

**INTD 4007: Inter-professional Community Service Learning**  
2011-12

**Course Description:** This is an innovative interdisciplinary community service learning (CSL) course, offered in partnership with the UT Austin College of Pharmacy, PHR 270S, to allow 2<sup>nd</sup> and 4<sup>th</sup> year medical students to integrate meaningful community service with instruction, preparation and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This course will enable students to examine social justice and social determinant of health issues and apply these principles in a structured service learning practicum. The student-led service learning project will address the social and health needs of a community partner and will be conducted with the partner agency in a culturally competent manner. Through online learning modules, readings, and discussion; monthly class sessions; a group service learning project and a structured service learning practicum, this course combines community service with preparation and reflection to help foster civic responsibility in the health professions.

**Course Director:** Ruth Berggren, MD

**Course Instructor:** Melanie Stone, MPH, M.Ed.

**Course Period:** Longitudinal, August– March

**Credit Hour Allocation:** 2.0 Credit Hours

**Enrollment**

Maximum Number of Students: 15

Minimum Number of Students: 3

**Learning Objectives:**

1. Identify the principles of service learning.
2. Explore social justice issues and social determinants of health and their impact on health disparities of a specific community.
3. Demonstrate the use of culturally competent behaviors and their role in community service learning activities
4. Actively participate with pharmacy students and community partners in monthly discussions and in a community service learning experience that contributes significantly to positive changes in individuals within a community setting.
5. Critically reflect on own personal role in developing structured opportunities in their service learning experience.

**Required Activities:**

1. **Learning Modules:** Student will review eight (8) online learning modules with information relevant to community service learning. Most modules will consist of a PowerPoint presentation, a reading, and a Discussion Board question.
  - a. Module One: History of Service Learning
  - b. Module Two: Logic Model and Outcomes Measurement
  - c. Module Three: Community Needs Assessment
  - d. Module Four: Social Determinants of Health
  - e. Module Five: Reflection and Narrative Medicine
  - f. Module Six: Health Disparities

- g. Module Seven: Cultural Competency
  - h. Module Eight: Health Literacy
2. **Discussion Board:** Student will participate in an online discussion about community service learning, answering eight (8) questions related to module materials and self-reflection of community service learning experience. Students must also respond to at least one other student's response per discussion board assignment.
  3. **Monthly Class Sessions:** Medical students will attend a monthly one-hour noon session along with the Pharmacy students to discuss CSL topics and their experiences with their CSL projects. If a student has an approved absence, the session will need to be made up upon consultation with the Course Instructor.
    - a. August: Orientation / Introduction to Community Service Learning
    - b. September: Logic Model Planning for CSL Project
    - c. October: Health Disparities Lecture
    - d. November: Christmas Under the Bridge Service Learning Activity (takes place instead of noon session)
    - e. December: Peer Presentations on CSL Project
    - f. January: Peer Presentations on CSL Project
    - g. February: Professional Development: Conference Presentation
  4. **Group Service Learning Project:** Students in the elective will work as a team to plan the service learning project, "Christmas Under the Bridge", an annual event of the South Alamo Regional Alliance for the Homeless that takes place in December. The students will be in charge of planning and coordinating the UT Health Science Center San Antonio's health education and screening booth at the event.
  5. **Community Service Learning Practicum:** 40-hour structured service learning practicum in partnership with a community partner and under the guidance of a mentor/preceptor.
    - a. Student will self-select mentor/preceptor and community partner site.
    - b. Student will submit signed CSL Project Plan before beginning the practicum.
    - c. Student may apply for a CSL mini-grant in September to help defray costs of project.
    - d. Student will attend one training specific to their project (i.e. San Antonio AIDS Foundations' HIV testing and counseling training, Big Decisions sex education training, etc.)
    - e. Student and mentor will engage in regular reflection.
    - f. Student will submit signed Project Reports and Documentation of Hours at the end of the practicum.
  6. **Abstract / Poster of CSL Project:** Student will submit a poster abstract and will design a poster of the CSL project for the Annual CSL Conference. Student must submit Poster

Abstract and Poster Template, dates to be determined, per directions provided by Course Instructor.

7. **Presentation of Poster:** Students are strongly encouraged to present their poster of their completed CSL project at the Annual CSL Conference in April 2012.

**Total Course Contact Hours: 75**

Breakdown of Hours:

- a. Eight online learning modules and discussion board: 8 hours
- b. Six in-person monthly class sessions: 7 hours
- c. Group Service Learning Project (including preparation and service): 10 hours
- d. Service learning practicum (including preparation, service, and reflection): 40 hours
- e. Preparation of CSL Conference Abstract and Poster: 10 hours

**Method of Evaluation:**

Letter grade, based on the following criteria:

- Completion of all learning modules and Discussion Board response for all module questions (20%)
- Attend monthly class sessions. Approved absences may be made up upon consultation with the Course Instructor. (15%)
- Participation in the Group Service Learning Project, Christmas Under the Bridge. (10%)
- Completion of CSL Project Plan (15%)
- Completion of training for CSL Practicum (5%)
- Submission of CSL Project Reports, including documentation of 40 hours of community service learning (15%)
- Submission of Abstract and Poster of CSL Project (20%)

A = 90-100%

B = 80-89%

F = <80%

**Curricular Objectives and Competencies Met:**

**1.3 Demonstrate respect for human dignity.**

1.3.2 Demonstrate an understanding of the importance of behaviors indicative of respect for human dignity.

1.3.3 Behave in a manner indicative of respect for human dignity.

**1.4 Provide compassionate patient care.**

1.4.2 Demonstrate an understanding of the importance of behaviors indicative of compassionate patient care.

1.4.3 Behave in a compassionate manner in caring for patients.

**1.5 Demonstrate honesty and integrity in educational and professional interactions.**

1.5.1 Demonstrate knowledge of the individual class code of conduct.

1.5.3 Behave in a manner consistent with the individual class and institutional codes of conduct.

**1.6 Demonstrate appropriate patient advocacy.**

1.6.2 Demonstrate an understanding of the importance of patient advocacy.

**1.7 Understand the non-medical factors that impact health.**

1.7.1 Demonstrate an understanding of economic factors that impact health.

1.7.2 Demonstrate an understanding of psychosocial factors that impact health.

1.7.3 Demonstrate an understanding of cultural factors that impact health.

**1.8 Understand the issues of access to health care.**

1.8.1 Demonstrate an understanding of medical factors that impact access to health care.

1.8.2 Demonstrate an understanding of economic factors that impact access to health care.

1.8.3 Demonstrate an understanding of psychosocial factors that impact access to health care.

1.8.4 Demonstrate an understanding of cultural factors that impact access to health care.

**2.6 Understand the epidemiology of common conditions and disorders.**

2.6.1 List the epidemiologic factors that place a person or population at risk for a common condition or disorder.

**2.7 Demonstrate knowledge of systems of healthcare delivery.**

2.7.1 List various systems of healthcare delivery.

**3.9 Demonstrate effective and appropriate communication of medical information, both in writing and verbally.**

3.9.4 Demonstrate an understanding of the HIPAA rules on patient privacy.

**3.10 Demonstrate the ability and commitment to continuously improve medical knowledge and skills.**

3.10.1 Demonstrate the ability to self-assess current knowledge and skills.

March 31, 2011  
*Syllabus subject to change.*