



Bridging the Gaps Community Health Internship (BTG CHIP)

2020 Syllabus

Program Directors

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BTG Mission

Bridging the Gaps links the provision of health-related service for vulnerable populations with the interprofessional training of health and social service professionals.

Welcome from Lucy Wolf Tuton, PhD, BTG Executive Director

We want to welcome you to the 30th program year of the Bridging the Gaps Community Health Internship Program (BTGCHIP). You are participating in this program at a time when the world around us has been challenged by a confluence of factors that have galvanized the nation. Each of us comes to this challenge with our own stories and perspectives. What we ask of you this summer is to take this opportunity to listen to the voices of others, to communicate your own perspective, to reflect on what your contribution to the world can be and how it will fit into your professional role and your personal life. BTGCHIP is built on a rich collaboration of dedicated individuals and organizations. This summer you will be introduced to extraordinary people who will offer you an opportunity to broaden your perspective about what constitutes health, quality of life and well-being, thus strengthening your ability to advocate for your future patients/clients. Our greatest hope is that BTG provides you with the knowledge and will to collaborate with others to work towards social justice and equity as you move forward in your careers. We look forward to working with you, as you build on the work of the 5,648 BTG Alumni who have preceded you, providing health related service for one of the 565 community organizations with whom we have partnered.

Assignments: (SEE ASSIGNMENT DETAILS for more information)

1.

RECORDED SESSIONS:

MUST BE VIEWED PRIOR TO JUNE 24

- Mandated Reporting *Maria Hervada Page, MSW, Thomas Jefferson University*

https://upenn.zoom.us/rec/share/5cBEJbeqqTlLTIGXwRDDZZd_O4L_eaa8h3Ueq6cInxsXGqewoyRsdnql-kjwlZ3?startTime=1591797977000 Access Password: 6a!C2%U%

- BTG Program Evaluation *Ellen Martinak, MS, Bridging the Gaps*

<https://upenn.zoom.us/rec/share/3-NxEfLZp0JLQpWQ51DdfLwPOpjCX6a8hnBLqPQJlyx5bL1m1byA7ed3T6erVgs4D?startTime=1591981577000>

[Access Password: 6b&+^#25](https://upenn.zoom.us/rec/share/3-NxEfLZp0JLQpWQ51DdfLwPOpjCX6a8hnBLqPQJlyx5bL1m1byA7ed3T6erVgs4D?startTime=1591981577000)

- Introduction to Program Themes: Cardiovascular Disease and Oral Health, *Joan I. Gluch, PhD, RDH, PHDHP*

<https://upenn.zoom.us/rec/share/7-Z3C-nC-E1leJHP10HbB48NOrS9T6a8hCAX-clxE6zxfVY989nvMrDpnjbjDvr?startTime=1591971868000>

[Access Password: 3tl=09ju](https://upenn.zoom.us/rec/share/7-Z3C-nC-E1leJHP10HbB48NOrS9T6a8hCAX-clxE6zxfVY989nvMrDpnjbjDvr?startTime=1591971868000)

VIEW PRIOR TO JULY1

- Cessation/ Cardiovascular Disease and COVID, *Ryan Coffman, MPH, CHES, CTTS-M, Tobacco Policy and Control Program Manager, Philadelphia Department of Public Health*

<https://upenn.zoom.us/rec/share/3-hcFaHc1kFOfpHGtVOPCv8ZldnmT6a813UZqfQPmEawwEsSRRJApYztg2r4pa-x?startTime=1591892369000>

[Access Password: 6J@9=66^](https://upenn.zoom.us/rec/share/3-hcFaHc1kFOfpHGtVOPCv8ZldnmT6a813UZqfQPmEawwEsSRRJApYztg2r4pa-x?startTime=1591892369000)

- Dr. Ruth Shim on Structural Racism <https://www.communitypsychiatry.org/home>

2. **UNDERSTANDING COMMUNITY SERVICES:**

Goal: To develop a better understanding of the community site in the context of the social determinate of health.

3. **STORY TELLING PROJECT: Due July 20th submit to student coordinators**

Goal: For students to hear the perspective of the community from someone in the community.

