School of Health Technology and Management
Stony Brook University

Course Number: HAP 501
Course Title: Community Health and Service Learning For Physician Assistants
Number of Credits: 2 credit hour (22.5 hrs classroom and 15 hours of practicum)
Faculty: Nadya Dimitrov, DPM, PAC

Goal:
The goal of this course is to provide students with a foundation in the principles and practices of disease prevention and health promotion and the skills necessary to apply this information in the community setting. The students will incorporate the knowledge learned in the classroom and participate in meaningful community service activities that enhance their understanding of the professional development of Physician Assistants as well as strengthening the students, program, and Universities relationships with the community.

Course Description:
The Community Health and Service Learning course will provide opportunities for PA students to learn and reinforce medical knowledge and skills through serving local and international communities. This program differs from a traditional course in that it spans the entire didactic year. The learning methods utilized in this course will supplement traditional lectures, enhance the acquisition of clinical skills, cultural competencies, and expand knowledge of community resources for underserved populations. Students will complete a minimum of fifteen (15) hours of community service that will be accomplished within the first year of the program in variable time increments. This course will provide students with an opportunity to choose the type of activity and the population to be served. This can be accomplished through individual or team projects.

Service-Learning:
- Supports the belief that Physician Assistant education must be linked to social responsibility and that effective learning is connected to experience.
- Is integrated into and enhances the academic curriculum of the students
- Combines meaningful service with educational opportunities that benefit the community and the student.
- Provides opportunities for students to learn about their communities and work with diverse groups of individuals thus enhancing cultural competencies.
- Enables students to learn and develop professional skills through active participation in thoughtfully organized service projects.
- Provides an opportunity for the application of didactic and clinical information in real world settings.
- Fosters the development of empathy, personal values, beliefs, awareness, social responsibility and a sense of caring for others.
- Provides structured time for students to reflect on the service experience.
Course Objectives:
The course will provide students with an understanding of health promotion, and disease prevention across the spectrum of chronic diseases management, emerging infectious diseases, emergency preparedness, health care disparities, and the impact of behavior and lifestyle choices within the local and international communities.

The course consists of four components—evidence base for practice, clinical prevention services—health promotion, health systems and health policy, and community aspects of practice.

Service learning through community outreach is a valuable portion of the Physician Assistant Program at Stony Brook. Our students partner with agencies that serve a diverse population in the Long Island area to complete the Service Learning hours. Sites developed by students must be pre-approved by the course director. The community service experiences will help to improve health literacy, reduce disparities in the underserved, and through this process broaden the student’s perspectives and improve their cultural competency.

Didactic Goals:
Upon completion of the didactic portion of the course, students will be able to:

1. Apply epidemiologic methods to the measurement of disease rates, prevention of infectious diseases, and the development and evaluation of health care policies and programs.
2. Recognize the importance of data collected through the vital statistics system and discuss its usefulness for public health purposes.
3. Generate examples of contributors to mortality and morbidity, including genetic, socioeconomic, and environmental factors, and access to health care.
4. Discuss the range of the clinical health services available in the public health system.
5. Explore the roles of international health organizations.
6. Develop enhanced learning by joining community health theory with experience and thought with action.
7. Recognize health care disparities in diverse populations and the impact on community and individual health.
8. Discuss common challenges and related strategies to engage in productive partnerships with community-based entities with the goal of promoting evidence-based practice.
9. Compare and contrast disease and population patterns in other countries, e.g., burden of disease, population growth, health and development.
10. Describe the usefulness of various determinants of health (distribution of morbidity and mortality by age, gender, race, socioeconomic status, and geography) in formulating preventive strategies.
11. Define health literacy and discuss the impact of low literacy on health outcomes in the United States.
12. Describe the tools and techniques that can be used to identify low health literacy.
13. Provide strategies and tools to improve communication between health care providers and patients.

Service Learning Goals:
Upon completion of the service learning hours the students will be able to:

1. Reinforce their clinical skills, such as documentation, history taking and exam.
2. Reinforce their knowledge of medicine.
3. Improved community collaboration.
4. Improved student knowledge of community resources.
5. Provide services to community partners, especially those who serve underserved populations.
6. Recognize health care disparities in diverse populations and the impact on community and individual health through fieldwork with community partnerships.
7. Describe the relevance of the course content through written reflection on the service learning experience.

