

Fourth Year Extended Elective- Service and Advocacy Elective Syllabus

Course Number: 06-04-01 Service and Advocacy Extended Elective

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Course Overview:

- The goal of this extended elective is to provide students with an opportunity to build their skills engaging with and advocating for a healthier community through service.
- Through this experience, students will identify a community partner and mentor of interest, set a service goal with that community partner, and create a Service and Advocacy portfolio outcome that allows students to document, reflect upon and share scholarship of this elective.

Student Learning Outcomes:

1. Identify and establish an effective community partnership.
2. Explain how community-engagement strategies may be used to improve the health of communities and to contribute to health equity.
3. Identify community assets and resources to improve the health of individuals and populations.
4. Discuss the pros and cons of non-profits / free clinics serving vulnerable populations.
5. Participate in health improvement strategies through Service-Learning and health advocacy.
6. Explore reflection in the development of the physician identity through service and advocacy.
7. Examine the skills and role of the physician in advocating for improved health outcomes for a community.

How does this Course build upon your experience so far?

- As you enter fourth year, each of you have had different opportunities to engage with the community through the curriculum (e.g. Physician and Society), extra-curricular experiences at UCCOM (e.g. MEDVOUC, UHP), on your clinical rotations and on your own.
- This elective now offers you a chance to spend time longitudinally with one community partner, volunteer and provide service and focus on one issue, delving more deeply in service and advocacy. Each of you will have a slightly different outcome based on your interest, but the process and the shared group experience will hopefully provide you a stronger foundation for service, advocacy, reflection and community engagement as a physician.

Course Structure:

1. Students will register for the course in their third year during Elective enrollment.
2. Students can either apply with a community partner and/or theme area they want to explore through service in their 4th year.
3. If student's do not have a community partner or theme in mind, the course director will work with the students to identify one after they have signed-up.
4. With the community partner, students will identify a Service and Advocacy project to explore and implement.
5. Students have two service type options for this elective:
 - a. (1) Advocacy project option:
 - i. Identifying an issue to advocate for with their community partner at the local, state or national level through service – e.g. letters to the editor campaign, meetings with legislators, community councils, or community partner's non-profit board; develop health policy briefs or community action campaigns.
 - b. (2) Health project option:
 - i. Identifying a health issue to research, champion and/or implement with a community partner through service – e.g., learning more about a health issue in the community, providing health education to a population, conducting a QI project, exploring case studies/stories of a community, etc.
6. As part of the elective, students will complete an initial UCCOM Service Proposal that describes their partner and initial learning goals. This will identify the student and community partner's project goals. Student's will also identify a project mentor.

7. The UCCOM Service Proposal is adapted from the application UCCOM Service organizations complete for UCCOM's Service-Learning Advisory Council.
8. The completed the UCCOM Service and Advocacy Application form will be reviewed by the Service-Learning Advisory Council for feedback. The Course Director will approve the Service and Advocacy project plans.
9. Student's will be provided with online learning modules /articles via LEO. Optional in-person / Zoom educational sessions may also be scheduled in the evening throughout the year.
10. Students will document their work in a Service and Advocacy Portfolio website. This will include their goals, methods, resources, results, and critical reflections. Narrative and photo reflection methods will be used to capture the student's learning. The portfolio will also be used to document their time spent with the community, educational modules and project implementation

Service and Advocacy Timeline

Fourth Year Extended Elective Service and Advocacy Elective

PATH 2: Longitudinal Service
And Project Implementation
(160 HOURS)

