Pharmacy 503  
Public Health 503  
Social Work 573  
Service Learning for Health Professionals

Winter 2016

Course Instructor:  
Karen B. Farris, BS Pharm, PhD

Placement Coordinator:  
Caitlin Ferguson, BA, MA

Coordinating Group:  
Michelle Pardee, DNP, School of Nursing  
Howard Hamerink, DDS, School of Dentistry  
Michael Spencer, PhD, School of Social Work  
Kyle L. Grazier, PhD, School of Public Health  
ShariLynn Robinson-Lynk, LMSW, ACSE, Ginsberg Center
A. **Instructional Staff**

**Faculty:**
Karen B. Farris, Ph.D., Charles R. Walgreen III Professor of Pharmacy Administration Chair, Department of Clinical, Social, & Administrative Pharmacy
Office: 2568 CCL
Phone: (734) 763-5150
Email: kfarris@med.umich.edu

ShariLynn Robinson-Lynk, LMSW, ACSW
Assistant Director for Engaged Learning Partnerships
The Ginsberg Center for Community Service and Learning
Phone: (734) 615-4075
Email: lynshari@umich.edu

**Graduate Student Instructor:**
Nicholas Waltz
Email: nmwaltz@umich.edu

**Placement Coordinator:**
Caitlin Ferguson, MA
Community Engagement Program Manager
Office: 1021 Pharmacy
Telephone: (734) 615-6717
Email: cmferg@med.umich.edu

Elizabeth Flanagan, AmeriCorps VISTA
Office: B015 Pharmacy
Telephone: (734) 763-5391
Email: eaflan@med.umich.edu

**Faculty Office Hours**
Dr. Farris will hold office hours by appointment.

Ms. Ferguson serves as placement coordinator and the primary contact for all community organizations hosting students for this course. Please contact Ms. Ferguson with questions or concerns about your host agency.

B. **Course Information**

**Meeting Time/Location**
Time: Monday 3-5pm (see schedule for specific dates)
Room: Couzens Hall Multipurpose Room (lower level)

**Course Prerequisites**
No prerequisites.

**Course Website/Email**
The Canvas website for this course is under Pharmacy 503. You are expected to check the webpage for this course for announcements and assignments.

Students are also expected to review their “umich” email daily as faculty announcements and messages may also be sent in this manner. Email etiquette is expected of all students when communicating with faculty and other students in this course.

Students should contact faculty at their direct email addresses listed in the course syllabus (see Instructional Staff). Students are encouraged to indicate P503 in the subject line to alert faculty to the fact that the question/issue pertains to a college course. In addition, students should realize that faculty will not be doing email 24/7. Faculty will do their best to answer all student questions in a timely manner but if a student does not hear back from a given faculty member or preceptor within 2 business days, the student should contact the Office of Student Affairs at (734) 764-7312 and they will promptly have the faculty member get back to you.

C. Course Schedule

Discussion Sessions: Students will participate in class sessions that will meet seven (7) times based on the schedule below on Monday at 3-5pm in Couzens Hall. Assignments and due dates are listed in Sections H.

Community Service: Students will complete a minimum of 20 hours of community service during the semester. Students will be assigned to a community agency based on their rank ordering of available placements. In most cases, students will complete their service in weekly 2-hour blocks, but schedules may vary (e.g., 4 hours every other week) depending on the needs of the placement site and the individual student’s schedule.

*** Students begin community service hours the week of January 25 and complete their service hours by no later than April 18.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Class #1: Introduction to Service Learning, the Medically Underserved, and Site Placements</td>
<td>Farris, Ferguson</td>
</tr>
<tr>
<td></td>
<td>Jan 14</td>
<td>Site Placement Rank Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 15</td>
<td>Placement notification</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 18</td>
<td>No Class – MLK Day</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 25</td>
<td>No Class, Service Begins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 29</td>
<td>Reflection #1 Due</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 1</td>
<td>Class #2: Entering and Exiting Communities; Health Beliefs and Values: The Role of Culture</td>
<td>Robinson-Lynk</td>
</tr>
<tr>
<td>5</td>
<td>Feb 8</td>
<td>Class #3: Social Determinants of Health</td>
<td>Farris</td>
</tr>
<tr>
<td>6</td>
<td>Feb 15</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 22</td>
<td>Class #4: Inter-professional care and service delivery: team-work skills</td>
<td>Guest</td>
</tr>
<tr>
<td></td>
<td>Feb 26</td>
<td>Reflection #2 and Journal Entries Due</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Feb 29</td>
<td>No Class – Spring Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Please remind your placement sites if you will not be doing service this week</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 7</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 14</td>
<td>Class #5: Service Learning Debrief Group Discussions</td>
<td>Ferguson, Flanagan, Farris</td>
</tr>
<tr>
<td>11</td>
<td>March 21</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 25</td>
<td>Reflection #3 and Journal Entries Due</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>March 28</td>
<td>Class #6: Health Disparities and the ACA</td>
<td>Farris</td>
</tr>
<tr>
<td>13</td>
<td>April 4</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 11</td>
<td>Class #7: The Role of Inter-professional Healthcare Teams in Serving the Underinsured</td>
<td>UMHS Transplant Team</td>
</tr>
<tr>
<td></td>
<td>April 18</td>
<td>Final Reflection #4, Journal Entries, and Service Log Due</td>
<td></td>
</tr>
</tbody>
</table>
D. **Course Description and Objectives**

