



COMMITMENT TO UNDERSERVED PEOPLE  
THE UNIVERSITY OF ARIZONA®  
COLLEGE OF MEDICINE

## **Handbook for Class of 2018**

**October 2014**

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## **General Information**

### **What is CUP?**

It stands for Commitment to Underserved People, a co-curricular club of the UA College of Medicine that is student-developed and student-directed. CUP is composed of a collection of programs that provide students with opportunities to work with medically underserved populations through the provision of clinical care, health education and mentoring.

### **What are the goals/objectives of CUP?**

CUP is a service learning program that provides opportunities for medical students to provide community service, and to gain experiences working with patients in clinical and educational settings. Through this work, students learn the impact of socioeconomic status and cultural barriers on health and access to health care. Medical students experience the many key roles physicians play in the lives of their patients. CUP also provides opportunities to experience leadership through the development and operation of programs.

### **How did CUP start?**

CUP began in 1979 when Dr. Steve Spencer joined the faculty of the Department of Family and Community Medicine. Dr. Spencer, who had experience working with underserved populations including on American Indian reservations, became a mentor for medical students who wanted their careers to include the care of the medically underserved. The students were particularly interested in being of service while still in medical school. Dr. Spencer assisted the students in developing the skills they would need to work with these medically underserved populations. With Dr. Spencer's support, these students began the program we now know as CUP. From this grassroots beginning with a small number of students meeting in faculty homes to discuss caring for the underserved, CUP has evolved into a larger, more comprehensive program.

### **Why should I participate in CUP?**

You were most likely a volunteer before you came to medical school, and you can continue to volunteer throughout your medical education and later as a physician. You will gain early clinical experience, as well as have the chance to educate people about many aspects of health. You will help people who really need your help, and appreciate your time and efforts. You can gain experience in leadership, patient advocacy, referral processes, work with community agencies and work with a multi-disciplinary team. You can perform physical exams, interview patients, dispense medications, provide immunizations, develop teaching modules, teach in public schools and conduct teen discussion groups. Also, you may choose to earn elective credit through participation in CUP. You will meet physicians who volunteer as CUP attendings who can be role models, for you to learn to "give back" to society for giving you the opportunity to be a doctor.

## **How to Participate in CUP**

### **Do I need to attend a training to participate in CUP?**

Yes. CUP Clinical Skills Training is held once a year for students interested in participating in the clinical programs. Most of the non-clinical programs offer trainings for their particular programs, too. Watch for announcements on [MedCats](#) (the College of Medicine student network).

### **Is there a cost to join CUP?**

Yes. CUP is an ASUA recognized club and we ask for a one-time payment of \$20 to join CUP. These dues help us pay for food and supplies for meetings, trainings and clinics. This also allows us to use our budgeted funds to pay for supplies needed to run the CUP programs.

### **How do I dress for CUP activities?**

You are serving in a professional capacity when you work in CUP programs. Dress professionally unless instructed otherwise.

### **How do I earn CUP hours?**

You may attend trainings for any of the programs. For the clinical programs you need to review the Clinical Skills Teaching Module which is available online. When this is completed, you can take the CUP Clinical Skills hands-on Training. You also need to attend the training(s) offered for the specific programs you want to do. Then, you can sign up to participate in those CUP programs on MedCats. *(Be sure to check your schedule carefully to see if you are available.)*

CUP clinical program participation hours are credited to you during the school year only if you successfully completed the trainings for the specific programs. For most of the CUP programs, you will be credited on an hour for hour basis. Students working at Shubitz Clinic and Women's Clinic earn five (5) hours per clinic. Also, you earn CUP hours for attending the training sessions for CUP programs. CUP Program leaders also earn a **ONE**-time credit of 10 hours for each program they coordinate.

### **What if CUP activities conflict with curricular activities?**

All CUP activities are voluntary and are not part of the required curriculum. If there is a conflict with scheduled curricular activities, such as required labs or small groups where your participation is expected, it is your responsibility as a medical student to attend the required activity. Therefore, it is important to check your schedules carefully before making a commitment to a specific CUP activity. CUP participation is not a valid excuse for missing a required activity. The faculty is not responsible to provide remediation for you if you miss a class session.

### **What happens if I don't show up for a CUP event I have signed up for?**

Students who cannot fulfill their commitment are expected to find a replacement, so please do so. It's a matter of professionalism. You will be penalized five (5) hours if

you don't find a replacement. Please notify the program leader that you have to cancel your commitment and ask for their help in making the correction on MedCats.

