Health inequities and the social determinants of health are not a footnote to the determinants of health. They are the main issue -Michael Marmot

Health Professionals As Agents of Change
UNST 421
CRN: 64019
Spring 2020; 6 credits
Online Only

WELCOME!

Welcome to your Senior Capstone: *Health Professionals As Agents of Change*,

Do you ever wonder what health care will look like in 5 -15 years from now? How do personal, social, political, economic, cultural, and environmental factors affect community and population-based health? What will your role be in effecting positive change? Although we will look to theory and research to help answer these and other questions related to the topic of change leadership in healthcare, we will also be asking "how do we apply this in real world settings?" I hope you find the course engaging and useful. I look forward to learning with you!

NOTE: This is a fully online course using Desire2Learn (D2L). You need to have access to a computer and internet connection in order to fully participate. The login page for D2L is at https://d2l.pdx.edu. Refer to the online instructions for login and support instructions. If you are having any difficulty with D2L, call the help desk at 503-725-HELP.

If you have any obstacles in your learning due to illness, technology access, family needs, employment changes, or anything else related to COVID-19, please communicate with me or PSU *for individual assistance. We are here to help our students through these uncertain times.*

INSTRUCTOR INFORMATION

Instructors: Alissa Leavitt, MPH, MCHES (please call me Alissa) She/Her/Hers
 E-mail: agg@pdx.edu or through D2L NOTE: I acknowledge emails within 36 hours. If you didn't hear back, I may not have received your email. Please put the CRN in the subject line.

Office Hours: By appointment only. Email to schedule a video or phone appointment. Appointments are intended to help you with any questions or concerns related to the course or your academic study. I welcome the opportunity to meet with you!

Course Design: This course may feel different from other courses you have taken in the past. The course will rely less on lecture-style content and more on experiential and student-led learning. Students will be asked to contribute their expertise and experience to class activities, assignments and fieldwork. Full participation is critical to a successful learning experience in this course. In the capstone setting, students, the instructor and community partners are viewed as co-teachers and co-learners. We will work together to achieve goals that both benefit educational experience and meet a real need in the community. To read about the capstone, see the handbook: http://capstone.unst.pdx.edu/

Course Description: Students will explore how personal, social, political, economic, cultural, and environmental factors play a critical role in shaping patterns of health and disease within and across populations. Leadership concepts, issues, and functions will be applied to the role of the healthcare professional as a change agent in various organizational and community settings. Students will also explore stress supports at the individual level and integrated into the social, physical and policy contexts in their life. In collaboration with community partners, students will negotiate a plan for engagement and create deliverables or provide a service that meet the community's needs.

Students completing the CBL option will take the initiative *before* the capstone begins to find their own community project/partnership AND arrange an indirect (virtual) project with the CBL site. Students will propose a meaningful project, with a target of 20-30 CBL hours over the course of a single term. For example, students may consider working with a mentor in public health education or health policy, public affairs, social services, or other healthcare environments. Students unable to complete CBL hours will have a longer research paper option and create a health campaign.

Learning Outcomes:

1. Describe the cultural, social, behavioral and environmental factors and issues that influence the health of the community. (inquiry and critical thinking, diversity, equity and social justice, ethics, agency and community)

2. Describe and apply characteristics of an effective teamwork experience. (inquiry and critical thinking, communication, diversity, equity and social justice, ethics, agency and community)
3. Demonstrate awareness of and sensitivity to diverse perspectives based on social and cultural characteristics when designing, implementing, evaluating, and disseminating public health programs and/or services. (inquiry and critical thinking, communication, variety of human experience, ethics, agency and community)
4. Articulate how the social and physical environments shape individual[TH2] and community health through an ecological model. (inquiry and critical thinking, communication, diversity, equity and social justice, ethics, agency and community)
5. Identify personal areas of passion and interest in promoting social justice and health equity and serving as a current and future change agent in health care. (inquiry and critical thinking, communication, diversity, equity and social justice, ethics, agency and community)
6. Advocate for personal, family, community and public health focused on stress recovery supports. (inquiry and critical thinking, communication, ethics, agency and community)

University Studies Goals

The University Studies goals are an integral part of this course offering. The themes will be demonstrated in classroom activities, discussion and assignments throughout the term. The specific UNST goals have been identified with each corresponding course outcome to illustrate how they relate to course themes. Below is the full text for each of the University Studies Goals:

- ***Communication -*** Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- ***Inquiry and Critical Thinking -*** Students will learn various modes of inquiry through interdisciplinary curricula- problem-posing, investigating, conceptualizing- in order to become active, self-motivated, and empowered learners.
- ***Diversity, Equity and Social Justice -*** Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

- ***Ethics, Agency, & Community -*** Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities.

