

MMS New Project Proposal Form and Guidelines

Date Submitted:

Community Project Title:

1. Project Leader Information

Name (first and 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? (Please include age range, Ex. children ages 10-17, teenagers 13-16, young adults 20-30, adults 30+, geriatrics 65+, etc.)

3. What is the overall call to action 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)
 6. What information about this health-related topic will the project talk about?
(Ex: symptoms, preventive measures, etc.)
 7. Why is an MMS project on this health-related topic important to the Inland Empire community?
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Quarterly Project Approval Timeline (Fall, Winter, & Summer Only)

Stage 1: Proposal Approval + Info Bank + Foundation (3 weeks to work on, 3 weeks for advisor review and approval)

- 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.
- Work with your group to research information for your project and organize your findings in an info bank to submit for approval.
- Make a GroupMe to establish a line of communication between your group. Make sure to include your Director of Training in the GroupMe.
- Begin project powerpoint (see next page for guidelines).

Deadline: determined by Director of Training, about 3 weeks to work on

Stage 2: Powerpoint Material Work (2 weeks to work on, 2 weeks for approval)

- Create a PowerPoint presentation and digital layout for a poster board using the information in your approved info bank.
- 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 & digital poster board layout to the Director of Training for feedback before the deadline.
- Make revisions to the PowerPoint and poster board digital layout after receiving advisor approval and feedback on the info bank.

Deadline: determined by Director of Training, about 2 weeks after proposal & info bank are approved.

Stage 3: Preliminary Changes

- Make changes based on feedback and send the edited versions of all materials to the Director of Training within the specified deadline (set by the Director of Training)
- Once poster board digital layout has been approved, create a physical tri-fold poster board following the digital layout

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 PowerPoint and a photo of the completed physical poster board to the Director of Training for approval.

- Create a brochure to summarize key information from your presentation.
 - Submit to Director of Training for approval.
 - Please note: you will be allowed to begin presenting to the community while you're working on the brochure or waiting for it to be approved.

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.

Guidelines to Creating a Project

Creating Your PowerPoint/Poster:

- It is best to 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
- 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. Aim to statistics relevant to the Inland Empire. Including global, domestic, and state statistics are also acceptable. 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

**GAY & BISEXUAL MEN
OF ALL RACES**

**ARE THE MOST SEVERELY
AFFECTED BY HIV**

**>1
MILL**  **ARE LIVING WITH HIV IN THE U.S.**
1 IN 8 LIVING WITH HIV

ARE UNAWARE OF THEIR INFECTION

**ABOUT 1 IN 4 NEW
HIV INFECTIONS IS AMONG
YOUTH AGES 13-24**

**MOST OF THEM DO NOT KNOW THEY ARE
INFECTED, ARE NOT GETTING TREATED, AND CAN
UNKNOWINGLY PASS THE VIRUS ON TO OTHERS**

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

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

HIV CAN ONLY

INFECT HUMAN BEINGS

HIV ATTACKS YOUR T-CELLS

AND USES THEM TO MAKE COPIES OF ITSELF

WHEN HIV DESTROYS SO MANY OF YOUR CELLS...

= AIDS

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

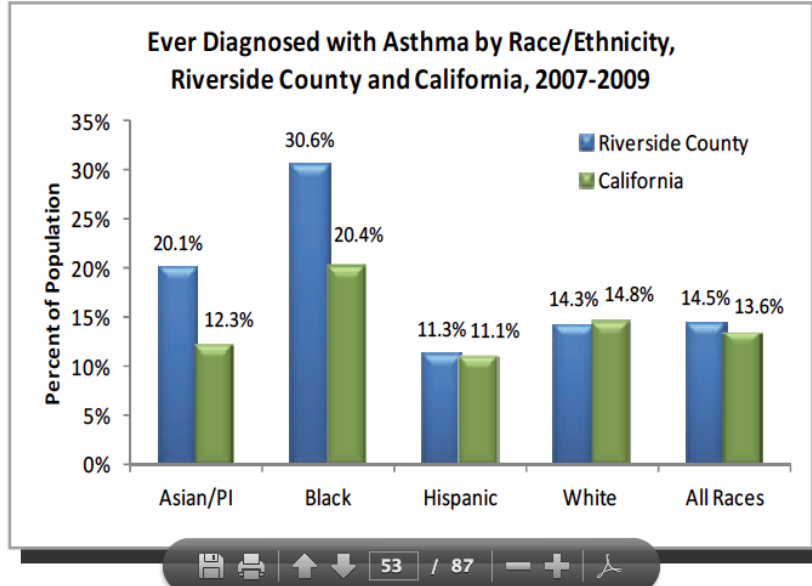
Ex. "HIV/AIDS prevention can save lives... people with HIV can live the same life span as those without HIV... HIV can now be considered a chronic disease."

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 are 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.