

Getting Involved

Participation Requirements:

In order to participate in the HEAL elective, MCG students must meet the following requirements:

- ~ Be a 1st or 2nd year Medical student
- ~ Be willing and able to dedicate time for didactic lectures and service learning components (a total of approximately 4 hours per week)
- ~ Complete an online application, including an essay, by the deadline of: **AUGUST 31, 2013**
https://www.surveymonkey.com/s/HEAL_application_Fall2013

Class dates: (from 12-1 pm)
Sept. 11, 25; Oct. 9, 23; Nov. 6, 20; Dec. 4

Grading Procedures:

Students participating in the HEAL elective will have to write journals, attend lectures and complete their service learning requirements in order to earn credit for the course.



"For me, HEAL is a direct avenue for MCG students to enhance the practice of medicine by empowering current and future practitioners with invaluable knowledge about their culturally diverse patients and mentoring local students to advance the workforce to encompass that same diversity."

- HEAL Student Leader, 2011

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Medical College of Georgia



Medical College of Georgia

OFFICE OF STUDENT & MULTICULTURAL AFFAIRS

Health Equity and Access Leaders (HEAL)
Elective for 1st and 2nd Years



Founded by the Office of Student & Multicultural Affairs, the HEAL elective deepens and challenges students' understanding of behavioral and socioeconomic issues in health care equity, the reality of poverty and the social context of disease while also providing service learning opportunities for students to develop the professional attributes needed to provide care in a multi-dimensionally diverse society. Medical students discuss health disparities, cultural competence and address solutions to these major problems in healthcare. The Near Peer component allows students to mentor local high school juniors and seniors to expand access to information about medical education to students from underrepresented backgrounds. The Programming Board plans diversity programs to spread diversity awareness and education to the community.

Informational Brochure

WWW.GRU.EDU/COLLEGES/MEDICINE/STUDENTS

Introduction

Mission and Vision:

The Office of Student & Multicultural Affairs (OSMA) is dedicated to diversifying the physician workforce and providing leadership in diversity and cultural competence to the MCG SOM faculty, staff, students, residents and community. In order to fulfill our mission, the vision of OSMA is to: 1.) Increase the underrepresented physician workforce; 2.) To train culturally competent physicians; 3.) To create a diverse academic and medical community.

History and Background:

Inspired by the desire to end health disparities, in 2010 three medical students approached the Office of Student & Multicultural Affairs with the goal to leave the local community a better place than they found it through community service. With this idea, the HEAL program was born and comprises of a didactic and a service component. In addition to attending lectures on health disparities and the social determinants of health, within the service component, students can choose to either develop events focused on raising awareness about diversity and health disparities, or mentor a small group of high school students at AR Johnson or the Academy of Richmond County.

Course Goals:

The HEAL program is linked back to the OSMA mission of developing cultural competent medical students. Besides providing mentoring services to underrepresented students at partner high schools and providing disparities programming designed to increase cultural competence and cultural humility within the GRU community, one of the goals of HEAL is to support students in approaching advocacy work as both a student and physician. This will allow students to better design effective health plans with marginalized and indigent patient populations, resulting in true patient centered care.



NEAR PEER Mentoring

Description of NEAR PEER Mentoring:

Funded by a NEAR PEER grant, the mentoring component allows HEAL mentors to work with a small group of local high school students. HEAL mentors meet with their students for two days (3 hours each) on the GRU Health Sciences campus and two Saturdays on the GRU Summerville campus (4 hours each) to guide students through the planning and decision making process involved with college admission. Mentors are provided with materials to use during their sessions, including an AHEC Health Careers in Georgia manual, examples of activities, tips for facilitating discussion and improving one's communication skills.

Benefits of Being a Mentor:

As a NEAR PEER Mentor, you will gain important knowledge and skills to help you be successful in your career while helping underrepresented students succeed with their future career goals. Mentors:

- ~ Work with approximately 5 high school students
- ~ Learn about the diversity in the needs of students trying to pursue a future in the health care field
- ~ Make an impact and difference on students' lives
- ~ Gain knowledge about the multitude of health care careers that contribute to the health care system
- ~ Develop communication skills, including developing rapport and building trust, working with diverse groups, facilitating discussion and other related skills that will be beneficial to your patients and career.



Programming Board

Description of the Programming Board:

The HEAL Programming Board works closely with the OSMA to organize diversity and cultural competence related activities, educational events and awareness campaigns for the MCG, GRU and local community. Organized into subcommittees (Personnel, Facilities and PR/Marketing), the Programming Board organizes a minimum of 2 events per semester. HEALING Connections, the name chosen for the Programming Board's series of events, has organized many wonderful initiatives, with some like the Penny War and Belle Terrace fundraising that will hopefully run annually.



Benefits of Being on the Programming Board:

As a member of the Programming Board, you will have the opportunity to:

- ~ Connect to the local community and experience diversity through interacting with patients, aid organizations, and other health care resources in the area
- ~ Develop and expand a professional network and community partnerships while identifying and making use of available resources
- ~ Work to end health disparities and stigma/bias in health care by raising awareness and education
- ~ Develop communication skills, work in a diverse inter-professional team, network with leaders & more
- ~ Add to your overall medical education by creating programs on topics that benefit you and your peers. such as: Working with Interpreters & Mental Health.

