academic year 2015-2016 (Fall, Winter & Spring Terms)

“Through iCHEE, the Global Health Center is bringing communities of OHSU health professionals and students together with communities of refugees, immigrants and underserved population to promote an exchange of information focused on health, wellness and disease prevention in a culturally sensitive manner.”

ORIENTATION (Session #1, mandatory) Held at:

Medical Teams International (MTI) Real-Life Exhibit

14150 SW Milton Court, Tigard/Portland, OR 97724

Fall: Saturday, October 3rd, 9:30 a.m.-3:00 p.m.

Winter: Saturday, January 9th, 9:30 a.m.-3:00 p.m.

Spring: Saturday, April 2nd, 9:30 a.m.-3:00 p.m.

SESSIONS #2-6 (mandatory)

Saturday, January 16th, & 23th and February 20th are scheduled to be held at Transition Projects Inc. 650 NW Irving, Portland (confirmed at orientation)

Saturday, February 6th & 13th are scheduled to be for VOZ Portland Day Labor Center (will be confirmed at orientation).

The Spring term will be divided between Asian Health & Service Center and Transition Project Inc. We are working with them to confirm the dates.

All sessions will be 9:30 a.m.-3:00 p.m.
MOBILE CLINICS

Dates to be announced for:

MTI Mobile Dental will be at Transition Projects: February 20th

http://www.medicalteams.org/about-us/what-we-do/mobile-dental-program

Casey Vision Screening Vehicle: March 5th


COURSE DESCRIPTION

This 2-credit interprofessional (IP) elective interfaces multiple student teams (drawn from dental, medical, nursing, nutrition, pharmacy, physician assistant, public health students, and others) with underserved members (clients) of the Portland community (e.g., refugees, immigrants, asylees, homeless) in a two-way exchange (IP team and client) that educates students about the complex physical, mental, nutritional and other health challenges faced by their clients. iCHEE is held Fall, Winter and Spring terms at one of several Portland community centers. Students enrolled in iCHEE participate in an orientation session plus five community health-screening sessions held on Saturdays from 9:30am-3:00pm.

COURSE OBJECTIVES

At the completion of this course, students should have acquired the knowledge, skills and ability to:

1. Participate effectively as a member of an interprofessional student team to assess the healthcare needs of underserved community members, including refugees, recent immigrants, and homeless people.

2. Recognize the value of an Interprofessional team approach to client assessment, understand the strengths and limitations of the student’s own training in a healthcare setting, and respect and value the contributions of each team member’s unique professional training and expertise.
3. Demonstrate active listening and oral communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information taking into account culture-specific health-related beliefs, practices and remedies.

4. Recognize the common health challenges of socio-economically underprivileged and medically underserved people;

5. Discuss the realities of life for underserved clients in the context of their nutrition, medication, oral, general physical and mental health during interprofessional end-of-sessions’ student-faculty reflections.

6. Evaluate the efficiency and effectiveness of the interprofessional health assessment teams and discuss ways to reduce errors and improve the system.

7. Identify ethical dilemmas posed by the mismatch between the needs of medically underserved clients and healthcare services available for them.

8. Describe the impact of socio-economic status on health, and the limitations of the healthcare system, even with full implementation of the Affordable Care Act.

9. Explain the value of preventive care and the consequences of failing to implement this care, and know the common diseases of refugee and immigrant populations.

10. Know and be able to recommend healthcare resources available to clients in the greater Portland Metropolitan area.

This course addresses the following OHSU Graduation Core Competencies:

- Professional Knowledge and Skills
- Communication
- Reasoning and Judgment
- Communication
- Professionalism and Ethics
- Interprofessional Teamwork
- Patient/Client-centered Care.

**FACULTY COURSE DIRECTOR**

Valerie Palmer, Instructor of Global Health and Neurology (SoM) (palmerv@ohsu.edu)

**FACULTY COURSE CO-COORDINATORS**

*Alphabetically:*

David Bearden, Chair, OSU College of Pharmacy at OHSU

Kathleen Birchfield, Assistant Professor, School of Dentistry

Teral Gerlt, Instructor, School of Nursing

Jay Kravitz, Assistant Professor, School of Medicine

Peter Spencer, Professor, School of Medicine

Diane Stadler, Assistant Professor, School of Medicine

**COURSE CREDIT**

2-credit-hour, including 36 hours of direct contact/independent learning.

