



*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: 64521  
Spring 2019; 6 credits  
Mondays only 8:15 a.m. – 10:05 a.m.  
Cramer Hall 359

**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 hybrid 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.

## **INSTRUCTOR INFORMATION**

---

**Instructor:** Alissa Leavitt, MPH, MCHES (feel free to call me Alissa)  
She/Her/Hers

**E-mail:** [agg@pdx.edu](mailto:agg@pdx.edu) or through D2L. NOTE: I always acknowledge emails within 36 hours. If you didn't hear back, I may not have received your email.

**Office Hours:** By appointment only. Email to schedule an in-person 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, get to know you, and assist you. I will meet with each student individually during class weeks 6 & 7.

### **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. Attendance and full participation are 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. 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 will take the initiative *before* the capstone begins to find their own community project/partnership AND arrange a project with the CBL site. Each student must have a pre-arranged partnership BEFORE the first day of spring term. Students will propose a meaningful project, with a target of 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 environment.

### **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, ethical and social responsibility)
2. Describe and apply characteristics of an effective teamwork experience. (inquiry and critical thinking, communication, diversity, equity and social justice, ethical and social responsibility)
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, ethical and social responsibility)
4. Articulate how the social and physical environments shape health through an ecological model. (inquiry and critical thinking, communication, diversity, equity and social justice, ethical and social responsibility)
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, ethical and social responsibility)
6. Advocate for personal, family, community and public health. (inquiry and critical thinking, communication, ethical and social responsibility)

### **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 and Social Responsibility* - Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

### **Community Partner**

This course will include both individual and group community-based learning projects.

#### *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. 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. Also, students may not be paid for their service hours. Students may consult with the instructor to identify an appropriate placement given interests and goals.

#### *Group Project*

As a class, students will work on a smaller CBL project with [The Maybelle Center](#) and examine the links between health and social inequality and social isolation. This may include the following activities: conduct research; identify social isolation as a major social problem to be addressed; analyze relevant policies, programs, and services; and prepare a social change strategy. As a class we will examine factors that influence social

isolation and how loneliness operates at the individual level, the level of the community or local area and at the wider societal level. Individual and community level factors that impact on social isolation are nested in the wider social, economic, political and cultural context. Complete instructions will be provided in class.

**Course Materials:**

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

---

---

**LOCATION, TIMES AND ATTENDANCE**

---

---

**Location:** Mondays only 8:15 a.m. – 10:05 a.m. Cramer Hall Room 359 and online.

**Dates and Times:** This course begins April 1<sup>st</sup> and ends June 15<sup>th</sup>, 2019. Face-to-face classes occur on Mondays beginning promptly at 8:15am and ending at 10:05am. We will not meet in person Week 4 (4/22), Memorial Day (5/27) or Finals Week (6/10). Individual conferences will occur in class during Week 6 & 7 and students will sign up for an appointment time.

The online portion 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 – i.e. grades are not “given” but are “earned.” 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:**

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
---------------	--------------	---------------	--------------

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 reconsider their enrollment in the course. 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](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 1-11	33 (3 per week)
In-class Activities & Participation	Every F2F Class	24 (3 per class)
Individual Community-based Learning (CBL) Project		
▪ Draft Proposal (bring to class)	4/8	2
▪ Proposal (D2L)	4/14	4
▪ Mid-term reflection (D2L & bring to class)	5/6 & 5/12	6
▪ Pechakucha Presentation due in class	Sign up for 5/20 or 6/3	6
Group CBL Project	Weeks 3-7	15
Final Reflection Paper	Week 11 (6/13)	10
<b>TOTAL</b>		100

### Student Responsibilities:

- Attendance at each class is expected because of the concentrated nature of the work requirements of the course. If a student is absent, the entire class loses the contributions and involvement of that student. If an absence is unavoidable, the student should contact me prior to class. Participation points may not be made up for absences.
- Student participation points will be earned through: active participation in the class; respect for the thoughts, ideas and contributions of others; preparation of class material in advance of the class and completing group and in-class activities. It is

expected that all participants will have read and thought about assigned material prior to class in order to fully participate in discussions. Participation points will be docked for late arrival/early departure and for lack of preparation for the class. Follow the course calendar and be aware of what is due in class and online.

