



**CENTRE FOR BIOETHICS AND HUMANITIES**

**Social Responsibility**

**MPU3412**  
(2 credits)

2022

**Module Guide**

**TITLE: SOCIAL RESPONSIBILITY**

**COURSE CODE: MPU 3412**

**LEVEL:** Semester 1 / 3

**PROGRAMME:** Bachelor of Medicine & Surgery, Dental Surgery, Pharmacy, Nursing, Biomedical Sciences, Medical Biotechnology, Pharmaceutical Chemistry, Nutrition, Dietetics with Nutrition, Psychology, Chiropractic, Chinese Medicine

**CONTENT SYNOPSIS**

This course provides a guide for students on how to be socially responsible. The course aims to prepare students on how to plan a project by engaging with the communities that they will serve as future health professionals. The emphasis will be on “learning by doing” through participation in problem-based learning and community service projects. Students are required to reflect on their experiences and to make presentations of their experiences for assessment. Upon completion of this course, students will develop an accountable and responsible approach to the needs of the community and be able to manage projects for service.

**OBJECTIVES:**

The objectives of this module are to introduce students to:

1. the values of being socially responsible and engaged in their communities that they will serve as future health professionals.
2. skills in leadership, project planning, teamwork and communication.

**LEARNING OUTCOMES:**

At the end of this course, students will be able to:

CLO1: apply academic knowledge and skills to problem-solve social, environmental or health issues related to community living (C3, PLO6)

CLO2: manage a project on social, environmental or health awareness and/or skills irrespective of the status of the communities (C3, PLO 5, PLO8)

CLO3: explain personal and professional insights gained through conducting safe, equitable and sustainable projects in relevant communities (A3, PLO4)

## LEARNING HOURS

### TEACHING & LEARNING CONTACT HOURS :

|                  |          |
|------------------|----------|
| Lecture          | 2 hours  |
| Workshop         | 3 hours  |
| PBL              | 9 hours  |
| Project Planning | 15 hours |

**TOTAL 29 hours**

### TOTAL LEARNING HOURS:

|                         |          |
|-------------------------|----------|
| Lecture                 | 2 hours  |
| Workshop                | 3 hours  |
| PBL                     | 9 hours  |
| Project Planning        | 15 hours |
| Assessment (Continuous) | 20 hours |
| Independent Learning    | 31 hours |

**TOTAL 80 hours**

## ASSESSMENTS

### Summative Assessments

#### Project Proposal

20%

Students will work in groups to plan the project proposal. The proposal will be presented at a vetting session.

#### Project Execution

30%

Students will work in groups to execute the project in a community.

#### Poster Presentation

20%

Students will work in groups to prepare a report and a poster based on the outcomes of the project.

#### Community Project Reflection

30%

Students will work independently to write a 1000-word reflection based on the experience from the community project.

## **SYLLABUS:**

1. **Introduction to Social Responsibility** (*Online Lecture – 1 hr*)
2. **The Vision, Mission and Core values of IMU** (*Online Lecture – 1 hr*)
  - a. Vision statement
  - b. Mission statement
  - c. Core values
3. **Orientation for service** (*Workshop – 3hrs*)
  - a. How to plan a community project
  - b. How to prepare the project proposal
4. **Health: Culture, Well Being and Human Right** (*PBL – 3hrs*)

This PBL session will have 2 parts of 1 ½ hours each. Students will be given a scenario of issue related to the influence of culture, well-being and health as a universal human right.
5. **Health: Socio-economic factors and the Environment** (*PBL – 3hrs*)

This PBL session will have 2 parts of 1 ½ hours each. Students will be given a scenario of issue related to the environment, food insecurity, poverty and health.
6. **Ethics and professionalism** (*PBL – 3hrs*)

This PBL session will have 2 parts of 1 ½ hours each. Students will be given a scenario of issue related to ethics and professionalism in the context of a student as well as a professional.
7. **Project planning** (*Small Group Discussions - 15 hrs*)

Students have three (3) small group discussions with the project advisor(s) to plan the project. The discussions must be initiated by the student project leader.

## **ATTENDANCE-RELATED REQUIREMENTS**

This module has a total of 10 sessions for teaching and learning including presentations. Students who fail to achieve 75% attendance will be at risk of failing the module.

## **EXAMINATION REGULATIONS**

Students must undertake and submit ALL components of the summative assessment. Students who fail to submit any ONE component, will be deemed FAIL in the module, even though the cumulative marks are more than 50%.

Students who fail the module will be required to undertake and pass the Resit Examination.

## **READING LIST:**

1. Banack JG et al. A conceptual model for teaching social responsibility and health advocacy: an ambulatory/community experience (ACE). Canadian Medical Education Journal 2011; 2:e53e64.
2. Bloeman O. Social responsibility and sustainability in undergraduate courses at the University of Edinburgh 2012-2013. Institute for Academic Development, University of Edinburgh.
3. Dharamsi S et al. The physician as health advocate: Translating the quest for social responsibility into medical education and practice. Academic Medicine 2011; 86:1-6.
4. Doorn N and Kroesen JO. Using and developing role play in teaching aimed at preparing for social responsibility. Sci Eng Ethics 2013; 19:1513-1527.
5. Faulkner LR and McCurdy RL. Teaching medical student's social responsibility: the right thing to do. Academic Medicine 2000; 75:346350.
6. Griffiths Institute for Higher Education. Griffith graduate attributes. Ethical behaviour and social responsibility toolkit.
7. McMenamin R et al. Training socially responsive healthcare graduates: is service learning an effective educational approach? Med Teacher 2014; 36:291-307
8. Musil CM. Personal and Social Responsibility. The Civic Learning Spiral. In: Jacoby B and Associates (Eds) Civic Education in Higher Education: Concepts and Practices. John Wiley and Sons. 2009
9. Stochelak SE. A decade of reports calling for change in medical education: what do they say? Academic Medicine 2010; 85:S26-S33