



## Course objectives

- List the social, economic or cultural factors that impact public health
- Describe the need of a community agency from a national and local perspective
- Develop a proposal to address an unmet need
- Write a literature review that critically evaluates the issues confronting a volunteer agency.
- Effectively communicate project outcomes in oral and/or poster presentation format.
- Describe how a project has enhanced personal knowledge of civic and ethical responsibility, as well as sensitivity to cultural diversity and social justice in the community.
- Describe how a project has fostered a critical self-reflection of personal identity and sense of vocation.
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- Covid19 training objectives:
  - Describe how the pandemic has impacted non-profit agencies.
  - Conduct contact training according to established protocols.
  - Describe the scientific principles that underpin the effectiveness of contact tracing methodology.
  - List requirements for protecting health information during contact tracing.
  - Develop time management and interpersonal skills for tracing contact leads.

## Prerequisites

Permission of course directors.

## Time commitment

The expectation is 4 hours per week for each credit hour enrolled. This includes travel time, time spent at home or the library working on your project, or time spent on contact tracing. Students should follow the operating calendar of the agency that they serve. If a community partner is performing normal operations on a day that conflicts with a student's personal schedule (or UC's schedule), the student is expected to serve on that day (or to negotiate with the agency to make up the time in a mutually agreeable way).

## Electronic communications policy

In-class sessions will be conducted online via Webex. Only a few of these are required (see syllabus)

## Academic integrity

The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced.

## Special accommodations

If a student requires a special accommodation they should contact the course director well in advance so that an appropriate placement at a community agency can be made.

**Pass/fail option, audit policy, and withdrawal policy:** There are no pass/fail or audit options for this class. Withdrawal procedures follow U.C. guidelines.

# Grading

Table-1: Graded assignments

Weekly assignments	10%
Written progress report/oral presentation	30%
Community partner evaluation of student performance	60%

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

## General information about what to expect during the course

- **Online assignments.** Each week will have an online assignment that challenges you to think about your agency in depth. They are due by the following Sunday at midnight and there is a 50% penalty for late submission.
- **Brainstorming sessions (in-class).** We have found that students appreciate regular brainstorming sessions where they can talk about problems at their agencies and troubleshoot solutions. For this reason, we have reserved Mondays from 4:00-4:55 for group meetings via Webex. The sessions highlighted in yellow are required group activities. However, the instructor will be available every Monday at 4:00 pm via webex for ad hoc brainstorming sessions.
- **Agency activities (in-person and remote).** Work on-site at a community agency is to be arranged by the student in consultation with their supervisor, keeping in mind that a backup plan for remote activities must be in place before the end of the first week in the semester. Your work at the agency will involve two components:
  - **Weekly community service.** This includes any routine duties that you perform on a regular basis to assist the agency. For example, tutoring students, making phone calls, delivering food, mailing brochures, trash cleanup.
  - **Individual project.** This is something that you develop in consultation with your supervisor. This will form the basis of your final written report and oral presentation at the end of the semester. It is highly recommended that you decide on a project prior to the start of the semester so that you can hit the ground running. These projects vary tremendously depending on the type of agency. For example, the project could be promotional (generating brochures, social media, educational videos), educational (writing detailed literature reviews to assist the agency staff, generating a syllabus for training/education, or brochures), informational (writing questionnaires to determine awareness or knowledge of a subject), or quantitative (analyzing data to understand why something occurs), or even financial (fund raising with defined goals). The common feature is that all projects share the goal of generating something that didn't exist before.

## Spring semester schedule (MEDS 3050)

WEEK	DATE	ASSIGNMENT
1	M 01-11	Welcome to community service
2	M 01-18	Assignment 2
3	M 01-25	Assignment 3
4	M 02-01	Assignment 4 GROUP BRAINSTORM
5	M 02-08	Assignment 5
6	M 02-15	Assignment 6
7	M 02-22	Assignment 7
8	M 03-01	Assignment 8
9	M 03-08	Assignment 9
10	M 03-15	Assignment 10
11	M 03-22	Assignment 11
12	M 03-29	Assignment 12
13	M 04-05	Oral presentations Assignment 13
14	M 04-12	Oral presentations Assignment 14
15	M 04-19	Final written report due

## Guidelines for the preparation of written and oral/poster presentations

Your written reports will be in 3 sections. Parts I and II are part of a single word document. Part III is a separate upload of a one-page flyer.

### Part I: Community service responsibilities

This is your opportunity to showcase any routine weekly duties that you performed at the agency that were not part of your individual project. It can be a bulleted list, as long as there is sufficient explanation of what the activities entailed.

### Part II. Individual project

A suggested template for the written project is below. The number of suggested pages are for double spacing and can be adjusted, depending on what it takes to tell your story.

