

NURS4911, NURS6911, NURS7995

Description

This one-credit course integrates nursing education, connects theory with service learning, and demonstrates the social justice component in nursing as defined in the School of Nursing philosophy in relation to the practice-research foci and values.

Prerequisites

Students should be in the second half of their chosen academic program prior to enrolling in the Capstone course.

Content Outline

The following four areas of social justice concern are priorities for the School of Nursing. Your service-learning project will be related to one or more of these areas.

Minority Health

This focus area examines the distribution of health care services to minority groups and differential health outcomes experienced by minority groups. The social justice question posed is, Do minorities (ethnic, racial, language, religious, or other minority groups) experience a lesser quality, availability, accessibility, or acceptability of health care services? How do the health and health-care experiences of minority groups relate to broader social policies and institutions? How does the concept of racial stereotyping affect us as health providers? What experiences do minorities have that might account for the "health disparities" in outcomes that are of concern to the federal government?

A possible social justice site is the School of Nursing Public Health Nursing Outreach for New Americans program (PHNONA). The New Americans or PHNONA operates in conjunction with the Asian Pacific Development Center and La Clínica Tepeyac in immigrant and refugee communities and provides home visitation, interpretation for healthcare visits, and community-based outreach programs to immigrant and refugee communities. Another possible site is the Rocky Mountain Survivor Center, which serves refugees who arrive in the U.S. as survivors of torture. Q, The Center, Asian Pacific Development Center and the Filipino American Cultural Center are other service options this semester.

Poverty

This focus area examines the health-related outcomes of poverty. What are the basic needs of individuals and families in poverty, and how is their safety, growth, and development enhanced or curtailed through the circumstances of their poverty and affiliation with social service organizations? In terms of social justice, how does the distribution of wealth relate to the distribution of health and health potential?

Possible social justice sites include Jeffco Action Center, Samaritan House Clinic and children's health fair, Our Center in Longmont, S.E.T. in Colorado Springs, Colorado Covering Kids, housing programs, and means-tested government programs (such as WIC and Meals on Wheels).

Environmental Health

This focus area scrutinizes the distribution of hazards and environmental risks to populations. The social justice question posed is, How do communities protect themselves from environmental risks, and which communities are most vulnerable to environmental hazards? By working with groups experiencing environmental hazards and agencies involved in ameliorating risk, relationships are evident between environmental justice and environmental policies. Recent investigations into arsenic in the water in some Denver area locales and lead-based paint in other areas have involved social justice issues in environmental health. Pesticide exposure of migrant workers is another issue in our state.

Possible sites include local Superfund sites and their related organizations (such as the Rocky Flats Community Advisory Board). Some formal internships are available through the Environmental Protection Agency through their Environmental Justice Program.

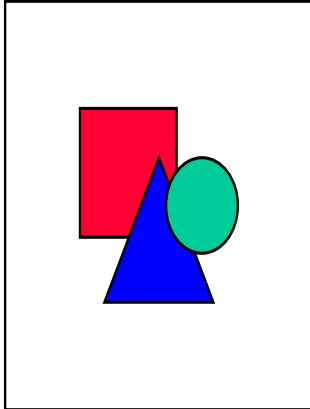
Medically Underserved

This focus area relates to populations at risk for stigmatization and disenfranchisement in society as a result of their medical diagnoses. Examples include the chronically mentally ill, the developmentally disabled, those with particular genetic conditions, and those with particular differences or disabilities that are considered socially undesirable or unappealing. The social justice issue is how do social prejudices and policies influence health care policy to isolate or disempower individuals with particular conditions from meeting their personal health-related needs? By working with the medically underserved and their advocates, the social justice question posed is, What barriers to quality health care are faced by this group? And how can the potential for life and health be maximized for the medically underserved?

Possible sites include Women in Crisis Clinic, Inner City Health Center, United Cerebral Palsy, the Conflict Center, Jewish Family Services, Bridgeway, ARC, and the Child Witness of Violence Project.

You will find potential service learning sites described in *Service-Learning Site* forum. Please consider the sites and responsibilities carefully. The School of Nursing has relationships with these agencies, and the agencies have responsibilities to their communities and clients. Therefore, unless there is a serious problem, you are responsible for participating in the activities described at the site you choose. Choose a site and contact the agency liaison indicated. Speak and/or meet with the liaison and establish several proposed outcomes of your 15-20 hours of service. Then, post, in your Discussion Group, your service site and mutually-agreed upon outcomes. Sites are limited to the number of slots indicated. Be sure to sign up online to guarantee the service site of your choice. If the site you are interested in has already been filled, please select a different site.

