Kineslgy 581
Medadm 573
Movesci 481
Pharmacy 503
Public Health 503
Social Work 573

Service Learning for Health Professionals

Fall 2018
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
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Service Learning Placement Coordinator
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Graduate Student Instructor
Emily Morin
Phone (office): 734-615-5709
Office: NCRC B20-116W
Email: emmorin@umich.edu

Faculty Office Hours
Dr. Farris will hold office hours by appointment. Contact her via email.

Ms. Ferguson serves as placement coordinator and the primary contact for all community organizations and social work shadow opportunities. Please contact Ms. Ferguson with questions or concerns about your host agency.

Ms. Morin should be contacted by email.

B. General Course Information

This course is worth 2 credit hours.

Meeting Time/Location
Time: Wednesday 3-4:30pm (see schedule for specific dates), except Sept 19 which is 3p to 5p
Room: 1552, 1100 North University Building (formerly CC Little), 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” or “med.umich” email daily as faculty announcements and messages may 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. I will do my best to answer all your questions in a timely manner but if you do not hear back from me within 2 business days, please contact me again. You can 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.

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 classroom 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 include (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 is produced.

**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 general cultural knowledge that can be applied to many cross-cultural situations (Exposure, Immersion, UM-IPE competency)
Develop attitudes of intercultural intelligence, including curiosity, cognitive flexibility, motivation, open-mindedness, and personal adaptability to different cultures (Exposure, Immersion, UM-IPE 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 observation, class activities, participating in class discussion and discussing examples with other health professionals.

Learn how other individuals and health professionals consider factors that impact health by participating in small group discussions about the social determinants of health. These examples may include housing, food insecurity and education from class presentation, observations from service learning and/or data/discussion from the group project.

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

4. Inter-professional teams
Work with individuals of other professions to maintain a climate of mutual respect and shared values (Exposure, Immersion, UM-IPE 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-IPE competency).

Gain an understanding of roles and responsibilities of other professions and health professionals via class discussion and group activity, and develop an understanding of how other professionals assume/value health and its production (Exposure, UM-IPE competency).

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.

Leaving class during speakers – Please use the restroom facilities BEFORE class and make every effort to avoid leaving class. It is disruptive to guest speakers and to your fellow students.

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.

Electric devices, e.g., computers, tablets and phones – There will be NO USE OF ELECTRONIC DEVICES DURING CLASS. This rule may be waived by a course instructor who wishes to incorporate use of a device for a specific activity. Any student that is caught using a device during class will have their final total score in the course lowered by 11 points, which results in a reduction of the final letter grade.

Attendance – All students are expected to attend all classes and it is part of your grade. A sign-in sheet is available each class session. It MUST be signed to acknowledge your presence. If a signature is not available, no credit will be given for attendance. If you are caught signing for someone else, you will receive a deduction in your final total score of 20 points and this cheating behavior will be reported to your Associate Dean. If you miss one class because of illness, a note from a licensed health professional is needed. Then, to receive points for that day, you will submit a 2-page reflection (Arial 11 font, double spaced, 1” margins) about an assigned scholarly article focused on the topic of that day. You cannot receive points via this approach for more than one absence.

Class Participation – Students are expected to come to class prepared to discuss the topic being addressed that day.

Late Assignments - All assignments must be completed on time. Students will receive a 10% grade reduction for each calendar day an assignment is late up to 3 days. After 3 days, a 0 will be given. Students must email/meet the course coordinator at least one week in advance to request an extension on any assignment, and extenuating circumstances must be explained in writing. Late assignments must be approved by the course coordinator.

Format for writing assignments. All written assignments must be submitted using Arial 11 font, double spaced, 1” margins. If number responses, place the number at the 1” margin and indent no more than 0.5 inches for responses.

