

Using Service-Learning to Teach Core Competencies in Community Pediatrics

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May 6, 2003

Agenda



- Introductions
- Service-Learning Overview
- Implementation of service-learning
 - How to write SL objectives
 - Partnerships
 - Reflection
 - Evaluation
- Break
- Lessons Learned/Challenges

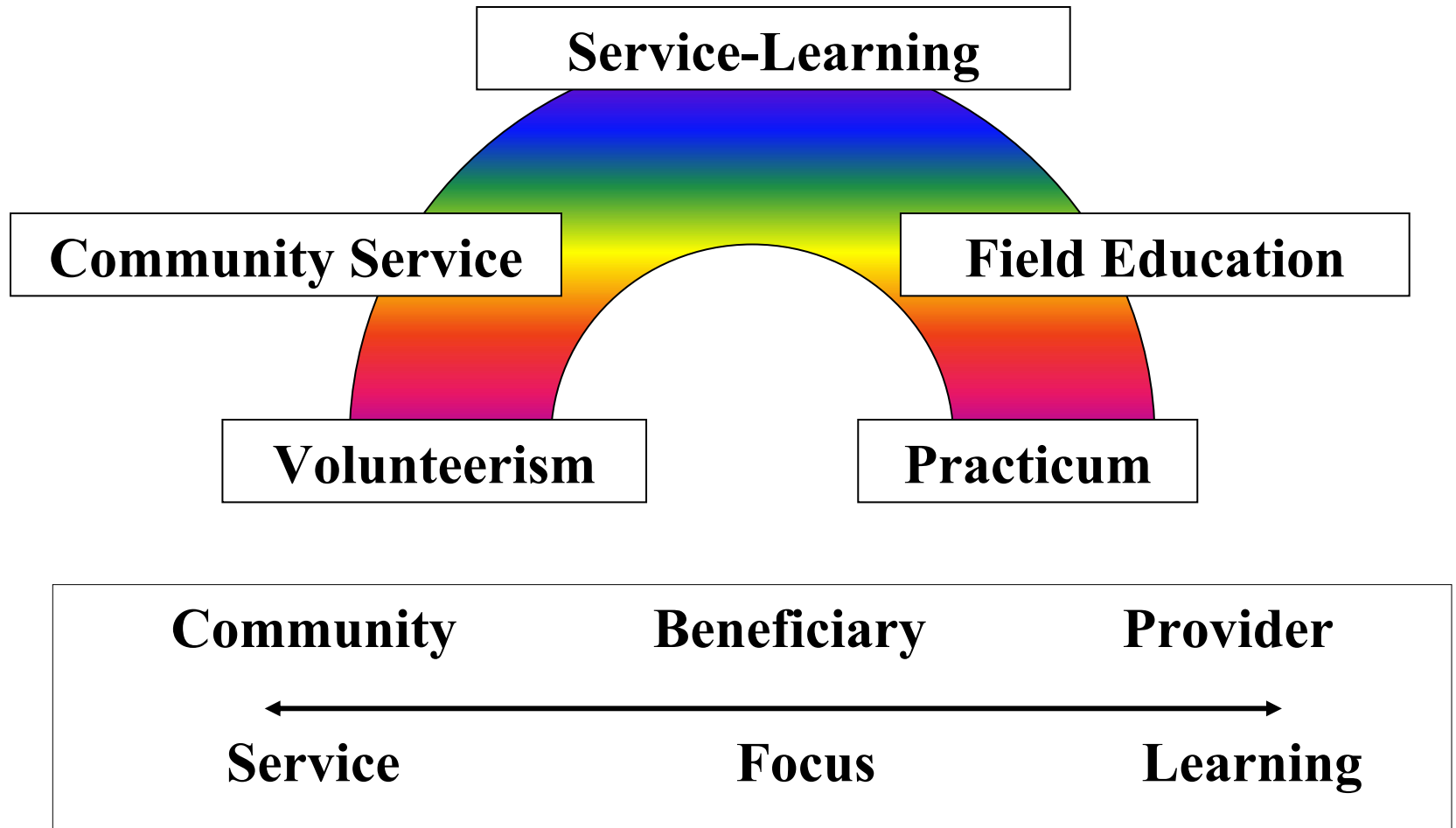
Introduction to Service-Learning--Definition



