

**PHR 370S – Fall 2013  
INTERPROFESSIONAL COMMUNITY SERVICE LEARNING**

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**CREDIT HOURS:** 3 credit hours

**PREREQUISITE:** successful completion of P2 year; P3 in the San Antonio region

**REQUIRED TEXT:** There is no required text for this elective. Required reading materials and videos are posted on the UTHSCSA Blackboard.

**COURSE DESCRIPTION AND OVERALL GOALS**

This is an innovative interprofessional community service learning (CSL) course for medical, dental, and pharmacy students. The CSL component may involve students from other professions including public health, physician assistant studies, social work, and other health and social care professions. The goal of this course is to promote social accountability among health professional students through the integration of meaningful service learning with the core competencies of interprofessional education. This course enables students from various health science professions to learn with, from, and about

each other and each other's roles on a health care team as they examine social determinants of health and social justice issues while applying these principles in a structured service learning practicum. Pharmacy students will receive credit upon meeting all requirements of the course.

Course components include: 1) online modules; 2) in-person, team-based class sessions; 3) service learning project; 4) guided reflections; and 5) presentation of findings. Preparation needed for students to perform meaningful service learning is delivered via online learning modules. The in-person class meetings allow students to apply this knowledge while working together in small interprofessional teams; they will also have an opportunity to reflect on their growth as future health professionals and leaders. Course preparation leads to a student-led service learning project that addresses the social and health needs of a community partner and is conducted with the partner agency in a culturally sensitive manner. The course culminates with students presenting their findings in a poster presentation.

### **LEARNING OBJECTIVES**

1. Identify the principles of service learning
2. Demonstrate the four core competencies of interprofessional education: values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, and teams/teamwork
3. Describe the impact of social determinants of health on health disparities of a specific community
4. Demonstrate the use of culturally competent professional behaviors and their role in community service learning activities
5. Learn about, with, and from each other by actively participating with students from a variety of health professions through monthly team-based learning and through a shared community service learning experience
6. Develop ethical approaches to interprofessional patient/population centered care situations
7. Critically reflect on own personal role as a future health care provider and leader in team-based setting
8. Gain experience in preparing an abstract and poster for conference presentation
9. Develop skills essential to effective team processes
10. Develop leadership skills among peers and in the community

### **ATTENDANCE (In-Class)**

Attendance at the interprofessional 1-hour discussion sessions (see "required activities") is mandatory. There will also be mandatory weekly class times with the pharmacy course coordinator over the two semesters.

- No unexcused absences are permitted. There will be a lowering of one letter grade in the course for each unexcused absence.
- Excused absences are only accepted in the case of an emergency or illness. The course coordinator must be contacted in advance where circumstance permits. Submission of documentation (e.g., doctor's note) will be required.

- Absences for all other reasons, including College functions approved by the Dean, must be approved by the course coordinator in advance. If you are attending a professional state or national meeting that will prevent you from attending class, you must contact the course coordinator as soon as you plan to attend the meeting (but no later than **2 weeks** before the meeting) to make arrangements for making up the missed session.

Meetings outside of class will be scheduled according to your CSL project planning needs. Every effort should be made to attend and actively contribute to the planning of your group projects. Conducting your CSL project at a designated location (e.g., community-based organization, health fair) will also be expected.

**EXAMINATION:** There will be no tests/exams in this elective. See “required activities” for course requirements.

## REQUIRED ACTIVITIES

1. **Online learning modules:** The student will review seven (7) online learning modules with information relevant to community service learning. Students must review the information in the module in advance of the class day during which that topic is covered. Modules consist of a presentation and a reading and are available on CourseSites.com.

Module One: Fundamentals of Interprofessional Education

Module Two: Logic Model for Project Planning

Module Three: Community Needs Assessment

Module Four: History and Ethics of Community Service Learning

Module Five: Social Determinants of Health

Module Six: Health Disparities and Cultural Competency

Module Seven: Health Literacy

2. **Monthly Class Session:** Students will attend eight (8) one-hour noon sessions.
  - a. Students will work together in pre-assigned small interprofessional teams on activities that further the understanding of the learning module topics.
  - b. Students must come to class prepared to answer interactive audience response questions and utilize the information learned in the topic’s online module.
  - c. Each class session will include guided reflection related to leadership and students’ work on CSL projects.
  - d. Attendance at these sessions is MANDATORY.
3. **Peer Presentations:** Each student or student group (students who are working together on a CSL project) will sign up for 1 of 3 peer presentation class days (choose from December, January, and February).
  - a. For their assigned peer presentation, the student (or student group) will take on a teaching role that day and must prepare, for group discussion, 2 audience response question(s) based on the learning module content (i.e., social determinants of health).
  - b. The student (or student group) will submit the 2 questions to Melanie Stone the Thursday before the scheduled class day.