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 9 class sessions. The class will take place in 1552, 1100 North University Building (formerly CC Little Building), Walgreens Laboratory.
## Schedule for Fall 2018

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Instructor</th>
</tr>
</thead>
</table>
| 1    | Sep 5 | **Class #1.** Introduction to Service Learning and Site Placements; Reflective practitioner; Social Ecological Model of Health  
**Entering and Exiting Communities**  
**Sept 9: Rank of service sites due** | Farris Ferguson  
Neeraja Aravamudan, PhD, Edward Ginsberg Center |
| 2    | Sep 12| **Class #2.** IP Primary Care Team at Taubman (chronic care)                      | Taubman PCMH Team                                |
| 3    | Sep 19| **Class #3.** Poverty Simulation, Michigan League Vandenberg Room  
**Sept 19: Social work shadow sign-up due  
Sept 20: Assignment #1 due Poverty Simulation Reflection Questions (submit online by 11:59pm)** | Regina McClinton, PhD                            |
| 4    | Sep 26| **Class #4.** Poverty Simulation discussion                                      | Regina McClinton, PhD, Farris & Ferguson         |
| 5    | Oct 3 | No Class                                                                         |                                                 |
| 6    | Oct 10| **Class #5.** Role of Social Workers in Producing Health; Health Literacy        | Erin Khang, MSW, School of Social Work           |
| 7    | Oct 17| No Class                                                                         |                                                 |
|      |       | **IPE in Action, Crisler Arena 3p to 5p (not required for this class)**          |                                                 |
|      |       | **Oct 17: Assignment #2 Knowing your site (submit online by 11:59pm)**            |                                                 |
| 8    | Oct 24| No Class                                                                         |                                                 |
| 9    | Oct 31| **Class #6.** Housing, Education and Health                                       | Teresa M Gillotti, Wash County Economic Development |
| 10   | Nov 7 | No Class                                                                         |                                                 |
| 11   | Nov 14| **Class #7.** Food Insecurity and Health                                         | Markell Miller, MPH, Food Gatherers             |
| 12   | Nov 21| No Class                                                                         |                                                 |
| 13   | Nov 28| **Class #8.** IP Transplant Team (acute and chronic care)                         | Transplant Team                                  |
| 14   | Dec 5 | **Class #9.** Class Presentations                                                | Farris                                          |
|      |       | **Dec 5: Assignment #3 due Social Work/Pharmacy reflection (submit online by 11:59pm)**  
**Dec 5: Assignment #4 Group project poster (submit online by 6:00pm)** |                                                 |
| 15   | Dec 18| **Final Exam (8am to 10am)**                                                     | Farris, Ferguson                                 |
F. Grading and Assignments

<table>
<thead>
<tr>
<th>Assignment (hours expected)</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1 Poverty simulation questions (0.5)</td>
<td>September 19</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #2 Know your site questions (1)</td>
<td>October 17</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #3 SW shadow reflection (0.5)</td>
<td>December 5</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #4 SDOH group project (5/student)</td>
<td>December 5</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (2)</td>
<td>December 18</td>
<td>20%</td>
</tr>
<tr>
<td>Class Attendance/Participation (13.5)</td>
<td>December 5</td>
<td>20%</td>
</tr>
<tr>
<td>Signed SW shadow log (2)</td>
<td>December 8</td>
<td>P/F</td>
</tr>
<tr>
<td>Signed service log (20)</td>
<td>December 8</td>
<td>P/F</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>December</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class and activities = 20.5 hours  
Experiential = 22 hours of service/shadow  
Exam – 2 hours

Assignment #1 Poverty simulation – reflective responses to questions (submit online September 19 by 11:59pm)

Poverty simulation will be held on Wednesday, September 19 from 3pm to 5pm, and we will have a class discussion about the activity on Wednesday, September 26 from 3pm to 4pm. By Wednesday, September 19 at 11:59pm, please submit 3-4 sentences/bullet points in response to each of the questions below about the Poverty Simulation. The course coordinators and faculty will review the responses and use them as a basis for class discussion on September 26.