4. **CARDIOVASCULAR DISEASE/SMOKING CESSATION/ ORAL HEALTH: Due July 20th submit to student coordinators**

Goal: For Students to incorporate into their projects when appropriate

5. **WEEKLY JOURNALS/ FINAL PAPER**

6. **TEAM EXPERIENCE SUMMARY/ SYMPOSIUM:** Professional Presentation Materials (see Symposium section in student login)

7. **CENTRAL TEXT:** *Between the World and Me* by Ta-Nehisi Coates, e-book provided by BTG

8. **EVALUATIONS AND QUESTIONNAIRES:**

Small Group:

Lead by a skilled facilitator Small Groups will focus on what students are learning through their community-based work as well as from all other components of the program: BTG presentations, the students' growing understanding of their community site, the storytelling project, articles, discussions, etc. Small Groups take place weekly during the Wednesday Curricular Sessions.

Group Number	Small Group Facilitators	email
Group 1	Tariem Burroughs	tburroughs99@gmail.com
Group 2	Anthony Singleton	asingleton@educators4education.org
Group 3	Nikki Thomas	nicoletomasceo@gmail.com
Group 4	Elissa Goldberg	ejg32@drexel.edu
Group 5	Susan Brotherton	susan.a.brotherton@gmail.com
Group 6	Kiasha Huling	kiasha.huling@gmail.com
Group 7	Roberta Balsam	rbalsam@uuhouse.org
Group 8	Rayn Philips	rphillips@onebrightray.org
Group 9	Kevin Carter	Kevin@upliftphilly.org
Group 10	Crystal Wortham	crystal@upliftphilly.org
Group 11	Pat Dooley	PDooley@councilsepa.org
Group 12	Darcie Rudolf	darcier@upliftphilly.org
Group 13	Nakesha Moore	nvmoore1110@gmail.com

Self-care Break:

Participation is optional, will take place during the Wednesday session breaks. Self-care breaks offer an opportunity to be active/mindful/relax, etc. BTG interns who would like to lead a session should contact Bridget McCormick (bmccor@pennmedicine.upenn.edu)

Optional Resource Materials:

Provided as additional support for your summer project

Course Schedule: weekly zoom links will be sent by your Program Director

Date	Topic	Objectives
June 17, 2020	BTG ORIENTATION: Morning Session: 8:30 -9:00AM WELCOME/ INTRODUCTION <i>Lucy Wolf Tuton, PhD., BTG Executive Director</i> 9:00 -9:10AM Zoom Troubleshooting / Student Materials <i>Bridget McCormick, MS</i> <i>Bridging the Gaps</i> 9:10 -12:15PM Building Community with The Full Human in Mind <i>Michael O'Bryan</i> <i>Village Arts and Humanities</i> (Includes breakout sessions with small groups)	Building Community with The Full Human in Mind <ul style="list-style-type: none"> Define key terms and frameworks: biopsychosocial-spiritual development, social capital, implicit bias, explicit bias, heuristics, mental models, de-biasing, and informed intuition Identify experiences where bias might be impacting perception of individual and group histories, potential, performance, and needs