Faculty



Block One

Lauren Clark, RN, Ph.D.

Office: 303-724-1181

Fax: 303-724-1836 or 303-315-8660

Email: lauren.clark@uchsc.edu

<mailto:sue.hagedorn@uchsc.edu>

<mailto:sue.hagedorn@uchsc.edu>

Schedule

The course schedule is listed by weeks. To personalize this schedule, please check your academic calendar and match Week 1 with the first week of class, Week 2 with the second week of class, and so forth. For the purposes of this class, assignments due in a particular week must be posted by the end of that week to earn credit. The end of the week is defined as Sunday night at 12 midnight.

Capstone Learning Guide

The Learning Guide table below provides a weekly account of what you will be doing as you progress through the course. The assignments are mentioned, but for full details review the Critical Elements of the assignments outlined in the next section of this Course Information document.

NOTE: The Learning Bibliography link in the following table requires that you have the Adobe Acrobat Reader software installed on your computer before you attempt to access the link. If you do not have that free software on your computer, please click:

<http://www.adobe.com/products/acrobat/readstep.html> to download the software and installation instructions.

Dates	Learning Activities
Week 1	<p>1) Be sure and complete the online computer competency course by the end of this week (if you haven't already).</p> <p>2) The SON has a website with a slideshow presentation on the Capstone course and what service-learning is all about. It can be accessed at http://freenet.uchsc.EDU/capstone/</p> <p>Furthermore, if you are new to the concept of service-learning in nursing are encouraged to refer to any of the resources in the service learning bibliography or the websites contained in List C or read the following article:</p> <p style="padding-left: 40px;">Peterson, S. J. & Schaeffer, M. J. (1999). Service learning: a strategy to develop group collaboration and research skills. <i>Journal of Nursing Education</i> 38(5), 208-214.</p> <p>3) Buy the text, <i>Nursing's Social Policy Statement</i> at the Bookstore. This text is also available at 1-800-637-0323 or at www.nursebooks.org.</p> <p>4) Click on <i>Announcements Forum</i> to identify the Discussion Group to which you will be assigned this week.</p> <p>5) Post your service-learning site choice as a response in the Service Learning Site Forum. Contact the agency liaison listed for your site. In your Discussion Group, post a biosketch that includes your program, specialty, experiences with social justice, and any personal details you'd like to share. You will find a definition of social justice in the beginning of Module One.</p>
Week 2	<p>1) If you haven't yet, meet with your agency Liaison. Contract for 15-20 hours of service-learning.</p> <p>2) Identify your service and learning objectives. To do this, talk with your Liaison about the concrete outcomes of your service to the agency and individuals served there. Write down the learning outcomes you hope to achieve through this experience.</p> <p>3) Review Healthy People 2010 (http://www.health.gov/healthypeople). There are 2 overarching goals to this national agenda for disease prevention and health promotion: 1) Increase quality of life and 2) Eliminate health disparities.</p> <p>5) Let students in your <i>Discussion Group</i> know what your service-learning objectives are and the social justice area(s) (minority health, poverty, environmental health, medically underserved) that best describes your proposed service. This is done by filling out Form A and posting it. Also included on Form A is more information about how your service-learning experience relates to Healthy People 2010. For example, in terms of eliminating health disparities, which of areas, e.g., race, gender, disability, etc., will your service address? These goals are being monitored for progress by focus areas and objectives. Select one or more focus areas to further focus your service experience. What is the relationship between your SON social justice concern (minority health, poverty, environmental health, and medically underserved) and Healthy People 2010 Goal 2 and Healthy People 2010 focus area(s)?</p>