- c. The student (or student group) will be responsible for discussing that day’s topic (i.e., social determinants of health) as it relates to their CSL project.

Table 1. Scheduled Interprofessional Class Sessions

Date	Time	Topic	Location (Long Campus)
September 9, 2013	Noon – 1 PM	Course Orientation/Introduction to Community Service Learning	AAB 114
September 23, 2013	Noon – 1 PM	Fundamentals of Interprofessional Education	AAB 114
October 14, 2013	Noon – 1 PM	Creating a Logic Model Needs Assessment Activity	AAB 114
October 28, 2013	Noon – 1 PM	Conducting a Needs Assessment Activity	AAB 114
November 11, 2013	Noon – 1 PM	Ethics of CSL	AAB 114
December 2, 2013	Noon – 1 PM	Peer Presentations/ Focus on Social Determinants of Health	AAB 114
January 2014 (date TBD)	Noon – 1 PM	Peer Presentations/ Focus on Health Disparities & Cultural Competency	TBD
February 2014 (date TBD)	Noon – 1 PM	Peer Presentations/ Focus on Health Literacy	TBD
March 2014	--	Professional Development Session: Conference Presentation (on own)	--
April 2014	--	Annual CSL Conference	--

4. **Community Service Learning Project:** Structured service learning practicum in partnership with a community organization and under the guidance of a mentor.
  - a. Pharmacy students will be working with a pre-determined community partner. Dr. Young is the faculty mentor.
  - b. Student will submit a signed CSL Project Plan before beginning the practicum.
  - c. Student may apply for a CSL grant in September to help defray costs of project.
  - d. Student will attend at least one training specific to their project (e.g., San Antonio AIDS Foundations’ HIV testing and counseling training, Big Decisions sex education training, etc.). To fulfill this requirement, students may attend any of the “Build Your CSL Toolkit” workshops or attend another training that has been approved by the Course Coordinator.
  - e. The CSL practicum will be a minimum of 50 hours; this includes preparation and training, meetings with mentor and community partner, and reflection.
  - f. Student and mentor will engage in regular reflection, and student will submit a short reflection essay at the end of the project.
  - g. Student will submit project data through the online CSL Directory online at the end of the practicum.
  - h. Student will complete a CSL Site Evaluation and submit it at the end of the practicum.
  
5. **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 the Course Coordinator.

6. **Presentation of Poster:** Students are required to present their poster of their completed CSL project at the Annual CSL Conference on **April 2013**.
7. **Mandatory meetings for pharmacy students with course coordinator:** The regularly scheduled meeting time for this course is Tuesdays, from 1:30 – 3:30 PM (McD 2.104). This time will be used for discussions, project planning, and group reflections. The dates and number of meetings will be determined during the first pharmacy group meeting, and may be adjusted based on your project progress.

## PROFESSIONALISM

As a pharmacist, you are expected by your patients, subordinates, employers, and colleagues to act and dress in a professional manner at all times. This same expectation is applicable in the community while working with the organization’s staff and its clients, in the classroom environment, and during online interactions with your colleagues in the course.

## EVALUATION AND GRADING POLICY

Since there are no tests or examinations in this course, students will be evaluated based on attendance, active participation in all service learning activities, and how well the CSL project is completed and presented. Refer to Table 2 for specific guidelines.

**Table 2. Evaluation of Requirements from August 2011 to April 2012**

Requirements	Percent of Grade
Review all online learning modules and actively participate in scheduled interprofessional class sessions; Submit 2 audience response questions by the Thursday before your peer presentation day	20%
Actively participate in all sessions/meetings with pharmacy course coordinator	20%
Complete CSL project plan and training for CSL project	15%
Complete and submit CSL project reports (including documentation of hours of community service learning) and CSL Site Evaluation	20%
Submit CSL reflection essay	5%
Complete and submit abstract, develop poster for CSL project; present CSL poster in April 2013	20%
<b>Total</b>	<b>100%</b>

Final letter grades for this elective will be determined based on the following scale:

Grade	Percentages
A	100-90%
B	89-80%
C	79-70%
D	69-65%
F	Below 65%

## **LEARNING MANAGEMENT SYSTEM: CourseSites.com**

To access the online modules, required readings, discussion board, and forms, students will need to access CourseSites.com. It is the student's responsibility to check the CourseSite website on a regular basis for new announcements, online modules, class assignments, and other correspondence.

## **USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS**

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your email regularly and frequently. Checking your e-mail daily is highly recommended, but at a minimum, you should check e-mail twice a week in order to stay current with course- and university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

For students who prefer communicating with the faculty via e-mail, responses to questions related to the course or lab are generally returned within two to three working days. In the event that you do not receive a response within that time frame, please send another email message because email can get lost during transmission.

