

**Mini Medical School New Project Proposal Form and Guidelines**

**Date Submitted:**

**Community Project Title:**

**1. Project Leader Information**

**Name (First Last):**

**UCR Email:**

**Phone Number:**

**Can we reach you via text?      ( ) Yes                      ( ) No**

**2. Community Project Member Information (3 minimum including yourself, 10 maximum) - You can attach this list separately in a WordDoc if necessary**

a. Name:

i. Phone Number:

ii. UCR Email:

b. Name

i. Phone Number:

ii. UCR Email:

**3. Community Project Description (please be as detailed as possible)**

1. What are the sources of your information? (you may list books, websites, research papers, reference persons)
  
2. Who is your target audience? (children, teenagers, young adults, adults, geriatrics, etc.)
  
3. What is the overall message of your presentation? Please be specific if possible.

4. What types of activities or visual aids do you want to use to engage your audience?
  5. Where will you obtain these items? (be specific)
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### **Quarterly Project Approval Timeline (FALL AND WINTER ONLY)**

#### **Stage 1: Proposal Approval + Foundation (Weeks 1-3)**

- Talk to a Director of Training for official approval to start a project.
- Complete the proposal form and discuss scheduling with the Director of Training.
- Begin project powerpoint (see next page for guidelines).
- Make a GroupMe to establish a line of communication between your group.

**Deadline: All proposals must be turned in by 11:59 PM on Sunday of Week 3.**

#### **Stage 2: Research and Powerpoint Material Work**

- Work with your group to research information for your project and create a PowerPoint presentation.
- Focus on what message you are giving to the audience and develop an interactive activity (see guidelines below).
- Consult with the Director of Training and medical students if necessary.
- Turn in the finished PowerPoint to the Director of Training for feedback before the deadline.

**Deadline: All proposals must submit the finished PowerPoint by 11:59 PM on Friday of Week 5.**

### **Stage 3: Preliminary Changes**

- Make changes based on feedback and send the edited version to the Director of Training within the specified deadline (set by the Director of Training)

### **Stage 4: Presenting for Approval**

- Schedule an approval workshop with the Director of Training, here you will present to the advisors and receive feedback.

### **Stage 5: Finishing Touches**

- Make the necessary changes based on the feedback from the advisors and send the finished presentation to the Director of Training.

### **Stage 6: Presenting in the Community!**

Now that your presentation is officially approved, you can request to purchase items for your group and sign-up to present at community venues! Contact the Director of Training to learn how.

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## **Guidelines to Creating a Project**

### **Creating Your PowerPoint/Poster:**

- It is best put a maximum of 7 lines/objects in your PowerPoint/Poster to help the audience retain more information. This has been scientifically proven as “Miller’s Law.”  
[https://en.wikipedia.org/wiki/The\\_Magical\\_Number\\_Seven,\\_Plus\\_or\\_Minus\\_Two](https://en.wikipedia.org/wiki/The_Magical_Number_Seven,_Plus_or_Minus_Two)
- It’s better to **use more pictures than words**. The purpose of a presentation is for visual effect, not reading purposes. This means you are better off explaining the facts in some instances.
- **This is not a classroom lecture.** Please be mindful that this 10-minute session is not suppose to be an intense PhD thesis on one health topic. Be succinct be mindful that you are presenting to community members, not college students.
- **You must meet all of the requirements listed below to be approved.**

**PowerPoint:**

**1. Title Page**

**a. Use Action or Hit Verbs For the Title**

Ex. "Preventing Diabetes Type 2", "Getting Tested For HIV/AIDS," "Why Being Nice Will Help You Be More Healthy"

**2. Introduction of Health Topic**

**a. Include global, domestic, state and/or regional statistics. Use pictures when possible!**

Include facts that are relevant to your target population

Ex. "HIV/AIDS is a leading cause of death globally and 1.3 million Americans are estimated to have HIV/AIDS... and/or..."

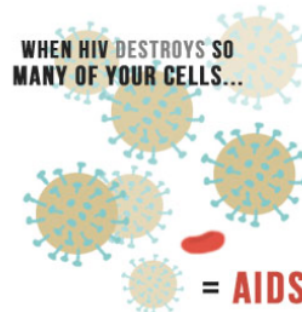
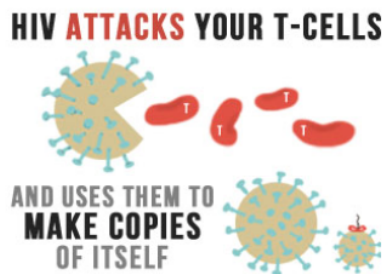
**U.S. STATISTICS**

TRANSLATE TEXT SIZE PRINT



**b. Include an explanation and an image of health topic that explains the condition at a 5<sup>th</sup> grade level**

Ex. "HIV is defined as... and can lead to AIDS, which can cause death..."



