

# **Community Engagement Plan**

## **Course Overview:**

Beginning year 2, Intro to Medical Learning (IML) will begin introducing students to the service learning and experiential learning components of the SJV PRIME+ program. Throughout the academic year, this course will provide opportunities to understand the importance of community engagement within the healthcare system as well as provide the opportunity to learn about clinical practice through direct shadowing of physicians.

This will be accomplished through a combination of:

- Classroom Seminars
- Experiential Learning
- Service Learning
- Community Engaged Research<sup>1</sup>

Students will be expected to dedicate time outside of the classroom on a weekly basis for experiential learning and service learning. The SJV PRIME+ community engagement team will work with students to find placements for both service learning and experiential learning.

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## **Classroom Seminars:**

SJV PRIME+ students will attend classroom seminars to learn about community engagement as it relates to health care. Students will also have opportunities to participate in peer discussion to share their experiences.

### Seminar Structure:

This course will meet on the specified schedule. Weeks that are not dedicated to classroom learning will provide space to meet virtually. Classroom sessions will include a combination of content presentations, learning debriefings, and peer sharing on community engagement experiences.

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### Learning Objectives:

| Learning Objective  | <b>SJV PRIME+<br/>Baccalaureate<br/>Competencies</b>  | <b>UCSF MD<br/>Competency<br/>Domain</b>                                 |
|---|---|--|
| 1. Demonstrate an understanding about the community's culture, social and economic structures, and how these impact health outcomes | <ul style="list-style-type: none"><li>• Knowledge of SJV Needs</li><li>• Social Justice</li></ul> | <ul style="list-style-type: none"><li>• Systems-Based Practice</li></ul> |
| 2. Develop partnerships with community-based organizations to address the health needs of the local community                       | <ul style="list-style-type: none"><li>• Knowledge of SJV Needs</li></ul>                          | <ul style="list-style-type: none"><li>• Systems-Based Practice</li></ul> |

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<sup>1</sup> *Community Engaged Research: Students will be introduced to community engaged research by providing them an opportunity to integrate their service learning and experiential learning experiences into one poster project. Time will be provided during the semester to begin identifying a research mentor and opportunity.*

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|---|--|---|
| 3. Integrate cultural values and community capacity in the design and implementation of health promotion and health education initiatives | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Social Justice</li> </ul>          | <ul style="list-style-type: none"> <li>• Interpersonal &amp; Communication</li> <li>• Systems-Based Practice</li> </ul> |
| 4. Apply best practices for dissemination of health education materials   | <ul style="list-style-type: none"> <li>• Communication</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Interpersonal &amp; Communication</li> </ul>                                   |
| 5. Reflect on the power of community engagement as part of healthcare   | <ul style="list-style-type: none"> <li>• Knowledge of SJV Needs</li> <li>• Social Justice</li> </ul> | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> </ul>  |
| 6. Explore outreach methods to expand reach to patients who are having difficulty obtaining health information and access to care         | <ul style="list-style-type: none"> <li>• Communication</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Interpersonal &amp; Communication</li> </ul>                                   |

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### **Experiential Learning:**

SJV PRIME+ students will engage in experiential learning opportunities through observation of health care providers in their day-to-day activities.

#### Learning Objectives:

| <b>Learning Objective</b>  | <b>Baccalaureate Competency</b>  | <b>UCSF MD Competency Domain</b>  |
|--|--|---|
| 1. Explain the day-to-day activities of a physician                                    | <ul style="list-style-type: none"> <li>• Knowledge of Health System Science</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> </ul>  |
| 2. Define the roles and responsibilities of each member within the clinical care team  | <ul style="list-style-type: none"> <li>• Knowledge of Health System Science</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> </ul>  |
| 3. Describe the integration of care team members and how they work collaboratively     | <ul style="list-style-type: none"> <li>• Knowledge of Health System Science</li> <li>• Communication</li> </ul>          | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> <li>• Interpersonal &amp; Communication</li> </ul> |
| 4. Demonstrate an understanding Community Health Centers and the services they provide | <ul style="list-style-type: none"> <li>• Knowledge of Health System Science</li> <li>• Knowledge of SJV Needs</li> </ul> | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> </ul>  |
| 5. Explain health care landscape within the San Joaquin Valley                         | <ul style="list-style-type: none"> <li>• Knowledge of SJV Needs</li> <li>• Social Justice</li> </ul>                     | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> </ul>  |