### **Can other activities count for CUP credit?**

Occasionally special activities can count, but you **must** consult Dr. Carlos Gonzales **BEFORE** the activity or event. Past approved activities have included health fairs at community health centers, blood pressure checks in low income neighborhoods, and school physicals for low income kids.

### **How can I find out how many CUP hours I have accumulated?**

The list of CUP events you have participated in and your hours can be viewed on MedCats. The CUP Program leaders will verify you have attended an event and Hildi Williams will approve. At that point your hours will be officially entered. Please allow at least a month for the changes to be fully integrated.

### **If I think there are problems with my CUP hours report, what should I do?**

Your first step will be to contact the CUP program leader to make sure they have entered the event and marked you as attended. If you need further assistance, please call us at 626-2351, or come by room 3204 and ask for Hildi.

## **Communication**

Communication is the key to maintaining a good working relationship with our partner organizations. When student participation is suspended for any period of time (e.g. due to exams or a school break), please notify the partner organization several weeks beforehand with the exact dates of your absence.

## **Professionalism**

Working with members of the community and without community partners means YOU are the face of the University Of Arizona College Of Medicine. It is expected that all of your behaviors will be professional and consistent with our policies, including HIPAA, the Honor code and any other policies that may be applicable. Please wear your badge to all events. If it is not needed, you can always put it away.

## **Optional Elective Credit**

### **How do I earn CUP elective credit?**

CUP 1 is a separate course from CUP 2. This is because our curriculum is developmental, medical students develop an increasing set of clinical and communication skills as they progress through our curriculum. This policy on no 4 year credit accrual was set forth for all electives. The curriculum committee at the time (now called TEPC) required all electives to be developmental in nature and does not allow accrual of any credit from years 1 and 2 to be counted towards credit in years 3 and 4.

**CUP 1 only provides credit on transcripts only, not time off in any year.**

This credit illustrates your interest in working with the underserved, is on your transcript as additional work, and allows you to enroll in CUP 2 without getting Dr. Gonzales' permission first. It's a minor reward for the service you provide and acknowledges with 1-2 units of year 2 credit, (remember: in addition, CUP participation in years 1 and 2 provides each student with the additional skills gained by participation in the assorted CUP programs). People can elect or not elect to enroll and get credit—some people just do CUP for fun. Per University policy, 45 hours= 1 course credit, 90 hours = 2 credits. To get credit for CUP 1 upon completion of hours, a 3-5 page REFLECTIVE paper needs to be emailed to Dr. Gonzales by June 30 of the year you complete year 2. The reflective paper is required because CUP is a service-learning program—meaning you learn through the provision of service. You and the people you work with will both benefit. But part of doing service learning is reflecting on experiences that have happened in your service, and in this case it is service through CUP – hence the paper.

**CUP 2 will allow you to gain time off per credit earned.**

As a third and fourth year student, you possess very different clinical skills – you will be on the wards rotating through the clerkships and now have the capacity to help serve as a caregiver in our clinical programs as well as do any other CUP activities. And since CUP activities happen in times when a student is usually “off” (nights, weekends, and late afternoons), the time you dedicate to CUP will allow you to gain hours off per credit earned. A student who completes 45 hours in years 3 and 4, will earn 1 elective credit which, since they put the time in during their non-required hours, allows you to gain that credit over the period of time of those 2 years and awards you a week of “off” time in year 4. Basically, a student who has done the weeks' worth of work gets to take that week as their elective credit – whenever they want in year 4. For a student who completes 90 hours in years 3 and 4, they get 2 credits (again since this is accrued during the non-required course time), and get to have 2 weeks of time whenever they choose, as the work has been completed during off times. Since we monitor the hours gained, and since we communicate actively with Student Records, we know who is eligible for CUP 2 credit and we work together to make sure that if the student needs those 1-2 credits for graduation, that they are doing enough work to gain it. Some people don't need the credit for graduation and they can elect to complete the elective. Some people just drop it as they start doing away rotations and want to do that and not worry about 1-2 units of CUP, which again requires a 3-5 page reflective paper. You enroll in CUP 2 at the beginning of your fourth year if you anticipate completing the hours for credit.