- 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

Service-Learning is a type of Experiential Education

A. Furco 1996



Points of Departure: SL and Other Forms of Experiential Learning

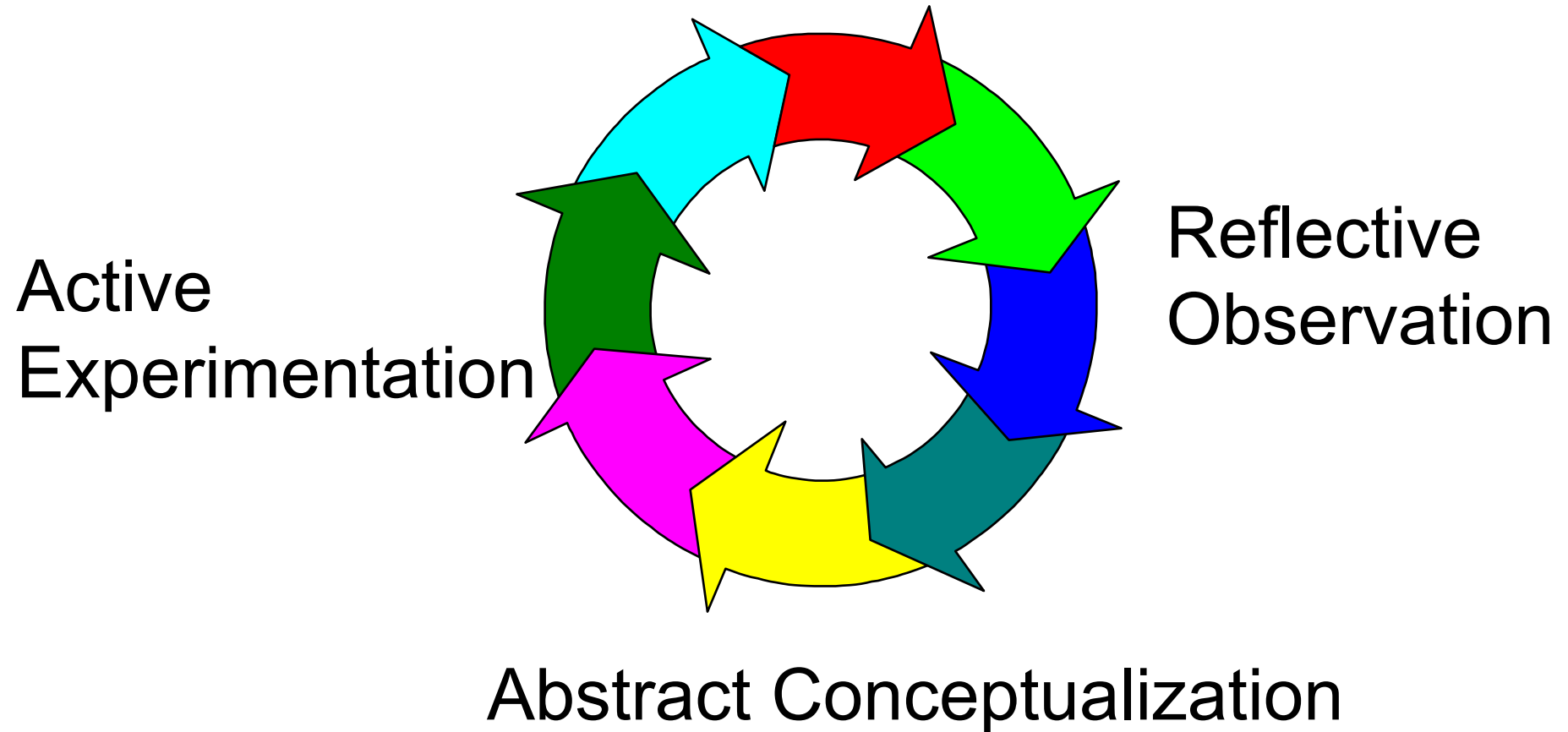


- Balance between service and learning
- Emphasis on addressing community-identified concerns and broad determinants of health
- Integral involvement of community partners
- Emphasis on reciprocal learning
- Emphasis on reflective practice
- Emphasis on developing citizenship skills and achieving social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

Theoretical Underpinning of SL: Experiential learning theory

D. Kolb, 1984.

Concrete Experiences



Service-Learning Across the Disciplines: Titles of AAHE Series



- Accounting—Learning by Doing
- Biology—Life, Learning & the Community
- Communication Studies—Voices of Strong Democracy
- Composition—Writing the Community
- Engineering—Projects that Matter
- History—Connecting Past and Present
- Medical Education—Creating Community Responsive Physicians
- Peace Studies—Teaching for Justice
- Philosophy—Beyond the Tower
- Sociology—Cultivating the Sociological Imagination
- Spanish—Construyendo Puentes (Building Bridges)

Health Professions Schools in Service to the Nation Program



- The Pew Charitable Trusts
- Corporation for National Service
- National Fund for Medical Education

HPSISN Grantees



Georgetown

George Washington

Loma Linda Univ.

