

*Community Service-Learning: A Teaching
Methodology to Strengthen Community
Academic Partnerships to Promote Health*

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Service Learning Definition



★ **A teaching methodology that combines community service with explicit *academic learning objectives, preparation and reflection***



Sarena Seifer MD, Executive Director, CCPH, 2000



Service Learning is a Type of Experiential Education (A. Furco, 1996)



Recipient ← BENEFICIARY → Provider
Service ← FOCUS → Learning



SERVICE-LEARNING

COMMUNITY SERVICE	FIELD EDUCATION
VOLUNTEERISM	PRACTICUM
	INTERNSHIP
	CLERKSHIP





Differences between SL & clinical placements



Balance between service & learning



Emphasis on addressing community concerns & broad determinants of health



Integral involvement of community partners



Differences between SL & clinical placements



Emphasis on –

***reciprocal learning**



***reflective practice**

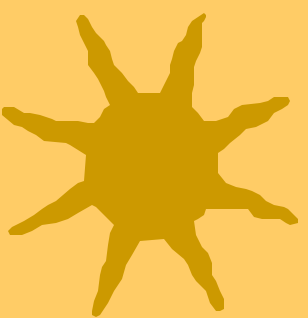
***developing citizenship skills**



***achieving social change**



Service Learning Protocol for Health Professions Schools



1. Establish on-going relationships with community partners





Service Learning Protocol for Health Professions Schools



2. Develop an orientation component





Service Learning Protocol for Health Professions Schools



3. Develop a reflection component



- ★ **Continuous**
- ★ **Connected**
- ★ **Contextual**
- ★ **Challenging**
- ★ **What? So What?
Now What?**



Service Learning Protocol for Health Professions Schools



4. Promote the ethic of service





CCPH's Principles of Partnership



- Partners have agreed upon mission, values, goals and measurable outcomes for the partnership



- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment



- The partnership builds upon identified strengths and assets, and addresses needs
- Power is balanced among partners and resources are shared



CCPH's Principles of Partnership



- There is clear, open and accessible communication between partners
- Roles, norms and processes for the partnership are established with the input and agreement of all partners
- There is feedback to, among and from all stakeholders in the partnerships
- Partners shared the credit for accomplishments
- Partnerships take time to develop and evolve over time



CHC's Levels of Partnership



Level 1: A relationship has been established between the CHC and a partner organization, i.e., presence of the CHC on a partner organization's board or committee, or vice versa, and/or work with the organization on specific time limited programs.



CHC's Levels of Partnership



Level 2: A stronger relationship exists between the CHC and the partner organization, i.e., sharing of resources of time, space, equipment, or money has occurred.



CHC's Levels of Partnership



Level 3: An integral relationship exists with the partner organization, i.e., the CHC has worked with the partner on an ongoing project or on multiple projects sharing resources



Community Service Learning Project Plan



Community Service Learning Project Plan



This Community Service Learning Plan (CSLP) will provide a framework within which to develop a new or enhance an existing service learning experience for health professions student during their clinical training.





Community Service Learning Project Plan



The CSLP should include the following components:

I. *Title Page*



II. *Student personal/professional goals for the year.* These should be generic in nature and not specifically related to the project developed, rather related to what the student hopes to learn about her/himself and a future career as a health professional as a result of this CSLP.





Community Service Learning Project Plan



III. Abstract

A. Briefly describe the proposed project:

1. Identify Faculty Partner(s)
2. Identify Community Partner(s)
3. Identify student participants
4. Describe the primary service objectives
5. Describe the primary learning objectives
6. Identify recipients of service
7. Describe how the service and learning objectives will be integrated





Community Service Learning Project Plan



IV. Community Service Learning Project Description

A. Community Partner

1. Location, times of operation of the organization
2. Names of community partner organization and site staff involved in the CSLP, mailing address, phone numbers of key contacts
3. Community partner role in CSLP, i.e., coordination, /supervision of students, communication with faculty partner, communication with students, evaluation of project





Community Service Learning Project Plan



4. Community partner expectations of student partners and faculty partners
5. Mission and history of community partner organization
6. Patient/client population served, average number served per year
7. Services provided and staffing of organization
8. Funding mechanisms for services provided
9. Health and human services with whom organizations typically partners
10. Community identified service objectives, i.e., what are some things the community partner needs done which lend themselves to the CSLP?