**Distinction in Community Service Track**

Distinction in Community Service which is noted on the transcript is only available to students who complete the MINIMUM of 90 hours/2 credits of CUP 1 and CUP 2. They are also required, in lieu of the 3-5 page paper, to complete a 10 page reflective and cited paper that addresses some element of underserved care that they experienced through CUP. Perhaps a student has worked a lot with some of the refugees, or the

women in domestic violence situations, or with adults with developmental issues, or with the detainees in the jails, or with kids in Angel clinic or Jaws. They can not only reflect on their experiences, but also can tie in data that relate to that population and to reflect on how this will affect your future interactions as a doctor, and what these experiences have provided you in terms of learning. Again, we often have students who have at least 90 hours of CUP 1 and at least 90 hours of CUP 2 who decide not to get Distinction in Community Service – sometimes not even CUP 2 credit. Paper topics must be approved by Dr. Gonzales, so please email him with your ideas.

***For the CUP 2 credit and for the Distinction citation (again we are monitoring to help assure people will graduate) – the overachievers often get their papers in by January of year 4, most turn them in after Match Day in March but they need to be received no later than April 30.***

All papers for all CUP credit and Distinction should be emailed to [Dr. Gonzales](#) at his email address.

### **Rural or Underserved Graduation Requirement**

You are required by the College of Medicine to spend time working with a rural or underserved population to graduate from medical school. There are a few ways to accomplish this, and many people do this through participation in CUP:

- 1) Work in CUP programs accumulating 30 CUP hours (training hours may NOT be counted towards the 30 hours),  
**Or**
- 2) Participation in the Rural Health Professions Program  
**Or**
- 3) Do one of your 3<sup>rd</sup> year rotations in a rural or underserved site\*  
**Or**
- 4) Do a 4<sup>th</sup> year elective at a rural or underserved site\*

\*The sites that qualify as rural or underserved are Maricopa Integrated Health Systems sites (Phoenix), San Xavier Clinic (Tucson), UA South Campus and any clerkship sites OUTSIDE the Phoenix and Tucson metro areas. For more specific questions, contact Dr. Carlos Gonzales.

### **CUP Leadership**

#### **Who runs CUP programs?**

The student leaders do! CUP is truly a student-developed, student-directed program. Student coordinators lead each CUP program. The responsibilities for many of these programs are shared by a number of students, particularly for programs that are complex in their operation.

### **I'm interested in becoming a CUP student leader. How does that happen?**

Leadership changes every year. Each January, the CUP leaders, who are now 2<sup>nd</sup> year students, recruit and train new leaders from the 1<sup>st</sup> year class to take over the programs in March. If you are interested in a leadership role in one of the CUP programs, talk to the current leaders.

### **How are new CUP programs started?**

New programs are developed by students and are based on their desire to work with a particular population, but must be approved by Dr. Gonzales. Ideas should be emailed to Dr. Gonzales and he will respond with the guidelines that need to be met. Faculty and staff can help provide assistance, such as linkages to community agencies or leaders, and technical advice about program logistics, eligibility and feasibility as CUP has a limited budget.

### **Who are the CUP faculty and staff?**

**Carlos Gonzales**, MD, Assistant Dean for Medical Student Education, and Assistant Professor of Clinical Family and Community Medicine, Room 3212, phone 626-0500.  
[elprofcg@email.arizona.edu](mailto:elprofcg@email.arizona.edu)

**Hildi Williams**, Program Coordinator, Sr., Room 3213, phone 626-3691.  
[hildi@email.arizona.edu](mailto:hildi@email.arizona.edu)

**Jordan Martin**, Program Coordinator, Room 3215, phone 626-2683.  
[jordanmartin@medadmin.arizona.edu](mailto:jordanmartin@medadmin.arizona.edu)

Our FAX number is 626-2353. Come by our offices anytime to discuss CUP or just to visit!

### **What does the staff at the CUP office do?**

The College of Medicine, through the CUP administrative staff, provides technical, educational and programmatic support for all the programs including administrative ordering supplies, keeping track of your CUP hours, receiving faxes from laboratories and referral physicians, printing materials and providing support in curricular development. You can always call or come by one of our offices to ask questions, get advice, or talk over a problem.

### **How is CUP funded?**

CUP is part of the Office of Medical Student Education. It is funded in kind by the College of Medicine for administrative expenses and we have a small operating budget. Many supplies are donated, and the physician faculty who work in CUP programs volunteer their time. The \$20.00 club fee helps us to buy food for trainings and to reimburse students for CUP expenses. In addition, we have received generous donations from time to time which have allowed us to purchase much needed medical equipment and teaching supplies. The CUP staff members are always interested in any linkages to free supplies, should you know of these.



## **What are the different CUP programs?**

The CUP programs are grouped into two categories: clinical and non-clinical. Descriptions of each program follow, as well as the specifics about the logistics for each program. For full list of leaders check out "[Program Policies](#)" on the [CUP page](#) on the College of Medicine website.