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**Instructional Objectives:**

**Epidemiology**

1. Define the terms epidemic, epidemiology, and epidemiologist, and explain their importance in community health.
2. Compare diseases that caused epidemics in the past and some that are causing epidemics today.
3. Explain why rates are important in epidemiology and list some of the commonly used rates.
4. Define incidence and prevalence rates and provide examples of each.
5. Identify sources of standardized measurements of health status- life expectancy, years of potential life lost, disability-adjusted life years, and health –adjusted life expectancy.
6. Explore the various types of epidemiological studies and explain the purpose of each.
7. Explain the differences between communicable (infectious) and non-communicable (non-infectious) diseases and between acute and chronic diseases and provide examples of each.
8. Describe and explain communicable and multi-causation diseases models.
9. Explain how communicable diseases are transmitted in a community using the “chain of infection” model and use a specific communicable disease to illustrate your explanation.
10. Explain the difference between primary, secondary and tertiary prevention of disease and provide examples of each.
11. Investigate important measures for preventing and controlling the spread of communicable diseases in a community.
12. Recognize the approaches to non-communicable disease control in the community.
13. Define and explain the purpose and importance of health screenings.

Community Organization
1. Define community organizing, community capacity, community participation and empowered community.
2. Identify the assumptions that underlie the process of community organization.
3. Compare the difference between locally development, social planning and social action approaches to community organization.
4. Illustrate the steps for a generalized model for community organizing/building.
5. Explain the difference between health education and health promotion.
6. Define the term needs assessment.
7. Explain the six steps used in assessing needs.
8. Explain the purpose of pilot testing in program development.

Community Health and Minorities
1. Explain the concept of diversity as it describes the American people.
2. Discuss the impact of a more diverse population in the United States as it relates to community health efforts.
3. Investigate limitations related to collecting racial and ethnic health data.
4. Explore the beliefs and values of minority groups in the United States.
5. Describe the six priority areas of the Race and Health Initiative.
6. Define cultural sensitivity and cultural and linguistic competence and the importance of each related to minority community health.
7. Identify the three kinds of power associated with empowerment and explain the importance of each related to minority community health.

Foundations of Community Health
1. Define health, community health, public health and public health systems.
2. Discuss the factors that influence a community’s health.
3. Describe the major determinants of health.
4. Differentiate the community health responsibilities of the local, state and national levels of government.
5. Explore the funding for the local, state and national branches of public health.
6. Explain how philanthropic foundations contribute to community health.
7. Identify the factors that influenced public health in the 20th century.

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8. Investigate the current challenges in the community health arena.

Global and International Health
1. Investigate the basic concepts of global health.
2. Explore the basic tools used for assessing health.
3. Investigate the global trends in morbidity and mortality.
4. Explore the role of the environment in global health.
5. Reflect on the means to improve global health thru environmental action.

Health Literacy
1. Define health literacy.
2. Discuss the impact of low literacy on health outcomes in the United States.
3. Describe tools and techniques that can be used to identify low health literacy.
4. Assess the readability level of common health information materials found in print and on public websites using formulas discussed in class.
5. Prepare a patient education handout for low health literacy populations.
6. Identify health literacy needs in your work setting.
7. Formulate a plan to address health literacy needs in your work setting.
8. Provide strategies and tools to improve communication between healthcare providers and patients.

METHODS OF EVALUATION
In order to successfully complete the course requirements, a student must complete:

Didactic Portion:
1. Equally weighted quizzes: 20%
The quizzes must be passed with a minimum combined grade of 77%. The minimum passing grade for this course is a C+. If a student fails to achieve a grade of 77% on the examination, s/he must take a remake and achieve a 77%. The maximum grade that will be recorded for the remake of the exam is 77%. In the event that a student does not pass a remake examination with a 77%, an average of the two grades will be used to calculate the final grade.
2. Completion of a Health Care Literacy Brochure: 20%

Service Learning Portion:
1. Complete a minimum of 15 hours of community service: 20%
2. Submit a log entry on Blackboard within 2 weeks following each service learning experience: 10%
3. Upon completion of the course a 2-3 page (double-spaced, font 12 Times Roman) reflective essay on the student’s service learning experience(s) will be submitted: 30%.