Course Materials:

- No textbook is required. Readings and online course materials will be available each week through D2L.
- Although not required, students that are completing CBL are encouraged to keep journal notes on their experiences, observations, and reflection.

LOCATION, TIMES AND ATTENDANCE

Location: Online only. See Course Calendar.

Dates and Times: This course begins March 30th and ends June 14th, 2020. We will not meet face to face. Individual phone or video conferences will occur in class during Week 6 & 7 and students will sign up for an appointment time.

This fully online course will be conducted using Desire2Learn (D2L). Students must have access to a computer and internet connection in order to fully participate. The login page for D2L is at https://d2l.pdx.edu. Refer to the online instructions for login and support instructions. If you are having any difficulty with D2L, call the help desk at 503-725-HELP.

Online Classroom: Once logged onto D2L you will find the course site. This is where you will find all the content, assignments and information for the course. Open and read the tab titled "Overview" in the "Course Content" section before beginning the online portion of the course**.**

GRADES AND WORK EXPECTATIONS

Grades: This course is designed to achieve certain learning outcomes. Performance assessment depends on the accomplishment of these outcomes. Students are graded on the demonstration of knowledge and competence rather than effort alone. Grades are earned based on the "Points to Earn Grades" scale and the relative value or weighting for each assignment.

Points to Earn Grades:

Points	Grade		Points	Grade
95+	A		74 – 76	C
90 – 94	A-		70 – 73	C-
87 – 89	B+		67 – 69	D+
84 – 86	B		64 – 66	D
80 – 83	B-		60 – 63	D-
77 – 79	C+		<60	F

- If students anticipate that they cannot complete the assigned course work according to the given timeline, they should consider taking a withdraw (W). Also, should you withdraw from the class before the end of the term, please give me a courtesy email or phone call to let me know. Incomplete grades will only be considered on rare occasions on a case-by-case basis. Students must formally request an incomplete from the instructor and sign the "Contract Between Student and Instructor for Giving an Incomplete" form available at: http://www.pdx.edu/sites/www.pdx.edu.ogs/files/incomplete_grade.pdf

- Students may drop a course online with no record of the course on your transcript up to the end of the second week of the term. From the beginning of the third week up to the end of the seventh week, you may withdraw using a Special Registration form, but a "W" will be recorded on your transcript. A "W" will have no impact on your GPA. However, if you are receiving financial aid, it might have an impact on your ability to continue receiving aid. If you wish to withdraw after the seventh week you must have extenuating circumstances and petition the Deadline Appeals Committee.

Assignments and Grading Points:

Assignment	Due	Points
Discussion Questions (on D2L)	Weeks 1-10	30 (most 3 each)
Research & Reflection Paper 1. Preliminary Research Report 2. Annotated Bibliography 3. Synthesis of Research & Conclusion 4. Abstract (Discussion Forum)	 Week 3 (4/19) Week 5 (5/3) Week 9 (5/31) Week 10 (6/7)	 10 15 25 5
Organizational & Project Summary Assignment (CBL and post-CBL only) **OR** Health Campaign Assignment (non-CBL)	Week 7 (5/17)	10
Stress Supports Inventory Reflection Due	Week 8 (5/24)	5
TOTAL		100

Student Responsibilities:
- All papers are to be typed, double-spaced, 12-point font, and written to the standards set forth in the Publication Manual of the American Psychological Association (APA). Assignments do not need a cover page. Weekly Discussion Questions will be answered through the online forum on D2L.
- It is expected that all assignments will be turned in on time. Students are to speak with me prior to the required due date if it is anticipated that an assignment will be turned in late. Late assignments will have points deducted accordingly (10% each day late). The secret to success in a course is to do your assignments properly and to turn them in on time.
- Controversy—The rich nature of discussion on public health issues is likely to raise opposing points of views. It is expected that individuals and perspectives will be treated with respect in order to facilitate a civil learning environment for all.
- Please refer to the following for further expectations and guidelines: PSU Code of Student Conduct and Responsibility: http://www.pdx.edu/dos/codeofconduct

Instructor Responsibilities: You can expect your instructors to:

- Have a good attitude and a sense of humor
- Be respectful of your ideas and value the diversity you bring to the online classroom
- Use a variety of teaching techniques and modalities to accommodate different learning styles
- Grade objectively, consistently, and in a timely manner
- Return emails, phone calls and written assignment feedback in a timely fashion

DESCRIPTION OF ASSIGNMENTS

All assignments will be submitted through D2L using the Dropbox feature. All assignment instructions will be posted on D2L.