	<p>6) After completing your posting, comment on at least 2 of your peers' postings in your Discussion Group.</p> <p>7) Begin your service-learning experience..</p>
Week 3	<p>1) Review the <i>Nursing's Social Policy Statement</i>. Pay attention to the definitions and descriptions of nursing presented in this booklet.</p> <p>2) Now, read the Case Study in Module One.</p> <p>3) Post your Case Study Response in your Discussion Group by addressing the following: What types of nursing services might be appropriate in dealing with the issues presented in the case study? What outcomes might you expect? Base your responses on the definitions of nursing in the Social Policy Statement. Let your group know how your service-learning experience is going so far.</p> <p>3) Comment on at least 2 of your peers' Case Study Responses in the Discussion Group.</p>
Weeks 4 and 5	<p>1) Continue your service-learning experience.</p> <p>2) Read the readings assigned in Module 1, namely:</p> <ul style="list-style-type: none"> • Ludwick and Silva article (website noted in Module One), • Ethical Principles (Module One), • MacDonald Moral Decision-Making Guide (Module One). <p>3) In your <i>discussion group</i>, post a Social Injustice Paper. This is just a few paragraphs about how you've either participated or observed nurses/health care providers contributing to social injustice. Reflect and reference the readings as appropriate in your posting.</p> <p>4) Comment on at least 2 of your peers' postings.</p>
Week 5	See above. Weeks 4 and 5 share the same assignments and content.
Week 6	<p>1) Continue your service-learning experience.</p> <p>2) Post your Ethics Narrative in your <i>Discussion Group</i> by the end of the week (Sunday night at midnight). An Ethics Narrative is a one-page story of an individual, family or community (use a fictitious name) who does or might receive services from the agency with which you are working or who is at risk for the problems that your service site addresses. Where were they born? What is their culture? What was their childhood like? How about their successes and failures? Relationships? Health challenges? How did they get where they are today? Then, in a 1-2 more pages, using course readings (listed in Weeks 3,4,5), evaluate a potential ethical dilemma for the health provider providing service to that individual, family or community. What ethical principle(s) apply to how you work with this client? How do you apply those ethical principle(s) with this client?</p> <p>3) Comment on at least 2 of your peers' postings.</p>
Week 7	<p>1) Continue your service-learning.</p> <p>2) By the end of the week (Sunday at midnight) post your 2-3 page Critique Paper in the <i>Discussion Forum</i>. This paper should refer to your service experience this semester, Healthy People 2010, the ANA's Social Policy Statement, course readings (see above). The purpose of the paper is to assess</p>

	<p>and critique the institutional, interpersonal, cultural, socio-political, and financial attitudes and structures that place the population with whom you work at-risk. What attitudes and structures place your population in a situation of social injustice? Likely it isn't just bad luck or a random occurrence, but some sort of systematic response or barrier. Discuss risks and solutions related to this group. Explain and critique the attitudes and structures listed above as they relate to your experience and relate your experience to course readings. Cite your references and include a reference list at the end of the paper.</p> <p>3) Comment on at least 2 of your peers' Critique Papers.</p>
Week 8	<p>1) Finish your service-learning, if you haven't yet.</p> <p>2) Evaluate, in a paragraph or two in your <i>Discussion forum</i>, how you did or didn't meet your planned outcomes (stated in week two of course).</p> <p>3) Please complete Form B and paste into a posting in the <i>Service Learning Forum</i>. Fax Form C by the end of Week 8 (Sunday at midnight) to Lauren Clark at (303)315-8666 or (303)724-1836.</p>

Outcome Competencies

Upon completion of the course, the student should be able to:

1. Assess the social attitudes and structures (institutional, interpersonal, cultural, sociopolitical, and financial) that ameliorate or exaggerate health risks for individuals in poverty, from racial, ethnic, and other minority groups, facing environmental health issues, or belonging to stigmatized or under-served groups.
2. Apply social justice and ethical concepts into an understanding of socio-political health issues.
3. Provide evidence of civic engagement and personal reflection that integrates concepts of social justice, nursing, and service learning.

Competency Evaluation

The UCHSC School of Nursing has implemented important changes that will enable students to become more competent and prepared for various types and levels of professional practice. They also engage students in being more responsible and actively engaged in learning. Briefly, these changes incorporate the major principles and practices of competency-based education. This means that programs and courses are organized around the specific *competency outcomes* deemed to be essential by the faculty. These outcome statements are performance-based and more consistent with competencies required in actual practice than the *course objectives* or *learning objectives* formerly used. These outcome statements provide the foundation for the most effective learning strategies to help students achieve the expected performance outcomes and the evaluation methods used to document actual competence.