**What was your experience?**

1. What happened to your family? Good things? Bad things? Think about your family’s personal, social, economic and environmental conditions.
2. How did other people respond to your needs? How did you feel about their responses?
3. Did you help any of the other families? Did they help you?

**How did you feel?**

4. What feelings did you experience during your month in Poverty? How did you feel about yourself? Why did you feel that way? If you were a child, how did it feel in your family?
5. How did your attitudes change during the month?

Assignment #2 Knowing Your Service Site (submit online October 17 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 Social Work/Pharmacy Shadow and Perspective (submit online December 5 by 11:59pm)

The schedule for social work shadow opens September 16 at 5pm. You will sign up on the google sheet, first come first serve, by September 19. For this activity, you will submit two documents to Canvas.

Document #1. Please submit up to one 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.

Document #2. Submit a signed paper/log that you completed the 2-hour shadow. The document must be signed by the social worker that you shadowed. This document is Pass/Fail for the course.

Assignment #4. Group project

The overall goals of this project are for you to continue to enhance your knowledge in the variability in the social determinants of health and to consider how you can impact the health of communities. See description of this activity in Assignments and in attached document.

Final exam

There will be a final exam in the time established by the University. It will be comprised of 14 multiple choice questions focused on disparities in housing, food insecurity and education and their relationship to health as well your knowledge of the social determinants of health and the social ecological model, as reflected in the class presentations. (All slide decks will be uploaded to Canvas.) The exam will also include several short answer questions that will allow you to reflect on the learning objectives of the course, drawing upon knowledge/discussions/activities during any aspect of the course. One long answer essay will also be included. You will be given 3 discussion questions one week before the exam. During the exam, you will be given one of these 3 questions and you will write your response at that time.

Attendance

20 points are given towards your final course points for attendance in class. Thus, you receive 2.22 points for each class. You MUST sign the sign-in sheet. If you fail to sign the sign-in sheet, you will not receive the points. If you miss a class because of illness, a note from a licensed health professional is needed. Then, to receive the points for that day, you will have to submit a 2 page reflection about an assigned scholarly article that is focused on the topic of that day.

Health Professional Shadow: Students are required to shadow a social worker for 2 hours. The schedule for shadow opens September 16 at 5pm. You will sign up on the google sheet, first come first serve, by September 19. Generally, the shifts are in-patient vs out-patient, adult vs pediatrics and specialty (cardiology, oncology, transplant, HIV/AIDS, psychiatry). These 2 hours are IN ADDITION to the 20 hours in your service site. Two forms including a HIPPA Form and a Code of Conduct Attestation Form must be signed and the hard copy given to Ms. Ferguson prior
to the shadow. A log documenting your shadow hours and signed by the professional that you shadowed is required to be submitted by December 8. Assignment #3 is due December 5.

**Service:** Students are required to complete a minimum of 20 hours of community service during the semester, and you will be assigned to a community agency or organization. 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 8.

*** Students begin community service hours **September 15** and complete service hours by no later than **December 7**.

**Missing hours/shadow.** All students must complete a 2-hour social worker shadow and a minimum of 20 hours of community service. If a student needs to miss a scheduled shadow/shift, 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 students do not complete the 2-hour social work shadow and the 20 hours of service by the end of the semester at the assigned date, a course FAIL will be given. Students must email/meet with the course coordinator to request an extension if additional time is required to complete the service or shadow hours. A written rationale for a time extension must be provided to the course coordinator.

**Final Grades**
Grades for this course are given based on what is conveyed in your assignments, not for completing the service hours requirement. 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>97-100%</th>
<th>93-96.9%</th>
<th>90-92.9%</th>
<th>87-89.9%</th>
<th>83-86.9%</th>
<th>80-82.9%</th>
<th>77-79.9%</th>
<th>73-76.9%</th>
<th>70-72.9%</th>
<th>67-69.9%</th>
<th>63-66.9%</th>
<th>60-62.9%</th>
<th>≤59.9</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
</tr>
</tbody>
</table>
Reflections...