1. **Research & Reflection Paper**

This assignment provides an opportunity to apply this course content to a public health issue of interest, summarize the research, identify stakeholders and evidence-based social changes that improve health and discuss how you intend to approach opportunities to be a change agent in the future. The Research & Reflection Paper is divided into five sections that are submitted in a series where each assignment reinforces and builds upon the skills and knowledge developed in the previous assignments. See Research & Reflection Paper for complete instructions.

2. **Organizational & Project Summary (CBL and post-CBL only) *OR* Health Campaign & Summary (non-CBL)**

- Organizational & Project Summary Assignment
  This assignment is for students completing the CBL option. This activity is designed for you to learn about the mission, history, staffing, structure, and budget of the community organization with which you are working.
  Health Campaign Assignment
  This assignment is for students that are not completing CBL hours or too few hours. The product should communicate an important understanding you gained from your research for the Research & Reflection Paper.

3. **Individual Stress Support/Recovery Plan Reflection Paper**

As a class we will examine factors that influence Adverse Childhood Experiences (ACEs) and potentially "toxic" stress and how stress recovery supports and buffers operate at the individual level, factors that affect buffers/supports at the community and

wider societal levels. This assignment is focused on increasing awareness of supports from 7 categories of activities that research says can help buffer from, and manage stress. This is important to help you retain your capacity to be an agent of change. We'll cover example stress support and recovery activities from seven different categories of options in course videos. This paper involves developing your own tailored stress management plan that includes your preferred supports that you actually use. See D2L for complete instructions.

4. Online Participation on the Discussion Forum (D2L)

Online class participation is an important expectation of this course. Students are expected to actively participate online throughout the term. The course weeks run Sunday midnight to Sunday midnight. Students are expected to 1) reply to the discussion question(s) and; 2) offer comments, questions and replies to at least two classmate postings during each week. In order to increase the engagement with the material and the amount of dialogue between classmates and allow time for other students to respond to the postings, it is required that answers to the discussion question(s) be posted no later than Thursday midnight. Comments and responses to classmates' answers can be posted at any time, but no later than Sunday midnight of the online week.

ONLINE EXPECTATIONS AND INFORMATION

The course is organized by weeks. You will find a folder for each week of the course in the "Course Content" tab. Each week will contain the information and material you need for that week of the course. See Course Calendar for due dates.

Students are often surprised at the amount of work involved in completing the online portion of the course. This is because of the amount of reading and writing done during those weeks to make up for the time normally spent in class. Having said that, online courses are a terrific option, especially for independent, self-motivated learners and those students who prefer a more reflective environment in their learning process.

Evaluation of Online Participation

Online participation will be evaluated by the instructors. Postings will be evaluated on timeliness, the quality of the postings and the degree that the postings respond to the discussion questions and promote discussion with classmates. The quality and length of your responses are important to how effectively they contribute to class discussions. The quality of your responses during class discussions is an important way for you to

demonstrate your comprehension of course materials. Unless specified, there is not a word count for discussion posts. Please be sure to respond to each prompt thoroughly. Responses should be substantive and include contributions of additional ideas and sources, insights or questions about classmates' comments, connections to the course readings, or ways of applying the lessons from the course.

Short comments, such as "Good idea" or "I agree," do not constitute substantive posts on their own. If you say you agree about something, please explain why you agree, and add an additional insight or question.

Tips for Creating Substantive Participation

- Explain why you agree or disagree and add some examples to support your belief.
- Relate your personal, academic or professional experiences to the topic at hand.
- Ask additional questions of your classmates.
- Make connections between the topics at hand and the readings.
- Add ways you can apply the lessons from the class in your professional and personal life.
- Consider implications for public health practice.

A total of three (3) participation points are available each online week.

1 Point

Responds to discussion questions for the week in a substantive manner by the due date and lacks insight and evidence. Or responds late. (NLT Thursday 11:30PM).*

2 Points

Two or more of the three required posts contribute to discussion but lack new insights, do not provide evidence or new perspectives, need further explanation, or in some other way are not through. Does not add to the discussion but only acknowledge another's contribution (such as "Interesting point") (NLT Sunday 11:30PM).*

3 Points

Responds to all discussion questions for the week in a substantive manner. Draws on evidence, such as community-based learning experiences and course readings or other literature and include new insights or questions AND responds to at least two postings from classmates in a substantive manner, offering new perspectives, further the point, or ask questions by the due date (NLT Sunday 11:30PM).*

