



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

**Fall 2017
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
Chair, Department of Clinical Pharmacy
Office: 2568 CCL
Phone: (734) 763-5150
Email: kfarris@med.umich.edu

Service Learning Placement Coordinator

Caitlin Ferguson, MA
Community Engagement Program Manager
Office: Pharmacy First Floor Administrative Suite 1021
Telephone: (734) 615-6717
Email: cmferg@med.umich.edu

Graduate Student Instructor

Nick Waltz
nmwaltz@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. General Course Information

This course is worth 2 credit hours.

Meeting Time/Location

Time: Wednesday 3-5pm (see schedule for specific dates)
Room: 1552CC Little Building, Walgreens Laboratory

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.

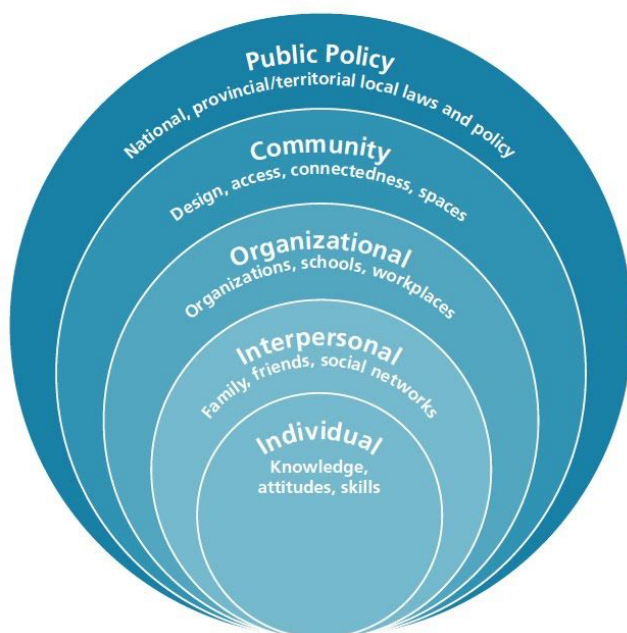
Students should contact faculty at their direct email addresses listed in the course syllabus (see Instructional Staff). Students are encouraged to indicate P503 in the subject line to alert faculty to the fact that the question/issue pertains to a college course. In addition, students should realize 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, 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. As well, we use class-room activities, shadowing and discussion to consider what you are experiencing and learning and how the information/skill/perspective relates to health and inter-professional teams/care.

Given our service learning sites, knowledge in health disparities as well as four themes will be developed and includes (1) Social Services, (2) Housing, (3) Education and (4) Food Insecurity. 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 health.

Course objectives

Upon completion of this course, learners will improve their knowledge and/or 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 clients, patients and other health professionals.

Develop a mindset (Knowledge) of general cultural knowledge that can be applied to many cross-cultural situations (Exposure, Immersion, UM CIPE competency)

Develop a heartset (Attitudes) of intercultural intelligence, including curiosity, cognitive flexibility, motivation, open-mindedness, and personal adaptability to different cultures (Exposure, Immersion, UM CIPE competency)

2. Health disparities

Identify factors that contribute to health disparities.

Observe examples of social determinants of health and health disparities by interacting with service learning site clients and understanding the mission of the service learning site.

Gain introductory and experiential knowledge of social determinants of health and health disparities BY completing readings, participating in class discussion and discussing examples from service learning sites with other health professionals.

Learn how other health professionals consider factors that impact health by participating in small group discussions about housing, food insecurity, education and social services, using examples from service learning experiences to facilitate class discussion.

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 with individuals of other professions to maintain a climate of mutual respect and shared values (Exposure, Immersion, UM CIPE competency).

Apply relationship-building values to discuss health disparities among inter-professional students, considering site-specific mission and services that work to reduce health disparities (Exposure, UM CIPE competency).

Gain an understanding of roles and responsibilities of other professions and health professionals via class discussion and activity, and develop an understanding of how other professionals assume/value health and its production.

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. The class will take place in **1552 CC Little Building, Walgreens Laboratory.**

Service: Students will complete a minimum of 20 hours of community service during the semester, as you 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 9. *** Students begin community service hours September 16 and complete service hours by no later than December 9.