Date	Topic	Objectives
	<p>12:20 - 12:40PM Self-care break (student run session /participation voluntary)</p> <p>12:40 - 1:00PM Lunch</p> <p>Afternoon Session:</p> <p>1:00 -1:15PM Moving to a Virtual Format - Tips and Issues, <i>Laura Mullin, Drexel University</i></p> <p>1:15- 1:30PM Program Themes and Expectations, <i>Lucy Wolf Tuton, PhD., BTG Executive Director</i></p> <p>COMPONENT PROGRAM- See your Program Director for your school's afternoon component schedule</p>	<ul style="list-style-type: none"> • Generate simple personal interventions to challenge potentially biased perspectives and outcomes
<p>June 24, 2020</p> <p>Homework prior to session: view RECORDED SESSIONS</p>	<p>Morning Session:</p> <p>8:30- 8:45AM Updates/Announcements</p> <p>8:45- 9:45AM “EIHCTRS DUE: A practical approach to navigating the ethical, legal, and racial dilemmas in child abuse reporting” <i>Mario Cruz, MD, Medical Director for Pediatrics at Philadelphia FIGHT Community Health Centers and Clinical Associate Professor of Pediatrics, Drexel University College of Medicine</i></p> <p>9:45 - 10:00AM Cardiovascular Health from a Community Prospective, <i>Nicole Thomas, MBA</i></p> <p>10:00- 10:20 Self-care break (student run session /participation voluntary)</p> <p>10:20 - 11:20AM Small Group Sessions</p> <p>11:20-12:20PM Narrative Medicine/Storytelling, <i>Mara Gordon, MD, Cooper Medical School</i></p> <p>12:20- 1:00PM LUNCH</p> <p>Afternoon Session:</p> <p>1:00 - 2:00 Health Literacy Tenets, <i>Mary Ellen T. Miller PhD, RN, APHN-BC, DeSales University</i></p> <p>COMPONENT PROGRAM- See your Program Director for your school's afternoon component schedule</p>	<p>“EIHCTRS DUE: A practical approach to navigating the ethical, legal, and racial dilemmas in child abuse reporting”</p> <ul style="list-style-type: none"> • List two changes in the Pennsylvania Child Protective Services Law that resulted in an increased number of child abuse reports • Provide one example of how erroneous child abuse reporting might have an adverse impact on a family. • Provide one example of a strategy that mandated reporters can use to minimize their risk of making a biased or erroneous child abuse report <p>Health Literacy Tenets</p> <ul style="list-style-type: none"> • After this on-line sessions, participants will be able to: • Describe health literacy and its' impact on health outcomes • State methods individuals use to conceal their literacy status • Assess written health information for literacy level appropriateness

Date	Topic	Objectives
July 1, 2020	<p>Morning Session:</p> <p>8:30- 8:45AM Updates/Announcements</p> <p>8:45-9:15AM Cessation/ Cardiovascular Disease and COVID, <i>Ryan Coffman, MPH, CHES, CTTS-M Tobacco Policy and Control Program Manager, Philadelphia Department of Public Health</i></p> <p>9:15- 10:45AM “I Ain’t Woke, I Just Can’t Sleep: Working through Racism” <i>Kevin Ahmaad Jenkins, Ph.D.</i></p> <p>10:45 - 11:00AM Self-care break (student run session /participation voluntary)</p> <p>11:00 - 12:00 Small Groups</p> <p>Afternoon Session:</p> <p>COMPONENT PROGRAM- See your Program Director for details on your school’s afternoon component schedule</p>	<p>“I Ain’t Woke, I Just Can’t Sleep: Doctoring in through the Racism”</p> <p>The presentation</p> <p>(1) defines the social and medical presence of racism and (2) confronts how to engineer social justice in healthcare while embracing self-care.</p>
July 8, 2020	<p>Morning Session:</p> <p>8:30- 8:45AM Updates/Announcements</p> <p>8:45- 10:45AM The Power of Resilience-based, Trauma-Sensitive, Strength Focused Communication in Working with Youth, <i>Kenneth Ginsburg, MD, MS Ed</i></p> <p>10:45 - 11:15AM Self-care break (student run session /participation voluntary)</p> <p>11:15 - 12:15PM Small Groups</p> <p>Afternoon Session:</p> <p>COMPONENT PROGRAM- See your Program Director for details on your school’s afternoon component schedule</p>	<p>The Power of Resilience-based, Trauma-Sensitive, Strength Focused Communication in Working with Youth</p> <p>The participant will have a grasp on the behavioral change process and how a strength-based approach combats the demoralization that can paralyze behavioral change progress.</p> <p>The participant will be better prepared to eliminate shame from interactions by focusing on building confidence in youth. They will understand that confidence has to be rooted in existing competencies.</p> <p>The participant will understand how to communicate with youth in a way that builds on their existing strengths rather than undermines their forward movement. This objective focuses on shifting away from approaching youth with lectures and giving control back to</p>

