



PHARMACY
UNIVERSITY OF MICHIGAN

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

**Fall 2016
2 Credit Hours**

**Course Coordinator
Karen B. Farris, BS Pharm, PhD**

**Placement Coordinator
Caitlin Ferguson, BA, MA**

A. Instructional Staff

Course Coordinator

Karen B. Farris, Ph.D., Charles R. Walgreen III Professor of Pharmacy Administration
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Placement Coordinator

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Pharmacy Resident

Erin Copi, PharmD
PGY-1 Pharmacy Resident
University of Michigan Health System

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. General Course Information

This course is work 2 credit hours.

Meeting Time/Location

Time: Wednesday 3-5pm (see schedule for specific dates)
Room: 1544 CC Little in the College of Pharmacy facilities

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.

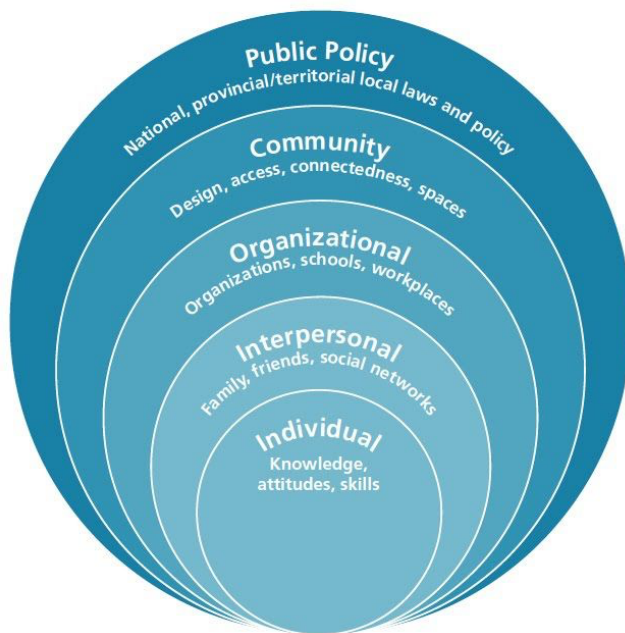
Students are also expected to review their "umich" email **daily** as faculty announcements and messages may also be sent in this manner. Email etiquette is expected of all students when communicating with faculty and other students in this course.

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 Description and Objectives

Course Description

This is an inter-professional service learning required for all pharmacy students and an elective for students of other health science disciplines. The course is based upon the Social Ecological Model of Health (below), wherein health is created by factors at the individual, interpersonal, organizational, community and public policy levels.



A Social-Ecological Model for Physical Activity - Adapted from Heise, L., Ellsberg, M., & Gottemoeller, M. (1999)

Service learning is the primary pedagogy that is used in the course. As such, we use over 15 sites in the area where you provide service, and we use the class discussion to consider what you are learning and how the information/skill/perspective relates to health and inter-professional teams/care.

Given our service learning sites, knowledge in four themes will be developed and includes (1) Food Insecurity, (2) Environmental Health, (3) Social & Health Services and (4) Education: Access & Privilege. How these issues are related to health and the factors that impact health in these themes will be considered/discussed using the levels of the Social Ecological Model of Health.

Finally, you will reflect upon your site as well as yourself to gain further insights into the Social Ecological Model of Health, inter-professional perspectives of health and how we produce health.

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

Work to make a difference in the life of our communities and develop the combination of knowledge, skills, values, and motivation to make a difference.

4. Inter-professional teams

Work in inter-professional teams to gain an understanding of roles and responsibilities of other professions/professionals; gain an understanding of how professionals may work together to deliver a service; and develop an understanding of how other professional assume/value health and its production.

5. Small group discussion

Lead one small group discussion about the central topic in your assigned service learning site, facilitating the application of the Social Ecological Model of Health. Participate in three additional discussion, citing examples from your service learning site that are relevant to the theme for the day.

D. General Course Expectations

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 homework on that topic to the course coordinator. Questions or concerns such as absence from class, illness, course logistics or other problems should also be directed to the course coordinator.

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 site supervisor and Caitlin Ferguson 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 by the end of the semester and assigned date, s/he will receive an “incomplete” for the course. Failure to complete the service hours after a time that is determined in communication with the course coordination will result in a final grade of FAIL.

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

Class Participation – 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.

Service in sites. Students are responsible for transportation to and from community service sites, as well as incidental expenses associated with the service-learning experience. Punctuality at the site 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 site/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.

E. Course Schedule

Class Sessions: The dates for the class sessions are shown on the next page. Students will participate in 8 class sessions that will meet on **Wednesday at 3-5pm in Walgreens Lab, 1544 CC Little Building**. This room is located in the College of Pharmacy facilities.

Class sessions on Sep 7, Sep 14 and Sep 21. The first 3 class sessions require you to attend class and participate in discussion. There is no pre-work for these sessions.

Class discussions on Oct 19, Oct 26, Nov 9 and Nov 16. On these dates, the class sessions will be comprised of the following activities.

310p - 4p	New information from content expert/s and/or media
4p – 430p	Small group discussion, led by student whose site is focused on theme for the session
430 - 445p	Large group discussion of 16, where the theme leaders share their group summaries
445p – 5p	Final comments

All class participants will be assigned to groups of 4 for these class sessions. To the greatest extent possible (dependent upon course enrollment), each group will reflect the 4 themes of the course and contain at least two different health professionals. On the date in which the theme is discussed that is reflective of your service site, you will lead your small group discussion.