### **Clinical Programs**

#### **Angel Clinic**

General Description: The Angel Clinic provides medical, nutritional, and psychosocial support for obese children and their families.

Objectives:

- Provide patient education
- Discuss components of an effective health promotion program for children

Students' Roles: Medical students will be participating in small group discussions regarding healthy eating habits and working with patients in the hospital gym (physical fitness activities include sit-up, push-ups, and perhaps machine use). Students who would like to become involved on a regular basis may be able to lead "teams" of students as they compete with one another to make the most lifestyle changes, lose the most weight/waist circumference, etc.

When: 1<sup>st</sup> and 3<sup>rd</sup> Wednesday of every month, 12:30-2:45 pm

Where: Angel Clinic, 3<sup>rd</sup> Floor of UAMC

Other Specifics: Clinical skills training required. Dress professionally; white coats not required. Bring ID badge.

#### **Asylum Clinic**

General Description: Started in 2003, medical students help volunteer physicians conduct asylum examinations for people seeking political asylum status in the U.S.

Objectives:

- demonstrate an understanding of the role of the asylum examination in the legal process of asylum seekers
- discuss the clinical and psychological sequelae of people who have experienced torture

Population: Patients of Shubitz Family Clinic whose political asylum hearing is upcoming. Many of these patients have experienced physical and mental torture in their countries of origin.

Students' Roles: After attending training, a student assists the physician and takes notes to be compiled in the summary affidavit for the Court.

When: The schedule is determined by the Asylum Clinic coordinator in conjunction with the Asylum Program of Southern Arizona. Each experience usually takes place on one weekday evening.

Where: Shubitz Family Clinic site.

## **Casa de los Niños**

General Description: CUP involvement in Casa de los Niños began in 2007. Casa de los Niños is a crisis shelter for children that provides safety, support, and care to children as well as parent education and other services.

Objectives:

- employ effective health education techniques while teaching both children and adults
- discuss the role of a crisis shelter in protecting the welfare of children

Students' Roles: Medical students have the opportunity to provide medical education sessions (nutrition, dental care, etc.) to the school-aged children staying at the shelter. Students also teach monthly CPR classes for Casa de los Niños foster parents, care providers and volunteers. Classes are held at Casa de los Niños and run exclusively by students. Medical students also administer vaccines to children staying at the shelter.

When: For dates, check MedCats. The CPR classes are usually held one Wednesday evening every month; check with coordinator for specific dates.

Where: Casa de los Niños Main Building: 1101 N. 4<sup>th</sup> Ave.

Other Specifics: Participation requires a background check and fingerprint card as well as the student Casa de los Niños training in addition to CUP training. CPR Instructors must possess current American Heart Association certification. Dress professionally, bring your student ID badge, and wear closed-toe shoes.

## **Mobile Health Program**

General Description: Students work with the Department of Family and Community Medicine's mobile van, staffed by nurse practitioners and family physicians, providing prenatal and general health care at sites around underserved regions of Tucson and at Health Fairs. CUP became involved with Mobile Health Program in 1997.

Objectives:

- compare mobile clinic services/care with stationary clinic services/care
- explain the value in providing mobile care services

Population: Residents of the Tucson neighborhoods in the vicinity of Summit View Elementary School, St. John's Catholic Church & School, New Life Resource Center, and Hope Methodist Church.

Students' Roles: Supervised by a Nurse Practitioner and physicians, students assist with patient interview and physical exam, give immunizations, provide oral health screenings and fluoride varnish applications for children, provide patient education at the prenatal clinics, and shadow/assist residents at prenatal appointments.

When/Where: For dates and location, check MedCats. Certain positions will be open to Spanish-speakers or those who have completed oral health training only.

Other specifics: Dress professionally. Bring your stethoscope.

## **MSAPP – Medical Students at Planned Parenthood**

General Description: Medical students act as patient advocates and educators, providing contraceptive counseling, well-woman exams, and/or following a patient throughout the process of pregnancy termination.

Objectives:

- provide health education information to patients
- discuss ways to support women in their reproductive health choices

Population: Women seeking reproductive health exams, contraceptive education or services, or abortions.

Students' Roles: Paired with a patient, students provide information on contraception or accompany with patient throughout the abortion process to provide support.

When: For dates, check sign-up sheets.

Where: Planned Parenthood of Southern Arizona, 2255 N. Wyatt Blvd.

