



**University of Cincinnati - College of Medicine  
2022-2023 Elective Syllabi**

# 06 04 01

TITLE Service and Advocacy Extended Elective

SHORT TITLE Service and Advocacy Elective

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

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GRADING Pass/Fail

QUALIFICATIONS Extended

COURSE TYPE NonResearch/NonClinical

SITE As Submitted And Approved

REPORT 1ST DAY Students will receive an email with detailed information prior to the elective

COURSE LENGTH - This will be an extended service elective over the course of the fourth year. Students may choose one of two paths for engaging with their community. This would be discussed with the Course Director when the student enrolls: - o 1) PATH 1: ? Utilize a two-week block for a two-week immersion with their community partner to learn more about the partner, provide direct service and identify a health advocacy issue the student will focus on for the year. This totals to 80 hours. This will be followed by a longitudinal service, project implementation, reflection and educational time that accumulates to 80 hours. o (2) PATH 2: ? For students that a two-week immersion with their community partner is not the best fit, students may choose to use all 160 hours longitudinally for service, project implementation, reflection and educational time. This accumulates to 160 hours. - The course needs to be completed by 4 weeks before graduation date of the M4 academic year.

FT/PT: Part-Time PT NOTE: PT CATEGORY: Extended  
MAX. ENROLL 6 ALLOW OVERLAP: No

ROTATION	MAX
1 6/6/2022 to 7/1/2022	0
2 7/4/2022 to 7/29/2022	0
3 8/1/2022 to 8/26/2022	0
4 8/29/2022 to 9/23/2022	0
5 9/26/2022 to 10/21/2022	0
6 10/24/2022 to 11/18/2022	0



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7	11/21/2022	to	12/16/2022	0
8	1/2/2023	to	1/27/2023	0
9	1/30/2023	to	2/24/2023	0
10	2/27/2023	to	3/24/2023	0
11	3/27/2023	to	4/21/2023	6
12	4/24/2023	to	5/19/2023	0

WORKING HOURS See additional notes section below

PREREQUISITES Third-year UCCOM student

**OBJECTIVES** Knowledge/Skills

Identify and establish an effective community partnership.

Explain how community-engagement strategies may be used to improve the health of communities and to contribute to health equity.

Identify community assets and resources to improve the health of individuals and populations.

Discuss the pros and cons of non-profits / free clinics serving vulnerable populations.

Participate in health improvement strategies through Service-Learning and health advocacy.

Explore reflection in the development of the physician identity through service and advocacy.

Examine the skills and role of the physician in advocating for improved health outcomes for a community.

Procedures

None

Main Course Topics (Provide list of key words for major concepts covered)

Advocacy, Service-Learning, Community Health, Population Health, Health Equity, Reflection

INSTRUCTION

LEARNING ACTIVITIES Reflection  
Discussion-Small Group (Small Group (=12)  
Lecture  
Self-Directed Learning (Learners take initiative for their own learning; diagnosing needs; formulating goals; identifying resources; implementing appropriate activities; and evaluating outcomes.)  
Service Learning Activity

ASSESSMNT METHOD:



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OTHER INFORMATION **Curricular Resources (Readings, Texts, and or Other Resources)**

•Educational sessions will be planned as asynchronous learning modules, with optional group sessions offered in the evening.

–Topic areas include:

•Advocacy as a physician: working the media, letters to the Editor, working with legislature

•Establishing and assessing effective community partnerships

•501c3's: What they are and how they are governed?

•The ethics of free clinics

•Community engaged scholarship

•Narrative medicine

Selected readings from academic public health journals, Websites: APHA, AMA, AAMC, AMSA

**Instructional Methods**



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1. Students will register for the course in their third year during Elective enrollment.
  
2. Students can either apply with a community partner and/or theme area they want to explore through service in their 4th year.
  
3. If student's do not have a community partner or theme in mind, the course director will work with the students to identify one after they have signed-up.
  