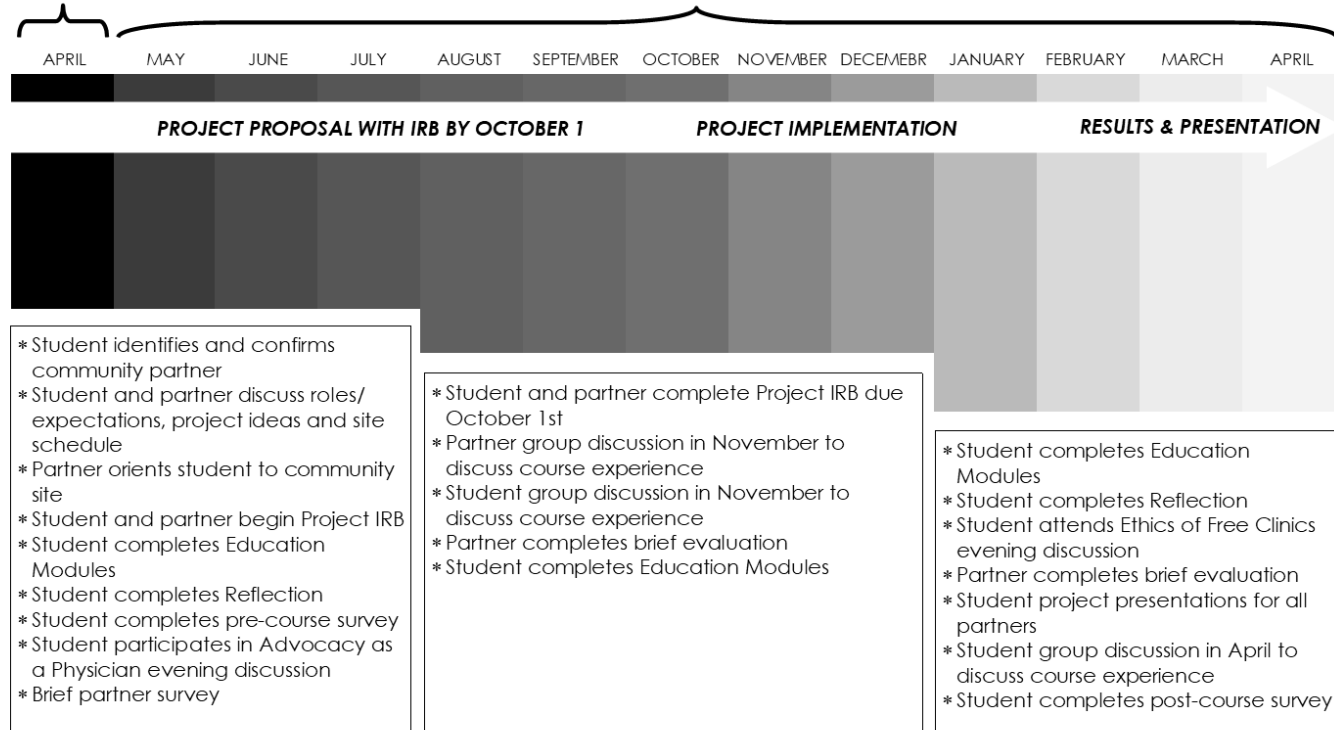
SUGGESTED
* 8 hours of service/month
* 3.5 hours of readings, modules, group
education sessions, reflection/month
* 4.5 hours of project work/month

PATH 1: Two Week
Immersion With
Community Partner
(80 HOURS)

SUGGESTED
* 24 hours of service/week
* 8 hours of readings, modules,
group education sessions,
reflection/week
* 8 hours of project work/week

PATH 1: Longitudinal
Service And Project
Implementation
(80 HOURS)

SUGGESTED
* 4 hours of service/month
* 2 hours of readings, modules, group
education sessions, reflection/month
* 3 hours of project work/month



Learning Activities/Instructional Methods:

- Discussion small group
- Reflection
- Self-Directed learning
- Service-Learning

Required and Optional Readings:

- Readings will be hosted on the Course website: <https://serviceandadvocacy.com/>

Course Resources:

- Resources for the course will be posted to the [Course website](#) and linked to LEO for LCME documentation. OneDrive will be used for a repository of student projects / data for security purposes and will be accessed through the Course website. The [Course website](#) will be a central, primary destination for all course materials and will link to OneDrive and LEO as needed.
- The [Course website](#) will host a discussion board for Critical Reflections (see Course Grading below) and Project progress steps. Students will post on the discussion board and also receive peer and community partner feedback on Critical reflections and Project steps using these discussion boards.

Course Grading:

- Students will be assessed in the following domains:

Critical reflections		
	AUGUST	P/F
	FEBRUARY	P/F
Student Group Discussion on course, community partnerships and projects		
	NOVEMBER	P/F
	MARCH	P/F
Self-evaluation of their communication, partnership and SKA		
	MAY	P/F
	BY APRIL TBD	P/F
Rubric for Advocacy and Service Portfolio		
	- See Rubric for project components	P/F
Participation in educational sessions		P/F

Final Course Grade	Percentage
Pass	Completion of all components of the course, meeting quality, effort and when applicable, applied rubrics
Fail	Failure to complete all components of the course, meeting quality, effort and when applicable, applied rubrics

Description of Assessments

Critical Reflections:

- Three times during the course there will be reflection prompts for students to take time to reflect on their time with the community, community partner and their Service and Advocacy Project. They will also have time to comment / respond to each other's reflections. Community partners will be invited to also respond.
- P/F – passing is thoughtful completion of the reflection by the time range given

Community partner evaluation of communication and professionalism:

- Complete communication and evaluations regarding communication and professionalism of the student at the end of the fall and spring semesters. Community partners will receive a survey of the students to assess the student's communication and professionalism when working with the community and agency.
 - o Course Kick-off Introductory Meeting with Course Director and Coordinator
 - o End of Month One check-in email (June)
 - o Mid-course (November, group) and end of course (March, one-on-one) live discussion/interviews (one hour each, 2 total)
 - o Attendance of student project presentations in April
- P/F – passing is thoughtful completion of the reflection by the time range given
 - o Passing equals averaging a "SATISFACTORY =3" or higher on the evaluation by the community partner
 - o Evaluation Scale
 - 5= Excellent (the best or one of the best in category)
 - 4= Good (above average but not excellent)
 - 3= Satisfactory (average when compared to others)
 - 2= Poor (lacking in some important aspects/less than satisfactory)
 - 1= Unsatisfactory (lack of ability, failure to use it)

- N/ A= Not applicable or no opportunity to observe

Self-evaluation of their communication, partnership and SKA

- Students will complete a self-evaluation twice a rotation – at the end of the fall semester and at the end of the project.
- P/F – passing is thoughtful completion of the evaluation by the time range given