#### Experiential Learning Expectations:

Most experiential learning will take place between Years 2-3. The community engagement team will work directly with SJV PRIME+ students to assign clinical placements based on their availability. If a

student is unable to attend their assigned experiential learning, they will need to submit an absence request as outlined in the SJV PRIME+ [attendance policy](#).

**Note:** More details to follow once the SJV PRIME+ professionalism policy & accountability process has been developed.

*Students will be expected to:*

1. Wear their assigned SJV PRIME+ polo and name badge
2. Shadow and observe their assigned physician for the duration of their experiential learning session
3. Observe how the clinical team works and interacts together
4. Respect patient privacy and HIPAA compliance
5. As appropriate, ask questions and learn from the clinical team

*Students will NOT:*

1. Provide medical advice to patients
2. Share private health information
3. Exceed the limits of their current role as a volunteer, clinical observer, etc.

*Experiential Learning Partners<sup>1</sup>:*

The three listed partners will provide experiential learning opportunities based on the priority of their listed order. Once these sites meet their capacity – additional partners will be onboarded. See below for additional details.

1. Golden Valley Health Centers (MOU In Progress)
2. Mercy Medical Center Merced (MOU In Progress)
3. Sutter Health Modesto (MOU in Progress)

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### **Service Learning:**

SJV PRIME+ students will be expected to engage in service-learning opportunities with local community partners. Service-learning opportunities serve to foster civic engagement, enhance their understanding of social determinant of health, and help students practice pre-professional skills. The majority of service learning will take place during years 2-3.

*Learning Objectives:*

| Learning Objective  | Baccalaureate Competency   | UCSF MD Competency Domain  |
|---|--|--|
| 1. Describe the role of Community Based Organizations (CBOs) and how they are making a difference in the area they serve.         | <ul style="list-style-type: none"><li>• Knowledge of SJV Needs</li><li>• Social Justice</li></ul>  | <ul style="list-style-type: none"><li>• Systems-Based Practice</li></ul> |
| 2. Define factors that may impact a community's health outcomes to develop an understanding of the social determinants of health. | <ul style="list-style-type: none"><li>• Knowledge of SJV Needs</li><li>• Social Justice</li><li>• Knowledge of Health System Science</li></ul> | <ul style="list-style-type: none"><li>• Systems-Based Practice</li></ul> |

|   |  |   |
|---|--|---|
| 3. Apply best practices for dissemination of health education materials   | <ul style="list-style-type: none"> <li>• Communication</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Interpersonal &amp; Communication</li> </ul> |
| 4. Reflect on the power of community engagement as part of healthcare   | <ul style="list-style-type: none"> <li>• Knowledge of SJV Needs</li> <li>• Social Justice</li> </ul> | <ul style="list-style-type: none"> <li>• Systems-Based Practice</li> </ul>            |
| 5. Explore outreach methods to expand reach to patients who are having difficulty obtaining health information and access to care | <ul style="list-style-type: none"> <li>• Communication</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Interpersonal &amp; Communication</li> </ul> |

**Service-Learning Expectations:**

Students will be expected to participate in a specified number of service-learning activities each semester as outlined in the course syllabus to meet program hour requirements. The community engagement team will provide a calendar of service-learning activities each semester. Students can self-select activities based on their availability.

Students may be expected to attend group service-learning activities which are considered mandatory unless stated otherwise and will be provided advance notice. If a student is unable to attend a group activity, they will need to submit an absence request as outlined in the [SJV PRIME+ attendance policy](#).

