

University of Pennsylvania
School of Nursing
Course Syllabus: Spring 2021

Title: NURS354 --Case Study- Addressing the Social Determinants of Health: Community Engagement Immersion

Course Units: 1 CU

Placement: Spring semester

Time: 4-7 PM

Location: Virtual

Faculty: Course Director - Dalmacio Flores, PhD, ACRN
Co-course director - Terri Lipman, PhD, CRNP, FAAN
Faculty Advisors-
 Marcus Henderson, MSN, RN
 Monique Dowd, MA, RD, LDN, CDCES, CSG
Teaching Assistant –
 Alyssa Savarino, BSN

Pre-Requisites: Completion of sophomore year requirements

Course Diversity and Inclusivity Statement

The NURS 354 course faculty and staff consider the diversity of its students to be a strength. We expect every member of our case study to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics are valued in our classroom.

Students in this class are encouraged to speak up and participate during class meetings, discussion board postings and when representing Penn at their community sites. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

Course Description:

This case study offers students experiential learning to develop an in depth understanding of social determinants of health in vulnerable, underserved populations and to collaboratively design and refine existing health promotion programs based on the needs of the community site. Grounded on an approach that builds upon the strengths of communities, this course emphasizes the development of techniques to lead effective, collaborative, health-focused interventions for underserved populations. Students are required to draw on skills and knowledge obtained from previous classes related to social determinants of health and community engagement, will engage in specific creative, innovative community based programs developed for populations across the life span and will be members of the Community Champions program. These culturally relevant programs, which have been shown to positively impact communities, create opportunities for students to address the social determinants of health, build engagement and leadership skills and increase program success and sustainability.

Course Objectives:

On completion of this course, students will be expected to demonstrate knowledge and ability to apply critical thinking skills in the following areas:

- Develop an in-depth understanding of population health with emphasis on the impact of the social determinants of health,
- Identify upstream approaches to address social determinants of health,
- Obtain self awareness of personal biases while dispelling myths/stereotypes regarding underserved, vulnerable populations,
- Acquire communication techniques that are more effective and easily understood,
- Collaborate with a variety of community agencies to develop programs addressing the health promotion needs expressed by the community,
- Engage with community members to assess and promote their health and wellbeing,
- Participate in the planning for, and collection of, meaningful data to assist with program evaluation,
- Develop a professional visual presentation of outcomes,
- Develop personal goals for future as a leader in health care of vulnerable and marginalized communities.

Teaching methods:

- Virtual community engagement- minimum of 16 hours over the semester
- Bi-weekly meetings with course faculty advisors
- Weekly discussion board postings
- Readings, problem/based learning exercises and self learning modules on social determinants of health
- Peer to Peer review of Posters/presentations on community experience
- Feedback from students, faculty and community site

Community Sites: Assigned according to student interest whenever possible. Will include but not limited to:

- School District of Philadelphia (Young Quakers)
- Dance for Health (multiple sites)
- Kensington Health Sciences Academy
- Puentes de Salud
- Free Library of Philadelphia
- United Community Clinic
- HUP Baby Transition
- CHOP SPARK

Evaluation methods: See Canvas site

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| • Achievement of objectives at community site (self evaluation and as evaluated by faculty advisor and clinical site) | 50% |
| • Weekly discussion board posts on Canvas that include reflective observations and address social determinants of health in your population (individual contribution and classmate comments on peer posts) | 25% |
| • Attendance at 3 required synchronous classes and 1 online video conference | 10% |
| • End-of-semester oral/ poster presentation in class and sharing with community partner | 15% |
| • Biweekly meetings with Faculty Advisor | P/F |

Your attendance and participation for the last class is required for successful completion of the course.

Course Grade Criteria: See Student Handbook

Fulfillment of Course Requirements

Requirements for the case study are defined by individualized learning experiences that are realistic based on a limited time frame and opportunities that may be available to provide the necessary exposure.

Please see the course Canvas site for all other course details.

Assignments

1. Completion of assigned Social Determinants of Health readings/ videos/ Self Learning modules
2. Community Engagement

Students who were previously engaged with a community site prior to the pandemic through the Community Champions program will continue with the same site via online engagement. Effort will be made to have students who had *ongoing* engagement with a community site through independent volunteer work continue with the same site, also via online engagement. Students who are new to the program receive a list of available sites prior to the first week of class to rank their preferences. Effort will be made to accommodate preferences as possible. Number of available slots for each community site is set by the needs of the community agency and several students may be assigned to the same site. Each student will be assigned a faculty advisor. The Collaborative Engagement Contract must be completed, in collaboration with the community site and faculty advisor, by February 21. **Students are required to work with the community agencies a minimum of 16 hours over the course of the semester.** The grade for community engagement will be determined based on the achievement of the deliverables and in collaboration with the student, the community agency and the faculty advisor.

3. Discussion boards (**Due throughout the semester**)

Over the course of the semester, each student must submit weekly 2-paragraph thought pieces that discuss your reflections related to an assigned reading/video and to your community engagement experience and the social determinants of health that impact your population. The reflection should include how you are collaborating with your community site, and areas for improvement. When you address social determinants of health, consider upstream approaches. You are also expected to respond to your classmates posts and engage in meaningful discussions. Prior to beginning your community engagement, or if there is a week when your site is not available, you may submit a post related to the self-learning modules or an outside reading. To receive credit for submission, reflection pieces must be submitted no later than 11:59 pm each Sunday.

