I. Highlights 2009-2010

- DUCoM freshman provided 7164 hours of community service across 67 sites as part of curricular programs

- Expansion of skill building workshops for students entering community sites:
  - During the fall of 2009, as part of the orientation process for working in the community, 110 IFM students attended an hour-and-a-half workshop led by faculty members of the Education Department of Arcadia University. The focus was on teaching skills, and was divided into four groupings: Tutoring, Teaching in elementary and middle school, Health education for middle and high school, and Teaching high school students and adults. Student feedback was generally positive. Some responses included: *This presentation helped me to:* “Become familiar with different teaching techniques.” “Think about how to relate to children’s age levels.” “Look at teaching from other perspectives.” And “Get a better sense of how to connect and engage people with a different perspective.”

- Expansion of Philadelphia Community Inspirational Bus Tour:
  - In an effort to introduce DUCoM freshman to some of the inspiring projects and activities taking place in Philadelphia’s neighborhoods, the OCE coordinated a bus tour three weeks into the academic year. The tour, co-sponsored by the Office of Student Affairs, included lunch, viewing of documentary films made in Philadelphia by neighborhood groups, and stops at three community initiatives focused on the arts, health, and urban farming. 70 students participated. Feedback included:
    - “Overall, I was very impressed with the Bus Tour and I am very glad that I decided to attend. I learned a great deal about the city that surrounds me and I hope that I am able to return to become a part of a community like the three we were exposed to in order to make a difference in lives of the people.”
    - “After attending the DuCoM Community Bus Tour, I had a much greater appreciation for the diversity and sense of community that exist throughout Philadelphia. ...After this experience I have a much stronger desire to both contribute to the various communities of Philadelphia in addition to trying to maintain my own sense of community here at Drexel. I believe a network of people with similar passions and ideals is what makes things happen. I also was reminded of the sense of humanism that is involved in medicine.”
  - Staff and faculty of the OCE created an academic poster about the bus tour and presented it at the Community Campus Partnerships for Health conference in Portland, Oregon, May, 2010.

- Success of new lunchtime speaker series featuring physician role models who have committed their professional careers to addressing social disparities in healthcare. Each session of the series, entitled *Reflections on the Physician’s Path of Service: Addressing Social Disparities in Healthcare*, hosted 60 students on average. Student reflection included these comments:
  - “I left with a new appreciation for the role psychosocial factors play in health and medicine. But more important, I gained a better understanding about how physicians can and need to address these issues with patients.”
  - “I really enjoyed this lecture, just like the last one. I honestly wish that there were more of these brown bag discussions; I would love to go to one at least once a week. I’m so busy with school and studying, focusing on the details of the class notes, that I lose sight of the bigger picture and forget that I’m really hear to become a physician and care for people.”
• **New OCE website**: Barbara Saba, Program Coordinator, developed a new website for our office which is both simple to navigate as well as aesthetically pleasing.

• **Further organizational development of Health Outreach Project** with marked successes in fundraising and physician recruitment. Successes include: raising more than $10,000 for the HOP clinics to be used for medicine, supplies, and volunteer appreciation; hosting a recognition dinner for volunteering physicians during the spring of 2010; increasing the number of DUCoM volunteer physicians to 35.

II. **History of commitment and programs**

DUCoM has a rich history of involvement with the community that includes formal service-learning programs as well as committed volunteerism on the part of faculty and students. DUCoM has an established Office of Community Experience (OCE), whose mission is to integrate meaningful community service and reflective learning to prepare medical students to address socioeconomic determinants of disease and become community-responsive physicians. This office is fully dedicated to providing required, service-learning curricula for all students, and also to supporting the hundreds of students who further engage with community and social needs beyond academic requirements.

OCE is administered under the shared directorship of a physician faculty member and a social worker, and involves the participation of many faculty members throughout the institution, as well as preceptors from community sites. We are proud of the variety, scope and quality of OCE programming that includes:

- First-year required courses on social determinants of health and community responsive medicine (Community Education Experience and the Community Health Component)
- Community health electives for fourth-year medical students
- Bridging the Gaps summer Community Health Internship Program
- Health Outreach Project Clinics
- Volunteer opportunities for students throughout their years of study

III. **First-year courses**

Community service is incorporated into the curriculum of Drexel University College of Medicine for first-year medical students. The first-year service-learning courses provide medical students an opportunity to learn, through direct experience, readings and discussions, about the social, economic, and cultural factors that impact health and the delivery of health-care. Students spend time in the field at a community site, choosing from a variety of populations and projects. Please refer to Section VIII below for a list of sites. They also meet in small groups to discuss community-responsive medicine, and reflect upon their own values and beliefs in regard to community service.

