(CRN 56164) SOCI 322: Sociology of Medicine: Community Based Participatory Research (at Geisinger, our course is labeled CBPR)

Class meets in Geisinger Office Building, GMC GOB 1 A309 Conference Room except where otherwise indicated.

Spring, 2013, T 2:00-4:52 (departing Bucknell 1:30, returning 5:30); Class is to be held at Geisinger except on days indicated in the Syllabus. Meetings rooms for particular days are given in the syllabus.

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Co-taught by Geisinger Internship Coordinator: Donna Laroya, MSW - University Relations Specialist, Geisinger Community Affairs & Clinical Services Programming Office E-mail: DLLaroya@geisinger.edu Telephone: 570-214-6188

Common Learning Agenda Requirements Satisfied: CBL; EGSS; HUMD; SOSC.
College Core Curriculum Requirements Satisfied: CBL; EGSS; SLSC

This is a field research and learning course where students will have a significant field placement involved in community-based health research. Most placements are being facilitated by and conducted in coordination with the Community Affairs Department at Geisinger Medical Center. While much of our class work will be taken up with discussions of student field experiences, the intellectual focus of the course is on how community settings affect health and how the programs and policies of health and other institutions can affect the health of community members.

SOCI 322 and the University and Departmental Curriculum.

This course fulfills the College Core Curriculum’s Social Sciences requirement. The requirement encourages students: 1) to explore the complex interaction between individuals, social groups, social structures, history, and culture; and 2) to apply theoretical principles of social analysis to critically interpret society. In addition, this course is categorized as a Community Based Learning course and the course fulfills the social sciences requirement for engineering students.

The focus on diversity, inequality, social oppression, and social control in this course also addresses a central goal of the Sociology curriculum for majors and nonmajors. The course provides clear examples of how sociologists understand what society and culture are, and doing this is a departmental goal for serving nonmajors. For majors, the course presents core concepts of the discipline of sociology related to the nature of institutions, concepts about how to perceive and understand social inequality, how institutional power and social
control affect the lives of individuals, and how individuals construct a sense of self and their personal identities.

By the end of the semester students will:

1. Understand the historical and theoretical components of community-based research for health, and from that understanding develop an understanding of how health institutions work in American society.
2. Understand how experiences with institutions and with diversity shape and help to build a sense of self and of identity for individuals.
3. Have an understanding of how to conduct ethnographic field research and how to work directly with populations of interest to compete a proposed action research project.

Students are encouraged to visit the Moodle site for the course, which provides a complete list of learning outcomes specific to the College Core Curriculum, the Department of Sociology and Anthropology, and Bucknell University at large.

Structure of the Course.

About half of our class time will be spent discussing readings and about half will be spent talking about research. At the end of the semester students will be asked to create and present a poster describing their work at a poster conference being organized for Bucknell social science research students. Students also will be asked to report on their projects in class during the last class sessions.

In addition to these research projects, students will be asked to respond to six discussion questions related to class readings over the course of the semester. Three of these discussion responses must be completed before Spring Break and students may not complete more than one discussion response in any given week. To respond to discussion questions, look at the rubric posted on Moodle.

In addition to responding to discussion questions, students will be asked to lead class discussions on questions posted for each day. Three students will be assigned to lead each day and three students will be assigned to respond on Moodle and in class to responses the “lead” students post as discussion responses on Moodle. Thus, six students will be responsible for energizing class discussion each day. You need not submit a final response to a question you were asked to lead in class. Students assigned to respond must work out among each
other which student will be responding to which of the discussion questions. Failing to coordinate and lead discussion will have consequences for your participation grade.

Students must post a response to one of the questions posted before class on the day the question is listed for. Students must then revise that question and submit the revised response to the instructor via email by midnight on the following Sunday. Students are expected to master this process since questions that are not (a) posted in draft form and (b) submitted to the instructor via email will not be counted. **Students may submit more than five discussion responses and only the highest grades will be counted.**

In the middle part of the semester, students will meet individually or in groups with the instructor to discuss research projects. Some of these meetings will happen during our class period and students not involved in those conversations will be allowed to leave. Their class time will be made up by meeting with the instructor outside of the scheduled class time.

**Grading**

Grades will be based on the following:

- Responses to five discussion questions (5% each) 25%
- Completion research proposal assignments (including a field observation exercise, a preliminary project description that includes a rationale with expected learnings, plan of research, and a full research proposal intended for and accepted by the IRB) 10%
- Substantive reports on your research (tailored to your project. These may be field notes, detailed reports of interviews, research on administrative information from organizations, data entry and web data reports and so on.) 35%
- Evaluation of your performance by your field supervisor 10%
- One final research poster, 15%
- Participation 5%
Course Schedule

The following is a detailed schedule of assignments for the semester. This schedule is likely to be changed as we go along. The correct and updated version of the syllabus will be maintained on Moodle. The schedule will tell you the specific reading requirements you should do, the order in which they will occur, and what the writing assignments are. Reading assignments are to be completed on the date they are listed. Whenever possible, bring assigned readings to class. Also, pay attention to the assignments listed in this syllabus. You are responsible for doing them if they are listed here.

Each of the Writing Assignments will have a rubric and instruction sheet posted on Moodle. Grading will be closely related to criteria laid out in the rubric on Moodle. However, we also recognize that the diversity of field settings may require that we come up with criteria and expectations tailored to your particular setting.