Faculty will continue to use written examinations to evaluate certain kinds of learning, but also will use more interactive methods that engage students in demonstrating achievement of the specified competency outcomes. Performance abilities will be evaluated through Competency Performance Examinations (CPEs) or Competency Performance Assessments (CPAs), as defined below.

1. *Competency Performance Examination (CPE)* is an evaluation method used to document clinical-related abilities and is most often used in clinical and practice-based courses. Some examples include: conducting focused or comprehensive health assessments, implementing specific therapeutic interventions, monitoring or using technical equipment or procedures, teaching clients, implementing case management, using leadership strategies in group situations, or conducting designated aspects of research.
2. *Competency Performance Assessment (CPA)* is a method used to document essential skills learned in didactic non-clinical courses. Some examples include written papers, nursing care plans, research proposals, critique of articles, oral presentations, poster presentations, and policy analysis.

Both of these outcome assessment methods specify the competencies to be evaluated and list the required *critical elements* for each skill. Critical elements are the single, discrete, observable behaviors that are mandatory for acceptable performance of the designated skill. Collectively they define "how good is good enough" for the level of ability expected in the particular course. CPEs, used primarily in clinical courses, require 100% accuracy in performance of the specified critical elements. CPAs, used primarily in didactic courses, may allow some flexibility in particular critical elements, at the discretion of the faculty. Course faculty will provide specific details related to CPEs and/or CPAs, as well as other forms of examinations used to determine the student's grade.

The course will be arranged to accommodate the geographic locations and academic preparation of the various participants as they work on a social justice issue. Ideally, students will work in group settings across academic programs on a common social justice focus area. Students will be accountable to the group and the faculty member for the performance of group responsibilities and to the community partner for the performance of service-learning competencies of teaching-learning strategies will be employed to assist students to meet course objectives. These strategies may include formal seminar time, online discussion, email, Internet resources, and visits to sites with a social justice agenda.

Course Grading Scale

93--100=A	80--82=B-
90--92=A-	77--79=C+
87--89=B+	75--76=C-
83--86=B	
75% or better must be earned to pass the course. Grading will be criterion-referenced. The service learning experience must be graded a "Pass" for the other elements of the course to be summed for a total grade. Students who do not satisfactorily complete the service learning experience with a grade of "Pass" will either fail the course or earn an incomplete, based on the individual student's situation.	

Grades for this course are from two sources: Participation in a service-learning capstone project, and completion of on-line course assignments. Each of these components are explained below.

More information on the critical elements of each assignment are posted in Module 1.

Participation in Service-Learning Capstone Project (Pass/Fail 50% of grade)

This course involves working on a social justice project with an agency. Agency relationships have been developed through community-campus collaboration. This collaboration is funded by Community-Campus Partnerships for Health <http://futurehealth.ucsf.edu/ccph.html> Through grant-supported help from CCPH the University of Colorado is one of ten schools nation-wide that is forming long-standing partnerships with communities to develop better nursing education and better relationships with communities. Members of the grant award team are Dr. Lauren Clark (Faculty), La Clinica Tepeyac (partner community agency) and Amy Stanwood (ND Student). You are an important part of this partnership! If you ever have questions about service-learning and how it works in nursing education, feel free to read the website of CCPH or contact one of the grant awardees.

All students are required to be involved in a service-learning experience in which they demonstrate advocacy for an underserved population. Various capstone project descriptions are in the *Service-Learning* forum. Instructions are provided for contacting the agency liaison after you make your choice online. If you have another service-learning project that you are interested to do instead of one of those offered, please let your faculty know so that you can discuss this possibility and potentially receive approval. Not all possibilities for the Capstone are ideal, and some may not be approved. The faculty member will provide a rationale in situations where the student-initiated idea for a service-learning placement is not approved.

Early in the course you will select a social justice focus area and propose how service-learning will take place at a particular site. Then you will be ready to begin your participation in the actual service-learning component of the course. For 15-20 hours, you will work in collaboration with your chosen agency to achieve more healthy and just outcomes for the population you have chosen. This is the service component of service-learning. You will also set your own individual learning objectives in order to know more about particular groups' experiences in society and how nurses and nursing can work for social justice. This is the learning component of service-learning. The service-learning objectives you set will be recorded on Form A and posted in your discussion group.