**Note:** More details to follow once the SJV PRIME+ professionalism policy & accountability process has been developed.

**Time Expectation Requirement:**

SJV PRIME+ students will be asked to complete 200 hours of community engagement across years 2 and 3 of the program. This will include an average of 60% service learning and 40% experiential learning opportunities.

Although 200 hours of community engagement seems high, in 2023-24 the AAMC reports that the entering class of medical students completed an average of 736 hours per student. SJV PRIME+ students will benefit from having community engagement and experiential learning experiences selected to meet their educational needs to prepare for health careers in the Valley as well as serving the needs for the community.

On average students should expect to dedicate one half day each week to completing their community engagement hours opportunities. Students can accomplish this by completing 50 hours per semester (average of 3 hours per week) or in a combination of utilizing summer sessions to complete hours. Students will work with the Community Engagement Team and Pre-Health Advising to determine the best options for completing hours based on their courseload.

*Support will be provided on a case by case basis for students needing to dedicate additional time to their academic studies during the semester. The Community Engagement team will work with the SRC as needed to develop remediation for the completion of community engagement requirements.*

While community engagement and experiential learning is calculated here in hours, we recognize that simply logging in a requisite number of hours may not correlate with meaningful engagement over time. Thoughtful preparation and longitudinal engagement are essential to make a meaningful commitment over time. Thus, students will work with faculty and staff to select meaningful activities that promote longitudinal learning and build in responsibility over time.

Example Community Engagement Timeline:

- **Year 1:**
    - No direct Service Learning or Experiential Learning. Begin completing paperwork and required trainings for year 2 activities during spring semester.
  - **Year 2, Semester 1:**
    - Attend 5 community events throughout the 16-week semester (~20-25 hours)
    - Complete experiential learning site trainings
  - **Year 2, Semester 2:**
    - Mercy Medical Center (MMC) volunteer rotations begin (~3 hour shifts weekly for 12 weeks)
    - Complete 3 Experiential Learning sessions (~3 hours each)
    - Attend 3 group events
  - **Summer:** Option to complete experiential and service-learning hours across the summer
  - **Year 3, Semester 1:**
    - MMC rotation (~3 hour shifts weekly for 12 weeks)
    - Complete 3 Experiential Learning sessions (~3 hours each)
    - Attend 1-2 group events
  - **Year 3, Semester 2:**
    - MMC rotation (~3 hour shifts weekly for 12 weeks)
    - Complete 3 Experiential Learning sessions (~3 hours each)
    - Attend 1-2 group events
  - **Summer:** Option to complete remaining experiential and service-learning hours
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**Student Professionalism:**

*This section is under development pending the finalization and approval of the SJV PRIME+ professionalism policy & accountability process.*

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**Community Engagement Research Symposium:**

As part of the Introduction to Medical Learning 2 course, students will be expected to participate in a community engagement poster presentation. The poster presentation is an opportunity to incorporate knowledge gained through the IML 2 components (e.g. service-learning experience and seminar discussions and assignments) as well as participate in the community engaged research process.

The poster presentations will scaffold students learning about community engagement in health, and students will develop a final poster presentation that will highlight their learning and will provide them an opportunity to apply that knowledge to a selected community and health topic.

- 2024-2025 Community Engagement Poster Project Assignment

*SJV PRIME+ Baccalaureate Competencies Map to the IML 2 Learning Objectives for the Windshield Activity, Community Partner Interview, and the CE Poster Presentation*