- 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). Your 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). No assignments will be accepted after one week from the due date.
- The secret to success in a course is to do your assignments properly and to turn them in on time.
- Controversy with Civility—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 me (your instructor) to:

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

## **DESCRIPTION OF ASSIGNMENTS**

---

*Many assignments will be submitted through D2L using the Dropbox feature. All assignments will be posted on D2L and will be explained and discussed in class.*

### **1. In-class Activities/Participation**

In-class activity assignments reflecting course material occur throughout the term. Through class discussions, practices, reading, and self-observations, students will explore the meaning their work has for both themselves and for the community. Students will be given time in-class to complete some of the activities; others will be completed outside of class. If a student is absent the day of an in-class activity, they forfeit the points of that activity. Attendance at each class is expected because of the concentrated nature of the work requirements of the course. If a student is absent, the entire class loses the contributions and involvement of that student. If an absence is unavoidable, the student should contact me prior to class. *Participation points may only be made up for one absence through an alternative activity.*

## 2. Individual Community-based Learning (CBL) Project

Community-Based Learning (CBL) is a teaching method that combines course learning objectives, participation in community affairs, and reflection. Students, in consultation with the instructor, will individually identify a community engagement site. Students will be expected to spend 30 hours outside of class with an organization during Weeks 2-9. The deliverables for the assignment include a proposal, mid-term reflection, and final presentation. Students will also reflect on their participation in their final reflection paper that will be completed at the end of the term. Complete instructions on D2L.

## 3. Group CBL Project

As a class, students will work on a smaller CBL project with the Maybelle Center.

## 4. Final Reflection Paper

Students will write a final reflection paper, connecting what they have learned from the CBL experience, course outcomes, and UnSt goals. This assignment provides an opportunity for you to reflect on the connections between lecture materials and class projects as well as key learning outcomes for you, personally. See complete assignment instructions under the assignment folder in D2L.

## 5. 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 journal discussion question(s) and; 2) offer comments, questions and replies to at least two classmate postings during each week. Discussion questions are available at the beginning of each online 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. Due dates are adjusted during finals week.

## **ONLINE EXPECTATIONS AND INFORMATION**

---

This is a hybrid class, meaning we meet each Monday over the course of one term, and the remainder of the content is covered online. 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.

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, hybrid or 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. And the great thing about a hybrid course is that it combines the best of face-to-face

learning and the online environment. I hope you enjoy the process. Be sure to contact me with any questions or concerns.

**Evaluation of Online Participation**

Online participation will be evaluated by the instructor. 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. Lengthy or wordy responses are difficult to read and may not generate substantial feedback.

The quality of your responses during class discussions is an important way for you to demonstrate your comprehension of course materials. Responses should be substantive. For this class, substantive means that your message has substance and helps to further the discussion of course content. Substantive messages often 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. Neither do comments that are unrelated to the topics at hand. 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 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	2 Points	3 Points
Responds to discussion questions for the week in a substantive manner by the due date and lacks insight and evidence. Or responds late. <b>(NLT Thursday 11:30PM).*</b>	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	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



	acknowledge another's contribution (such as "Interesting point") (NLT <b>Sunday 11:30PM</b> ).*	substantive manner, offering new perspectives, further the point, or ask questions by the due date (NLT <b>Sunday 11:30PM</b> ).*
--	---	---

\*Note: Due dates are adjusted during finals week.

## **NETIQUETTE (Online etiquette)**

Written communication can enable you to express your thoughts and ideas on a deep, rather than just a superficial level. You will have opportunities to express your thoughts in writing through D2L, but there are special rules of online communication and personal conduct that apply to this hybrid class.

1. Make sure to have a meaningful subject line for your email and message board contributions so others will know what to expect. (Notice that when you reply to a discussion post, you can change the subject line to something more meaningful, if appropriate.)
2. Be polite and respectful. It can be tempting to "let yourself go" in an environment that feels anonymous and remember that there are real people reading your messages. Good online manners are important to a productive, civil, and supportive online learning environment. Speak as if your grandmother were in the room.
3. A useful test for anything you're about to post or mail is to ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread.
4. Be tolerant of views expressed by others. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.
5. When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end.
6. Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Without face-to-face communications, it is more difficult to interpret the shades of meaning in the messages. People may misinterpret your remark, and you never know who may be offended by expressions that are commonplace to you.
7. Avoid using all capital letters, which are interpreted as shouting.
8. Don't send commercial advertisements or "chain mail" to your classmates.
9. If you want to post a message only to one person, send a private email message instead of posting to the discussion board.
10. Use standard English grammar and spelling.
11. Much of communication is nonverbal but we can't see you wink or smile online. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(