Course learning goals include:

- Identify the major, non-biological determinants of health and disease.
- Understand the social, cultural and economic barriers to health care affecting patients in Philadelphia and nationally.
- Know the prevalence of class-based and race-based health disparities and their impact on morbidity and mortality.
- Better form therapeutic relationships across racial, ethnic, educational, economic, age and other social differences.
- Appreciate the strengths and resilience demonstrated by people living within less-privileged communities.
- Contextualize the functioning of a community agency in terms of its history, model of care, funding sources, and relationship to other community resources available for its target population.
- Reflect upon and articulate personal ideas about, and commitment to, service.
- Discuss the social responsibility of the medical profession.

During the Academic Year 2009-10, 261 students provided over 7,000 hours of community service in the form of health promotion activities in the broadest sense. These included tutoring and mentoring programs for students in elementary,
middle, and high-schools, as well as programs providing services to the elderly. Over 3,000 community members from 43 local community agencies were served by these programs.

Student feedback from Community Education Experience (CEE) course evaluations include:

- “The CEE allowed students to have hands on experience working in the community. It makes a tremendous difference when you can put a face with "disadvantaged" populations instead of just reading about them in journal articles and text books. Having patient exposure so early in my medical school education was very rewarding for me. Although it was not technically medically related, it did allow me to build a rapport with this age group and to begin to learn how to gain trust among children. It was nice to break up the monotony of books and lectures. CEE allowed us to experience a different aspect of our curriculum that really added a balance to first year courses.”

- “First, I appreciated that we took time during our first year of medical school to address all of the issues that impact patient outcomes outside of the basic science courses that we will require for our future training. It was valuable to discuss the various factors that impact our patients’ well-being. Second, I appreciated the opportunity to work with members of the Philadelphia community who have directed their careers toward addressing some of the issues that adversely impact patient outcomes. It was a solid introduction to networking with community members who may contribute to some aspect of improved well-being.”

Regarding the Community Health Component course, one student wrote:

- “I had an opportunity to learn about the challenges that face any kind of community service project – it is hard to help people. I was able to become consistently involved with a group of people that allowed me to build a relationship with them. I was able to learn more about communicating with patients and finding ways to convert basic science information into something that a lay person can understand.”

IV. Fourth Year Community Health Electives

The fourth-year elective, Providing Health Care for Vulnerable Populations, is a clinical senior elective in medicine. Students gain experience working with vulnerable populations at one of three sites: the Keystone Homecare and Hospice, Covenant House or the Chinatown Clinic. In addition to working with physicians at these sites, students work with attorneys, social workers and teachers and assist in addressing various psycho-social issues pertaining to health.

A senior student who worked at the Chinatown Clinic during his community health elective commented:

- “I was put in charge of a project to secure federal liability coverage for all licensed practitioners at the clinic, which includes physicians, nurses, PA’s, and social workers. I believe that this project was a fairly large undertaking for a 4-week rotation, but I think that I accomplished quite a bit in that time. I took a lot from the experience, as I have gained a deeper interest in medicine-related law. I now feel more comfortable navigating government legalese in future situations, and my experience of meeting with Risk Management was valuable. I know that I will run into similar situations in the future, either by starting my own initiatives or by serving as an advisor for others’, and I will remember this rotation as a fundamental building block for any work I do in public health or service in the future.”

V. Bridging the Gaps

Bridging the Gaps (BTG) links the training of health and social service professionals with the provision of health-related service to underserved communities. Begun in 1991, BTG is now administered by a 5-institution consortium of academic health centers in Philadelphia (Drexel University, University of Pennsylvania, Temple University, Thomas Jefferson University, and the Philadelphia College of Osteopathic Medicine).

The seven-week summer Community Health Internship Program (CHIP) is one of the component programs of BTG. DUCoM’s Office of Community Experience coordinates the internship for Drexel, which, during the summer of 2010, includes 24 medical students and 27 students from other health-discipline graduate programs of Drexel University. This
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paid internship provides non-clinical health related services to underserved populations, while incorporating interdisciplinary training on the psychosocial issues affecting health and the delivery of healthcare. While DUCoM provides in-kind support through the OCE staff and work-study funds for student salaries, funding also comes from the state of Pennsylvania and private foundations, as coordinated by the office of Bridging the Gaps at the University of Pennsylvania.