Northeastern

Ohio

Regis

San Francisco State

Univ. of Connecticut

Univ. of Florida

Univ. of Illinois-Chicago

University of Kentucky

Univ. of North Carolina

Univ. of Pittsburgh

Univ. of Scranton

Univ. of S. California

Univ. of Utah (2)

Virginia Commonwealth

WV Wesleyan College

Community Partners

(examples)



AIDS task force

American Red Cross

Boys and Girls Club

Catholic Church

Middle Schools

Free Clinics

Head Start

Hospice

Housing Authority

Planned Parenthood

Salvation Army

Senior Center

Sheltered Workshop

Youth Center

Wilderness on Wheels

WIC Program

Project Focus (examples)



- School-based health education
- Health promotion and disease prevention
 - teenage pregnancy
 - domestic violence
 - oral health
- Worksite-based health education
- Companionship
- Case management
- Mentoring and tutoring
- Rural access to care

Findings: Students



- Transformational learning experiences
 - clarification of values, sense of self
- Taken more seriously when it's required
- Greater gains when non-clinical:
 - awareness of determinants of health
 - sensitivity to diversity
 - knowledge of health policy issues
 - leadership development

Findings: Faculty



- Primary motivators: personal values, belief in improvement of overall learning
- Enhanced relationships - students, community
- Linkage of personal/professional lives
- ↑ understanding of community issues
- New career and scholarship directions
- New directions and confidence in teaching
- Concerns re: time, control of curriculum


Findings: Community Partners



- Service, economic and social benefits
- ↑ awareness of institutional assets/limitations
- High value placed on relationship with faculty
- Eager to be seen as teachers and experts
- Campus involvement limited
- Benefits of SL outweighed the burdens
- Concerns re: communication, logistics, needs-based and expert approaches

Findings:

Community-Campus Partnerships



- Stronger relationships associated with:
 - joint planning
 - partners offered specific and active roles
 - genuine sense of reciprocity
 - student preparation and orientation
 - single point of contact
 - consistent, accessible communication

Findings: Institutional Capacity



- Clear definition of service-learning
- Link to mission and strategic goals
- Supportive leadership at all levels
- Effective institutional structures and policy
- Investment in faculty development
- Integration of SL into existing courses
- Long-term community relationships
- Ongoing assessment and improvement

Lessons Learned



- Service learning is powerful pedagogy
- SL can contribute to competencies needed for health professions practice
- SL can benefit students, faculty, the community and community-university relationships
- Community can be effective educators
- Community assets are often overlooked
- SL requires schools to give up “control”

Service- Learning Outcomes Community Perspective



LINKAGE

- Builds bridges between community and physicians to enhance health outcomes
- Values the relevance of popular knowledge and culture
- Physicians witness impact of social policy on their patients

Service- Learning Outcomes Community Perspective



PRACTICE:

- Community workers have better understanding of Primary Care issues
- Improves physician practice: friendly and family centered
- Encourages multi-disciplinary approach

Service- Learning Outcomes Community Perspective



ACCESS TO CARE:

- Families served by CBO staff have access to medical expertise
- Larger number of physician working in underserved areas
- Offers a model that can be replicated in other communities

Service- Learning Challenges Community Perspective



- Time intensive/Labor intensive
 - Scheduling
 - Quality control
 - communication between all parties

S- L Challenges

Community Perspective



- Building trusting relationships in a short time frame
- Balanced financial incentives
- Buy in from leaders and grass root workers at the CBO

S- L Challenges

Community Perspective



- Lack of time for joint reflection
- Conflict between different providers serving the same family
- Privacy/confidentiality issues

Service- Learning Outcomes Academic Perspective



ATTITUDES

- Enhances attitudes/behaviors in health professionals
- Increased empathy for the milieu in which our patients live
- Improves community/academic relationships

Service- Learning Outcomes

Academic Perspective



SKILLS

- Improved ability to ensure adequate services for patients
- Enhances service delivery/access to vulnerable populations
- Reduction of barriers between physicians and families
- Physicians gain a better appreciation of community's assets/capacity

Service- Learning Outcomes Academic Perspective-



KNOWLEDGE

- Scholarship:
 - Basis for *Community Based Participatory Research*
 - Basis for curriculum development
 - Success in responding to funding opportunities

S- L Challenges

Academic Perspective



- Time intensive/Labor intensive
 - Scheduling
 - Protected time for academic and community faculty
- Agendas need to be negotiated
- Resident skill level needs to fit with need of CBO
- Reflection: time commitment

S- L Challenges

Academic Perspective



- Building trusting relationships/ maintaining equality within the partnerships
- Nurturing relationship with partner agencies
- Buy in at a departmental, institutional and resident level
- Curriculum already overloaded

S- L Challenges

Academic Perspective



- Evaluation: hard to measure
- Outcomes are long term
- Funding

Resources related to service-learning



- CCPH web site www.ccph.info
- Campus Compact www.compact.org
- National Service-Learning Clearinghouse
<http://www.servicelearning.org/>