For a list of emoticons visit:

<http://www.albion.com/netiquette/book/0963702513p59.html>

---

## HELPFUL RESOURCES

---

- **Center for Student Health and Counseling (SHAC):** University Center Building 200 (1880 SW 6<sup>th</sup> Ave.), 503-725-2800, <http://www.shac.pdx.edu/>.
- **Disability Resource Center:** Smith Center 435, 503-725-4150 (voice) and 503-725-6505 (TDD), <http://www.pdx.edu/uasc/drc.html>. 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](mailto:multicul@pdx.edu), <http://culture.pdx.edu/>.
- **Queer Resource Center (QRC):** Smith Center 401, 503-725-9742, [qrc@pdx.edu](mailto:qrc@pdx.edu), <http://www.qrc.pdx.edu/>.
- **Student Legal Services:** Smith Center M343 (on the mezzanine), 503-725-4556, <http://www.pdx.edu/sls/>.
- **Veterans Services:** Smith Center 425, 503-725-3876, <http://www.pdx.edu/uasc/veterans-services>.
- **Women's Resource Center (WRC):** SW 10<sup>th</sup> & Montgomery (basement of Montgomery Hall), 503-725-5672, <http://wrc.pdx.edu/>.
- **Writing Center:** Cramer Hall 188, 503-725-3570, <http://www.writingcenter.pdx.edu/>
- **Library:** Assistance with research and library utilization can be obtained by contacting the reference librarian. Library DIY <http://library.pdx.edu/diy/>

- **APA:** Helpful information regarding APA formatting can be found at: <http://owl.english.purdue.edu/>
- **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 learning 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 [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#). 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 a [list](#) of those individuals. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) 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](http://www.drc.pdx.edu) or email [drc@pdx.edu](mailto: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 d21. 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.

**Course Calendar: Weekly Reading and Assignments**

Readings are to be completed prior to Monday of each week (our Face-to-Face (F2F) class).

Assignments are to be completed prior to and are due on/by the last date of each week.

Additional articles listed in the syllabus are found in D2L under "Course Content" for select weeks.

DATE	TOPIC	READINGS & ACTIVITIES	ASSIGNMENTS
<b>WK 1 4/1-4/7</b>  <b>FTF (Face to Face)</b> <b>4/1</b>	<ul style="list-style-type: none"> <li>▪ Welcome and Introductions</li> <li>▪ What is a Capstone?</li> <li>▪ Syllabus Overview</li> <li>▪ Concept and Mission of Public Health</li> <li>▪ Your Role as an Agent of Change</li> </ul>	Watch Lecture 1, review Web Links and Articles on D2L readings prior to F2F class  Watch Unnatural Causes: In Sickness & in Wealth. The link is on D2L under Module 1.  Review Course Materials & Assignments on D2L and come to class with questions	<ul style="list-style-type: none"> <li>▪ <b>Watch Unnatural Causes: In Sickness &amp; in Wealth</b></li> <li>▪ <b>Discussion Questions Due 4/4, 4/7</b></li> </ul>
<b>WK 2</b> <b>4/7 – 4/14</b>  <b>FTF 4/8</b>	<ul style="list-style-type: none"> <li>▪ Social Determinants of Health: Social Isolation</li> <li>▪ Introduction to Community Partner: Jenna Padbury, Maybelle Center</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class. <b>Learn about social isolation before class.</b>	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 4/11, 4/14</b></li> <li>▪ <b>Draft Individual Project Proposal due 4/8 (bring to class)</b></li> <li>▪ <b>Final Individual Project Proposal due Sunday, 4/14 (D2L)</b></li> <li>▪ Work on CBL</li> </ul>
<b>WK 3</b> <b>4/14-4/21</b>  <b>FTF 4/15</b>	<ul style="list-style-type: none"> <li>▪ Social Determinants of Health</li> <li>▪ Socio-ecological Model</li> <li>▪ Adverse Childhood Events (ACEs)</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 4/18, 4/21</b></li> <li>▪ Work on CBL</li> </ul>
<b>WK 4 4/21-4/28</b>  <b>Not meeting in class 4/22, work on projects</b>	<ul style="list-style-type: none"> <li>▪ Social Determinants of Health: Place Matters</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class  Watch Place Matters (29 minutes)	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 4/25, 4/28</b></li> <li>▪ Work on CBL</li> </ul>

