

**CCPH Summer Service-Learning Institute 2007**  
**Sleeping Lady Mountain Retreat**  
**Leavenworth, WA**  
**July 20-23, 2007**

<b>DAY ONE</b> Friday, July 20	<b>Activity</b>
11:00 am-1:00 pm <b>Woodpecker East Porch</b>	Registration
12:30-1:00 pm	Lunch (Mentors eat lunch together at Reserved Table in Dining Hall—Mentor Orientation)
1:15 pm-2:30 pm <b>Woodpecker</b>	Orientation and Large Group Introductions (include pre-reflection activity)  Review Self Selection Process for plenary sessions split into novice and experienced sessions.
2:30 pm-2:45 pm <b>Woodpecker West Porch</b>	Break
2:45 pm-4:15 pm <b>Woodpecker</b>	<b>An Overview of Service-Learning and Community Engaged Scholarship</b> <b>A Context and Framework for Health Professions Education</b> <b>Facilitated by: Suzanne Cashman and Rachel Vaughn</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• Explain the theoretical basis, definition and key components of service learning</li><li>• Describe and discuss how service learning differs from traditional clinical experiences in health professions education</li><li>• Provide the evidence base that supports service learning as a pedagogical and community engagement methodology</li><li>• Describe how service learning fits within the larger context of community engaged scholarship and learning.</li></ul> <b>Preparatory Work:</b> <ul style="list-style-type: none"><li>• Participants will receive a preparatory reading and asked to do two things in preparation for this session.<ul style="list-style-type: none"><li>○ Pull 3-4 items of interest/questions/concerns/ideas from the readings to share in this session.</li><li>○ Bring one anecdote or story that reflects how they implement service learning in their institution. If possible, bring pictures to share.</li></ul></li></ul>
4:15 pm-4:45 pm	Break and Check in to rooms

**DAY ONE**  
Friday, July 20

**Activity**

4:45-6:00 pm

**First Mentor Group Meeting**

**Objectives:**

Rachel and Ruth  
**Woodpecker**

Georgia and Debbie  
**Nuthatch**

Karen and Bobby  
**Dipper**

Suzanne and Julie  
**Tadpole**

- Participants will reflect on the first plenary session and discuss how the concepts apply to their own service learning programs and experiences, particularly addressing participant questions and anecdotes shared during the plenary.
- Discuss the mentoring approaches that will work best within their group. Come to agreement on how the mentoring groups will be structured.
- Plan for their “outcome” at the end of the Service Learning Institute—including a presentation to their matched mentoring group.
  - Advanced Participants will develop a presentation to their Dean, Executive Director, or Department making the case for service learning. During the final presentation time Advanced Participants will deliver this presentation as if they were delivering it to their selected audience.
  - Introductory Participants will develop a presentation on their “Action Plan” to share the action steps they will take to implement what they have learned at the SL Institute when they return home.
- Review outline/template for final presentations to matched mentoring groups.
- Work to think through self identification process for plenary sessions that are split into novice and experienced.

6:00 pm-7:00 pm

Dinner

**DAY TWO**  
Saturday, July 21

**Activity**

7:30-8:30 am

Breakfast

8:45 – 10:15 am

**Building and Sustaining Meaningful Community-Campus Partnerships**

**Novice Facilitated by: Bobby Gottlieb and Deborah Aloschen**

**Experienced Facilitated by: Ruth Nemire and Julie Nigon**

Novice  
**Woodpecker**

Experienced  
**Tadpole**

**Objectives (Novice Group)**

- Understand and discuss how the CCPH Principles of Partnership can be incorporated into a service-learning partnership. CCPH Principles are a preparatory reading prior to the Institute.
- Discuss the continuum of building partnerships including models for community-campus partnerships (service-learning, internships, community-based participatory research, etc).
- Discuss the Asset Based Community Development model for building partnerships between campuses and communities. There will be a preparatory reading on the Asset Based Community Development model.
- Apply the Asset Based Community Development model for building partnerships between campuses and communities to your own situation.

