

UNIV 1840: Public Health Community Service Experience Fall 2015

Instructors:

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Course Description: The Public Health House (PHH) learning community service designed to provide students with opportunities to participate in advocacy, education, and service in the public health arena. The UNIV 1840 course should be taken with a companion course, either First Year Experience or Public Health Seminar.

UNIV 1840 will focus on community service learning experiences and will act as the official experiential learning component for the PHH. Students are required to engage in service activities throughout the semester.

Course Outcomes: UNIV 1840 is a critical component of the PHH experience and serves to meet several central goals of the learning community. Students enrolled in UNIV 1840 will:

1. Demonstrate a commitment to personal and professional growth through self-reflection
2. Demonstrate a commitment to education, advocacy, and service to others
3. Recognize the results of their actions, specifically the impact of their actions on other people
4. Proactively communicate with other PHH members and leaders
5. Engage in several varieties of different types of PHH service/outreach activities
6. Demonstrate knowledge and application of the principles of a critical thinking
7. Reflect critically on community experience

Guidelines for Service-Learning Experience: A total of 15 Service Learning Hours (not including travel time) is required for the course. Students must document that they have completed all hours. You will be given a form to document attendance and number of hours that must be signed by the agency or project supervisor.

These service learning experience as well as her primarily in community health or social service settings and school settings. Several community service experiences will be provided by your instructors. Please note any service learning experiences different from the ones provided to your instructors must be approved in advance. You will need to make all other arrangements concerning the placement such as transportation, what days and times to work, etc. Your instructors may be able to help you coordinate transportation. If you are unable to be at the organization during your scheduled hours, you must inform your on-site supervisor. Students can engage in very as forms of service experience such as:

1. Weekly service placement: This activity could be with the same organization throughout the entire semester. Placements must be made through the Community Outreach Semester Long Health & Human Service Program, Husky Programs, PawPals, or an approved experience. The instructor can provide other referrals as needed. Please note that all placements must be approved by the instructor.

2. One-time projects—Students may participate in a one-time project. Students are encouraged to utilize Community Outreach Community Service Days or predetermined PHH events that qualify. Students may participate individuals or with other friends and/or classmates. Whole group opportunities may be made available for the LC, and students are strongly encouraged to participate in those events.
3. Leadership Projects—when a student takes on a leadership role in organizing a service project for several other students, they may qualify for extra time. For example, a student who organized a 5K run/walk to benefit autism research earned 1.5 hours for every hour she spent at the activity. The purpose of the extra time is to facilitate student leadership skills.

It is crucial that you perform an active role at service experiences and behave yourself in a professional manner. Service learning differs from volunteerism in that it requires you to apply the knowledge you have learned from your coursework and, in turn, learn from the experience.

Important note: you may not count experiences that you are participating in as a part of a fraternity, sorority, other class or organization (e.g., church group, social clubs) as service learning hours for this course.

Components of Service-Learning Experiences:

1. Attendance is required for all 15 service learning hours. If you miss an experience you must make up the hours. Please notify that agency and your on-site supervisor if you cannot make an event when scheduled *at least three days in advance*. You are expected to be prompt and dress professionally (blue jeans only allowed if approved by site), and maintain high professional standards in regard to conduct and expectations required by the setting, including confidentiality.
2. Documentation: Obtain a Service Learning form from Dan Clark. Documentation and a brief description of the sites, dates, hours worked, activities performed, and on-site supervisor signature must be provided for each activity. You must provide a copy of your documentation logs to BOTH instructors on Monday, October 27, 2014 and Wednesday, December 3, 2014.
3. Critical Reflections: Three reflective journals are required and should be written using the format described below. Each reflection should be between 2-3 pages in length and uploaded to HuskyCT. Journals are due on October 11, November 1, and December 6 at 5:00 PM. Journals will not be accepted late.

Reflection Outline:

I don't want to impose too many restrictions on the format for reflections. They must be 2-3 pages, double-spaced. If there are more than **5** grammatical errors, they will be returned and you will be required to revise and resubmit. You can use some of these questions to guide you, if you want some guidance:

- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?

- What about your community involvement has been an eye-opening experience?
- How do you motivate yourself to go to your site when you don't feel like it?
- What specific skills have you used at your community site?
- Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits of doing community work? Why or why not?
- Has your view of the population with whom you have been working changed? How?
- How has the environment and social conditions affected the people at your site?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Have your career options been expanded by your service experience?
- Why does the organization you are working for exist?
- Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my service-learning, I am....

Course Requirements:

- Students are required to participate in at least 15 hours of service-learning experiences and at least 3 PHH sponsored one-time events.
- Students are required to complete 3 critical reflections and turn them in on time.

Course Assessment:

Satisfactory (S): At least 15 hours of service and completion of all three journals.

Incomplete (I): Failure to complete all 15 hours of service and all three journals, but completed between 10-15 hours of service, and at least 2 journals.

Unsatisfactory (U): Less than 10 hours of service, failure to complete all three journals.

Late Assignments: No assignments will be accepted after the original due date.

Academic Integrity University of Connecticut Code of Conduct: Responsibilities of Community Life: the Student Code outlines the expectations of UCONN students as members of the UCONN community as well as the process for addressing violations of

the University policies. All students are responsible for knowing and abiding by these policies. The student code is available at: www.docs.uconn.edu/studentcode

Reasonable Accommodations: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who required reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact either a course instructor or the Center for Students with Disabilities if you feel you may qualify.