

**University of Maryland Baltimore
Graduate School
Syllabus**

**CIPP 970: Interprofessional Service: Social Justice and Our Community
Fall 2017**

COURSE NUMBER: CIPP 970

COURSE TITLE: Interprofessional Service: Social Justice and Our Community

COURSE MASTER: **Lori Edwards, DrPH, MPH, RN, APHN-BC**
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TIME: TBA

LOCATION: UMB Community Engagement Center (CEC)
870 W. Baltimore Street

CREDITS: One Credit, tuition free

PRE-REQUISITES: Successful completion of background check, if required by service site

COURSE DESCRIPTION:

This course links the experiential with the theoretical by providing hands-on professional experience in the University of Maryland, Baltimore's surrounding community. Providing true service-learning is the ultimate goal of this course in which students will learn by providing for the expressed needs of the community. Students will learn how community health programs (broadly defined) are developed, organized, implemented and evaluated, how interprofessional teams successfully function, how to interact with individuals and groups living in our community, as well as how to synthesize their observations with peers, supervisors, teachers, and leaders. Students will work with organizations with which the University has formed partnerships to meet the course learning objectives.

Students will be required to reflect on the service-learning experience in formal written reflection. Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote

student learning and development. Reflection is a key element of service-learning. It is one of the elements that differentiates service-learning from community service. Equally important in differentiating service-learning from community service is reciprocity between the person providing the service and the person receiving the service. Through the reciprocity associated with service-learning, students gain a better sense of belonging to that community while community members are empowered to address and advocate for their own needs.

Students from all University programs are encouraged to enroll in this course as it is an interprofessional course.

COURSE OBJECTIVES:

At the completion of this course, students will be able to:

1. Describe the connection between course content community service and experiences.
2. Describe the definition of social justice.
3. Analyze root causes of social injustice in the community in which they are engaging and conducting their service project.
4. Differentiate service from social change and community engagement throughout their service learning experience.
5. Discuss characteristics and value of an interdisciplinary educational (IPE) approach to service learning and community engagement.

COURSE REQUIREMENTS:

1. Completion of 40 hours of service-learning in a community based organization.
2. Completion of readings, on-line modules and resources related to service-learning and the communities being served.
3. Active participation and attendance in 3 sessions that will include orientation, training, didactic sessions, and final reflection activities.
4. Successful completion of written reflection activities.
5. Completion of weekly logs inclusive of hours, location and brief summary of activities.
6. Collaboration with interprofessional teams.

COURSE INFORMATION:

Students will be matched with a community partner or community based organization (CBO). In collaboration with this site, students will complete a total of 40 hours of service-learning. A minimum of 5 hours of classroom training, and a series of assignments will coincide with this service-learning hours. (Grading Criteria below). Classroom didactic content will include principles of service learning,

community engagement, strategies for working in a reciprocal relationship with community partners, and in depth orientation to Baltimore communities, including social justice and population health factors.

Community partners will be selected from among community based organizations with which UMB Faculty have established community partnerships and relationships. Examples of partner community based organizations may include: UMB Community Engagement Center, Jacques Initiative, Southwest Partnership, International Refugee Committee, and Hollins House (mixed population housing). Placement sites will be determined at the time of the course.

Students will work in small inter-professional groups of 3-5 students for their community service. They will meet with the Community-Based Organization (CBO) partner during the first week of the semester to learn more about the CBO, the population they serve and to discuss the projects that may be undertaken to meet the goals of the organization and community that they represent. The student team and CBO will jointly decide on an approach to the project that will utilize the student's expertise and meet community goals. The students and CBO will establish a deliverable/"take home" product and make plans for meeting the course requirements.

REQUIRED READINGS

Additional required readings are posted in Blackboard

Dharamsi, S.; Espinoza, N., Cramer, C., Amin, M, Bainbridge, L., & Poole, G. (2010). Nurturing social responsibility through community service-learning: Lesson learned from a pilot project. *Medical Teacher*. 32: 905-911.

Lee, Michael. (2016). Just because you do 'good' work doesn't mean you are good. Blog. Accessed January 10, 2016.
<http://www.michelleewrites.com/blog/just-because-you-do-good-work-doesnt-mean-you-are-good>

Wen, L. and Rawlings-Blake, S. (2016). Baltimore City Health Department, White Paper, State of Health in Baltimore: Summary of key issues, services, and policies. (Winter 2016). Issue 8: Population Health and Health in All Policies.

CLASS MEETINGS and SCHEDULE:

Students will meet with faculty instructors during the course of the semester, at least 3 times, and more as needed. The first meeting will occur in the first weeks of the semester and will be an orientation to the course, principles of service-learning and an orientation to the community and the partners. Meetings will generally occur at the Community Engagement Center. The second meeting will serve as a mid-semester all students group check in and interprofessional peer mentoring. The final meeting will include all students presenting their "take home" product and include group discussions about the experiences throughout the semester.

GRADING CRITERIA:

1. Course preparation, attendance, and engagement (10%)
2. Weekly logs and mid semester reflections (10%)
3. Final course reflection paper (30%)
4. CBO mentor evaluation of student's performance (20%)
5. Group project report or presentation (30%)

GRADING INFORMATION:

This is a one-semester pass/fail course where students will have until the end of the Fall semester to complete the 45 hours of training, community service and reflection.