Small Group. The discussion leader will use the handout to keep notes about the discussion. Each small group will use the class handout and complete the following questions, led by the thematic discussion leader from the group:

1. For each level in the Social Ecological Model of Health, identify and explain 2 factors that impact the theme for today. For the discussion leader, provide information to your group about 2 factors or issues that you see in your site that impact or is related

- to the theme for today? (Make sure your group knows a bit about your site and what you do there.)
2. What are the 2 factors or issues that you believe or think are most important to the theme for today? Why do you think that?
 3. How does the theme for today impact your profession? Name as many examples as possible.

Large Group. We will move to groups of 16, combining 4 small groups. There, you will answer the following questions:

4. What are 2-3 most important points to remember about the [theme]?
5. What are examples of how [theme] impacts your profession or service delivery?

Entire class. Dr. Farris will lead a brief discussion illustrating the inter-professional aspects of the theme.

Community Service: Students will complete a minimum of 20 hours of community service during the semester. Students will be assigned to a community agency. In some cases, students will complete their service in weekly 2-hour blocks, 4 hours every other week or 5 hours on 4 Saturdays. Schedules vary for each service site. A log documenting your hours in your site and signed by your supervisor is required to be submitted by December 17.

*** Students begin community service hours the week of September 19 and complete their service hours by no later than December 17.

Assignments: Three written assignments are due throughout the semester and are due on **October 5, November 11 and December 14.** All written assignments should be doubled-spaced and use Arial 11 point font with margins set to 0.75 inches. Submit the assignments on Canvas.

Assignment #1. Knowing Your Service Site (due October 5)

Submit a response for each of the following questions about your service site. For questions 2 and 3, the response is a short answer. If combining answers to 4 and 5 into a table is efficient, that is acceptable. One to three sentences for all other responses is expected.

1. What is the mission of the organization?
2. How long has this organization been serving the community?
3. Approximately how many clients do they serve each year?
4. What are all the services offered by this organization?
5. What populations/demographics does the site serve?
6. How is the organization funded?
7. What can I do while volunteering to contribute to the success of the program?
8. Ask your supervisor to share any inspiring experiences s/he has had while working at your site.
9. What did you learn in your training that you found surprising or did not previously know?

Assignment #2. 4-page Reflection #1 (due November 11)

What insights have you gained about how different professionals think about the factors in the social ecological model of health? (4 double-spaced pages) In writing this reflection, organize it as What? So What? and Now What?

What? Describe two instances of agreement and/or disagreement between what you experienced/feel/think about how health is produced and how another professional in your group/class/site considered it. Please use one or two levels from the social ecological model of health to illustrate your examples.

So what? Here, please discuss why it matters how you assume that health is produced versus how someone else assumes it is produced. How may different assumptions affect your professional attitudes and behaviors? How did this situation make you feel?

Now what? Now, please write this section placing the stated insights above into the context of your future profession and professional development. What education, goals or action can/will you take to use these insights in your practice?

Assignment #3. 4-page Reflection #2 (due December 14)

What are the insights you personally gained from your service experience and the class discussions and why do they matter to your future? (4 double-spaced pages) In writing this reflection, organize it as What? So What? and Now What?

What? Include the name of your agency and what you did in your site. Please identify up to 3 important insights you personally gained from your service learning experience and class discussions.

So what? Here, considering the 3 issues you identify, please elaborate why these issues matter to you professionally and/or personally, citing specific examples. Why are these issues important?

Now what? Now, please write this section placing the stated insights above into the context of your future profession and professional development. Please consider what future education, goals or actions you may pursue as it relates to these 3 issues. What do these issues mean to your future?

Week	Date	Topic/Assignment	Instructor
1	Sep 7	Class #1. Introduction to Service Learning and Site Placements Social Ecological Model of Health Site Placement Rank Due by 11pm on Monday Sep 12.	Farris and Ferguson
2	Sep 14	Class #2. The Last Straw	Farris and Ferguson
3	Sep 21	Class #3. Entering and Exiting Communities	Dr. Neeraja Aravamudan, Edward Ginsberg Center
4	Sep 28	No class	
5	Oct 5	No class Assignment #1 Knowing your site due 10/5	
6	Oct 12	No Class	
7	Oct 19	Class #4. Education: access and privilege	Farris and Ferguson
8	Oct 26	Class #5. Food insecurity	Dr. Kate Bauer Farris
9	Nov 2	No Class	
10	Nov 9	Class #6. Environmental Health Assignment #2 Reflection due 11/11	Dr. Craig Harris Farris
11	Nov 16	Class #7. Social & health services	Invited panel
12	Nov 23	No Class	
13	Nov 30	No Class	
14	Dec 7	Class #8. Inter-professional Healthcare Teams in Transplant Final Class Discussion Assignment #3 Reflection due 12/14	UMHS Transplant Team Farris

F. Grading

Assignment	Due Date	% of Grade
Knowing your site	October 5	25%
Reflection #1	November 11	25%
Reflection #2	December 14	25%
Class Attendance/Participation	December 7	25%
Signed service log	December 17	P/F
Total		100%

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 as exhibited by the signed service log, 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.

97-100%	A+	77-79%	C+
93-96%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
		50-59	E

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?