

This program provides participants with administrative, scholarly, and teaching skills to develop and implement programs in the primary care of the underserved.

Time Frame:

3-week Program
Addressing Health Needs of
the Underserved

Dates for 2017:

Week 1: January 30 - February 3, 2017

Week 2: April 24-28, 2017

Week 3: November 13-17, 2017

If you are unable to join us in 2017,
and would like to participate in 2018, please contact us.

Early Enrollment Deadline:

November 28, 2016

Limited Enrollment

Applications may be accepted after this date if places are available.

(If you plan to apply, please notify us ASAP by contacting
Lisa Deferville at ldeferville@ucsd.edu)

Sponsorship and Location:

University of California, San Diego
Department of Family Medicine and Public Health
Conference location and accommodations at
La Jolla Cove Suites
1155 Coast Boulevard, La Jolla, CA 92037
(Participant is responsible for the cost of the hotel stay
at the conference hotel or other location)

Tuition:

Three-Week Tuition: \$1,200

Advanced Skills Workshop:

A 3-day program for previous participants

Dates: February 27 - March 1, 2017

Tuition: \$300

(Please email Lisa Deferville at ldeferville@ucsd.edu
if you are interested in this workshop)

Fellowship in Underserved Healthcare:

One year full-time or part-time fellowship at UCSD
post primary care residency includes 3-week program

For more information
and application materials contact:

Ellen Beck, MD/ebeck@ucsd.edu
Program and Fellowship Director
Clinical Professor, Department of Family Medicine
and Public Health

or
Lisa Deferville/ldeferville@ucsd.edu
Program Coordinator

University of California, San Diego
Department of Family Medicine and Public Health
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<http://www.underserved.ucsd.edu>

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Department of Family Medicine and Public Health
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La Jolla, CA 92093-0696

UC San Diego
SCHOOL OF MEDICINE

2017
Now in its 17th year!

Making a Difference in the Community

Addressing the Health Needs of the Underserved

An Innovative Faculty Development Program for Physicians and Health Professionals

Department of
Family Medicine and Public Health
underserved.ucsd.edu

The University of California, San Diego School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The University of California, San Diego School of Medicine designates this live activity for a maximum of **86 AMA PRA Category 1 Credits™**.

AAFP: This Live activity, Addressing the Health Needs of the Underserved, with a beginning date of 01/30/2017, has been reviewed and is acceptable for up to 86.00 Prescribed credit(s) by the American Academy of Family Physicians.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

UC San Diego
SCHOOL OF MEDICINE

This program is for the faculty physician and healthcare professional who has always felt a passionate commitment to work with underserved communities.

COURSE DESCRIPTION:

This program will provide the participant with skills to develop teaching programs for medical and health professional students and residents in community and underserved medicine, do scholarly work in primary care of the underserved, and create community-based programs. All sessions are designed for learning in small groups. With 9-14 others from across the country, you will participate in three weeks of a core faculty development program. More than 200 faculty from 35+ states have completed the program. Comments from previous participants include:

- “Invaluable and inspiring”
- “Very well organized and comprehensive”
- “Created a learning community”
- “Saved me at least five years”
- “I am inspired and more focused in my desire to work with the underserved”

OBJECTIVES:

With the direction of Ellen Beck, MD, the program provides the participant with administrative, scholarly, and teaching skills to develop and implement programs in the care of the underserved.

By the end of the program, participants will:

- Increase their competence in teaching, administrative, scholarly, and leadership skills
- Develop and implement new or modified student, resident and faculty learning experiences and programs in community/underserved healthcare
- Develop or modify curricular components and programs in underserved healthcare on topics such as; transdisciplinary training, humanistic approaches, oral healthcare, social determinants of health, community empowerment, student-run free clinic projects, homelessness, geriatrics, refugee/global health, integrative healthcare approaches, health policy, mental health, access to care, chronic illness management, continuity of care, health promotion, addressing issues of culture, race, inner city school programs, and personal and professional wellbeing

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GENERAL FORMAT: All sessions are designed for learning in small groups. Maximum enrollment is limited to 15. Each week's curriculum combines the learning of faculty development skills with a focus on common problems of the underserved including community empowerment, homelessness, environmental concerns in the inner city, person-centered transdisciplinary models, creating effective community partnerships, “cultural humility”, and access to care.