Health Professional Shadow: Students will shadow a social worker affiliated with Michigan Medicine for two to four hours. This may be comprised of #1 4-hour shift or #two two-hour shifts. You will sign up for a time using a google sheet that designates shifts that are available. Generally, the shifts are in-patient vs out-patient, adult vs pediatrics and specialty (cardiology, oncology, transplant, HIV/AIDS, psychiatry). These 4 hours are IN ADDITION to the 20 hours in service learning and they do NOT count towards your service learning hours. A HIPPA form must be signed and uploaded on to canvas prior to the shadow.

Writing Assignments: One online activity is due Sept 11. There are four written assignments due throughout the semester and are due on **October 4, November 22, December 8 and December 8.** 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. Introduction to Interprofessional Education (due Sept 11)
BEFORE CLASS, please complete the following steps!

1. Click this link to access the course enrollment page:

<https://edge.edx.org/courses/course-v1:UM+ipe101+2016/about>

2. Click the blue button to 'Enroll in IPE101.'
3. Create an edX Edge account with your email address, name (which will not be public), username (which will be visible to others in the course), and a password of your choosing.
4. You will receive an email to activate your account. Please follow the instructions in the email.
5. You will then be able to go to your dashboard at <https://edge.edx.org/> and view the course.

Everyone will participate in the Introduction to Inter-Professional Education module at the University of Michigan. This will involve a video, online comments and class discussion. COMPLETE the module BEFORE class by September 11. We will have a class discussion on September 13.

Assignment #2. Knowing Your Service Site (due October 4 and submit online by 11:59pm)

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.

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?
10. Reflect upon how the activities/services in site your impact health. In 1-2 double spaced page/s that identifies 2 levels of SEM and how the work at your assigned service learning site impacts health

Assignment #3. 3-4 page inter-professional focused reflection (due November 22)

What insights have you gained about how **different health professionals** think about health disparities and how health is produced, considering some of the factors in the social ecological model of health? (3-4 double-spaced pages) In writing this reflection, organize it as What? So What? and Now What? Be sure to reflect on class activities and discussions as well as your experience in your service learning site and shadow experience.

What? Describe one or two examples about how you experiences/thought/felt differently from another professional in the class in terms of health disparities and how health is produced. Please use one or two levels from the social ecological model of health to illustrate your example. If you did not identify any differences, then describe one or two similarities.

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 similar or different assumptions affect your professional attitudes and behaviors with patients? How did this situation make you feel? Were there patterns that you noted?

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 #4. 3-4 page Reflection (due December 8 11:59pm)

What insights have you personally gained from this course? Please consider your service learning experience, class activities and/or class discussions and why do they matter to your future? In writing this reflection, organize it as What? So What? and Now What?. You might consider 1 page/insight, with a short intro and closing. (Note: Assignment #2 focused on inter-professional insights, so you do not have to include those insights again here, but I wanted to give you leeway following the last class session.)

What? Please identify up to 3 important insights you personally gained from this course. You may focus upon your service learning experience, class activities and/or class discussion and considering your learnings in the context of health disparities, social ecological model of health and/or inter-professional perspectives. If you include insight/s gained from your service learning experience, be sure to include its name and provide 1-2 sentences about what you did in the site.

So what? Here, considering each issue you identified, please elaborate why these issues matter to you professionally and/or personally, citing specific examples. In what circumstances can you use these insights and when may they be important?

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

Assignment #5 Social Work/Pharmacy Shadow and Perspective (due December 8 11:59pm)

For this activity, you will submit two documents to Canvas.

1. Please submit a 1 page double-space response to the following question. Social workers contribute to the health of patients by doing _____ and _____. Please explain in 3-4 sentences each of your examples and link them to the social ecological model of health. Be sure to include the site of your shadow experience.