1—Jan 22  Course overview and introductions. **Class meets in Center for Health Research (CHR, Intermediate Conference Room 4, Ground Floor)**

Meet with Geisinger Medical Librarian Claire Huntington at 2:15, in the Medical Library located in the Center for Health Research Building.

Discuss requirements in terms of completing certifications and formal application requirements for Geisinger. Discuss the importance of quickly developing a project proposal in partnership with field hosts. Discuss troubleshooting. Discuss writing assignment and how it relates to entering your field site.


**Writing**  Complete the Writing Like a Camera assignment (given on Moodle) and be prepared to discuss in class what you have written. Turn in what you have done.
Combat instructions on being an intern. **Class meets in Geisinger Office Building, GMC GOB 1 A309 Conference Room (today and for the rest of the semester).**

Meet with Geisinger IRB Analyst, and Bucknell Sociology Alum, Melissa Duceman to talk about proposals, what should be in them, and how proposals should be structured.

Donna Laroya will also lead a discussion about “dos” and “don’ts” in terms of being an intern. While this is mostly a matter of common sense and her insights are not complex, students do not always follow through on these points and results are not pretty!


**Writing** Complete the Day #2 Writing Assignment given on Moodle. It tells you to generate an informal report on your first field visit. This should include a discussion of possible projects with as much detail as you can provide about that project. Use the same method as used in Writing Like a Camera to describe your field setting, your field supervisor, and people you meet and draw on the way Milofsky and Schneider describe the process of writing field notes.

Inevitably, some students will encounter problems with their field sites. Students who do encounter problems with the field site should describe the problems in your writing. Also contact Milofsky and/or Laroya as quickly as possible to work on resolving problems. You must be proactive about identifying and solving problems so that you do not fall behind on your schedule.

Generating your project proposal and anticipating the IRB review. Role play in class IRB reviews of student projects.

To the extent time allows, we will talk about the Masi article, which talks about health disparities within communities.

**Writing** Complete the Class #3 assignment given on Moodle. This assignment asks you to generate a project proposal intended to be submitted to the IRB.

The IRB proposal must include a description of the work you will do, the rationale supporting that work, and the value of the research you will carry out for both scientific and social service goals. The proposal must also describe actual data collection you will carry out, including draft versions of data collection instruments. You must describe potential risks human subjects will encounter, what you will do to ameliorate those risks, and you must include a description of what will happen to any data you collect once the semester and your project are complete. If data are being collected by the administrative office you are working with and if they will be retained by that office, make this clear since it may make your IRB review easier to complete successfully. Go through the on-line IRB project evaluation process and tell how your project ought to be categorized.

**You must have completed the CITI Certification on Social and Behavioral Research by this data and you must bring your certificate of successful completion to class (if you have not turned it in earlier).**

4—Feb 12

Health policy and community health.


**Writing** Turn in field notes; give report on IRB proposal submission status.

5—Feb 19

Visit from Lisa Anne Davis, Pennsylvania Office of Rural Health (who will arrive in class at 3:15).

**Writing** Turn in field notes. Give update on project.

6—Feb 26 Visit from medical sociologist Lisa D. Bailey-Davis (proposed date)

**Read** Kai Schaft and Brandn Green, “Local impacts of unconventional gas development within Pennsylvania’s Marcellus Shale Region: Gauging boomtown development through the perspectives of educational administrators”. Unpublished paper, Department of Education and Department of Rural Sociology, Penn State University.

**Writing** Turn in field notes. Give update on project.

7—Mar 5 Visit from Adele Spegman, Geisinger nurse researcher (proposed date).


**Writing** Turn in field notes. Give update on project.

Mar 12 Spring Break

8—Mar 19 Medical social work (Televideo participation by Melissa A. Bottiglio, Associate Director of Admissions and Recruitment School of Social Policy & Practice University of Pennsylvania)

Class meets in TAYLOR 210 – Bucknell if we cannot get a video link to work at Geisinger.


**Writing** Turn in field notes. Give update on project.

9—Mar 26 F. Daniel Davis, Geisinger Bioethics Director (proposed date)


**Writing** Turn in field notes. Give update on project.

10—Apr 2
No regular class meeting today; attend the lecture indicated below: **Charles P. Fasano DO Memorial Lecture**, 7 pm, Trout Auditorium, Attendance at this lecture is required: Ezekiel J. Emanuel, Diane S. Levy and Robert M. Levy University Professor, Professor of Health Care Management, Professor of Medical Ethics and Health Policy in the Perelman School of Medicine, University of Pennsylvania


**Writing** Turn in field notes. Give update on project.

11—Apr 9
Course evaluation; Public health graduate programs. Presentation by Donna Laroya.

Reading theme: Socioeconomic and community factors related to stress and ill health


**Writing** Turn in field notes. Give update on project.

12—Apr 16
Community organization and community health capacity. Visit from Bette Grey, Mifflinville Free Clinic organizer.


January 22, 2012

**Writing**  Turn in field notes. Give update on project.

13—April 23  Oral project reports to class. Kety, Victor, Jehan, and Malyse present. Project sponsors will be present in class

**Writing**  Turn in field notes.

April 25  Student Poster presentations, 11:00-1:00 (attendance expected).

14—April 30  Oral project reports to class. Raissa, Gia, and Aaron present. Project sponsors will be present in class

**Writing**  Turn in field notes.

May 3  5 pm. Final project papers due.

Course evaluations will be done on-line on the day when our final exam would be scheduled.