SAMPLE WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	Check-in; Community-Building	Needs, Resources and Solutions Assessment	Occupational Health Workplace Visit	Skills in Personal and Professional Renewal	Goals, Plans, Reflections, Next Steps
P.M.	Course Design and Development	Inner City Schools Programs and Site Visit	Designing a Community-Based Rotation	Grant Writing: How to Fund Your Programs	
Evenings	Free Clinic Visit				

Community Health

- Promotora model
- Environmental/Occupational issues
- Inner-city schools
- Student-run free clinics
- Community as Teacher
- Transdisciplinary models
- Integrative healthcare



Teaching Skills

- Teaching methods, course strategies, and curricular design
- Addressing issues of culture, race, and prejudice
- Developing clerkships and residency rotations in underserved healthcare



Scholarly Skills

- Needs and solutions assessment
- Asking a question
- Designing a study (Intro)
- Community-based participatory research
- Using data to affect policy
- Program evaluation



Administrative Skills

- Leadership development
- Building and maintaining effective community-academic partnerships
- Grant writing and program funding
- Building institutional support
- Personal and professional renewal

It is the policy of the University of California, San Diego School of Medicine to ensure balance, independence, objectivity and scientific rigor. All persons involved in the selection, development and presentation of content are required to disclose any real or apparent conflicts of interest. All conflicts of interest will be resolved prior to an educational activity being delivered to learners through one of the following mechanisms 1) altering the financial relationship with the commercial interest, 2) altering the individual's control over CME content about the products or services of the commercial interest, and/or 3) validating the activity content through independent peer review. All persons are also required to disclose any discussions of off label/unapproved uses of drugs or devices. Persons who refuse or fail to disclose will be disqualified from participating in the CME activity.

This activity is in compliance with California Assembly Bill 1195 which requires continuing medical education activities with patient care components to include curriculum in the subjects of cultural and linguistic competency. Cultural competency is defined as a set of integrated attitudes, knowledge, and skills that enables health care professionals or organizations to care effectively for patients from diverse cultures, groups, and communities. Linguistic competency is defined as the ability of a physician or surgeon to provide patients who do not speak English or who have limited ability to speak English, direct communication in the patient's primary language. Cultural and linguistic competency was incorporated into the planning of this activity. Additional resources on cultural and linguistic competency and information about AB1195 can be found on the UCSD CME website at <http://cme.ucsd.edu>.

UC San Diego Faculty include:

Program Director

Ellen Beck, MD
Clinical Professor, Department of Family Medicine and Public Health
Director of Medical Student Education, Division of Family Medicine
Director, UC San Diego Student-Run Free Clinic Project
Director, Fellowship in Underserved Healthcare
Director of Education, UC San Diego Center for Integrative Medicine

Program Faculty

Isabel Dominguez
Community Health Promoter / Promotora
UC San Diego Student-Run Free Clinic Project

Celia Jaes Falicov, PhD
Clinical Psychologist
Clinical Professor (non-salaried)
Departments of Psychiatry, and Family Medicine and Public Health
Director- Mental Health Services, UC San Diego Student-Run Free Clinic Project

Ruth Heifetz, MD, MPH
Senior Lecturer
Occupational and Environmental Health, Division of Epidemiology
Department of Family Medicine and Public Health
Co-Founder, Environmental Health Coalition

Donna Kritz-Silverstein, PhD
Professor, Division of Epidemiology
Department of Family Medicine and Public Health

Marianne McKennett, MD
Program Director, Scripps Chula Vista / San Ysidro
Family Medicine Residency
Clinical Professor
Department of Family Medicine and Public Health

Guest Faculty include:

Kim D'Abreu, MPH
Leadership Coach and Consultant

Lillian Gelberg, MD
George F. Kneller Professor
Department of Family Medicine
University of California, Los Angeles

Louilyn F. Hargett, EdD
Civil Rights Movement
and Education Leader

Jim Lovell, MSW
Executive Director
Third Avenue Charitable Organization

Rick Oser, MEd
Principal, Lemon Grove
Academy for the Sciences
and Humanities

Raul Trejo
Community Artist/Advocate

María Luisa Zúñiga, PhD
Associate Professor,
School of Social Work
San Diego State University