The reflective essay should address a minimum of five (5) of the following questions:

- How did this experience affect you?
- Did you learn anything about yourself?
- Did you learn something about others in our community?
- Did the experiences help to reinforce your knowledge of clinical medicine?
- Did you learn something about an issue or agency that is new or interesting?
What do you believe is the cause or causes of the societal problem which was addressed through your service?

Based on your experience, what would you suggest as reasonable solutions to the problem(s)?

Was this experience everything you expected? If not, why?

What were the negative and positive aspects of your experience?

What types of benefits (academic, personal, professional) did you gain?

Do you feel you had an effect on a person, group of people, or problem in our community?

Did you recognize any health care disparities? If so, what impact did it have on your experience?

Is there anything you would change about your service work?

How does your service experience relate to the material covered in the academic curriculum of this course?

What impact will this experience have on your future?

**Teaching Strategies:**

1. Lecture with class discussion
2. Group activities focusing on interdisciplinary approaches to improving health outcomes
3. Service learning experiences
4. Case studies
5. Videotapes and film

**Recommended Text**

2. Articles, links and websites will be provided throughout the course.

**Schedule:**

The didactic component will be scheduled during the fall and early spring semesters of the program. Service learning opportunities may occur during open classroom time, evenings, and weekends. If a student wants to attend a service learning activity occurring during scheduled class time the absence must be pre-approved by the course director.

**Americans with Disabilities Act**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site.

[http://www.ehs.sunysb.edu/fire/disabilities/asp](http://www.ehs.sunysb.edu/fire/disabilities/asp)

**Academic Integrity:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculties are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For
more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**List of Community Service Opportunities:**

http://www.career.sunysb.edu/content/vcs/volunteer-positions

**Senior Citizens Long Island**
- Doubleday Babcock Senior Center, www.dbsconline.org
- Gurwin Jewish Geriatric Center, www.gurwin.org
- Good Neighbor Network, www.eacinc.org
- Jewish Association for Services for the Aged (JASA) Nassau, www.jasa.org
- Jewish Association for Services for the Aged (JASA) Suffolk, www.jasa.org

**Health Long Island**
- Brookhaven Memorial Hospital Medical Center, www.brookhavenhospital.org
- Catholic Charities, www.catholiccharities.cc
- Central Nassau Guidance & Counseling Services, www.centralnassau.org
- Developmental Disabilities Institute, www.ddiinfo.org
- Dominican Sisters Family Health Service, www.dsfs.org
- Eastern Long Island Hospital, www.elih.org
- Franklin General Hospital Medical Center, www.northshorelij.com/body.cfm?ID=58
- Hispanic Counseling Center, www.hispaniccounseling.comg
- Hope For Youth, www.hfyli.org
- Huntington Hospital, www.hunthosp.org