4. With the community partner, students will identify a Service and Advocacy project to explore and implement.
  
5. Students have two service options for this elective:
  - a. (1) Advocacy project option:
    - i. Identifying an issue to advocate for with their community partner at the local, state or national level through service – e.g. letters to the editor campaign, meetings with legislators, community councils, or community partner's non-profit board; develop health policy briefs or community action campaigns.
  
  - b. (2) Health project option:
    - i. Identifying a health issue to research, champion and/or implement with a community partner through service – e.g., learning more about a health issue in the community, providing health education to a population, conducting a QI project, exploring case studies/stories of a community, etc.6. As part of the elective, students will complete an initial UCCOM Service Proposal that describes their partner and initial learning goals. This will identify the student and community partner's project goals. Student's will also identify a project mentor.
  
7. The UCCOM Service Proposal is adapted from the application UCCOM Service organizations complete for UCCOM's Service-Learning Advisory Council.
  
8. The completed the UCCOM Service and Advocacy Application form will be reviewed by the Service-Learning Advisory Council for feedback. The Course Director will approve the Service and Advocacy project plans.
  
9. Student's will be provided with online lectures and articles via LEO. Optional in-person / Zoom educational sessions may also be scheduled in the evening throughout the year.
  
10. Students will document their work in a Service and Advocacy Portfolio. This will include their goals, methods, resources, results, and critical reflections. Narrative and photo reflection methods will be used to capture the student's learning. The portfolio will also be used to document their time spent with the community, educational modules and project implementation.

**Remediation Plan**

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



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**Assessments**

Students will keep a Service and Advocacy portfolio that will document their project scholarship and reflections over the course of the elective.

Students will be assessed in the following domains:

- o o Critical reflections – P/F
- o o Community partner evaluation of communication and professionalism – P/F
- o o Self-evaluation of their communication, partnership and SKA – P/F
- o o Rubric for Advocacy and Service Portfolio – P/F
- o o Participation in group sessions – P/F

LEARNING ENVIRONMENT POLICIES UCCOM strives to provide medical students with a learning environment that is conducive to their professional growth. All UCCOM and visiting medical students are encouraged to review the Student Handbook with specific attention to the following policies and procedures pertaining to the learning environment:

- Principles Guiding Interactions between Teachers and Learners in Medicine
- Grievance Procedures
- Grade Appeal Process
- Medical Student Honor Code
- Non-discrimination Policy

The Office of Student Affairs and Admissions is available to all UCCOM and visiting medical students to discuss any concerns/questions related to the learning environment. Please call 558-6796 to access faculty/staff that can assist you.

TEACHING 50% Attending Physician  
25% Other Faculty  
25% Community site leads

FEEDBACK

GRADE ASSIGNED BY:

SAMPLE WEEK



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Schedule Note



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- This will be a combination of project planning, research, direct service time with the community partner and community, reflection exercises, meeting with the course director for planning/feedback and coursework.
- Time of day with the community will vary with the community partner based on needs of that partner. Student and partner will discuss and document in their initial UCCOM Service and Advocacy Application. Some hours may need to be after the 8-5 PM M-F weekly schedule so that a student can fit the hours in with their other rotations.
- 53% Service, 20% Educational sessions, 27% Project planning and implementation - Expected time breakdown, but may vary based on student and service project.

**PATH 1: Students use a 2-week block for Service then 80 HOURS.**

- They could arrange this during their 12 weeks of FLEX TIME and or “swap” time with a 2-week elective and choose to place that elective in the last four weeks of the year when scheduling.
- The other 80 hours would follow longitudinally.

Week 1 and 2- TOTAL 80 Hours

- 24 hours of service with community partner/week
- 8 hours of reading, online modules, group education sessions, reflection/week
- 8 hours of project planning and implementation/week

Other 9 months: 80 Hours

- 4 hours of service
- 2 hours of reading, online modules, group education sessions, reflection
- 3 hours of project planning and implementation

**PATH 2: 160 Hours spread out over fourth year**

- 10 months
- 8 hours of service with community partner
- 3.5 hours of reading, online modules, group education sessions,



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reflection

- 4.5 hours of project planning and implementation