#### **Abstract** (250 words or less)

1. Abstracts are a condensed summary of a project that allows a reader to get the idea of a project's goal and outcome without having to read the entire document. In this course, you will write two abstracts: at the beginning of the semester you will be challenged to write a proposal abstract that outlines what you plan to do (i.e. you will use the future tense and talk about anticipated outcome instead of results). At the end of the semester the abstract will be modified based on project outcome and you will include the abstract at the beginning of your written report (like a journal article).
2. **Background/significance** (3-5 pages, with at least 25 references from the primary literature): Using the literature search that you performed early in the semester as a foundation, write a literature review that provides the reader with insight into the issues that confront your agency. For example, if the agency focuses on addiction, you need to explain:
  - What defines addiction? What types of substance abuse does your agency deal with?
  - What is the problem of addiction from a 'big picture' perspective (ie nationally, or worldwide)?
  - What is the scope of the problem locally?
  - Why does this problem exist (i.e. what are the economic or societal factors that contribute to this situation? Are there health disparities that impact this problem?)
  - What solutions are needed? – this last section of the background should lead the reader directly into the next section (project aims). i.e. your project aims should help to address a small part of what you have stated to be an important need.
3. **Project aims** (1/2 page): List 1-3 aims that you pursued during the semester. Use strong verbs that can be linked to clear outcomes. For example: "create, design, assemble, select, determine, apply, demonstrate, calculate, explain, write etc". Avoid vague language such as "know, appreciate, hope, understand, appreciate, etc".

Example: X% of the Cincinnati population are illiterate. The purpose of this study is to improve the reading skills of clients at the Cincinnati Literacy Network by accomplishing the following aims:  
Aim 1: Develop a learning strategy to increase the ability of illiterate adults to read X  
Aim 2: Implement a learning strategy to increase the ability of illiterate adults to read Y.
4. **Approach** (1-2 pages): What methods did you use to accomplish each aim? For example, if it involved meeting with people, indicate clearly the nature and scope of those interactions and what your role was. Did the project involve statistical analysis? If so, what kind?
5. **Results** (2-3 pages)

Describe the final outcome. Indicate what objective criteria you used to conclude that the project was a success or not. If the project was not a success, explain why you think it did not work. If the project had to be changed along the way that is ok, just explain why and how it was changed. Example: All 10 clients were tested by the National Center for Adult Literacy to determine their level at the start of the semester. At the conclusion of the training, each client was tested again and 9 of the 10 clients succeeded in improving by one level
6. **Obstacles encountered**: Describe any obstacles you met along the way and how you addressed them.
7. **Limitations and future directions**: What were the limitations of the project and what should be done to follow up on this study? If you could do this project over again, what would you do differently?
8. **Skills developed**. Were there any hard or soft skills that you developed as a consequence of this experience? A hard skill is technical in nature, like web design or surgery. A soft skill is related to interpersonal skills that predict how you may fit into a workplace environment. Employers highly value

soft skills and they look for evidence of this in job applicants. Soft skills fall into categories like communication, self-motivation, leadership, responsibility, teamwork, problem solving, decisiveness, working under pressure/time management, flexibility, and conflict resolution. [soft skills in health care link/](#) . It is important to take the time to think about what your soft skills are now, and specifically how your experiences have shaped them, so that you can easily talk about this during future interviews.

9. **References.** Aim for at least 25 references

**Note regarding individual projects that involve literature reviews for the agency:** Some of you may be tasked by your agency to write a literature review as part of your individual project. The goal of this is to take advantage of the extensive UC library resources that are not available to the agency in order to provide a comprehensive literature review that will be of use to agency staff. This would be distinct from the final written report.

### Part III. Marketing brochure for future recruitment to your agency

We often hear from students and their supervisors that the agency would benefit from having a continual flow of volunteers to promote continuity of a project or a service after a student departs. To assist with this, you will be asked to upload a separate "poster flyer" (no more than one page) that can be used recruit other students who might be interested in your agency. This is your opportunity to showcase the importance of your agency and its mission so that other students may follow in your footsteps. This flyer should include the following:

- The title of your agency.
- A brief overview of the agency mission.
- A "job description" that describes what volunteers do at the agency. This would include any routine weekly duties, as well as any current or future individual projects that your supervisor would like to see accomplished. For example, it could be a continuation of something that you set up.
- A photo or schematic that captures some aspect of the agency. Note: the identity of minors must be kept anonymous (ie, use photos from the back of the classroom).
- A marketing statement that would attract the interest of the type of student you would like to see recruited to your agency. For e.g. "If you like working with children..."

### Guidelines for the final oral presentation and/or poster presentation

Use the same sections described above for the final written report, condensing them into the format of a powerpoint presentation or a poster. The challenge is to be very clear and concise in order to convey the goals and outcome of the project to an audience of peers and faculty.