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<thead>
<tr>
<th>Organization Name</th>
<th>Website Address</th>
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<tbody>
<tr>
<td>John T. Mather Memorial Hospital</td>
<td><a href="http://www.matherhospital.org/pages/index.asp">www.matherhospital.org/pages/index.asp</a></td>
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<tr>
<td>Long Beach Medical Center</td>
<td><a href="http://www.lbmc.org">www.lbmc.org</a></td>
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<td>Long Beach Reach</td>
<td><a href="http://www.longbeachreach.com">www.longbeachreach.com</a></td>
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<td>Long Island Alzheimer's Foundation</td>
<td><a href="http://www.liaf.org">www.liaf.org</a></td>
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<td>Long Island Jewish Medical Center</td>
<td><a href="http://www.lij.edu">www.lij.edu</a></td>
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<td>Mercy Medical Center</td>
<td><a href="http://www.mercymedicalcenter.chsli.org">www.mercymedicalcenter.chsli.org</a></td>
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<td>North Shore Child and Family Guidance Center</td>
<td><a href="http://www.northshorechildguidance.org">www.northshorechildguidance.org</a></td>
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<tr>
<td>North Shore University Hospital at Glen Cove</td>
<td><a href="http://www.northshorelij.com">www.northshorelij.com</a></td>
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<td>Peconic Bay Medical Center</td>
<td><a href="http://www.peconicbaymedicalcenter.org/index.html">www.peconicbaymedicalcenter.org/index.html</a></td>
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<td>Peninsula Counseling Center</td>
<td><a href="http://www.peninsulacounseling.org">www.peninsulacounseling.org</a></td>
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<td>South Nassau Communities Hospital</td>
<td><a href="http://www.southnassau.org">www.southnassau.org</a></td>
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<td>Southampton Hospital</td>
<td><a href="http://www.southamptonhospital.org">www.southamptonhospital.org</a></td>
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<td>St. Catherine of Siena Medical Center</td>
<td><a href="http://www.stcatherinesiena.org">www.stcatherinesiena.org</a></td>
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<td>St. Charles Hospital &amp; Rehabilitation Center</td>
<td><a href="http://www.stcharleshopital.chsli.org">www.stcharleshopital.chsli.org</a></td>
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<td>United Cerebral Palsy Association for Greater Suffolk</td>
<td><a href="http://www.ucp-suffolk.org">www.ucp-suffolk.org</a></td>
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<td>Winthrop-University Hospital</td>
<td><a href="http://www.winthrop.org">www.winthrop.org</a></td>
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<td>Hospice Care Network</td>
<td><a href="http://www.hospicecarenetwork.org">www.hospicecarenetwork.org</a></td>
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<tr>
<td>Epilepsy Foundation of Long Island Nassau</td>
<td><a href="http://www.efli.org">www.efli.org</a></td>
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<tr>
<td>Epilepsy Foundation of Long Island Suffolk</td>
<td><a href="http://www.efli.org">www.efli.org</a></td>
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<td>Pederson-Krag Center</td>
<td><a href="http://www.pederson-krag.org">www.pederson-krag.org</a></td>
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<tr>
<td>Long Island State Veterans Home</td>
<td><a href="http://www.listateveteranshome.org">www.listateveteranshome.org</a></td>
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<tr>
<td>Stony Brook University Medical Center</td>
<td><a href="http://www.stonybrookmedicalcenter.org/">www.stonybrookmedicalcenter.org/</a></td>
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**Human Services Long Island**

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<td>Catholic Charities</td>
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<tr>
<td>Habitat for Humanity</td>
<td><a href="http://www.hfhsuffolk.org">www.hfhsuffolk.org</a> / <a href="http://www.habitatsuffolk.org">www.habitatsuffolk.org</a></td>
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<td>Huntington Hospital</td>
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Long Island Alzheimer's Foundation  www.liaf.org
Long Island Jewish Medical Center  www.lij.edu
Long Island Youth Mentoring  www.liyouthmentoring.org
Make a Wish Foundation  www.makeawish-suffolkny.org and www.wish.org/metrony
Mentoring Partnership of LI  www.mentorkids.org
Mercy Medical Center  www.mercymedicalcenter.chsli.org
Nassau-Suffolk Coalition for the Homeless  www.nsch.org
North Shore Child and Family Guidance Center  www.northshorechildguidance.org
North Shore University Hospital at Glen Cove  www.northshorelij.com
Peninsula Counseling Center  www.peninsulacounseling.org
Pronto of LI  www.prontoli.org
Response of Suffolk County, Inc.  www.responsehotline.org
Ronald McDonald House of LI  www.rmhlongisland.org
South Nassau Communities Hospital  www.southnassau.org
Southampton Hospital  www.southamptonhospital.org
St. Catherine of Siena Medical Center  www.stcatherinesiena.org
St. Charles Hospital & Rehabilitation Center  www.stcharleshospital.chsli.org
Suffolk County Coalition Against Domestic Violence  www.sccadv.org
Suffolk Community Council  www.suffolkcommunitycouncil.org
Suffolk County Government  www.co.suffolk.ny.us/index.cfm
The Health & Welfare Council Of Long Island  www.hwcli.com/?PageID=1
The Long Island Gay And Lesbian Youth  www.ligaly.com
United Cerebral Palsy Association for Greater Suffolk  www.ucp-suffolk.org
United Cerebral Palsy Association for Nassau County  www.ucpn.org
United Way of LI  www.unitedwayli.org
Winthrop-University Hospital  www.winthrop.org
Yes Community Counseling Center  www.yesccc.org
Yours, Ours, Mine, Community Center  www.yoursoursmine.org

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Pederson-Krag Center  www.pederson-krag.org

*contact person for Long Island: Sommer Allen, manager of HCN Volunteers: sthorne@hospicecarenetwork.org