Other specifics: Dress professionally with white coat or in scrubs. Must wear closed-toe shoes. Bring your stethoscope and ID badge.

### **SHINE – Students Helping In-Need Elderly**

General Description: Medical students work in an inter-professional team to gain experience working with the elderly.

Objectives: To provide authentic resident-centered inter-professional geriatric education and training within the St. Luke's Home practice setting, resulting in enhanced St. Luke's Home Elder health and well-being, and future providers who are collaboration-ready and better prepared to care for older adults.

Population: Elderly residents at care facility.

Students' Roles: Participate as part of an inter-professional healthcare team covering various healthcare topics and regular social events to provide engagement between Elders, students, and care partners.

When: Clinics are held monthly from September through April, typically the morning of the 2nd Saturday of the month. Social event dates and times vary, but typically at least 2 per year in the evening. See MedCats for more information.

Where: St. Luke's Home 615 E Adams St, Tucson, AZ.

Other specifics: See MedCats for dress recommendations.

### **Shubitz Family Clinic**

General Description: Under the supervision of a volunteer attending physician, students coordinate and provide culturally appropriate preventive and primary care, referrals and diagnostic tests to patients who have no other source of healthcare. This clinic named for the late Amy Shubitz, a social worker who helped refugees, was started in 1991.

Objectives:

- manage the operation of a clinic
- demonstrate history and physical examination skills in caring for patients
- discuss ways to save patient costs when prescribing medications
- explain the role of free clinics in caring for the underserved

Population: New and established patients are referred to a message phone to make their appointments to be seen in the Shubitz Family Clinic and for follow-up on lab results and referrals.

Students' Roles: Supervised by volunteer attending physicians, 1<sup>st</sup> and 2<sup>nd</sup> year students provide patient intake, perform blood draws and give immunizations, manage the clinic in general, provide care and act as language interpreters. 3<sup>rd</sup> and 4<sup>th</sup> year

student “Caregivers” are paired with 1<sup>st</sup> and 2<sup>nd</sup> year students who see the patients and provide medical care. Leaders serve as “student in charge”, “float”, vaccines and lab coordinators, referral coordinator and translators.

When: The clinic is held on most Tuesday evenings throughout the year. All staff and students conduct general rounds on the scheduled patients at 6:00 p.m. Patient appointments start at 6:30 and clinic usually ends between 9 and 10 p.m.

Where: Clinic takes place at the annex of the Abrams Bldg. (FCM Bldg.), 1450 N. Cherry. Enter the trailer closest to Cherry on the north side of the building.

Other specifics: Dress professionally, wear closed-toe shoes, bring your stethoscope, and your name tag.

### **Sight Savers**

General Description: Since 2002, glaucoma screening is done by under the supervision of an ophthalmologist.

Objectives:

- demonstrate ocular examination skills, including glaucoma screening
- employ effective health education strategies and communication skills

Population: Uninsured and underinsured patients.

Students’ Roles: After completing the training, students perform eye exams for glaucoma.

When: For dates, check MedCats.

Where: St. Elizabeth of Hungary Clinic, 140 W. Speedway; UA South Campus

Other specifics: Dress professionally. Bring your stethoscope.

### **Tot Shots Vaccine Clinic**

General description: Medical students help provide immunizations to underserved populations across low income regions of Tucson.

Objectives:

- demonstrate use and requirements of the federal Vaccines for Children program as it applies to children in disadvantaged families
- demonstrate effective techniques in administering vaccines to children

Population: Low income children of Tucson.

Students’ Roles: Students immunize children supervised by family medicine doctors, pediatricians, and pediatric residents.

When: For dates and times, check MedCats.

Where: Shubitz Clinic location.

Other specifics: Wear closed-toe shoes and dress professionally. Bring your stethoscope. **Arrive on time.** You must stay for the duration of the clinic.

### **Women’s Clinic**

General Description: In collaboration with Emerge! Center for Domestic Violence, medical students provide care to women and children who are shelter residents. Our collaboration began in 1996.

Objectives:

- discuss challenges faced by women and children who have experienced domestic violence
- provide culturally appropriate care to women and children

Population: Women and children escaping abuse stay at the Emerge! shelters for varying lengths of time.

Students' Roles: Supervised by attending physicians, students perform patient interview and physical exam, perform blood draws and give immunizations, and provide common medications and some simple diagnostic tests.

When: The Women's Clinic is held three Wednesdays of the month with the exception of exam weeks. The clinics run from 6 to 9 p.m.