**GROUP SESSION COURSE MEETING DAYS**

Students participate in six sessions held on Saturdays between 9:30 am and 3:00 pm. The first (orientation) session is held at the Medical Teams International (MTI) headquarters in Tigard, Oregon (http://www.medicalteams.org/home/contact-us), which includes the MTI Real-Life® exhibit (https://www.medicalteams.org/home/real-life-exhibit). Subsequent sessions are held at a community center in the Portland Metropolitan area.
## WEEKLY SESSION TOPICS

<table>
<thead>
<tr>
<th>Dates for Winter &amp; Spring Terms 2016</th>
<th>Group Session Location/Duration</th>
<th>Topic/Activity</th>
</tr>
</thead>
</table>
| 1-9 & 4-2                            | Session #1 (MTI) 5.5 hours on site | Morning. Visit the MTI RealLife\textsuperscript{R} exhibit.  
- Students are sensitized to and discuss the realities of life as a refugee or immigrant from a low-income country after visiting a graphically realistic exhibit of life and death in representative low-income countries.  
- Students learn the work of MTI and its local as well as international community outreach services, including a mobile dental unit that can serve iCHEE clients.  
Group Lunch.  
- Students and faculty introduce themselves, describe any prior contact or experience with low-income populations, their language skills and their interest in registering for the iCHEE elective.  
Afternoon.  
- Introduction to the iCHEE program, the syllabus and assignments  
- View a video on cultural humility in healthcare settings and engage in facilitated discussions about oral health, nutrition, mental health, and pharmaceutical use, storage, interactions, side-effects, and disposal.  
- Students are informed of the structure and practice of the subsequent five Saturday sessions held at a single participating community site, including IP team structure, team-client interactions, scope and sequencing of clients' health screenings, faculty oversight and interaction, and possibilities for client referral to |
healthcare facilities, including the OHSU Casey Eye Care mobile unit.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Group Session #2</th>
<th>Community Location (see above)</th>
<th>5.5 hours on site</th>
</tr>
</thead>
</table>
| See dates above | • Introduction to the community site and associated clients, both of which will have been informed by the community partner of the iCHEE program and associated health-screening opportunity by the community partner.  
• Instructions are given on the methodology for client intake, interview, non-invasive examination, reflection/write-up, analysis, faculty interaction, and referral.  
• IP teams are formed of 4-6 students, a (rotating) team rapporteur is chosen by the student team, and the first clients are seen, with individual client-student team interactions lasting up to 45 minutes.  
• Emphasis is placed on “getting to know” the client and understanding the subject's cultural background and experiences before their particular healthcare concern is addressed.  
• The day ends with a group analysis and discussion of the team’s experiences, with emphasis on strengths and weaknesses of the interaction, and improvements that can be employed going forward. |

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Group Sessions #3-5</th>
<th>Community Location (see above)</th>
<th>3 x 5.5 hours on site</th>
</tr>
</thead>
</table>
| See above  | • Expansion of previous sessions with implementation of suggested changes to improve engagement and interactions with clients.  
• 20-minute faculty presentations on health challenges of the medically underserved.  
• Group analysis and discussion of the team’s |
experiences during the day and the impact of the changes that were made to address concerns or challenges raised during previous sessions.

| TBA   | Group Session #6 Community Location (see above) | 5.5 hours on site | • Expansion on previous sessions with implementation of suggested changes to improve engagement and interactions with clients.,
• Observation of client care in OHSU Casey Eye and/or MTI Dental Vans that are brought to the community center specifically to service clients referred by iCHEE student teams.
• The interactive/interprofessional component of the course ends with a discussion of what students gained throughout the iCHEE elective, specifically,
  o New skills and knowledge acquired as a result of working in their interprofessional team,
  o Their new appreciation for the complexity faced by underserved clients when seeking, receiving, and trying to follow through with health-related recommendations.
  o How the iCHEE experience will influence their engagement with underserved client populations in the future.
  o How the iChEE experience will influence their interaction with health care professionals from other disciplines in the future.
  o How they will refer clients to community-based resources for underserved clients in the Portland metropolitan area |
| Deadline Will be discussed at the closing session on the last day of class. | Individual 3.0 hours | Students prepare and submit a 3-page reflection on their iCHEE experience that may include:  
- Their new skills and knowledge acquired as a result of working in their interprofessional team.  
- Their unique contributions to their Interprofessional team.  
- Their new appreciation for the complexity faced by underserved clients when seeking, receiving, and trying to follow through with health-related recommendations.  
- How the iCHEE experience will influence their engagement with underserved client populations in the future.  
- How the iCHEE experience will influence their interaction with health care professionals from other disciplines in the future. |

**REQUIRED TEXTS, READINGS AND REVIEW**


2. Please review this video: [http://www.pbs.org/newshour/updates/what-is-a-microaggression/](http://www.pbs.org/newshour/updates/what-is-a-microaggression/)

3. [https://www.youtube.com/watch?v=8Li-9S7dheo](https://www.youtube.com/watch?v=8Li-9S7dheo)

4. Readings posted on Sakai?

**REQUIRED EQUIPMENT**

Equipment and materials for health screenings will be supplied. Please bring stethoscopes and Blood Pressure cuffs if you have if not we have a few.
Dress code is casual smart, no white coats, please!