**Objectives (Experienced Group)**

- Review CCPH Principles of Partnership and discuss how you see these partnerships played out in your existing partnerships.
- Review the Asset Based Community Development model and apply to your own partnerships.
- Learn about strategies for sustaining and growing your partnership.
- Discuss methods for developing more than one community-campus partnership, benefits and challenges of this model
- Develop ideas for enhancing service-learning partnerships and including elements of community engaged scholarship into your partnerships.

**DAY TWO**

Saturday, July 21

**Activity**

10:30 – 12:00 pm

**Second Mentor Group Meeting****During the second Mentor Group, participants will:**

- reflect on the application of Principles of Partnership to their own setting and strategize specific action items for how to improve the community-campus partnerships they are involved in
- reflect on how they might apply the Asset Based Community Development model in their setting
- consider avenues for including elements of community engaged scholarship into partnerships
- explicitly discuss the problems that can arise in partnerships and brainstorm ways to problem solve these challenges
- work collaboratively to sketch out your presentation to your matched mentor group. How will you incorporate elements of what you have learned into your situation and your presentation?

Rachel and Ruth  
**Woodpecker**

Georgia and Debbie  
**Nuthatch**

Karen and Bobby  
**Dipper**

Suzanne and Julie  
**Tadpole**

12:00 – 12:45 pm

Lunch

1:00- 2:30 pm

**Service Learning Curriculum Development and Revision****Novice Facilitated by: Georgia Narsavage and Debbie Aloschen****Experienced Facilitated by: Karen Yoder and Julie Nigon**

Novice  
**Woodpecker**

Experienced  
**Tadpole**

**Objectives (Novice): Developing Service Learning Curriculum**

- Briefly review the key elements of a course syllabus
- Understand how the unique perspectives of students, faculty, and community partners can influence the development and implementation of service learning curriculum
- Identify the key components of a service learning course and program using the Yoder article and framework.
- Learn how to write service and learning objectives. Understand how to integrate professional and academic competencies into service and learning objectives.
- Strategize methods for involving the community partner perspective in curriculum development
- Discuss how to revise and change the service learning curriculum based on evolving community and student input.

**Objectives (Experienced): Sustaining Service Learning Curriculum/Service Learning Curriculum and Scholarship**

- Identify the key components of a service learning course and program—review Yoder article and framework, but identify key components in your own course/program.
- Learn strategies for sustaining service learning in the curriculum
- Discuss methods for supporting and increasing the capacity of community partners to work with service learning students
- Consider mechanisms and methods for translating service learning courses into scholarship for academics, community partners, and students.

2:30-3:00  
**Woodpecker**

**Large Group Meeting—Share Insights and Ideas from Plenary Sessions**

3:15-4:30  
Rachel and Ruth  
**Woodpecker**

**Third Mentor Group Meeting**  
**During the third Mentor Group, participants will:**

- Practice writing service and learning objectives as needed
- Work collaboratively to sketch out your presentation to your matched mentor group. How will you incorporate elements of what you have learned into your situation and your presentation?

Georgia and Debbie  
**Nuthatch**

*Each Mentor Group will develop a list of 2-3 specific challenges based on their service learning program design and/or implementation that they would like addressed during the Challenges Consultation on Sunday. Please turn these in to Rachel Vaughn at dinner.*

Karen and Bobby  
**Dipper**

Suzanne and Julie  
**Tadpole**

4:30-6:00 **Break**

6:00 – 7:00 pm Dinner

7:00-7:30 pm Mentor Meeting

7:30 – 8:30 am

Breakfast—questions on 3 X 5 cards for assessment/evaluation...

8:45-10:15 am

**Reflection: Linking Service and Learning**  
**Facilitated by: Karen Yoder and Bobby Gottlieb**

**Woodpecker**

**Objectives:**

- Discuss models of learning (including the Kolb model) that form the basis for experiential learning theory
- Understand the role of reflection in the theoretical models of learning that underpin service learning
- Discuss a variety of reflection models and methodologies. Consider and apply these methodologies to your own situation. Recognize how different reflection methodologies can be customized to different situations, learning styles, and cultures.
- Improve current reflection methodologies being used in your program(s) with the input of institute participants
- Discuss how to respond to student reflections in order to enhance student learning
- Recognize how you are already engaging in reflection activities.