Where: Shubitz clinic location.

Other specifics: Dress professionally. Bring a stethoscope.

### **Non-Clinical Programs**

#### **Art Works**

General Description: The medical students became involved with this art therapy program for developmentally disabled adults in 2004.

Objectives:

- practice communication skills needed when working with developmentally disabled adults
- demonstrate comfort and understanding when working with people with developmental disabilities

Population: The adults are clients of the Art Works program of the Department of Family and Community Medicine.

Student Roles: The student is paired with a client and the main goal is to work with the client and participate in the art or music.

When: Usually during lunch hour; decided in conjunction with Art Work's director after the formal training.

Where: The colorful Art Works building at 1503 E. Helen St.

Other specifics: Casual attire.

#### **Food Rx**

General Description: The program is in conjunction with the Community Food Bank bringing cooking demonstrations and nutrition education to low-income families twice a month at the Community Food Bank farmer's market on Tuesday morning where they also distribute emergency food boxes to families. Students will set up a table and provide cooking demonstrations with recipes using ingredients commonly found in emergency food boxes along with local/seasonal produce provided by the farmers through government food assistance programs.

Objectives:

- Model cooking skills using simple, affordable, and accessible ingredients
- Provide nutrition and health education
- Discuss the role of healthy cooking on a minimal budget

Students' Roles: Run cooking demonstrations at the Community Food Bank and provide education on nutrition and health topics.

When: Tuesday morning from 8am-12pm, twice a month

Where: Community Food Bank, 3003 S. Country Club Road

### **Gaitway**

General Description: Medical students will assist in improving the quality of life for children and/or adults with motor disabilities caused by cerebral palsy, spina bifida, traumatic brain injury, stroke or other conditions by developing motor skills through Conductive Education (CE). CE, often described as “rehabilitation through learning,” is a unique, intensive group method of special education that expects active involvement from the participants as they learn functional, daily-living skills — such as feeding one’s self, drinking from a cup, and moving from place to place — so they may live richer, more interactive, and more independent lives. Participants acquire improved strength, movement, coordination, and self-esteem.

Objectives: The Gaitway Program badly needs volunteers as one means of sustaining their programs. Volunteers would reduce the cost of hiring aides while at the same time the medical student will gain a unique experience in working with patients having motor disabilities, especially students who have completed the Musculoskeletal Block.

Population: Children and/or adults with motor disabilities caused by cerebral palsy, spina bifida, traumatic brain injury, stroke or other conditions

Students' Roles: Assist the Gaitway staff in working with the clients in performing activities and exercises such as standing, sitting, crawling. The functions are physically demanding and may require lifting up to 40 pounds. Specific other roles will include helping in the bathroom, feeding and assisting with eating, diaper changing (including adults in Tucson), lifting, assisting with walking and transfers.

When: Year round with after school and adult programs including a summer camp

Where: 7447 E. 22nd Street Tucson, AZ 85710

Other specifics: Students are required to provide proof of CPR and First Aid Training as well as a fingerprinting background check. Contact [Dr. Marc Tischler](#) for additional information.

### **JAWS Adaptive Athletics – Juniors Active in Wheelchair Sports**

General Description: The goal of JAWS (Juniors Active in Wheelchair Sports) is to involve children with disabilities in competitive and recreational sports thereby improving self-esteem and ultimately promoting social interaction and healthy lifestyles. The medical students instruct disabled children in a variety of wheelchair sports including basketball, rugby, swimming, track and baseball. Through interaction medical students gain insight into the strengths of and challenges faced by children with disabilities, in addition to positively impacting these children’s lives.

Objectives:

- employ adaptive athletic skills and techniques
- develop communication skills for use with children

Population: Children with physical disabilities that confine them to wheelchairs.

Students' Roles: Students play games with children.

When: Saturdays at 10:00 am – 12 noon.

Where: Northwest Neighborhood Center, 2160 N, 6<sup>th</sup> Avenue, just south of Grant Road.  
Other specifics: Sign-up on MedCats. Athletic attire.

### **MedSET – Medical Students Educating Teens**

General Description: Medical students provide health education to teens at local teen shelters. The emphasis of the message is prevention and medical students can expect to get many unrelated questions from the teens.

Objectives:

- identify health issues faced by at-risk youth
- practice effective communication with adolescents

Population: The teens are residents of Open Inn, a system of shelters for homeless teens. **Important:** You are encouraged to be verbally supportive to these young people but please do not touch or hug them. This is requested by the collaborating organization. Your gesture may be misinterpreted.

