



Service-Learning in Dental Education: From Vision to Reality

Community-Campus Partnerships for Health
American Dental Education Association

March 4, 2002 -- San Diego
ADEA Annual Meeting



Thanks to our Co-sponsors

- **Corporation for National and Community Service**

- **ADEA Sections:**
 - ◆ Community and Preventative Dentistry
 - ◆ Comprehensive Care and General Dentistry
 - ◆ Practice Administration



Workshop Agenda

- Welcome & Overview of Objectives
- Introduction to Service-Learning (SL)
- Three Models of SL in Dental Education
- Case-Study Exercise
- Resources & Wrap-up



Workshop Objectives

- 1) Define service-learning (SL) and explain how it both differs from and complements traditional clinical experiences in dental education;**
- 2) Identify the key components of SL (that is, curriculum development, community partnerships, community service, and reflection);**
- 3) Describe how SL fosters student leadership, cultural competency, lifelong learning, and a commitment to caring for the underserved; and**
- 4) Develop a plan for incorporating SL into the dental education curriculum at the predoctoral or postdoctoral level.**



CCPH Mission

To foster partnerships between communities and educational institutions that build on each other's strengths and develop their roles as change agents for improving health professions education, civic responsibility and the overall health of communities



Service-Learning

- **Academically-based community service**
- **A structured learning experience that combines community service with preparation and reflection**
- **Service-learning students not only provide community service but also learn about the context in which the service is provided, the connection between the service and their academic course work, and their roles as professionals and citizens**



Calls for Change in Health Professions Education, 1990-2002

All advocate a greater emphasis on
community-based learning

Pew Health Professions Commission

Council on Graduate Medical Education

IOM Report: Dentistry at the Crossroads

IOM Report: Future of Public Health

Surgeon General's Report on Oral Health

New Initiatives Emphasizing Community-Based
Dental Education



Trends Shaping Health Professions Education and Practice

- Expectations of accountability, involvement, relevance
- Continued pressure on costs
- Increasingly managed and integrated care
- New technologies
- Advances in diagnosis and treatment
- Changing role of health care and education consumer
- Demographic changes
- Disparities in health access and outcomes
- Broadened definition of health



Competencies for the New Dentist

ADEA

- Participate in improving oral health
- Provide empathic care for all patients
- Evaluate social and economic trends
- Assess patient goals, values, and concerns
- Provide patient education
- Obtain psychosocial and behavioral histories



Competencies for the New Dentist

ADEA

- Recognize signs of abuse or neglect and report and refer as necessary
- Apply ethical principles
- Evaluate career options, practice location, and reimbursement mechanisms
- Recognize predisposing and etiologic factors
- Manage dental care for disabled and special care patients



Dental School Accreditation Standards (excerpts)

Graduates must be competent in...

- Application of behavioral sciences
- Patient-centered oral health promotion
- Managing a diverse patient population
- Skills for a multicultural work environment
- Evaluating models of oral health
- Ethical reasoning, critical thinking, problem solving, life-long learning, self-assessment



SL is a Type of Experiential Education

A. Furco 1996

SERVICE-LEARNING

**COMMUNITY-SERVICE
VOLUNTEERISM**

**FIELD EDUCATION
PRACTICUM
CLINICAL ROTATION
INTERNSHIP
CLERKSHIP**

Recipient Service ← **BENEFICIARY FOCUS** → **Provider Learning**



Community-Campus
Partnerships for Health

**Service-learning is NOT
the same as doing clinical work in a
community setting.**



Points of Departure: SL and Clinical Education

- Balance between service and learning
- Emphasis on addressing community-identified concerns and broad determinants of health
- Integral involvement of community partners
- Emphasis on reciprocal learning & reflective practice
- Emphasis on developing citizenship skills and achieving social change



SL Findings

based on literature reviews and findings
from the Health Professions Schools in
Service to the Nation project
(HPSISN 1996-1998)

- **Student Outcomes**
 - transformational learning experiences
 - clarification of values, sense of self
 - awareness of determinants of health
 - sensitivity to diversity
 - knowledge of health policy issues
 - leadership development



SL Findings

based on literature reviews and findings
from the Health Professions Schools in
Service to the Nation project
(HPSISN 1996-1998)

■ Faculty Outcomes

- Enhanced relationships - students, community
- Linkage of personal/professional lives
- ↑ understanding of community issues
- New career and scholarship directions
- New directions and confidence in teaching



SL Findings

based on literature reviews and findings
from the Health Professions Schools in
Service to the Nation project
(HPSISN 1996-1998)

■ Community Outcomes

- Service, economic and social benefits
- ↑ awareness of institutional assets/limitations
- High value placed on relationship with faculty
- Value in being seen as teachers and experts



Lessons Learned

Evaluation of Health Professions
Schools in Service to the Nation
(HPSISN 1996-1998)

- Service learning is powerful pedagogy
- SL can contribute to key competencies
- SL can benefit all stakeholders
- Community can be effective educators
- Community assets are often overlooked



Challenges

SL is a process...

- Financial constraints of institutions
- Rigid and over-loaded curriculum
- Disciplinary boundaries
- Lack of roles and rewards for innovation
- Accepting the implications of true partnerships
- Culture of needs-based and expert approaches



Strategies for SL

- **Review mission and strategic plan**
How can service-learning further both?
- **Review accreditation requirements**
How can service-learning enable you to meet them?
- **Review curriculum**
Where can SL enhance?



Strategies for SL

- **Examine faculty roles and rewards policies**
What constitutes scholarship?
- **Invest in faculty development**
- **Engage your community partners in a dialogue**
- **Develop and promote principle-centered partnerships** (CCPH Principles of Partnership)



Strategies for SL

- **Assess and build upon strengths and assets**
- **Create/enhance existing support structures**
- **Collaborate across disciplines and campus**



Resources

available through Community-Campus
Partnerships for Health

Training and technical assistance

- National Conference: May 4-7, 2002 in Miami
- Summer SL Institute: June 15-18, 2002 in WA State
- Mentor Network: on-site training and assistance

Electronic and printed resources

- Listserv, website, online newsletter
- Reports on SL evaluation, outcomes, references
- Monographs on SL in health disciplines

Collaboration between CCPH and ADEA....



*Community-Campus
Partnerships for Health*

How to Reach Us

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