

**The University of North Carolina at Chapel Hill School of Public Health
Public Health Leadership Program**

PUBH 805

Course Syllabus

Public Health in the Global Context: Service Learning with Vulnerable U.S. Populations

Spring 2017

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Along with a team of faculty in the UNC School of Nursing, UNC School of Social Work and the UNC
Division of Physical Therapy

NOTE: Faculty reserve the right to amend the contents of this syllabus. Students will be advised of any changes in a timely manner. This syllabus may not be reproduced without the permission of the Course Coordinator and the Program Director.

Course Title: Public Health in the Global Context: Service Learning with Vulnerable U.S. Populations

Short Title: Public Health Service Learning

Semester: Spring

Credit Hours: Elective; one (1) credit. May be taken more than once during the student's academic program.

Clock Hours: Approximately 45 hours of interdisciplinary teamwork in poor and rural communities, with additional independent work required before and/or after the trip.

Pre-requisites: Enrollment in a graduate SPH program and a strong desire for an advanced service learning experience with faculty and community partners. Undergraduate BSPH students may enroll after consultation and permission of course instructors.

Schedule of Service Learning Trip: March 12-16 2017, Tyrrell County, NC

Schedule of Required On Campus Classes: All On-Campus Classes are held from 6:00 pm-8:00 pm in Carrington Hall (Room TBD). Other dates/times may be arranged for orientation, planning, and post-trip debriefing and evaluation. Required On-Campus Classes are scheduled for:

- January 23, 2017
- February 6, 2017
- February 20, 2017
- March 27, 2017

Course Faculty: Amy Belflower Thomas, MHA, MSPH, Rachel Wilfert, MD, MPH

SHORT COURSE DESCRIPTION. This service-learning course focuses on preparing public health students for working in and with vulnerable populations in an interprofessional, practice-based setting.

COURSE DESCRIPTION. Public Health students will join students and faculty from the School of Nursing, the School of Social Work, and the Division of Physical Therapy in the Department of Allied Health Sciences in the School of Medicine on an interdisciplinary service trip to Tyrrell County in North Carolina. The purpose of the trip is to explore the social determinants of health while providing service activities in partnership with community partners. We will assist with planning, implementation, and evaluation of health promotion activities, and may assist with environmental health/social service agencies. Students will be expected to actively participate as professional team members in service activities and to share their experiences by writing a reflective essay and/or creating a "product" in some other format as negotiated with faculty.

COURSE OBJECTIVES. Students will develop individual contracts with faculty to meet objectives selected from those below, with consideration of their year in the program, areas of interest, professional goals, learning needs, and previous experiences:

1. Identify alternative strategies and activities needed for collaboration across different organizations to achieve health promotion objectives.
2. Build community partnerships by conducting service activities as defined by community partners.

3. Analyze the social determinants of health affecting vulnerable populations in Tyrrell County, NC.
4. Use basic concepts and skills in culturally appropriate engagement with diverse communities.
5. Engage in dialogue and learning with students and faculty from other disciplines to advance health and wellness in the community.
6. Apply specific knowledge and skills in public health, for example in engagement in health promotion activities and/or analysis of health systems.
7. Write reflectively and participate in dialogue about the experience and the impact it will have on practice.

GRADING SCALE. A total of 100 points is possible for this course, based on the sum of each weighted assignment, noted below. Final grades will be based on the following scale:

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| H | 94 – 100 |
| P | 80 – 93 |
| L | 70 – 79 |
| F | Below 70 |

EMAIL ADDRESSES. The University requires that students use their UNC email addresses as their “official email address” registered with the University. No other email address will be used to communicate with students. Students must regularly check their official UNC email address to ensure receipt of all course, professional school and University communications.

REQUIRED TEXTS. No text will be used in this course. Readings will be assigned from serial publications, books, web postings, and other sources. Readings will be made available on the Sakai course site. Course faculty and students will identify guided readings that are relevant to student’s areas of foci.

TEACHING METHODS. Directed study, discussion, problem-based learning, brief lectures

LEARNING EXPERIENCES. Service learning, student presentations

EXPECTATIONS OF STUDENTS. Students will be held to the following:

1. Students will read and authorize by their signature the UNC’s Release and Hold Harmless Agreement and Consent for Medical Treatment.
2. Students will be responsible for associated travel costs, meals, and accommodations during the week long service learning trip as discussed in orientation.
3. Students will be expected to take personal responsibility for their own work, personal conduct, and personal safety.
4. Students will be expected to participate in the service activities fully engaged, with punctuality and professionalism.

EXPECTATIONS OF FACULTY. Course faculty will be available in person and by email. Course faculty will respond to emails within 24-48 hours unless it is a weekend or holiday. We will respond to emails sent on weekends and holidays at the start of the next work week.