Students' Roles: Students learn to make presentations on various topics for the teens: contraception, STDs, HIV & sexuality, nutrition, drugs & alcohol, decision-making, breast and testicular self-exam, CPR, and childhood development. Interactive games and hands-on experiences with teaching demonstration models help make the learning fun and more effective.

When: Schedule is currently being revised ... check MedCats for updates.

Where: At various Open Inn group homes.

Other specifics: Dress professionally. Experienced student should pick up supplies from the area designated by the Head Coordinator (a list will be provided by the Head Coordinator). Also, one of the MedSET students should call the shelter two (2) hours prior to the presentation.

### **Med Teach**

General Description: Medical students teach anatomy and physiology of the heart and eye in the middle and high schools of disadvantaged school systems, through dissection of sheep hearts and eyes. The medical students also serve as role models for this population. Med Teach greatly enhances the science class experience, through hands-on activities.

Objectives:

- demonstrate gross dissection techniques
- display effective teaching techniques about heart health, heart disease, eye function and eye disease
- perform effective communication with teens
- exhibit knowledge of and foster interest in various health careers

Population: Programs are offered in disadvantaged schools in Tucson and Southern Arizona.

Students' Roles: Students teach the middle/high school students how to dissect sheep hearts and eyes, identify anatomical parts, and discuss their functions. They also encourage students to consider a career in healthcare.

When: The schedule is determined by the Med Teach student leader. Each experience usually takes place in a single morning or afternoon on a weekday, but occasionally there are day trip opportunities.

Where: Look for location information on MedCats.

Other specifics: Dress professionally. Pick up of supplies for the class must be coordinated through Hildi Williams on the 3<sup>rd</sup> floor, enter thru room 3204. Must attend training prior to signing up.

### **MedVets at SW Blind Rehab Center**

General Description: Medical students work with blind veterans through social activities, tours of the facility and learn techniques to assist visually impaired veterans during community retreats such as visiting the Arizona-Sonora Desert Museum or fishing in local lakes.

Objectives: To strengthen community outreach relations with SWBRC and help underprivileged veterans overcome visual impairment disadvantages.

Population: Visual impaired veterans at SWBRC.

Students' Roles: Students will conduct tours of the facility, learn techniques to assist visually impaired veterans during community retreats (desert museum, fishing, etc.), and become acquainted with residents by playing games and discussing trivia.

When: For dates, check MedCats.

Where: SouthWest Blind Rehabilitation Center (SWBRC) in Building 30 on the Southern Arizona VA Healthcare System campus, 3601 South 6<sup>th</sup> Avenue.

Other specifics: See MedCats for dress recommendations.

### **Nutritional Health Awareness**

General Description: Medical students teach and empower middle school students to make informed lifestyle choices to lead towards a healthier adult life. Structured classroom activities provide weeks of lessons that teach students about the basics of nutrition, health literacy, health policy and the role of fitness.

Objectives: To educate and connect with adolescents in Tucson about pertinent health issues like nutrition and exercise in hopes to shape lasting health decisions.

Population: Middle school students at various underserved middle schools in Tucson.

Students' Roles: Students will teach a specific lesson plan through an interactive session with an intro, high energy activities, and a debriefing session.

When/Where: For dates and locations, check MedCats.

Other specifics: See MedCats for dress recommendations.

### **Pima Inmate Health Education**

General Description: Collaborations with El Rio Community Health Center helped establish this health education program at the Pima County Jail in 2005. Medical students talk with inmates about various health & lifestyle topics.

Objectives:

- exhibit clear and effective communication skills while communicating health information

Population: Juvenile and adult inmates, both male and female.



Student Roles: Students interact with the inmates about the health and lifestyle topics they present.

When: First and last Tuesday of every month from 6-8 p.m.; sign up on MedCats.

Where: Pima County Minimum Security Jail, 1300 W. Silverlake Road in the women's jail and the men's jail, and Pima County Juvenile Detention Center, 2225 E. Ajo Way.

Other specifics: Must attend training and get fingerprint and clearance. Professional attire—NO JEANS!

### **Pinal County Corrections Education**

General Description: This program is designed to educate men, women, and juveniles at the Pinal County Corrections Center about general health education. Topics include but are not limited to substance abuse, STDs, contraceptive usage, nutrition, exercise, skin protection, anxiety management, and life skills. The program is a full day commitment on a Saturday (9 hours max.) at the Pinal County Corrections Center. Medical students go on group teaching trips, currently on a monthly basis.