You are responsible for logging your hours and accomplishments in the Log (Form B) and providing that log to faculty at the end of the course. In addition, you and the agency liaison assess your progress (Form C) in meeting the course competencies and agreed-upon service-learning project. Discuss challenges and accomplishments online in your *Discussion Group* throughout the semester. You must complete your service hours and evaluations by the last day of the course in order to pass this class.

Critical Elements of Service-Learning Capstone Project

The critical elements for the service-learning experience in this class are listed below. To achieve a grade of "Pass," students must:

- Commit to working with a community agency, providing service associated with social justice. This agreement is accomplished by submitting [Form A](#).
- Write your service objectives and your learning objectives. Be sure that your service objectives are formulated in collaboration with the liaison at the agency where you are working.
- Document a total of 15-20 hours of active service learning with the chosen agency. This documentation is accomplished by cutting and pasting the *Student Activity Log* ([Form B](#)) into a posting in the Service Learning Forum.
- Participate in and satisfactorily perform activities negotiated with the agency.
- Use interpersonal skills to perform effectively in one or more of the following roles: Team member, Leader, or Support Person.
- Work collaboratively in the interdisciplinary setting of the community agency.
- Adhere to professional and ethical standards of conduct at the agency and with clients, including respect for clients' autonomy and privacy, incorporation of ethical standards of conduct in day-to-day decisions, and dependability in fulfilling your commitments to the agency and clients.
- Use research, theory, and critical thinking skills to arrive at insightful assessments and interventions in collaboration with team members from the course and the community agency.
- Work in direct contact with communities, families, or individuals being served by the agency. In very rare circumstances a service-learning experience may be removed from clients and include database construction of telephone solicitation of funding, but these are the exception to the rule. Most students will seek and be expected to seek direct contact with the population identified by the agency as receiving services.
- Complete the *Performance Assessment Form* ([Form C](#)) in collaboration with the agency liaison as an evaluation of the quality and quantity of your involvement with the service learning project and the quality and quantity of the involvement of other students in your group (if applicable). Form C is required of all students, whether or not they worked in a group or singly. The agency assesses your work and, on a copy of the form, you assess the agency as a site for service-learning.
- File Forms A, B, & C by deadlines specified.

Participation in Online Reflection Assignments (50% of grade)

A key component in service-learning is reflection. In fact, it would be difficult to call the experience service-learning if you omitted the step of thinking about and reflecting on what you see and hear at your agencies and from the clients the agency serves. By being exposed to social justice issues for 15-20 hours and making a difference in the lives of the people you come in contact with, you will naturally begin to think and reflect on what social justice means and what nurses should be doing about inequities and disparities in this world.

To formalize the process of reflection this course is set up to stimulate your thinking through writing. As you think and write about your experiences and relate your own insights to those of others, you will formulate more thoughtful and defensible positions on what social justice means to you as a healthcare provider and member of a caring profession.

The postings listed below are required to earn full credit for the course. Each posting will be evaluated for critical elements. These elements are listed below the table. When one or more critical elements of the posting are weak or absent, the paper may be given half credit. When the posting is not completed by the due date and/or is missing more than half of the critical elements, it will be given no credit. In summary, postings will be given full, half, or no credit, based on whether or not they incorporate the critical elements.

Week 1	biosketch	5%
Week 2	Service-Learning Objectives (Form A)	P/F
Week 3	Case Study Response Comments on 2 others' Case Study Responses	10%
Week 4-5	Social Injustice Paper Comment on 2 others' Social Injustice Papers	10%
Week 6	Ethics Narrative Comment on 2 others' Ethics Narratives	15%
Week 7	Critique Paper Comment on 2 others' Critique Papers	10%
Week 8	Evaluation of Service-Learning Objectives (Forms B,C)	P/F

Critical Elements of Online Reflection Assignments

All assignments must be completed by Sunday night at midnight of the week for which the assignment is due. This is a critical element of all work for the course. In addition, critical elements for all formal postings include the basics of good writing: clarity, correct grammar and spelling, completeness of thought, adherence to guidelines, inclusion of references (when required), originality, and evidence of critical thinking. When done in accordance with critical elements and posted on or before the final due date, postings will be given full credit. Late postings or those missing critical elements will be given half credit or no credit, depending on the degree of deficiency.

