This course is designed to provide a service learning experience to students interested in health-related careers. Service learning is a university and community-based partnership that integrates a hands-on experience in community service with faculty-directed reflection, the goal of which is to students develop a strong sense of who they are and what they value. Students will work closely with the U.C. Center for Community Engagement to identify projects that will provide meaningful service to community organizations. Throughout the semester, students will conduct a needs assessment with the community partner, develop a service project proposal, implement the project aims, perform a critical analysis of the project outcome and present the findings to faculty and student peers. This type of experience will improve student academic performance through the application of critical thinking skills, while simultaneously enhancing civic and ethical responsibility, cultural competency and career development.

Pre-requisite: permission of a course director

Credits: 3-6 (expectation is 4 hours of volunteer time/credit hour).

Course objectives for MEDS 3050S

- Describe the relevant community need from a national and local perspective
- Work with the community partner to establish a community service project proposal
- Work with the community partner to implement the project and perform a critical evaluation of the outcome.
- Communicate the project (background, significance, aims, preliminary data and anticipated outcome) to an audience of faculty, community partners and peers in an oral presentation.
- Describe how the project has enhanced personal knowledge and sensitivity to issues of cultural diversity and social justice in the community.
- Describe how the project has fostered a critical self-reflection of personal identity and sense of vocation.
Syllabus
MEDS 3050S Health & Community: Service-Learning Rotation

- Week 1 (in class):
  - Introduction to SL & its importance to health-care careers.
  - Work with the Center for Community Engagement to identify a community partner.
  - Begin work with the agency.

- Week 2: Work with the community partner to outline responsibilities and deliverables for the semester. Assemble, and submit, a one-page project proposal, using a template provided by the course directors.
  - Background/significance: describe the problem from a ‘big picture’ perspective (why is this important?).
  - Project aim(s): define the need from a narrow perspective (delineate the specific community issue that will be addressed).
  - Project aims: List the specific aims of the project. Use strong verbs that can be linked to clear outcomes such as, describe, write, compile, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, calculate, explain, predict, assess, compare, rate, critique. Avoid vague language such as know, become aware of, appreciate, understand, master etc.
  - Anticipated outcome: if the project is successful, how will it address the project aims and contribute to the overall ‘big picture’. What are the ‘deliverables’?

- Weeks 1-15 (online) - weekly journaling through Bb:
  - Students will be challenged with a weekly question about their service project, and short answers (about a paragraph in length) are to be submitted through Bb.

- Week 6 - Midterm semester:
  - Students will be given a Midterm Challenge, tailored to the student’s individual project area. Responses are due within 2 weeks.

- Week 10 – End of term
  - Analyze project outcome/data communication
  - Continue to work on the project aims
  - Prepare a final written report of the project. The report should be written by the student under the direction of the client.
  - Final presentation of the project (oral and/or poster).

- Grade Assessment:
  - 10% – Attendance (hours completed & signed off by community partner)
  - 10% - Handing in assignments on time
  - 80% - Feedback from community partner