**Important:** The Health Science Center (HSC) instructors may send emails using your HSC account ([username@livemail.uthscsa.edu](mailto:username@livemail.uthscsa.edu)). If you want to avoid having to check both your HSC and utexas email, you can have your HSC emails forwarded to your Austin account.

First, you need to make sure your password for the HSC hasn't expired. It expires every 60 days. If so, you can reset your password using the following link: <https://pwr.uthscsa.edu/instance1/nphpsf.exe>

If you experience difficulty with your HSC email, please contact Patti Lairsey or the HSC Triage: 210-567-7777 (press 1).

## **UNIVERSITY OF TEXAS HONOR CODE**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values and integrity, honesty, trust, fairness, and respect toward peers and community.

## **ACADEMIC INTEGRITY**

The "Statement on Scholastic Integrity of the College of Pharmacy" reads as follows: "Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject

to disciplinary penalties, including failure of a course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies of scholastic dishonesty will be strictly enforced in this class”.

Students are expected to work independently on assigned work and examinations, unless otherwise instructed by the course instructor. For group work, students are expected to collaborate only within their respectively assigned group. Any student discovered to have committed scholastic dishonesty will be given a grade of “zero” on that assignment, laboratory, or examination. Any student suspected of academic dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar’s Office for information about procedures and about what constitutes scholastic dishonesty.

Also, you should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

## **PLAGIARISM**

Plagiarism is considered scholastic dishonesty and will not be tolerated in the course. Any assignment or laboratory report found to contain plagiarized material will receive a grade of zero. At the prerogative of the course coordinator, the student may be assigned a new topic to complete within a specified length of time. The highest grade a student will receive from this second write-up is 65%.

According to the American Medical Association *Manual of Style (9<sup>th</sup> edition)*, plagiarism in its broadest sense is an attempt to deceive. Specifically, the *Manual of Style* states that plagiarism occurs whenever “an author passes off as his or her own the ideas, language, graphics, or even scientific protocols created by someone else, whether published or unpublished, without giving appropriate credit. Plagiarism of published work violates copyright laws as well as standards of honesty and collegial trust and may be subject to penalty imposed by a court should the holders of the copyright bring suit”. Several types of plagiarism have been identified with 2 major examples being (1) verbatim (word-for-word) use of passages of text without enclosing the material in quotation marks, and (2) paraphrasing material without attribution to the original author (i.e., not footnoting the material). It is important to note that plagiarism also includes using a mixture of one’s own original work/phraseology with material that closely resembles someone else’s work. Even if footnotes are used, use of wording that is verbatim (in whole or in part) OR consistently resembles the original work of another author with only minor changes in phrasing constitutes plagiarism. Since it is virtually impossible to differentiate deliberate plagiarism from “accidental” plagiarism or mere coincidence, any evidence of plagiarism will result in a grade of zero for the paper.

## **BEHAVIOR CONCERNS ADVICE LINE (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health

Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call **(512) 232-5050** or visit **<http://www.utexas/safety/bcal>**.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations **prior to each examination**. In the absence of such **prearrangement**, it is assumed that the student is not requesting special accommodations for that test, and will be expected to take that test with the rest of the class at the regularly scheduled test period. A student with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 471-6259. The URL is <http://www.utexas.edu/diversity/ddce/ssd/>.

### ACCOMMODATIONS FOR RELIGIOUS HOLIDAYS

By UT Austin policy, the student must notify the course coordinator of the pending absence **at least 14 days prior** to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, a laboratory session, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

### SCHEDULE FOR ONLINE MODULES

Module #	Module Topic	Due Date for Reviewing Module in Preparation for In-Class Team Activity (by 11:59 PM)
1	Fundamentals of Interprofessional Education	September 22, 2013
2	Logic Model for Project Planning	October 13, 2013
3	Community Needs Assessment	October 27, 2013
4	History and Ethics of Service Learning	November 10, 2013
5	Social Determinants of Health	December 1, 2013
6	Health Disparities and Cultural Competency	January 2014, Date TBD
7	Health Literacy	February 2014, Date TBD

<sup>1</sup> Primary response is the response by the student to the module's discussion board question

<sup>2</sup> Secondary response is the response by the student to another student's response to the module's discussion board question



### **SCHEDULE FOR COMMUNITY SERVICE LEARNING PROJECT**

<b>Task</b>	<b>Due Date</b>
Submit CSL project plan/grant proposal	September 2013
Submit CSL poster abstract	March 2014 (date TBD)
Submit CSL poster	March 2014 (date TBD)
CSL Annual Conference poster presentation	April 3, 2014 (tentative)
Submit documentation of CSL training	April 2014 (date TBD)
Submit project report	April 2014 (date TBD)

### **SCHEDULE FOR MANDATORY MEETINGS WITH PHARMACY COURSE COORDINATOR - TBD**

All meetings will be held during the scheduled time for the course – Tuesdays, 1:30 – 3:30 PM

Location: 2.104, unless notified otherwise