Biosketch critical elements:

- the posting provides in list or paragraph form introductory information about yourself that includes (at a minimum) your program, specialty, experiences with social justice, and any personal details you'd like to share.
- the biosketch is posted to your *Discussion Group forum*.
- the biosketch is clever and interesting!

Case Study Response critical elements:

- Case Study Response is posted in your *Discussion Group forum*.
- The Case Study Response is approximately 1 paragraph in length.
- The Case Study Response answers the following questions:
 - What types of nursing services might be appropriate in dealing with the issues presented in the case study?
 - What outcomes might you expect if you intervened to further the cause of justice?
 - Link your responses to the definitions of nursing in the *Social Policy Statement* listed as required reading for the course.
- Conclude your posting with a note letting your group know how your service-learning experience is going so far.

Social Injustice Paper critical elements:

- The Social Injustice paper is posted in your *Discussion Group forum*
- The Social Injustice paper is a 2-5 paragraphs in length.
- The Social Injustice paper describes *either* how you have participated in or observed nurses/health care providers contributing to social injustice.
- The paper describes a one-time event or an ongoing practice common to the situation chosen.
- The paper describes your insights and feelings about what happens or happened in that instance. It may compare how you felt and what you thought at the time of the incident and what you are now thinking about the situation.
- The paper does not use real names (of individuals providing care, healthcare institutions, insurers, or patients)
- The paper references the readings for this course as needed and appropriate to the posting (references are not necessarily required).

Ethics Narrative critical elements:

- The Ethics Narrative is posted in the discussion group and clearly labeled (last name + Ethics Narrative is a reasonable convention for the subject line).
- The first page of the paper (limited to one page) describes an individual, family or community (use a fictitious name) who does or might receive services from the service-learning agency.

- The description of the individual, family or community is creatively depicted, and in a strong, coherent writing style describes some particulars about the person(s). These details may include what they look like, where were they born, their cultural background, childhood experiences, relationships, health challenges, successes and failures. How did they get where they are today?
- Pages 2 and 3 of the paper are an evaluation of a potential ethical concern for the nurse providing service-learning at the site or for a nurse in practice related to this individual, family, or community situation.
- The ethical concern section of the paper integrates course readings (*Healthy People 2010*, the *ANA's Social Policy Statement*, the *Ludwick & Silva's article*, *Basic Ethical Principles*, and/or the *MacDonald's moral decision-making guide*). Integration of the readings with the description of the individual/family/community answers questions such as, What ethical principle(s) inform how you work with this client? How do you apply those ethical principle(s) with this client? How might the role of culture affect the situation and the ethical dilemma? What is the role of nursing in resolving this ethical dilemma?
- No other comments or discussion should be posted within your essay other than those specified as critical elements.
- A section for references is included at the end of the Ethics Narrative, with references cited in the text listed in APA format.
- Comments on 2 other students' ethics narratives are crafted using required and/or recommended readings as support for your position or response to their postings.

Critique Paper critical elements:

- The paper is 2-3 pages in length and posted in the *Discussion Group*. **Beware:** Exceeding 3 pages may cause technical difficulties for you and others because of the space limitations inherent in the WebCT platform. Be succinct in your points.
- The paper identifies attitudes, policies, and structures that place the population served in the service-learning setting at risk of social injustice.
- The paper discusses the risks faced by the population as a result of the systematic disparities or disadvantages you have identified.
- The paper explain how your experience in service-learning has given you additional insight or exposure to the attitudes and structures you identified as social justice issues.
- The paper explain how the course readings have given you additional tools for understanding these social justice issues.

- References used are listed at the end of the paper.
- Read all other essay postings and post a response to 2 classmates' Critique Papers.

Readings

Required:

American Nurses' Association. (1995). Nurse's Social Policy Statement. Washington, DC: ANA.

Recommended:

Macy, J. & Brown, M. Y. (1998). *Coming back to life: Practices to reconnect our lives, our worlds*. Gabriola Island, British Columbia: New Society Publishers.

Hudacek, S. (2000). *Making a difference: Stories from the point of care*. Indianapolis, IN: Center Nursing Press.

Kelly, C. (2000). *Nurses' moral practice: Investing and discounting self*. Indianapolis, IN: Center Nursing Press.