<table>
<thead>
<tr>
<th>A Taxonomy of Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong>: What should I do next?</td>
</tr>
<tr>
<td><strong>Evaluating</strong>: How well did I do?</td>
</tr>
<tr>
<td><strong>Analyzing</strong>: Do I see any patterns in what I did?</td>
</tr>
<tr>
<td><strong>Applying</strong>: Where could I use this again?</td>
</tr>
<tr>
<td><strong>Understanding</strong>: What was important about it?</td>
</tr>
<tr>
<td><strong>Remembering</strong>: What did I do?</td>
</tr>
</tbody>
</table>

*Model developed by Peter Pappas*
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?
Social Determinants of Health (SDOH) Group Project
Fall 2018

Overall Learning Objectives
The overall objectives of this project are for you to continue to enhance your knowledge in the social determinants of health and to consider how you and IP teams can impact the health of individuals and communities. This activity addresses the following learning objectives:

2. Health disparities
   Identify factors that contribute to health disparities.
   Gain introductory and experiential knowledge of social determinants of health and health disparities BY observation, class activities, participating in class discussion and discussing examples with other health professionals
   Learn how other individuals and health professionals consider factors that impact health by participating in small group discussions about the social determinants of health. These examples may include housing, food insecurity and education from class presentation, observation from service learning and/or data/discussion from the group project.

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

Outcome
A poster presentation including the following 4 sections is required for presentation on the final day of class. In addition, there must be at least 6 labeled pictures from the community that are used to illustrate/convey the meaning of your information.

*Community SDOH Statistics* – charts, figures and pictures that convey the SDOH

*Community Resources* – charts, figures and pictures that convey the services/providers/organizations that seek to impact health in a positive manner

*Gaps* – 3-4 areas in the community where improvements are needed, using text, pictures, figures, charts if applicable

*Solutions* – how your IP team could fill/address one of the gaps that you identified, using text, pictures, figures, charts if applicable

The specific steps of this activity are to:

1. Gather, review and present data from secondary sources (see next page) that reflect the health and social determinants of health of your assigned community. Be sure and compare your data to the state or neighboring counties average/median for context.
2. Gather, review and present data from online and secondary sources about the resources that impact SDOH in the assigned community, considering proximity to services in neighboring places.

3. For #1 and #2, travel to the assigned community and take photos of representative SDOH stats/issues and community resources. After discussion within your group, the photos should be labeled to convey their meaning.

4. Via group discussion, identify gaps in health and the associated lack of services.

5. Via group discussion, propose how your IP team can fill one of the identified gaps.

6. Prepare your poster, using the template above and provided on Canvas.

7. On the last day of class, we will use a version of a gallery way with specific questions at certain posters to assess our learning about communities. You will be given instructions about how and when to rotate through assigned posters and what to do at the posters.

8. Copies of the posters will be provided on Canvas. On the final exam, you will be asked to compare your community and findings to at least one other community.