Community Service Learning Project Plan



B. Student and Faculty Partners

1. Names and phone numbers/e-mails of student partners
2. Names and phone numbers/e-mails of faculty partners
3. Student partner role in CSLP, i.e., preparation/completion of work, communication with faculty and community partners, evaluation of project
4. Faculty partner role in CSLP, i.e., coordination/supervision of students, communication with student and community partners, evaluation of project





Community Service Learning Project Plan



5. Student partner expectations of faculty partner
6. Student partner expectation of community partner
7. Faculty partner expectation of student partner
8. Faculty partner expectation of community partner
9. Student learning objectives, i.e., what are learning objectives of the course that lend themselves to the CSLP?



Community Service Learning Project Plan



C. Community Service Learning Project

1. *Identify at least three service learning objectives*

2. *Describe three stages of the CSLP:*

a. Assessment

b. Implementation

c. Evaluation





Community Service Learning Project Plan



3. *Describe the kinds of information needed in order to move forward with the project, i.e., are there any needs or assets assessments to be conducted? Is there any research to be done? Are there any policies that need to be understood/applied to this project?*



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4. *Describe in detail what the project will involve?*

- a. What will the students be doing?
- b. What will the impact be on individual patients/clients?
- c. What will the impact be on the organization?
- d. What will the impact be on the overall population being served?



Community Service Learning Project Plan



e. What will the impact be on the community?

f. What will the impact be on public policy?



g. What are the implications for research?

h. Provide a projected time frame for completion of CSLP activities





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5. Evaluation

- a. What will be the criteria for success?
- b. How will the project be evaluated?
- c. How will you measure the impact of the work?
- d. How will the community partner evaluate the student partners?
- e. How will the community partner evaluation the faculty partners?





Community Service Learning Project Plan



e. How will the service recipients evaluate the service providers?



f. How will the students evaluate the community partners?



g. How will the students evaluate the faculty partners?

h. How will the faculty evaluate the student partners?

i. How will the faculty evaluate the community partners?



Community Service Learning Project Plan



6. Reflection

- a. Describe how reflection will occur
 - With students
 - With Community Partner
 - With Faculty Partner
- b. How will information about the CSLP be shared with other health professions students?





Community Service Learning Worksheet



I. Institution

II. Discipline

III. Community (identify specific community, patient population to be served and potential community partner with whom to develop a service learning experience)



IV. Students (with what level of students will you be working)



V. Type of service learning experience (will this be a classroom based course with a field experience, a field based course, a clinical placement, enhancing an existing piece of the curriculum or something brand new, for elective credit or core credit?)



Community Service Learning Worksheet



VI. Learning objectives (identify some generic kinds of learning objectives for the discipline selected)



VII. Service objectives (although the community partner is not present to identify these, identify some service needs likely to be true for the population you have selected through the community site you have selected)



VIII. Service learning objectives (combine the above two)

IX. Nuts and bolts—begin to address issues like logistics, scheduling, getting students to the site, who will supervise students and how, who will coordinate students and how, what will be the role of the academic partner, the community partner, etc.



Additional Resources



Service Learning in Higher Education
Around the World: An Initial Look,
available through <http://www.ipsl.org/> and
authored by Howard Berry and Linda
Chisholm.



Silcox, H. & Leek, T. (1997) International
Service Learning It's Time Has Come. Phi
Delta Kappan, Vol. 78, pgs. 615-18.





Additional Resources



International Partnership for Service

Learning at 815 Second Avenue, Suite 315,
New York , New York 10017 212-986-
0989 or info@ipsl.org



International Consortium for Experiential
Learning at the University of Cape Town.
<http://www.el.uct.ac.za/icel>