STUDENT EVALUATION OF COURSE AND FACULTY. Students may participate in the University’s online course evaluation system, enabled at the end of each semester by Digital Measures. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment

COMMUNICATION. At the graduate level, the expectation is that you will seek feedback and consultation to facilitate your progress through the course. We are available via email and by appointment to assist you with course progress. The following guidelines should facilitate our communications:

- We will use the “*Announcements*” feature in Sakai for “broadcasting” messages intended for everyone. Please check for new announcements on a regular basis and whenever you log in to Sakai.
- We will use e-mail communications to carry out some trip planning. Please also check your e-mail frequently. REMINDER: All email communications must use your UNC email address.
- **This is important:** On all email correspondence, **please use the subject line** to indicate the topic (i.e. PUBH 805) of your messages to faculty. Because of the threat of email viruses and the great volume of SPAM received, faculty may not open email messages that do not appear relevant. Also, many unlabeled emails end up in the spam trap. Please use the "subject line" to ensure a response from faculty.
- Telephone communication is also available but responses may be slower than email.
- In case of an emergency, please use the most appropriate and convenient method of communication to alert faculty as soon as possible.

HONOR CODE. The Honor Code and the Campus Code (<http://honor.unc.edu>), embodying the ideals of academic honesty, integrity, and responsible citizenship, have for over 100 years governed the performance of all academic work and student conduct at the University. Acceptance by a student of enrollment in the University presupposes a commitment to the principles embodied in these codes and a respect for this most significant University tradition. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (telephone: 919-966-4084) or the Office of the Dean of Students (telephone: 919-966-4042). For additional information about the honor code, please also refer to the University website. The Information for Students and Plagiarism sections are especially helpful.

Any student who submits the identical or nearly identical assignment (paper, project or other assignment) to 2 or more courses will be considered as having violated the Honor Code. It is crucial to remember that you must also give credit for ideas that are not your own, whether or not those ideas have been written down somewhere. If your classmate comes up with a brilliant example and you use it in your paper, then you must cite him or her accordingly.

Each student should know the Honor Code and take it seriously.

DISABILITY SERVICES. If you have a disability that requires an accommodation in this class, you need to communicate those needs to the Department of Disability Services (<http://disabilityservices.unc.edu>) (962-8300) or Learning Disability Services (962-7227) (<http://www.unc.edu/depts/lds>).

ACADEMIC POLICIES. The Academic Policies are designed to be minimal standards for the rights and responsibilities of students and faculty. Students are encouraged to review the University and applicable professional school policies on a continuing basis throughout their program of study.

ACADEMIC DIFFICULTIES. Each student is expected and encouraged to please contact faculty if you are having academic difficulties related to this course.

CITATION STYLE and WRITTEN ASSIGNMENTS. For written assignments, please select a citation style (e.g., APA, AMA, etc.) and apply it consistently for formatting the final assignment and any citations used for this course. The UNC Health Sciences Library has resources and tutorials on managing citations.

RELIGIOUS OBSERVANCES. The University recognizes and respects that many religions have days of the year and celebrations they honor. In order to assure reasonable accommodations and appropriate alternative assignments, when a student in a non-clinical course needs to miss classes, exams, and/or written assignments due to the observance of a religious holiday, he/she must notify the course coordinator in writing about the conflict at least three weeks before the beginning of the religious observance.

CLINICAL REGULATIONS AND COMPLIANCE POLICIES. Students must maintain full compliance with all health, safety, and legal requirements throughout their tenure with their individual professional school as detailed in student compliance policies. Student compliance is expected regardless of the type of course(s) taken in a particular academic term. *Failure to attain or maintain compliance with a School's policy may result in the student being disenrolled.*

COURSE SCHEDULE AND REQUIREMENTS. Each student is expected to:

1. Attend pre-trip orientation sessions (**January 23, February 6, and February 20**) and other face-to-face meetings as determined by the group.
2. Develop a learning contract with objectives and planned learning activities, and submit it to course faculty for approval no later than **Friday, February 24, 2017.**
3. Participate fully in course activities on the Sakai site before and after the trip.
4. Participate fully in service-learning activities with community partners during the trip (**March 12 – 16, 2017**).
5. Record the number of hours spent on various activities before, during, and after the trip, and document these hours on the final learning contract.
6. Participate in debriefing activities during the trip and at the on-campus session on **March 27, 2017.**
7. Submit a final, signed learning contract, including actual time spent on each learning activity and completion of the "Final Status" component of the learning contract. The final learning contract should be submitted no later than **Friday, April 14, 2017.**
8. Complete one of the following activities/projects:
 - Write a reflective essay with visuals that may be used to promote the trip to future students.
 - Create a presentation to give at orientation for the first-year students in the fall.
 - Write a short 5-6 page reflective paper that summarizes the ways in which this experience has challenged the student's view of health (giving examples of the social determinants of health) and how the student will apply what she/he learned and experienced from the trip to her/his practice discipline.

REQUIRED LEARNING ACTIVITIES/ASSIGNMENTS.

Assignments: To be determined based on learning contract. A grading rubric will be created as part of the contract.

The final grade will be determined as follows:

1. Participation in orientation and trip preparation (20%)
2. Participation during the trip (50%)
3. Completion of learning contract activities/assignments (30%)