| Baccalaureate Competencies              | Description of Baccalaureate Competencies and Graduation Milestones   | IML 2 Learning Objectives (Windshield Activity and Symposium Poster Presentation)  |
|---|---|--|
| Communication                           | Engage in learning the skills needed to better understand other people and develop a variety of communication strategies to effectively gather and relay health care information to broad audiences.  | Apply best practices for dissemination of health education materials ( <b>Service learning, community partner interview, and poster presentation</b> )   |
| Social Justice                          | Apply the knowledge that inequities are the result of historical discrimination that has led to persistent structural barriers for certain communities and populations, and effectively develop and promote strategies to remove barriers preventing health equity. | Demonstrate an understanding about the community's culture, social and economic structures, and how these impact health outcomes ( <b>Windshield activity, independent research, lived-experiences</b> )<br>Reflect on the power of community engagement as part of healthcare ( <b>Service Learning, Socioecological Framework, Community Cultural Wealth Framework</b> )   |
| Knowledge of SJV Needs                  | Demonstrate knowledge of the unique health care needs of the Central Valley including barriers to access, inequity in access and health policies, to deliver culturally sensitive health care and address health issues affecting the region.                       | Integrate cultural values and community capacity in the design and implementation of health promotion and health education initiatives<br>Demonstrate an understanding about the community's culture, social and economic structures, and how these impact health outcomes ( <b>Service Learning, Socioecological Framework, Community Cultural Wealth Framework, windshield activity, independent research, lived-experiences</b> ) |
| Basic Scientific Knowledge and Research | Engage in learning science and research skills that will lead to solving real world problems.   | Demonstrate an understanding about the community's culture, social and economic structures, and how these impact health outcomes ( <b>Windshield activity, independent research, community partner interview, lived-experiences</b> )<br>Apply best practices for dissemination of health education materials ( <b>Service learning and poster presentation</b> )  |

**Community Engagement Partnership Notes:**

The following table provides a summary of SJV PRIME+ partnerships identified for service and experiential learning opportunities. There are additionally opportunities to include Health Scholar Students as it aligns with their availability and interest.

| Organization Name:   | Type:                 | Activities:  | Status:     | Notes:  |
|--|-----------------------|--|-------------|---|
| Mercy Medical Center Merced (MMCM)   | Experiential Learning | <ul style="list-style-type: none"> <li>MMCM Volunteer Program</li> <li>Provider shadowing</li> </ul>                           | In-Progress | Student Volunteer Orientation in Progress. Formal MOU to come.  |
| Sutter Health:<br><i>*10 facilities throughout Modesto, Los Banos, Tracy, &amp; Sacramento</i>                                     | Experiential Learning | <ul style="list-style-type: none"> <li>Provider shadowing</li> </ul>   | In-Progress | <ul style="list-style-type: none"> <li>MOU in progress (Under UCM Legal Team Review )</li> <li>Student visit scheduled 5/22/25</li> </ul> |
| Golden Valley Health Centers (GVHC)<br><i>*45 Health Center Facilities throughout Merced, Stanislaus, and San Joaquin Counties</i> | Experiential Learning | <ul style="list-style-type: none"> <li>Provider shadowing</li> </ul>   | In-Progress | MOU in progress   |
|  | Service Learning      | <ul style="list-style-type: none"> <li>Health Education</li> <li>Community Outreach</li> </ul>                                 |             |   |
| Livingston Community Health (LCH)  | Experiential Learning | <ul style="list-style-type: none"> <li>Provider shadowing</li> </ul>   | Paused      | Paused due to organizational changes and capacity.  |
| Cultiva Central Valley   | Service Learning      | <ul style="list-style-type: none"> <li>Health Education</li> <li>Community Outreach</li> <li>1:1 learning with CHWs</li> </ul> | Active      | Primary Service-Learning partner for the 2024-2025 academic year.   |
| Binational of California   | Service Learning      | <ul style="list-style-type: none"> <li>Health Education</li> <li>Community Outreach</li> </ul>                                 | Active      | Service-Learning partner for the 2024-2025 academic year.   |

**\*Note:** Students enrolled in Intro to Medical Learning courses are covered under UC Merced general liability insurance as part of their course requirements. The community engagement team is exploring establishing a student organization to provide liability coverage for activities that occur outside of the semester (summer, winter break, etc.) as well as inclusion of other pre-health students.