Each project may require separate time commitments and responsibilities. Students will be evaluated on the completion of their service-learning project requirements including:

1. Professionalism: The student maintains the expected level of professionalism during the course.
2. Service-subject matter relation: Service activities allow students to apply what they have learned during their professional program.
3. Class contemplates learning through service: The students must document service activities on a weekly basis as well as record reflections on your experience in the community, submit a mid-semester sample weekly reflection, and submit a final reflections paper. Mid-semester and end of semester submissions.
4. Service recipients evaluate service: Sponsoring agencies will be asked to evaluate the service activities.
5. Interdisciplinary learning: Students may learn from each other through different skills or attributes in providing information or in "people" skills or professional practice. In addition, the group reflection sessions will permit the students to learn from each other in different activities in which they have participated.

REFLECTION:

Reflection is one of the most critical pieces of service-learning. It is the structured time in which students move from participation into deeper understanding. We want you to think about your experience not only in the context of what was actually done, but also how it relates to your life in a bigger sense and the decisions you will make in the future. All reflection activities should come back to the central question of how the service is connected to the learning, and how it is connected to each student's personal development.

*Examples of student reflection activities:**

- Keep an ongoing journal with specific reflection questions throughout the project
- Compose a letter to one of the service recipients, or to a politician
- Write a poem that reflects your experience for that week
- Explain what scientific knowledge would help you with the project, and why; see if you can get that information
- Compile statistics on your project and compare them to other data available for similar circumstances
- Create a skit based on your project and perform it for the class/school/parents

*Note: These guidelines have been adapted from Loyola University, New Orleans

COURSE SCHEDULE

Assignments	
Active participation, meetings, readings	10%
<ul style="list-style-type: none"> • Orientation (Starts week of 9/11/17) • Mid-Semester check in (TBA) • End of semester meeting (Week of 12/2/17) 	
Weekly logs with activities and reflection (submit 10/13 and 12/8)	10%
Final Reflection Paper (12/8/17)	30%
CBO mentor evaluation (12/8/17)	20%
Group Project Report or Presentation (Week of 12/2/17)	30%

ADDITIONAL RESOURCES:

Subscribe to the "Spirit of 1848" listserv

The Spirit of 1848 is a network of people concerned about social inequalities in health. Their purpose is to spur new connections among people involved in different areas of public health who are working on diverse public health issues (whether as researchers, practitioners, teachers, activists, or all of the above), and live scattered across diverse regions of the United States and other countries. Their common focus is that health professionals are all working, in one way or another, to understand and change how social divisions based on social class, race/ethnicity, gender, sexual identity and age affect the public's health. To subscribe send an e-mail to the following address with the word "subscribe" or "unsubscribe": spiritof1848-subscribe@yahoogroups.com

Social Determinants of Health (SDH)

These are concepts that will be presented and discussed throughout the semester. Here below are the websites for the WHO/PAHO which will provide additional information:

http://www.who.int/social_determinants/en/

http://www.who.int/social_determinants/thecommission/countrywork/advocacy/paho/en/index.html

COURSE POLICIES:

HIPAA Statement:

HIPPA regulations establish uniform rules for protecting health information and privacy of our patients. You may not see or use protected health information unless it is required for your clinical assignment. Protected health information is any information that identifies an individual, could be used to identify an individual, describes the health care condition or payment of an individual and/or describes the demographics of an individual.

While working in the community settings, it is important to be attentive to privacy and confidentiality. This information will be discussed during orientation.

GENERAL POLICIES:

Academic Integrity and Conduct: Students are referred to the University of Maryland School of Nursing Student Handbook for all polices regarding academic integrity and conduct. These include the University of Maryland System Policy on Faculty, Students, and Institutional Rights and Responsibilities for Academic Integrity, the School of Nursing Statement of Student Rights and Responsibilities, and the University of Maryland Policies and Procedures for Academic Misconduct. All courses in the School of Nursing follow the policies described in the *School of Nursing Handbook*, accessible on the Web at <http://www.nursing.umaryland.edu/student-life/handbook/>

All UMB policies may be accessed through the Student Policy Website at

<http://www.umaryland.edu/university-life/student-policies/>

Disability disclosure and reasonable accommodation policies can be accessed through the website at <https://www.nursing.umaryland.edu/student-life/current-students/disability/>

Excused Absence for Religious Observation policy details can be accessed through the website at <https://www.nursing.umaryland.edu/student-life/handbook/>

An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, an academic accommodation. To request an excused absence for a religious observance the student should:

1. Notify the instructor during the first week of the semester.
2. Provide appropriate documentation, if required. The documentation must be provided in writing to the instructor by the means specified in the syllabus (e.g., email or blackboard)

Weather Related Cancellations: The policy in the University of Maryland School of Nursing Handbook regarding weather related cancellations will be followed. Students are strongly encouraged to sign up for UMB Text Alert system at <https://www.umaryland.edu/alerts/access-umb-alerts>.