

Course Tag Reflection Exemplar
Civic and Global Responsibility

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PHP 221: Community Health Promotion.

Identify the course learning objectives in the syllabus that are clearly aligned to Civic & Global Responsibility and respective assignment(s).

Participate in health promotion and/or disease prevention activities' is connected to CGR because it engages students in responsible and collaborative civic learning, with an emphasis on campus-based issues. In addition, students explore the complexity surrounding interdependent local (campus/Syracuse community) affairs.

Explain the connection between specific assignment(s) and Civic & Global Responsibility. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

Assignment 1. Reflective Journals (10%): Three (3) one-page reflection journal entries are required. Considering the service- learning experience, students are encouraged to connect their personal goals and values with public health values of health promotion, illness prevention, and service and to also apply what they are learning to real-world situations.

Relation to competency: Exploration and analysis of the complexity surrounding interdependent local affairs

Assignment 2. Academic Service Learning (P/F). A grade of 'pass' is required to pass the course. Therefore 100% of the course grade depends on earning a grade of 'pass'. 15 hours of service learning required. Small student groups are paired with a community agency or campus department/office to provide health promotion to the campus community. To receive a grade of 'pass', students will

1. Adhere to the student expectations for service-learning. (Undergraduate Student Handbook, Chapter 3).

2. Complete at least 70% (11 hours) of the service-learning activities.

Relation to competency: Engagement in responsible and collaborative civic learning with an emphasis on public, campus-based issues.

Describe in detail the instructional strategies faculty use to intentionally teach Civic & Global Responsibility in the course.

Class #1

Course Overview: introduces students to the course focus and requirements. The course assessment plan is presented in which the SU shared competency Civic and Global Responsibility and its relevance to the course, course learning outcomes, academic service learning, and CEPH BSPH foundational domains.

Class #2

- Orientation: Academic Service Learning. Discussion of differences among volunteer work, service work and academic service learning. Responsibilities: PH department, community partner, and student [PH UG Student Handbook]
- Panel Presentation: Campus and community partners come to class to discuss a) their mission as it relates to health promotion and b) health promotion activities involved in the service-learning work.

Describe the feedback tool(s) faculty use to support students' competency development on Civic & Global Responsibility.

The course faculty and/or the TA maintain regular contact with the campus or community partner to assess the quality of the students' service work. The campus or community partner supervises the service work and provides support and feedback for effective implementation of the health promotion activities. The course faculty and/or the TA provide feedback using margin notes and summary comments within the reflective journals as well.