The following articles are available free online through the Denison Memorial Library website. From the UCHSC home page, select Denison Library. Then all you need to do is select "more databases" from the Denison homepage. Then choose Infotrac and select Expanded Academic Search. Then choose an Advanced Search, and specify you are doing an Author search. Type in the name of the author you are seeking and search on the author's name. When the search results appear, select the correct article and print it. Often full text of articles is available on line by seeking the article on OVID and then clicking on *full text* within the citation. Students are encouraged to read the article by Farmer and to select 1-2 more articles that relate to the their Capstone experience.

Bankston, C. III & Caldas, S. J. (1996). Majority African American schools and social injustice:

The influence of de facto segregation on academic achievement. *Social Forces* 75(2), 535.

*Farmer, P. (1997). Listening for prophetic voices in medicine. *America* 177 (1), 8.

Kawachi, I. & Kennedy, B. P. (1999). Income inequality and health: Pathways and mechanisms. *Health Services Research* 31(i1), 215.

Startz, R. (1998). On the persistence of racial inequality. *Journal of Labor Economics* 16(2), 292.

Tienda, M. & Stier, H. (1996). Generating labor market inequality: Employment opportunities and the accumulation of disadvantage. *Social Problems* 24(2), 147-165.

The following article is not available online through Denison Memorial Library. It can be accessed directly through Child Trends website:

Brown, B., Kinkukawa, A., Michelsen, E., Moore, A., Moore, K. A., & Sugland, B. W. (date unknown). Child Trends Research Brief: A Century of Children's Health and Well-Being http://www.childtrends.org/r_resbrief.cfm Download this research brief on your own computer. The following article is not available on-line, but can be photocopied from Denison Memorial Library or another library containing *AJPH*.

Kawachi, I., Kennedy, B. P., Lochner, K., & Prothrow-Stith, D. (1997). Social capital, income inequality, and mortality. *American Journal of Public Health* 87(9), 1491-1498. (not available on-line).

Students may seek ideas from faculty and community partners about possible supportive texts. Students are expected to read materials that inform them about the social justice issues affecting the groups with whom they work. Background reading is expected to be cited and discussed throughout all assignments. The following annotated list is an example of books that explore issues of social justice. This is a just a sample, and many students find other texts that fit their needs. Books on this list may be available through a public library or an on-line bookseller. Bryant, B. (Ed.)(1995). *Environmental Justice: Issues, Policies, and Solutions*. Washington, DC: Island Press. As stated on the book jacket: "Millions of the people throughout the country--particularly people of color and members of low-income groups--live in the most undesirable sections of cities and towns where they are continuously exposed to elevated levels of persistent and dangerous pollutants. As places to put our waste dwindle, these already polluted communities are pressured to take on further disproportionate amounts of waste."

Dula, A. & Goering, S. (Eds.)(1994). *"It Just Ain't Fair": The Ethics of Health Care for African Americans*. Westport, CN: Praeger. As stated on the book jacket: "Mainstream medical ethicists engaged in "impartial" ethics traditions often overlook the gross disparities in health care that divide our society along color lines. This collection challenges that oversight by bringing ethicists face to face with the plight of a particularly underserved population--African Americans. It is an important guide to developing a culturally aware medical ethics for all ethnic groups ill-served by the nation's health care system."

Kawachi, I., Kennedy, B. P., & Wilkinson, R. G. (Eds.)(1999) *The Society and Population Health Reader: Volume I: Income Inequality and Health*. New York: The New Press. [available through www.amazon.com] From the first page: "This volume (503 pages) brings together the key research articles, commentaries and debates that have contributed to the nascent field of income inequality and its effects on health."

Kozol, J (2000). *Ordinary resurrections: Children in the years of hope*. New York: Crown. Recently recommended by Dr. Lynn Gilbert, a PNP.

Kotlowitz, K. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Anchor Books. Reflections on three years spent with an African-American family coping with life in public housing.

Pulido, L. (1998). *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*. Tucson: University of Arizona Press. From the book jacket: "[This book] spotlights another front in the ongoing wars over environmental issues, a front being fought by Chicano communities in the American Southwest. The book concentrates on struggles surrounding both the 1965-71 pesticide campaign of the United Farm Workers and a grazing conflict involving a Hispano cooperative and mainstream environmentalists in northern New Mexico. Within these stories, readers will find broader implications for understanding how minority groups are using available resources to mobilize and improve their social, economic, and environmental conditions."