**ATTENDANCE REQUIREMENTS, GRADING AND REMEDIATION**

Students will receive a grade of “Pass” or “No Pass” for the course. To receive a “Pass,” students must:

1. Attend (60%) and actively participate (25%) in each of the six sessions.

2. Preparer and submit a thoughtful, well written 3-page reflection paper about their experiences throughout the iCHEE course and respond to queries derived therefrom in a timely manner (15% of grade).

3. Receive a final minimum score of at least 85% based on the components described above.

**Absences:** Students must attend the first two sessions. Students may miss no more than one of the subsequent 4 sessions. Students must inform the Course Director of any planned or unplanned absence prior to the missed session. Absences will only be accepted for a *bona fide* reason, such as personal or family illness, inclement weather, or prior professional commitment. Students who miss one of sessions #3-6 will be required to develop and submit an essay on a subject pertinent to the health of iCHEE-relevant populations and respond to any questions that may arise therefrom. A student who misses 2 or more sessions will receive a No Pass grade.

**COMMUNITY SITES**

Contracts crafted specifically for the iCHEE program have been developed between OHSU and the selected community site. Portland community sites that have participated in the iCHEE program in the past include:

- Asian Health & Service Center (http://www.ahscpdx.org)
- Catholic Charities of Portland (http://www.catholiccharitiesoregon.org)
- City Bible Church (http://www.citybiblechurch.org)
- Immigrant & Refugee Community Organization (http://www.irco.org)
- Lutheran Community Services Northwest (http://lcsnw.org/portland/index.html)
- Transitions Project (http://www.tprojects.org)
- VOZ Day Labors Project (http://portlandvoz.org)

**TRANSPORATION TO COMMUNITY SITES**

Students are required to arrange for their own transportation to and from the Medical Teams International Headquarters in Tigard, OR (Session #1) and to the community site in Portland where all subsequent sessions will be held.

**INCLEMENT WEATHER**

An iCHEE session will be cancelled and students notified in a timely manner in the event of dangerous/unsafe environmental conditions. In the event of inclement weather that results in the cancellation of a session, students will be required to develop and submit an essay on a subject pertinent to the health of iCHEE-relevant populations.

**COPYRIGHT INFORMATION**

Every reasonable effort will be made to protect the copyright requirements of materials used in this course. Students may not personally capture audio or video of class presentations. Journal articles will be provided in Sakai for personal use. Copyright law allows one personal copy of each article from the original article posted. This limit also applies to electronic sources.

OHSU policy requires Sakai sites to close three weeks after grades have been submitted to the registrar in compliance with U.S. Copyright Law and adherence to the fair use doctrine of copyrighted materials in educational settings.

**SYLLABUS CHANGES AND RETENTION**

This syllabus describes the policies and procedures of this course. Changes may be made as needs arise. Students are responsible for keeping a copy of
the course syllabus for their records.

**ACCOMMODATIONS**

OHSU is committed to providing equal access to qualified students with disabilities. Student Access determines and facilitates reasonable accommodations, including academic adjustments and auxiliary aids, for students with documented disabilities. A qualified student with a disability is a person who meets the academic and technical standards requisite to admission or participation in a particular program of study. As defined by the Americans with Disability Act (ADA), a person with a disability has a physical or mental impairment that substantially limits one or more major life activities of the individual. This may include, but is not limited to, physical conditions, chronic health issues, sensory impairments, mental health conditions, learning disabilities and ADHD. Student Access works with students with disabilities from all of OHSU’s educational programs and at each campus.

Each school has an assigned Program Accommodation Liaison (PAL), who acts as an “in-house” resource for students and faculty concerning access issues for students with disabilities. The PAL works in collaboration with Student Access to implement recommended accommodations for students with disabilities.

It is recommended that students contact Student Access to consult about possible accommodations if the student; a) received disability accommodations in the past, b) begin experiencing academic difficulties, and/or c) are given a new diagnosis from your healthcare provider.

Students may learn more about Student Access: Phone: 503 334-6468 Email: studentaccess@ohsu.edu Website: www.ohsu.edu/student-access.

**ACADEMIC HONESTY**

Students are responsible for their own academic work. Students are expected to have read and to practice principles of academic honesty, as presented in the respective OHSU school’s student handbook.