In addition to working in community sites four days per week, and attending didactic sessions one day per week, interns also present their work in poster format at the annual Bridging the Gaps Symposium. Student interns also facilitate workshops during the Symposium, focusing on issues and strategies for improving the health of underserved communities.

VI. Health Outreach Project Clinics
The majority of students continue to volunteer for community projects above and beyond their first-year requirements. Through the Health Outreach Program, students have the opportunity to provide primary health services under the direct supervision of a licensed physician at four different sites in Philadelphia. Over thirty-five faculty clinicians volunteer in these clinics. Clinics are maintained at the Salvation Army inpatient substance abuse treatment center, Eliza Shirley Shelter for homeless mothers and their children, the Street Side mobile clinic for intravenous drug users, and the Chinatown Clinic, which has been in operation for close to twenty years and serves a large number of Asian and other immigrants and refugees. The clinics provide some prescriptions at no cost and refer patients to medical and social services and support networks. In 2009 alone, the HOP clinics provided medical care to approximately 2,400 patients.

In addition to providing basic medical services, students develop and present culturally appropriate health education related to commonly seen diseases such as diabetes, hypertension and obesity. During 2009-10, the Eliza Shirley clinic expanded to include pediatric services. In addition to the free health services, students volunteer in the Jump into Reading Program, reading with children in the shelter each week, and providing a free book to each child participant.

Students also serve on the HOP board, gaining experience in administrative issues, ordering medications and supplies, fundraising, physician recruitment, and budgeting. The HOP clinics are funded through donations, small grants, and unrestricted funds.

VII. Student volunteer projects
Recognizing the connection between literacy and health, each fall, medical students coordinate an annual holiday book drive for a local public elementary school, half a mile from the DUCoM campus. Participating students raise money and collect books to give one new, wrapped book to every student at Mifflin Elementary School.

In addition, DUCoM sponsors Shadowing Day, in which medical students mentor 15 local high school students from low-income families for one day. Each high school student was matched with a medical student for the day.

During the 2009-2010 academic year, the OCE also hosted a high-school intern from Shoemaker Mastery Charter School. Ms. Chanel Twyman, passionate about becoming a doctor, joined our office every Wednesday afternoon from December, 2009, until April, 2010. She interviewed medical students about their community work, and helped with a variety of projects in our office as well as in the admissions office, gaining several friends during her time here. We have eagerly agreed to accept another high school intern for the coming year.

VIII. Scope of community partnership
The variety and scope of these projects has enabled DUCOM to collaborate with community agencies and institutions from all quarters of Philadelphia, including other academic institutions, legal and medical agencies, and community resources for the elderly, disabled, newcomers, homeless, chronically ill, and other disadvantaged people. The following is a list of projects in which DUCoM students and faculty are engaged.
Children

Althea Gibson Community Education & Tennis Center
Asthma Education at St. Christopher’s Hospital for Children
Build-A-Bridge
Center for Grieving Children, Teens, and Families
Chamounix Equestrian Center Work-to-Ride Program
East Park Revitalization Alliance
Health Promotion and Injury Prevention: Mifflin Thomas School
Reach Out, Educate and Connect: Wissahickon Charter School
St. Christopher’s Pediatric Play Program
St. Christopher’s Anti-Violence Project
Science Explorers: Blankenburg Elementary School
Love 2 Serve Program: Arthur Ashe Youth Tennis and Education
Reading for the Stars: Wissahickon Charter School
Mentoring Children of Purpose
Medical Interpretation at St. Christopher’s Hospital for Children
North Light Community Center
Urban Blazers
Women Against Abuse

Teens

The Attic Youth Center
Center for Nonviolence and Social Justice
Covenant House of Pennsylvania
HealthStart at Mercy Vocational High School
Sexual Education and Empowerment Program for Students (SEEPS) at Randolph Technical High School
Mentoring at Jane Addams Place

Adults in Transition

Newcomers’ Health Project at the Chinatown Clinic
Dignity Housing
Eliza Shirley Homeless Shelter
Refugee Resettlement Program of Lutheran Children and Family Services
Salvation Army Rehabilitation Center
Streetside Clinic of Prevention Point Philadelphia
Witnesses to Hunger

Seniors

Center for Advocacy for the Rights and Interests of the Elderly (CARIE)
New Courtland LIFE Program
Outreach Program of the Unitarian Universalist House
Nationalities Senior Center