<center>**HELPFUL RESOURCES**</center>

- *Portland State has been working diligently to address the health, safety, and well-being needs of the entire PSU community during the COVID-19 pandemic. Every effort is being made to provide an accurate and efficient flow of communication to all students, staff, and faculty. As questions and concerns arise, a multitude of campus resources are available to you. If you are ever unsure how to find a resource you need or want, explore the College of Liberal Arts and Sciences' website at pdx.edu/clas/covid-19-resources-for-students. Help is near. Reach out.*
- **<u>Services for Student Parents related to COVID-19</u>**
- **Center for Student Health and Counseling (SHAC):** University Center Building 200 (1880 SW 6th Ave.), 503-725-2800, <u>http://www.shac.pdx.edu/</u>.
- **Disability Resource Center:** Smith Center 435, 503-725-4150 (voice) and 503-725-6505 (TDD), <u>http://www.pdx.edu/uasc/drc.html</u>. If you need physical or other accommodation, see me and contact the Disability Resource Center directly.
- **Multicultural Center:** Smith Center 228, 503-725-5342, multicul@pdx.edu, <u>http://culture.pdx.edu/</u> .
- **Queer Resource Center (QRC):** Smith Center 401, 503-725-9742, qrc@pdx.edu, <u>http://www.qrc.pdx.edu/</u>.
- **Student Legal Services**: Smith Center M343 (on the mezzanine), 503-725-4556, <u>http://www.pdx.edu/sls/</u>.
- **Veterans Services**: Smith Center 425, 503-725-3876, <u>http://www.pdx.edu/uasc/veterans-services</u>.
- **Women's Resource Center (WRC):** SW 10th & Montgomery (basement of Montgomery Hall), 503-725-5672, <u>http://wrc.pdx.edu/</u>.
- **Writing Center:** Cramer Hall 188, 503-725-3570, <u>http://www.writingcenter.pdx.edu/</u>
- **Library:** Assistance with research and library utilization can be obtained by contacting the reference librarian. Library DIY <u>http://library.pdx.edu/diy/</u>
- **APA**: Helpful information regarding APA formatting can be found at: <u>http://owl.english.purdue.edu/</u>
- **Health Insurance:** PSU provides students taking 5 or more, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan. See http://www.pdx.edu/shac/insuranceplan for more information.
- **Campus Public Safety:** Non-emergency: 503-725-4407; Emergency: 503-725-4404
- **Braver Learning Environment**
  As an instructor, one of my responsibilities is to help create a braver earning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the <u>Office of Equity and Compliance</u> or the <u>Office of the Dean of Student Life.</u> Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you

can find <u>a list</u> of those individuals. For more information about Title IX please complete the required student module <u>Creating a Safe Campus</u> in your D2L.

- **Special Accommodations**
  Accommodations are collaborative efforts between students, faculty, and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting me prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately. The DRC is located in Smith Memorial Student Union, Suite 116. Information about the DRC can be accessed through their website www.drc.pdx.edu or email drc@pdx.edu, or by calling (Tel) 503- 725-4150.

- **Academic Honesty**
  Please review the Student Conduct Code to know your rights and responsibilities as a member of the PSU community. This code describes behavior for which a student may be subject to disciplinary action (http://www.pdx.edu/dos/codeofconduct). Please know that I take plagiarism very seriously. Please keep copies of all your assignments so that you can produce them should the need arise. *http://www.pdx.edu/dos/ codeofconduct#GeneralPolicy*
  https://www.pdx.edu/unst/sites/www.pdx.edu.unst/files/CAPFacHandbook-Print%206-11-2013%20for%20dist-PDF.pdf

- **Campus Safety Module**
  If you have not done so already, please complete the Safe Campus Module in d2l. The module should take approximately 30 to 40 minutes to complete and contains important information and resources. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's
  Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexual-assault/. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.

UnSt 421 Community-based Learning Guidelines & Expectations

This course includes an individual community-based learning (CBL) project option.

Individual Project
This capstone is flexibly designed, giving students the opportunity to help shape and define their level of work. Students will identify a community engagement site or agency. In collaboration with their community partner, students will negotiate a work plan and produce products or provide services that meet the community's needs. Students may also engage with their current employer or volunteer organization; however, the expectation is that new learning goals and CBL/service projects directly related to this course be intentionally outlined at the beginning of the term and assessed at the end of the term. Students may not be paid for their service hours. Students may consult with the instructor to identify an appropriate placement given interests and goals.