**IP Groups**
You will be assigned to groups of 5-6 and we will maximize the IP content of each group.

**Evaluation of Project**
The following rubric will be used to evaluate your poster.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not done 1</th>
<th>Requires improvement 2</th>
<th>Acceptable 3</th>
<th>Exemplary 4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content or Description of situation (SDOH stats and community resources)</td>
<td>Content incomplete</td>
<td>Major points addressed; but important details are lacking</td>
<td>Collects adequate information about topic and related topics</td>
<td>Exhaustive information including all background &amp; patient information, where applicable</td>
<td></td>
</tr>
<tr>
<td>Critical thinking, analysis or reflection on Gaps in health/resources</td>
<td>Simple restating of information</td>
<td>Some analysis performed but shallow; some supporting evidence</td>
<td>Careful analysis; conclusions are mostly supported</td>
<td>Detailed analysis accounting of all information; conclusions very well supported</td>
<td></td>
</tr>
<tr>
<td>Application to practice or self, generalizability for Solution</td>
<td>Simple restating of information</td>
<td>Some application performed but superficial</td>
<td>Careful application with most issues considered</td>
<td>Full, detailed application with accounting of all issues</td>
<td></td>
</tr>
<tr>
<td>Organization/Structure/Formatting</td>
<td>Little or no organization/structure; Unclear what is coming next in document; Did not follow typical format for references</td>
<td>Insufficient organization</td>
<td>Logical order of material</td>
<td>Fully organized with appropriate headers/sections and paragraphing to facilitate understanding</td>
<td></td>
</tr>
<tr>
<td>Style &amp; Professionalism</td>
<td>Lacks professional tone; Poor writing; Significant problems with language; Plagiarism identified</td>
<td>Adequate style but lacks energy; Minor problems with word choice and developing sentences; colloquial language; professional tone is evidenced to some degree</td>
<td>Good writing style; sentences or statements flow; Easy to read; Acceptable professional tone</td>
<td>Compelling writing; connects with reader and delivers message/s concisely; Exceptional professional tone</td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>Grammar and spelling errors significantly detract from document</td>
<td>Grammar and spelling errors slightly detract from document</td>
<td>Grammar and spelling errors are minimal and do not detract from document</td>
<td>No errors</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
Secondary Data Sources for SDOH and Health Data

Michigan Department of Health and Human Services – Health Statistics and Reports
http://www.michigan.gov/mdhhs/0,5885,7-339-73970_2944---,00.html
Online data about the state of Michigan.

Centers for Disease Control and Prevention Behavioral Risk Factor Surveillance System
https://www.cdc.gov/brfss/
Provides state, county, and select metropolitan and micropolitan statistical area data from surveys that collect information on health risk behaviors, preventive health practices, and health care access primarily related to chronic disease and injury.

Centers for Disease Control Data Sources
https://data.cdc.gov/
https://data.cdc.gov/browse?category=NCHS

Commonwealth Fund State Scorecard http://www.commonwealthfund.org/publications/health-system-scorecards
Uses an interactive map to view state-specific health system rankings and results compared to benchmarks and the number of lives and dollars each state could save by achieving benchmark levels of performance.

Robert Wood Johnson Foundation and University of Wisconsin County Health Rankings
http://www.countyhealthrankings.org/
Provides county-by-county health rankings in each of the 50 states, explanations of each health factor and actionable strategies to improve the health of communities across the nation.

Kaiser Family Foundation State Health Facts https://www.kff.org/statedata/
Provides health data on more than 700 health topics including demographics, health insurance coverage, health costs, minority health and women’s health for all 50 states.

The Partners in Information Access for the Public Health Workforce https://phpartners.org/
Provides a comprehensive compendium of county, state and national data sources.

Community Commons https://www.communitycommons.org/
This site provides an immediate secondary data report, customizable by region and indicators.
Assigned Communities

In reviewing the Overall Rank of Health Outcomes in Michigan, we have identified several nearby counties out of the 83 Michigan counties with varying results. We have also identified a few key cities in those counties. Your group will be assigned to a city.

Zipcode,state,county,city

Rank is 1-21
48176,MI,Washtenaw,Saline
48158,MI,Washtenaw,Manchester
48197,MI,Washtenaw,Ypsilanti

Rank is 22-42
48140,MI,Monroe,Ida
48162,MI,Monroe,Monroe
49236,MI,Lenawee,Clinton
49286,MI,Lenawee,Tecumseh

Rank is 43-62
49240,MI,Jackson,Grass Lake
49201,MI,Jackson,Jackson

Rank is 63-83
48128,MI,Wayne,Dearborn
48170,MI,Wayne,Plymouth
48184,MI,Wayne,Wayne
48174,MI,Wayne,Romulus