10:15-10:30 am

**Break**

10:45-12:15 pm

**Choose to attend one of the following sessions:**

Programmatic and  
Partnership Evaluation

**Woodpecker**

**Programmatic and Partnership Evaluation and Continuous Improvement**  
**Facilitated by: Rachel Vaughn and Suzanne Cashman**

**Objectives:**

- Examine the purpose of programmatic and partnership evaluation
- Identify key stakeholders for our service learning programs and what each group of stakeholders needs to know about our programs impact
- Identify methods for measuring outcomes relevant to these stakeholders
- Identify strategies for building sustainability into program evaluation planning (i.e. where does the data go)?

Assessing Student  
Learning

**Tadpole**

**Assessing Student Learning**  
**Facilitated by: Georgia Narsavage and Ruth Nemire**

**Objectives:**

- Discuss methods and examples for assessing student learning
- Apply these methods to assessing student learning from service learning experiences
- Identify relevant stakeholders for assessing student learning
- Identify challenges and barriers for assessing student learning and brainstorm how to address these challenges

12:30 – 1:15 pm

**Lunch—Topic Based Discussions (To be determined)**

1:30 – 3:00 pm  
**Woodpecker**

**Challenges Consultation**

**Objective:**

- Participants will receive specific feedback from Service Learning Institute Mentors and other participants in response to challenges (grouped by topic) submitted on Saturday.

3:30-5:00

**Fourth Mentor Group**

Rachel and Ruth  
**Woodpecker**

**During the fourth Mentor Group, participants will:**

- Further develop their action plans and presentations for review and critique with their matched mentor group during the final mentor group meeting.
- Develop one reflection exercise that could be used in their service learning course and/or program. After discussion and improving this activity in the mentor group, write it out in enough detail to share with the larger group.
- Discuss and brainstorm how to translate reflection activities and curriculum development into scholarship.

Georgia and Debbie  
**Nuthatch**

Karen and Bobby  
**Dipper**

Suzanne and Julie  
**Tadpole**

5:00-6:00 pm

**Break**

6:00 -7:00 pm

**Dinner**

7:00 pm-8:30 pm

**Working Time individually or in groups**

Rachel and Ruth  
**Woodpecker**

Objective: Participants will work to finalize either a) a strong presentation to their Dean, Executive Director or Department making the case for service learning (Advanced Participants) or b) a strong presentation of their action plan incorporating what they have learned at the Service Learning Institute into a plan for success upon their return home.

Georgia and Debbie  
**Nuthatch**

Karen and Bobby  
**Dipper**

Suzanne and Julie  
**Tadpole**

7:30 – 8:00 am

Breakfast and Check-out—A surprise will be presented to the Mentor Group whose participants (all) check out the earliest at the closing session. We recommend checking out prior to breakfast.

8:00 – 9:30 am

**Matched Mentor Groups**

Georgia and Debbie  
with Bobby and Karen  
**Flicker**

Each participant will have 5 minutes to present their “action plan” for review and critique by other mentor group mentors and participants. Review and critique of each presentation will be approximately five minutes.

Suzanne and Julie with  
Rachel and Ruth  
**Woodpecker**

Criteria: Advanced Participants will develop a presentation to their Dean, Executive Director, or Department making the case for service learning. During the final presentation time: Advanced Participants will deliver this presentation as if they were delivering it to their selected audience.

Introductory Participants will develop a presentation on their “Action Plan” to share the action steps they will take to implement what they have learned at the SL Institute when they return home.

9:45 am-10:45 am

**Large Group Closing Circle**

**Woodpecker**

11:00 am

Vans depart

***Each mentor group will have a follow up conference call to check in on action plans and challenges early in the month of September, 2007. These time and date for this call should be scheduled and turned in to Rachel before departing Sleeping Lady.***