Grading for the Discussion Board

Discussion Board participation will comprise 25% of the final grade. For each question, students must submit a 2-paragraph thought pieces that discuss your reflections related to assigned readings, videos or links that pertain to the question. The reflections should include your perspective as well as some examples of what you learned from the assigned materials. You should respond to a few of your classmates' posts for all of the questions - and engage in meaningful discussions. Evaluation of discussion board contributions will be determined by the following:

- 5 points- Student demonstrates evidence of preparation and includes critical analysis of the assigned readings, makes thoughtful, focused contributions and responds to several classmates' posts.
- 4 points- Student demonstrates evidence of preparation and includes critical analysis of the assigned readings and makes thoughtful, focused contributions. Does not respond classmates' posts.
- 3 points- Student uses some critical analysis and makes thoughtful and focused contributions, but post is largely anecdotal.
- 2 points- Student written discussion is thoughtful and focused- but post is only anecdotal
- 1 points- Student written discussion is not focused and is anecdotal

0 points- No submission

4. Meeting with faculty advisors

Students must connect (method based on preference of advisor) with their faculty advisors every two weeks. Scheduling will be determined by the faculty advisors.

5. Discussion sessions

Bi-weekly online discussion sessions on a variety of topics will occur online or in class. Students are required to attend one session on a topic of their choice. Sessions may be omitted based on an insufficient number of students. The sessions for the 2021 Spring semester includes:

Topic	Presenter	Date
Racism and Health Disparities	Terri Lipman	2/10/2021
COVID-19, Child Mental Health, and SDOH	Marcus Henderson	2/16/2021
LGBTQ Health and SDOH	Patrina Sexton-Topper	4/5/2021
Opioid addiction issues in Philadelphia	Rachel French	4/14/2021

6. Community Champions Program

All students in N354 will be considered members of the Community Champions Program. The student-led [Community Champions](#) program brings Penn Nursing undergraduate students out of the classroom and into the greater Philadelphia community to share their skills and learn from their experiences. There are virtual Community Champions meetings on 1/27, 2/24, 3/24 and 4/28. N354 students are required to attend the meeting providing the time does not conflict with a course. Meeting reminders will be sent out each month.

7. Final poster presentation- April 27th (Monday)

At the completion of the semester, there will be a program inviting representatives of the community agencies for dinner. Powerpoint posters will be developed and presented by the students. Projects will be presented and there will be discussion related to how the projects can be sustained. Community agencies will be asked to provide feedback on the collaboration with the students and the success of the projects.

Course Contact Information

Dalmacio Flores	dalmacio@nursing.upenn.edu	404-394-4593
Terri Lipman	lipman@nursing.upenn.edu	610-331-6822
Marcus Henderson	marcushe@nursing.upenn.edu	484-522-9248
Monique Dowd	dowdmo@upenn.edu	215-573-3388
Alyssa Savarino	savarino@nursing.upenn.edu	617-710-1541

** Meetings with Course Faculty and Staff: Arranged by appointment*

Important Campus Resources

Penn Student Intervention Services, 215-898-6081

Special Services/Victim Support, 215-898-6600

Student Health Service, 215-746-3535, 3535 Market St, Suite 100

Rap (Reach a Peer) Line, 9PM to 1AM, 215-573-2RAP (215-573-2727)

Weingarten Learning Resources Center, 215-573-9235, Stouffer Commons, Suite 300, 3702 Spruce Street. The Weingarten Office of Learning Resources provides professional instruction in university relevant skills such as academic reading, writing, study strategies, and time management.

The Weingarten Student Disabilities Services provides comprehensive, professional services and programs for students who self-identify with disabilities to ensure equal academic opportunities and participation in University-sponsored programs.

Marks Family Writing Center, 215-573-2729, 3808 Walnut Street

The Marks Family Writing Center provides writing support to Penn students and is open to Penn students 6 days a week.

Counseling and Psychological Services (CAPS), 215-898-7021, 3624 Market St. 1st Floor West
CAPS offers free and confidential counseling services to all Penn undergraduate, graduate, and professional students.

The Office of the Chaplain, 215-898-8456, 3417 Spruce Street, 240 Houston Hall

The Office of the Chaplain is available to students for pastoral support, guidance, or informal advising and counseling.

Greenfield Intercultural Center, 215-898-3358, 3708 Chestnut St.

Penn LGBT Center, 215-898-5044, 3907 Spruce St.

Penn Women's Center, 215-898-8611, 3643 Locust Walk

Penn First-Generation, Low-Income Program (FGLI), 215-898-6081, Greenfield Intercultural Center

Center for Hispanic Excellence: La Casa Latina, 215-746-6043, 3601 Locust Walk (Arch)

Makuu: The Black Cultural Center, 215-573-0823, 3601 Locus Walk (Arch)

The Pan-Asian American Community House, 215-746-6046, 3601 Locus Walk (Arch)