**Course Description**
An interdisciplinary service-based course required for all pharmacy students and elective for students of other health science disciplines. Learning experiences will focus on social justice and professional responsibilities for civic engagement. Through class participation, reflection, and guided discussions, students will explore issues of health disparities, poverty, and the medically underserved. Students participate in community service in addition to regular classroom discussion sessions.

**Course Objectives**
Upon completion of this course, learners will improve their knowledge and skills in:

1. Cultural sensitivity:
   Demonstrate sensitivity and responsiveness to culture race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities and other aspects of diversity and identity when interacting with patients and other health professionals.

2. Public health:
   Identify a range of health barriers (economic, social, environmental) that contribute to health disparities.

3. Civic engagement:
   Working to make a difference in the life of our communities and developing the combination of knowledge, skills, values, and motivation to make a difference. Understand what it means to be a citizen in a democratic society.

E. **Inter-professional Collaborative Practice Competency Domains**

**Competency Domain 2: Roles/Responsibilities**
Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.

**Competency Domain 4: Teams and Teamwork**
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

F. **College of Pharmacy Ability Based Outcomes**

1.3.2 Consider the potential effects of the patient’s health literacy, psychosocial, economic, and cultural background on therapeutic outcomes.

1.4 Communicate and collaborate effectively with patients and other health care professionals to engender a team approach.
1.5.2 Serve as a patient advocate.

1.8.1 Adopt personal and professional ethical principles that place the health and safety of patients above personal gain.

1.11 Demonstrate professional skills, attitudes, and values and a sense of personal responsibility to patients, patient’s agents, and other health care providers.

3.0 Promote health improvement, wellness, and disease prevention.

3.1 Promote the availability of effective health and disease prevention services.

G. Class Expectations

Academic integrity - Students are expected to abide by the College of Pharmacy Code of Conduct as it relates to all aspects of academic integrity. This is includes, but is not limited to procedures expected of students while taking an in-class exam/quiz.

Professionalism - Students are expected to abide by the College of Pharmacy Code of Conduct as it relates to all aspects of professionalism. This includes acting in a professional manner at all times, being on time for classes and exams, and refraining from talking or other disruptive behaviors during class.

Special needs - Students with special needs are required to communicate with the course director about special needs during the first week of class.

Questions/concerns - Students should direct questions about a specific topic or exam/homework on that topic to the course director. Questions or concerns such as absence from exams, illness, course logistics or other problems should also be directed to the course director.

Attendance – Students are expected to attend all class sessions, unless they have received permission from the instructor due to illness or other unforeseen circumstance. Points will be deducted from the course grade for unexcused absences. All students must complete a minimum of 20 hours of community service. If a student needs to miss a scheduled community service session, s/he must notify the agency and Anica Madeo before her/his absence. S/he must also make up missed hours before the end of the semester. If the student does not complete at least 20 hours of service, s/he will receive an “incomplete.”

Assignments - All assignments must be completed on time. Students may receive a zero for any unexcused late assignment or absence.

Class Participation – P503 is taught as an interactive class combining hands-on experience with in-class discussion and written reflection. All students are required to participate in class discussions. Students are expected to come to class prepared to discuss the topic being addressed that day.
Other:
• Students are responsible for transportation to and from community service sites, as well as incidental expenses associated with the service-learning experience.
• Punctuality is essential. All students should arrive at the site early or on time.
• Students are expected to respect any and all confidences revealed in the practice environment including patient/client information. HIPAA rules apply.
• Students should dress professionally for community service. The dress standard may vary depending on the placement site and type of activities, and students should take the lead from their site supervisors. Students should wear their UM nametags while at the placement site. White coats should not be worn.

H. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Page Reflections</td>
<td>Reflection #1 – January 29</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Reflection #2 – Feb 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection #3 – March 25</td>
<td></td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>April 18</td>
<td>30%</td>
</tr>
<tr>
<td>In-class Attendance and Participation</td>
<td>Feb 26, Mar 25 and Apr 18</td>
<td>5%</td>
</tr>
<tr>
<td>Reflective Journal Entries</td>
<td>Apr 18</td>
<td>5%</td>
</tr>
<tr>
<td>Service Log</td>
<td>Apr 18</td>
<td>P/F</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grades for this course are given based on what is learned, not simply for completing the service hours requirement. The service hours requirement will be graded on a pass/fail basis. If you do not pass your service placement, you will not pass the course. Letter grades are based on the following assignments. Detailed instructions are provided for each assignment in the next section.

The grading scale for this course is shown below. Students must achieve at least 70% (C-) to pass the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>50-59%</td>
<td>E</td>
</tr>
</tbody>
</table>
2-Page Reflections (60%)
Each of these reflections should be two pages, typed and double-spaced. A reflection typically follows the format outlined on the last page of the syllabus.

Reflection #1 Expectations
Imagine the first client you expect to meet at your placement site. Write a description of the client which includes age, gender, race/ethnicity, academic and economic background and health care needs. Express how you feel (positive or negative) about your assumptions.

Reflection #2 Entering and Exiting Communities/Health Beliefs and Values/Health Disparities
You have recently learned about entering and exiting communities, health beliefs and health disparities in class. Our biases and stereotypes are often subconscious and unintentional. What biases or stereotypes do you find yourself carrying into your service placement – identify at least three? How might they affect your interactions? How might these biases and beliefs impact the way the clients at the site interact with you?

Reflection #3 Social Determinants of Health and Health Disparities
What circumstances or signs have you seen that social determinants and/or health disparities are shaping the health of clients at your placement site? What do you think are some of the root causes?

Final Reflection Paper (30%)
Insights you personally gained from your service experience and the class discussions (3-4 double-spaced pages!)
What important insights have you personally gained from your service experience and class discussion. This written reflection section should be 3-4 pages, typed and double-spaced. Before writing this final reflection, you may wish to review your earlier reflections and journal entries (described below). Include the name of your agency and what you did (briefly), as this is the “What?” of your paper. Then, focus on “Now What” to put these insights into the context of your future profession.

Reflective Journal Entries
Service Log. On the first page of this “journal”, you will create a Service Log. This service log is a table that includes the service date, number of hours you completed and number of clients with whom you interacted for EACH service day that you complete. At the end of the semester, the placement site coordinator must sign off on these hours. This log must be submitted and is P/F.

Journal Entries. On the pages following the service log, for each date, please write up to ½ page about what you saw or experienced that surprised you or reinforced what was discussed in class. You will keep this information in ONE document that you edit each visit. This document will be uploaded on the same day as reflections #2, #3 and #4 are uploaded (Feb 26, Mar 25 and Apr 18). These entries are work 5% of your grade.

The journal entries and service hour log are submitted as ONE document! Update the Journal and Service Log after each service date. Upload the document on Feb 26, Mar 25 and Apr 18. At the end of the course, your service log that is submitted on April 18 must have a sign-off from your service site coordinator.
Reflective Journaling

What? So What? Now What?

“What? So What? Now What?” refers to a reflection technique that is commonly used in service-learning courses. The idea is to challenge yourself to cover all three areas in your written reflections rather than focusing only on the facts or only on your feelings. Using this format in your weekly reflections will also help you prepare for the format of the Final Reflection Paper which will be graded and is worth 30% of your final grade.

What?

➢ Describe the facts.
➢ What happened?
➢ What did you observe?
➢ With whom?

So what?

➢ Interpret the meaning of the experience.
➢ How did you feel?
➢ What lessons were learned?
➢ Why does it matter?

Now what?

➢ Examine the context.
➢ What is the big picture?
➢ How could you apply lessons learned/insights gained to new situations?
➢ What goals do you have for future interactions?
➢ What changes could impact the big picture or root causes of issues you saw?