Rodriguez, G. G. (1999). *Raising nuestros niños: Bringing up Latino children in a bicultural world*. New York: Fireside Books. Recently recommended by our faculty member and PNP Dr. Lynn Gilbert. Offers ideas, activities, and context for Latino parents.

Schuster, E. A. & Brown, C. L. (Eds.)(1994). *Exploring Our Environmental Connections*. New York: National League for Nursing. From the book jacket: "The more we understand how we interconnect with our environments, the better we will be able to preserve or change them. How do natural and human-made environments affect nurses' ability to give care? What effects do the activities of nurses have on the environment?"

Smith, D. B. (1999). *Health Care Divided: Race and Healing a Nation*. Ann Arbor: University of Michigan. From the book jacket: "Health Care Divided is a fascinating and often distressing history of our racially divided health care system...[that] will open the eyes of even the well-informed citizen and health professional. At a time when the subject of race relations is high on the national agenda, this vivid account of race and the organization of health services is essential reading for all concerned with developing an ethical, nondiscriminatory health care system in the United States."

Steingraber, S. (1997). *Living Downstream: An Ecologist Looks at Cancer and the Environment*. New York: Addison-Wesley Publishing. From a review in *Social Science and Medicine* Volume 47, (9), by Gretchen Stiers (pp. 1389-1390), "Steingraber not only grew up in a county with 15 hazardous waste sites, numerous carcinogen producing industries, and public wells that at times contained detectable levels of toxins, she lived in a farming community where crop production was enhanced through the prolific use of pesticides. Although she is quick to state that it is important to avoid 'ecological fallacies' (where associations are wrongly predicted to be causative), the relationship between the toxic environment of Steingraber's youth and her bladder cancer is not difficult to imagine. Steingraber, however, addresses the issue of cause and effect by juxtaposing her story with the results of scientific studies concerning the issue of cancer causation."

Wallace, D. & Wallace, R. (1998). *A Plague on Your Houses: How New York was Burned Down and National Public Health Crumbled*. New York: Verso. From the book jacket: "Combine fire, urban politics, contagion, and population biology and what do you get? A compelling way of asking new questions about who and what drives patterns of urban health and decay. At a time when dominant paradigms frame disease causation chiefly in terms of individuals' 'lifestyles' and

their genes, this book links rates of AIDS, TB, homelessness, and violence in poor neighborhoods to cuts in fire department services and stands as a welcome--and critical--addition to literature examining determinants of social and regional inequalities in health." Students who are new to the concept of service-learning in nursing are encouraged to read the following article or refer to any of the resources in the service [learning bibliography](#) or the websites contained in [List C](#).

Peterson, S. J. & Schaeffer, M. J. (1999). Service learning: a strategy to develop group collaboration and research skills. *Journal of Nursing Education* 38(5), 208-214.

Policy

Students have an obligation to conduct themselves at all times in a manner that reflects honesty, integrity, and respect for others. As a UCHSC, SON student, you must adhere to the *UCHSC Student Honor and Conduct Code* and the guidelines and procedures for implementing the *Code*. Weekly assignments are mandatory in order for you to receive a grade in this course. The backbone to your learning is participation, especially in the online component of the course. Many students in our programs have spent time volunteering with groups and organizations concerned with social justice. For this course, prior experiences is not considered.. As you will discover as you exploring the concept of service-learning, the experience you are about to have with service-learning is different from volunteering, principally because it utilizes a set of pre-determined outcomes that integrate service and learning and requires your reflection about the nature and meaning of the experience. These two hallmarks of service-learning cannot be met through a past experience.

Questions

Questions Concerning	Contact	Phone and/or FAX	E-mail	Office Hours
Problems related to WebCT course (e.g., login, password, etc.)	Office of Informatics	(303) 315-4300	son.online@uchsc.edu	M-F 8:30 a.m. to 4:30 p.m.
UCHSC Student Internet Access	Mary Mauck	(303) 315-0388	mary.mauck@uchsc.edu	
Course Content		(303) 724-1181	lauren.clark@uchsc.edu	Online daily (weekdays)
Service Learning Agency (including Forms)	Lauren Clark	(303) 724-1181	lauren.clark@uchsc.edu	Online daily (weekdays)

If you have questions about the content of the course or would like to request further elaboration about any of the course expectations, please post your questions or concerns in the *Muddiest Points* forum.