2. A log documenting your hours and signed by your assigned health professional is due by December 8.

Schedule for Fall 2017

Week	Date	Topic/Assignment	Instructor
1	Sep 6	<p>Class #1. Introduction to Service Learning and Site Placements; Reflective practitioner</p> <p>Social Ecological Model of Health and health disparities</p> <p>Assignment #1 Introduction to IPE (online activity due Sept 11)</p>	<p>Farris & Ferguson</p> <p>Farris</p>
2	Sep 13	<p>Class #2. Intro to IPE Discussion</p> <p>Entering and Exiting Communities along with Your Identities</p>	<p>Farris</p> <p>Neeraja Aravamudan, PhD, Edward Ginsberg Center</p>
3	Sep 20	<p>Class #3. What is the role of social workers in producing health and reducing health disparities?</p>	<p>Abigail Eiler, LMSW, UM Athletic Department; Erin Khang, UMH Social Work</p>
4	Sep 27	No Class	
5	Oct 4	<p>No Class</p> <p>Assignment #2 Knowing your site (submit online by 11:59pm)</p>	
6	Oct 11	No Class	
7	Oct 18	No Class	
8	Oct 25	<p>Class #4 Housing and health</p>	<p>Andrea Plevak MSW and Mercedes Brown MSW JD, Office of Community and Economic Development, Washtenaw County, Michigan</p>
9	Nov 1	<p>Class #5 Education and health</p>	Farris
10	Nov 8	No Class	
11	Nov 15	<p>Class #6 Food insecurity and health</p>	Markell Miller, MPH, Food Gatherers
12	Nov 22	<p>No class</p> <p>Assignment #3 Reflection (submit online by 11:59pm)</p>	
13	Nov 29	<p>Class #7 In class activity</p>	Farris
14	Dec 6	<p>Class #8 Providing inter-professional care for individuals with health disparities</p> <p>Assignment #4 Reflection and Assignment #5 Perspective (submit</p>	Transplant Team; PCMH Team

		online by Dec 8 at 11:59pm)	
--	--	-----------------------------	--

F. Grading

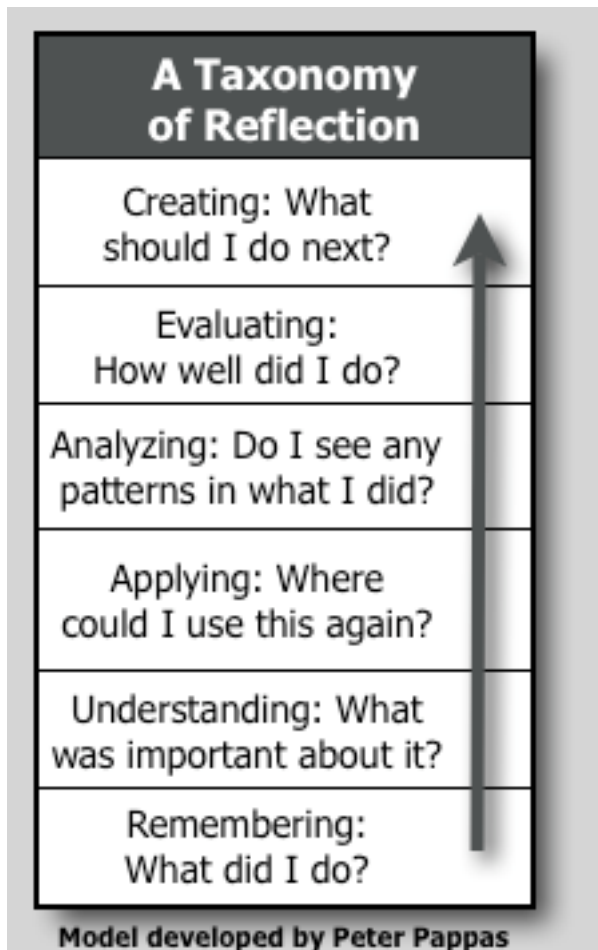
Assignment	Due Date	% of Grade
Assignment #1 Introduction to IPE	September 11	5%
Assignment #2 Know your site	October 4	15%
Assignment #3 Reflection	November 22	25%
Class Attendance/Participation	December 6	20%
Assignment #4 Reflection	December 8	25%
Assignment #5 Shadow Perspective	December 8 (open)	10%
Signed shadow log	December 8 (open)	P/F
Signed service log	December 8	P/F
Total		100%

Grades for this course are given based on what is conveyed in your assignments, 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

Reflections...



Reflections...

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?