Objectives:

- demonstrate clear and effective communication skills with low literacy people
- exhibit effective educational techniques in communicating health information

Population: Male, Female, and Juvenile Inmates at Pinal County Corrections. Inmates are minimum and medium security

Student Roles: Medical students, in pairs, provide general necessary health information to inmates, considered relevant to their needs. They will interact in small and large groups with the inmates with the various health and lifestyle topics described above. Topics will have been prepared beforehand.

When: Saturday, Once a Month

Where: Pinal County Corrections, Florence, AZ

Other specifics: Training, Fingerprint Clearance, and Volunteer Badge required. Transportation provided via UA Motorpool and students will be required to travel together. Professional attire—NO JEANS!

### **REACT – Resuscitation Education and CPR Training**

General Description: The REACT group is involved in education the Tucson community about Chest-Compression Only CPR "CCO-CPR". This form of CPR was developed at the UofA with Sarver Heart Center, and has been shown to double the survival in out-of-hospital shockable primary cardiac arrest vs. traditional CPR.

Objectives:

- demonstrate efficacy in CCC-CPR instruction
- explain the reasons why this form of CPR is more effective than other methods

Students' Roles: The medical students provide CCO-CPR classes. One lead instructor (normally a member of REACT or Sarver Heart Center) provides an approved PowerPoint presentation, after which the instructors guide the participants in hands-on experience of CCO-CPR.

When: Variable. Sarver Heart Center sets up the community classes and it's on a need

basis. Normally there is an average of 1 class a week.

Where: Variable. We go into the community so this also depends on who's requesting a class to be taught.

### **Stroke Outreach Program**

General Description: Medical students will work collaboratively with St. Elizabeth's Health Center to help community members learn about their stroke risks in health fairs or in outreach events. Medical students will interpret stroke risks and provide information on next steps for the community member.

Objectives:

- display effective communication with patients regarding stroke risk
- conduct stroke risk screenings with patients from diverse cultural backgrounds

Student' Roles: Conducting stroke literacy sessions and stroke risk scorecard screenings with the patients as well as two health fairs.

When: At 8 separate events over the next academic year.

Where: St. Elizabeth's Health Center for two of the events, Pima public libraries, YMCA, and other SEHC outreach locations - to be posted with each event.

Other Specifics: Students will receive Stroke literacy and cultural competency training prior to the outreach events. Blood pressure screening may be offered also.

### **Sun Smarts**

General Description: Medical students teach sun safety and skin cancer prevention to elementary school children, through interactive discussions and activities, using material from the EPA's SunWise curriculum.

Objectives:

- Express the importance of sun safety and skin cancer prevention in Arizona
- Demonstrate methods to reduce the risk of skin cancer
- Demonstrate effective ways to communicate health information to children

Population: Children in elementary schools in lower socioeconomic areas.

Students' Roles: Students teach sun safety and skin cancer prevention.

When: The schedule is determined by the Sun Smarts student leaders. Each experience usually takes place in a single morning or afternoon on a weekday.

Where: Look for locations on individual sign-up sheets.

Other specifics: Dress professionally.

### **TAPP – Teenage Parent Program**

General Description: Medical students mentor pregnant teens from the high schools in the Sunnyside Unified School District. Provide prenatal education, stress reduction, relaxation skills, and encouragement to stay in school.

Objectives:

- Recognize the role of female mentors in the life of pregnant teens
- Demonstrate effective health education communication through discussing pregnancy and parenting

Population: Pregnant teens at Sunnyside High Schools.

Students' Roles: **OPEN ONLY TO FEMALE MEDICAL STUDENTS.** Students will meet with TAPP students once a week during their school day in the early afternoon. Students will meet in groups to start off and then be paired with a TAPP student.

When: The schedule is determined by Barbara Novak, CNM, and coordinated by the student leaders.

Where: Look for locations on MedCats.

Other specifics: Dress professionally.

## **Tar Wars**

General Description: Medical students teach elementary students about the dangers of tobacco using the Tar Wars curriculum, developed by the American Academy of Family Physicians.

Objectives:

- Employ effective health education techniques to reach children with anti-smoking messages
- Demonstrate the effects of smoking on health
- Teach children ways to resist tobacco use

Population: Children in elementary schools in lower socioeconomic areas.

Students' Roles: Students learn to present the Tar Wars curriculum.

When: The schedule is determined by the Tar Wars student leaders. Each experience usually takes place in a single morning or afternoon on a weekday.

Where: Look for locations on MedCats.

Other specifics: Dress professionally.