Expectations for Community-based Learning Placement (See D2L for complete instructions)
- Students will serve a local non-profit, public, government or educational organization.
- Students will propose a meaningful project, with a target of 20-30 CBL hours over the course of this term.
- The CBL placement will be relevant to the student's personal, career, or educational goals.
- The CBL placement will help students meet one or more learning objectives on the course syllabus.

Guidelines for CBL
Students should consider their major and coursework in selecting a placement: CBL work can be the source of learning, research, analysis, and extensive reflection. Early in the project, students will establish learning objectives (in conjunction with his or her supervisor, as desired) based on the program learning objectives, student interests, and the opportunities available at the placement site. Students should review the course outcomes listed on the syllabus and confirm that the site will assist them in meeting the course outcomes.

One purpose of the CBL project is for students to learn about non-profit and other CBL organizations from a partnership perspective (i.e. better understand the organizational culture, challenges, and variety of staff roles), so that they learn not only the mission, clients, and needs, but also about the institution and its leadership. I encourage students to learn about the organization and its leadership through observation, listening, attending meetings, and so on, while continuing to directly serve the mission, and I hope that our community partners will make such opportunities for learning available to the students.

Finding a Placement
- **Placements for Spring 2020 must be in-direct service/virtual only.**

- Research CBL placements independently or work with your program advisor or instructor to find CBL options.
- Choose an agency whose mission you are willing to serve.
- Consider agencies that help you explore career options or gain cause-related and/or organizational experience that can help your personal and/or professional growth.
- Contact the agency to discuss possible CBL placements. Recognize that the person students are able to reach for a meeting may or may not be a future supervisor. It is best to go into such a meeting in "explore mode". Questions like "How can we make this work?" and "Is there another person you can refer me to?" might come in handy. Issues to discuss include:
  - Position/Role—What kind of work will you do? What skills do you bring with you? Be prepared with a resume in case they ask for it. Is there a formal application process or position description? Perhaps offer to write a position description if one does not exist so that expectations are clear.
  - Training—What is needed and what will you be expected to know? Who will be available if you have questions?
  - Supervision—Who will be your supervisor? Does that person have time for you? Will you be expected to work independently or in close contact with a supervisor?
  - Work Conditions—Will you be working alone or with others? Are there other people who currently serve or have served the organization in a similar way? Are there policies you need to know about?
  - Logistics—Are there set hours for your CBL or can you come and go? Can you get there? Do you need a key?
  - Safety—Are there concerns of physical and emotional safety?
  - Goals—What are the agency's goals for your CBL? What are your own?
  - Scheduling—Will such an arrangement create any barriers or challenges for them?
  - Limitations—Is there work you cannot do? Are there periods of time when you are unavailable to work?
  - Problem-solving—Who will be available to discuss concerns with you should they arise? Is it ok to say no when someone asks for your help in a way that you have not agreed upon serving?

Students with current volunteer internships
Some students are already volunteering in the field of public health through an internship. Students are **not able** to earn internship credits for volunteer work *and* credits for this class at the same time (no "double dipping hours"). Projects for this course may need to be a separate project or an extension of an internship. Some students plan to go over their allotted internship hours to meet both requirements. This is a bit confusing, so please reach out if you have questions or concerns. I have worked with students that use this course to work with the same partner they have for their internships. For example, School of Public Health students need to work a total of 120 hours for their internship. For this course, public health students just need to add an

additional 30 hours to complete the requirement for the capstone course AND the internship.

Working with a current employer
By design, community-based learning is about serving the community. Therefore, students may not be paid for their service hours. Students may use a current employer, however, the project must be outside of the normal scope of work and students cannot be paid for the hours. It must be a volunteer role. Students in the BUILD/EXITO program may choose to go over their paid research lab hours and can use those hours as CBL as it would be considered service (hours are above and beyond what they are being paid for).

Assessing CBL Work
In this course, CBL work is not graded, but learning is. CBL work can still be assessed, and students will be encouraged to do so through course reflection papers and in-class discussion. CBL supervisors and students themselves will both be invited to participate in evaluation of student CBL.

What to do when there's a problem

If you encounter problems in your CBL work, your first approach should be to work with your supervisor, even if your supervisor is part of the problem (unless, of course, serious legal issues are at stake). Doing so can cause anxiety or tension, but chances are anyone else would point you back to the supervisor first before intervening anyway. You may need to be assertive, and that is when having a position description or previous conversation to point to can be very helpful. The course instructor, Alissa Leavitt, is available to both students and partners to address concerns about CBL placements, but also to celebrate accomplishments. Please contact Alissa at agg@pdx.edu if you'd like to discuss a CBL issue.