Fourth Year Extended Elective Service and Advocacy Elective Checklist

Pre-Course Activities

- ☐ Register for the course in their third year during Elective enrollment
- ☐ Review course syllabus and rubric for project
- ☐ Determine areas of interest for service or advocacy project
- ☐ Consider and determine course path (80 intensive + 80 extended or 160 extended hours)
- ☐ Identify a community partner or work with course director to find a community partner
- ☐ Identify and establish contact with a community partner mentor and site supervisor
- ☐ Schedule regular monthly meeting time with community partner supervisor/contact and course coordinator

Complete Monthly Log of Hours

- ☐ April
- ☐ May
- ☐ June
- ☐ July
- ☐ August
- ☐ September
- ☐ October
- ☐ November
- ☐ December
- ☐ January
- ☐ February
- ☐ March
- ☐ April

Course Activities

Complete Critical Reflections:

- ☐ End of Fall semester
- ☐ Spring mid-semester

Complete Self-evaluation of Communication, Partnership, and SKA

- ☐ Course start
- ☐ Course exit

Participate in Education Sessions

- ☐ Advocacy as a physician
- ☐ Establishing and assessing effective community partnerships
- ☐ 501c3's: What they are and how they are governed?
- ☐ The ethics of free clinics / free care
- ☐ Community engaged scholarship
- ☐ Narrative medicine

PROJECT

Goals/objectives:

- ☐ Discuss and confirm project with community partner
- ☐ Decide if your project is (1) Advocacy project or (2) Health promotion option
 - Advocacy: Identifying an issue to advocate for with their community partner at the local, state or national level through service – e.g. letters to the editor campaign, meetings with legislators, community councils, or community partner's non-profit board; develop health policy briefs or community action campaigns.
 - Health project option: Identifying a health issue to research, champion and/or implement with a community partner through service – e.g., learning more about a health issue in the community, providing health education to a population, conducting a QI project, exploring case studies/stories of a community, etc.
- ☐ Develop SMART (Specific, Measurable, Attainable, Relevant/Realistic, Time-bound) goal(s) and objectives of project including desired outcome at conclusion of the course
- ☐ Complete Service-Learning Advisory Council (SLAC) Project Application and submit to course director and coordinator; peer review completed by SLAC Committee with feedback

Background for project:

- ☐ Perform a literature review and create a summary of findings of similar projects to determine best practices for your project

- ☐ Discuss what has been done in the past regarding your topic area and project with the community partner
- ☐ With your community partner, determine which stakeholders should be contacted and perform key informant interviews; develop a database of key informants and contacts

Methods:

- ☐ Determine which/if any survey instruments, research, reflection, advocacy and/health promotion tools will be needed for your project
- ☐ Determine on what level your project will occur and create a strategic plan for data collection (e.g. patient, practice, community level). Discuss how any data collection can occur with your community partner
- ☐ Develop a database for data from any surveys, interviews, other data collection
- ☐ Work with the course to submit a UC IRB for your project
- ☐ Confirm if any further IRB needs to be submitted with your community partner

Results:

- ☐ Review data/outcomes collected as part of project or service with your community partner and course coordinator.
- ☐ Analyze data/outcomes (assistance available from course coordinator)
- ☐ Create a summary of project results, including interpretation (assistance available from course coordinator)

Dissemination:

- ☐ Based on your identified SMART outcome, create a presentation and/or document to present to your community partner and site team
- ☐ Consider regional, state and national conferences for presentation of project (review opportunities with course director and course coordinator); use project summary to write an abstract

Participation in educational sessions

- P/F - Participation in asynchronous online educational modules, readings, videos
- These will be posted on LEO, but you will have a link on your [Course website](#)
- These can be completed at anytime during the course, but all will need to be completed by the end of the course.
- The sessions will be posted as we go through the course.
- There may be an opportunity for some live, group sessions – these will be optional.

Late/Missed Assignments

- Course director will post beginning assignments, all associated materials, and assignment due dates in LEO by the start of the course. Students will be notified when the follow-up assignments and educational sessions are posted.

- Course assignments that are submitted late and are unexcused will receive a grade of zero.
- In the event of a missed assignment resulting from an MSSF documented issue, faculty and staff will work with students to develop a plan for make-up work in cases where the absence was excused.
- Students will post assignments to the Course Website or One-Drive. It is the student's responsibility to confirm submission of assignments uploaded to the site. In the event of IT issues affecting uploading of documents, please contact the course director or coordinator.

Policy For Determining The Final Course Grade And Policy For Remediation Of Missed Mandatory Course Activities

The minimum requirement for a grade of pass consists of the following:

1. You must be awarded a "P" (pass) on any required pass/fail component.

An excused absence from a mandatory course activity does not eradicate the requirement to complete this activity before a final course grade can be assigned. The nature and scheduling of any remediation for missed mandatory course activity is at the discretion of the course director.

Remediation Plan:

- Students that fail will need to meet with the Course Director to review the components they failed. Students will need to re-submit any failed items for remediation grading by two-week's prior to graduation.