Date	Topic	Objectives
July 15, 2020 REVISED 7.7	Morning Session:	<p>people from whom it has been taken away.</p> <p>The participant will be prepared to communicate with youth in a way that restores control to their decision-making processes.</p>
	<p>8:30- 8:45AM Updates/Announcements</p> <p>8:45- 9:45AM Contagions at the Crossroads: At the intersection of COVID and gun violence, <i>Scott P. Charles, MAPP</i></p> <p>9:45 - 10:00AM Break</p> <p>10:00 - 10:45AM Harm Reduction, The HIV/AIDS Epidemic, and the Opioid and Overdose Epidemics, <i>Brian Work, MD, MPH</i></p> <p>10:45 - 11:00AM Break</p> <p>11:00- 12:00 Small Groups</p> <p>Afternoon Session:</p> <p>COMPONENT PROGRAM- See your Program Director for details on your school's afternoon component schedule</p>	<p>Contagions at the Crossroads: At the intersection of COVID and gun violence</p> <p>At the conclusion of this presentation, participants should be able to:</p> <ol style="list-style-type: none"> 1. Describe the gun violence trends observed in Philadelphia both prior to and during the COVID outbreak; 2. Discuss the ways that inequality has made communities of color particularly vulnerable to both COVID and gun violence; 3. Explain why social distancing, despite earlier predictions, did not result in a reduction in gun violence but, more than likely, contributed to an increase in shootings.
July 22, 2020	<p>Morning Session:</p> <p>8:30- 8:45AM Updates/Announcements</p> <p>8:45- 9:45AM, <i>Jeanmarie Perrone, MD, FACMT</i></p> <p>9:45 - 10:15AM Self-care break (student run session /participation voluntary)</p> <p>10:15 - 11:15 Small Groups</p> <p>Afternoon Session:</p> <p>COMPONENT PROGRAM- See your Program Director for details on your school's afternoon component schedule</p>	<p>The Evolution of the Opioid Crisis in Philadelphia Saving Lives in Our Community</p> <ul style="list-style-type: none"> • Outline the scope and evolution of the opioid epidemic in Philadelphia and nationally. • Describe the efficacy and support for initiatives in opioid stewardship to enhance judicious opioid use. • Describe the evidence basis and challenges of initiating buprenorphine in the emergency department and health system.

Date	Topic	Objectives
July 27, 2020	Morning Session: 8:30- 8:45AM Updates/Announcements 8:45- 9:45AM A Story: Public Health Practice in Social and Cultural Conflict. Subtitle: What, really, was the right thing to do? Thomas M. Vernon MD, FCPP Former State Epidemiologist and Executive Director, Colorado Department of Health 9:45 - 10:00AM Break 10:00-11:00AM BTG 2020 Student Coordinators present Storytelling and Cardiovascular/Smoking Cessation/ Oral Health initiatives 11 - 12:00PM Small Groups Afternoon Session: COMPONENT PROGRAM- See your Program Director for details on your school's afternoon component schedule	A Story: Public Health Practice in Social and Cultural Conflict. Subtitle: What, really, was the right thing to do? An appreciation for: a. Crucial public health tools--surveillance, contact tracing and communication--for control of communicable disease; b. Societal conflicts engendered both by fear of epidemic infectious disease and by public health initiatives to control the epidemic; c. The story's relevance for the healthcare practitioner-to-be.

BTG 30th Symposium- FALL 2020

Students will present their BTG projects in a professional format, details TBD

Expectations

Taken from the BTG Student Agreement 2020:

Use of Social Media: You should be mindful that school policies, such as those related to professionalism and privacy, apply to both your offline and online activities. Students are expected to act responsibly in their use of social media and to remain protective of client and community site information. In addition, students who reference BTG in their postings should ensure that it is clear that views expressed are their own, and not those of the program.

Student interns will abide by the honor code at their school and fulfill all of the expectations of the BTG program REMOTELY including attending and completing all the curricular and programmatic requirements. PLEASE NOTE that by signing the BTG Student Agreement 2020 you agree that regardless of whatever guidance changes regarding COVID-19 restrictions during the program, you understand that all of your BTG duties must be fulfilled remotely in a virtual format.

Bridging the Gaps is both a professional development experience and a job. Therefore, we expect that students will handle their commitment to the program professionally, including completing all of the requirements stated herein and treating people with respect and dignity. If a student does not fulfill these expectations, we will notify the student's school through a letter to the appropriate Dean. Unprofessional behavior reflects not only on the individual, but on the institution and the profession.