<b>WK 5 4/28-5/5</b> <b>F2F 4/29</b>	<ul style="list-style-type: none"> <li>▪ Advocating for Policy Change</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 5/2, 5/5</b></li> <li>▪ Work on CBL</li> </ul>
<b>WK 6 5/5-5/12</b> <b>F2F 5/6</b>	<ul style="list-style-type: none"> <li>▪ Organizing for Change</li> <li>▪ Mid-term Reflection and individual Check-in with instructor</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class	<ul style="list-style-type: none"> <li>▪ <b>Mid-term reflection and paper outline due on D2L 5/12 (bring draft to class on 5/6)</b></li> <li>▪ <b>Discussion Questions Due 5/10, 5/13</b></li> <li>▪ Work on CBL</li> </ul>
<b>WK 7 5/12-5/19</b> <b>F2F 5/13</b>	<ul style="list-style-type: none"> <li>▪ Building Effective Coalitions for Health</li> <li>▪ Mid-term Reflection and individual Check-in with instructor</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 5/16, 5/19</b></li> <li>▪ Work on CBL</li> </ul>
<b>WK 8 5/19-5/26</b> <b>F2F 5/20</b>	<ul style="list-style-type: none"> <li>▪ Media Advocacy &amp; Public Health</li> <li>▪ Reflection of UnSt Goals and Roles as Changes Agents</li> </ul>	Review Web Links and Articles on D2L readings prior to F2F class	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 5/23, 5/26</b></li> <li>▪ Work on CBL</li> <li>▪ <b>Individual Project PechaKucha Presentations Due In Class 5/20 or 6/3</b></li> </ul>
<b>WK 9 5/26-6/2</b> <b>NO CLASS MEMORIAL DAY 5/27</b>	<ul style="list-style-type: none"> <li>▪ Reflection of UnSt Goals and Roles as Changes Agents</li> <li>▪ Celebration</li> </ul>	Review Web Links and Articles on D2L readings	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 5/30, 6/2</b></li> </ul>
<b>WK 10 6/2-6/9</b> <b>FTF 6/3</b>	<ul style="list-style-type: none"> <li>▪ Reflection of UnSt Goals and Roles as Changes Agents</li> <li>▪ Celebration</li> </ul>	Review Web Links and Articles on D2L readings	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 6/6, 6/9</b></li> <li>▪ <b>Individual Project PechaKucha Presentations Due In Class 5/20 or 6/3</b></li> </ul>
<b>WK 11 6/9-6/13</b> <b>NO CLASS FINALS WEEK 6/10</b>	<ul style="list-style-type: none"> <li>▪ Final Reflection Paper Due</li> <li>▪ Reflection of UnSt Goals and Roles as Changes Agents</li> </ul>	No readings this week  <i>*Note discussion questions are due on Tue and Thu this week.</i>	<ul style="list-style-type: none"> <li>▪ <b>Discussion Questions Due 6/11, 6/13*</b></li> <li>▪ <b>Final Reflection Paper Due 6/13 (D2L)</b></li> </ul>

*Your instructor reserves the right to change the course schedule and/or assignments with reasonable notice.*

## **UnSt 421 Community-based Learning Guidelines & Expectations**

### 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 30 CBL hours over the course of a single term.
- The CBL placement will be relevant to the student's personal, career, or educational goals.

### Guidelines for CBL

Consider your 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.

While paperwork, filing, stuffing envelopes, making copies, answering phones, and other miscellaneous administrative activities are often a shared responsibility at non-profit organizations, this type of work should not be the student's primarily role. Students should be willing to do this kind of work occasionally and on par with other volunteers or staff, but it should not fill their CBL hours.

### Finding a Placement

- Research CBL placements independently (such as through <http://www.cnrg-portland.org/>) 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.
- Meet the agency contact 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?

### 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](mailto:agg@pdx.edu) if you'd like to discuss a CBL issue.**