**c. Explain why it is important to treat or prevent the condition**

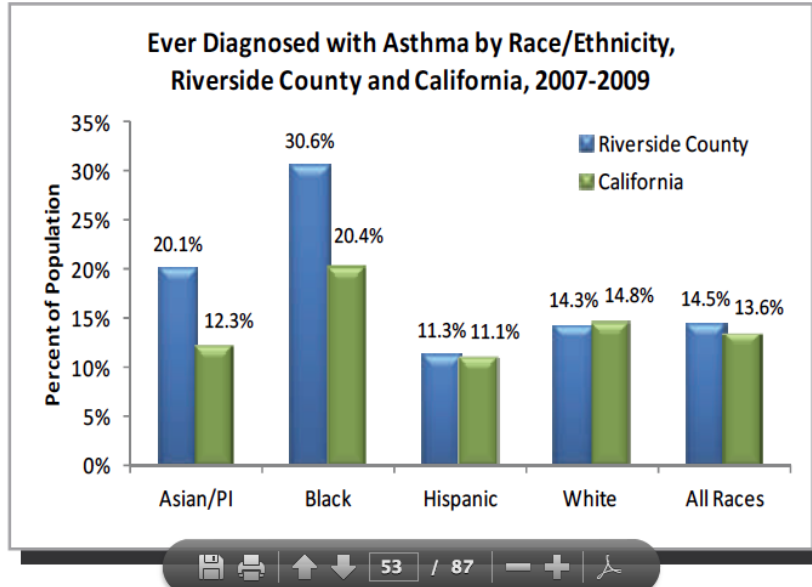
Ex. "HIV/AIDS prevention can save lives... people with HIV can live the same life span as those without HIV... HIV can now be considered a chronic disease."

### 3. Relationship to Inland Empire

a. **Include statistics or facts about its relation to the Inland Empire. Use pictures when possible!**

Ex. "About 366,000 residents under 17 have been diagnosed with asthma... and/or..."

b. **Make your presentation interactive by engaging the audience members**



### 4. Core Activity Section

a. **Include an interactive activity that can help people learn about your health topic. Use one page to outline directions so that no one gets confused!**

Ex. If I were to teach about HIV/AIDS and my purpose is to educate a classroom of 30 students about the importance of safe sex, prevention of STDs, and STD testing, I would do the following:

I would give 1 zip lock bag each to 30 students and 1 blank of blue paper each to 5 students. I would fill 5 bags with red markers, whether the student has a blue paper or not. They would walk around the room and talk to different people. Each time they talk to different people, they would give them some red markers. If the student has a blue paper, they cannot give or receive a red marker. At the end, I will explain that the red marker is blood/semen/pre-semen/vaginal fluid, the blue paper is a condom, and bags are someone's HIV status. Having a red marker meant having HIV. This would show them how fast HIV can spread but using a condom can prevent transmission.

I would do a different but similar activity in a one-on-one session.

Ex. The anti-bullying group showed different pictures of what it meant to be nice, to be mean, and how to treat others nicely. They asked the young kids to explain what each picture meant to them. Then, they talked about hurting other people's feelings which can lead to negative health impacts.

There is a plethora of ways to create your project and activities! **Get CREATIVE!** We can help you, but only after you've come up with feasible ideas!

**b. Include a summary of the main points of what you want to teach your audience**

Ex. "Condoms can prevent HIV. HIV is spread through contact of blood, semen, etc..."

**c. Include a page that lists myths & misconceptions about your health topic**

Ex. "Anyone, regardless of their sexual orientation, can contract HIV. HIV is not spread through saliva or mosquito bites. HIV is spread through breakage of skin or mucous membranes."

**d. Include a page that lists POSITIVE facts that can change people's perspectives on how to take action for their own health**

Ex. "Living with HIV does not mean you will die, you can get treatment early and live in the same time span as those without HIV. This means you must get tested if you believe you were exposed."

**5. Ending Page**

**a. Include a printed resource sheet that includes local, free health centers that can treat the condition and hotlines that can connect the audience to people, testing centers, etc.**

The point is so the audience can take action for their own health. MMS can print for you, just email the Director of Training the documents you want printed, how many copies you want, and if you need them in color or grayscale. To give the MMS Executive Board enough time to print them, please make printing requests at least one week prior to when you need them.

**b. Including a pamphlet or 1 page handout that summarizes your presentation is highly recommended for community members to take home**

**c. Allow room for any questions from the audience members**

**Poster:**

Follow the same outline as above to design your poster. Try to include an interactive component to your poster as well, such as having flippable true or false questions on your

board. Just remember to keep it neat and concise so that community members passing by can easily see what information you are providing.