

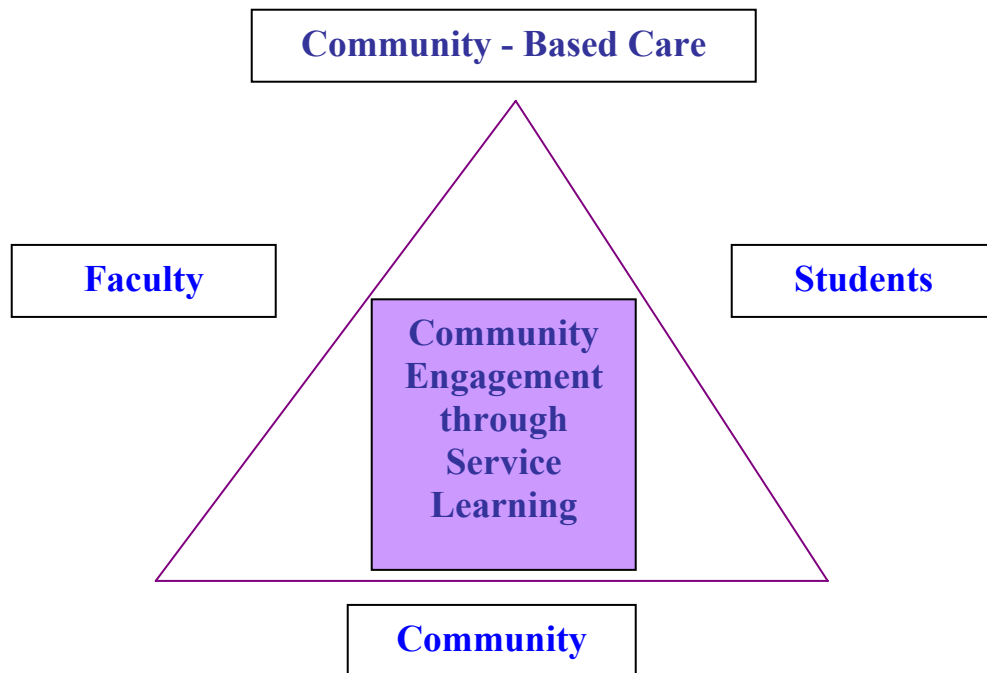
Community Engagement Through Service Learning Manual

Case Western Reserve University
Frances Payne Bolton School of Nursing
Community Based Care Project
Funded by the Helene Fuld Health Trust

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Summary of Key Points

A. Community Agency

Community Engagement Through Service-Learning is a dynamic, collaborative process whereby faculty, students, and community agencies partner to link learning with service to the community. Students are involved in meeting community needs while applying the experience to their personal and academic development. In the community engagement experience a student must have intentional learning **objectives** for the service and structured **reflection** on what is being learned. In our graduate education program, the outcome of the service should be a tangible **product**.

Checklist for Community Partners:

- ___ Partner agencies define their needs and are included in planning for the course.
- ___ Preparation for the service includes discussion of student orientation, clarification of responsibilities and risk management issues.
- ___ Facilitate signing and activation of the Bolton School's Agency Agreement.
- ___ Before the service begins, students are oriented to the partner agency mission and goals so they understand their role within the agency/project, including issues to be addressed.
- ___ Assist in developing opportunities for at least an 8-hour activity that is significant and challenging to the student and builds on the student's abilities and skills.
- ___ Discuss and sign the Student Project Plan form (Appendix A).
- ___ Provide training, supervision, feedback and resources for the student to succeed in the service, thus service is connected to the course through project readings and class presentations.
- ___ Maintain a safe work environment and reasonable hours for the student to complete the agreed-upon activity.
- ___ Facilitate ongoing reflection on the community experience that includes dialogue about community issues and the need for the service.
- ___ Students, faculty, and community representatives participate in the evaluation process provided.

Universities/Colleges can bring....	Faculty in Universities/Colleges can't:
A knowledge of process	Act quickly
How we work on professional development, issues of education & knowledge	Act alone
Technical expertise – e.g. research skills, leadership development skills, access to people with skills	Quickly change curriculum
Access to physical resources –sometimes – e.g. technology, buildings	Change cycle of activities
Multiple perspectives to the web of issues facing community agencies	Provide unlimited resources
Our teaching skills – asking the “right questions” and help people focus	Ensure stable/supportive leaders
Conflict resolution skills	Change their reward system

Summary of Key Points

B. Faculty

Community Engagement Through Service-Learning is a dynamic, collaborative process whereby faculty, students, and community agencies partner to link learning with service to the community. Students are involved in meeting community needs while applying the experience to their personal and academic development. In the community engagement experience a student must have intentional learning **objectives** for the service and structured **reflection** on what is being learned. In our graduate education program, the outcome of the service should be a tangible **product**.

Checklist for Faculty:

- ___ Become acquainted with the community partner agency - understanding the mission, clientele, location, and student role to define their needs and plan for the course. Orient relevant agency staff to the course.
- ___ Preparation for the service addresses student orientation, clarification of responsibilities and risk management issues.
- ___ The syllabus is developed and revised to incorporate the service experience into the teaching and learning objectives of the course.
- ___ Students are oriented to a partner agency before the service begins, including known needs.
- ___ Students are involved in at least 8 hours of agency contact for each course with a Community Engagement component.
- ___ Academic credit is awarded for the learning evidenced (project developed) through the experience, not for the service itself.
- ___ The community experience is connected to the course objectives through readings & class presentations.
- ___ Reflection on the community experience is on-going and includes dialogue about community issues and the need for the service.
- ___ Students, faculty, and community representatives participate in the evaluation provided.
- ___ Provide the CBCP with a copy of the course syllabus before the beginning of the semester.
- ___ Describe the Community Engagement Through Service-Learning activity and its relation to course objectives on the first day of class in reviewing the course syllabus.
- ___ Maintain regular contact with the service sites and monitor student progress through discussions, journal assignments, progress reports or individual check-ins.
- ___ Have all students complete a Student Project Form within the first month of the semester and forward copies to the CBCP. (See Appendix B).
- ___ Provide an opportunity for informed consent for new participants to enable publication of evaluation findings.
- ___ Provide opportunities for students to reflect on what they are learning from the experience.
- ___ Complete at least one CBCP continuing education program, workshop or event each year
- ___ Provide the CBCP with a copy of any news article featuring their service-learning course and inform the CBCP of significant events related to the students or the course.

Summary of Key Points

C. Student

Community Engagement Through Service-Learning is a dynamic, collaborative process whereby faculty, students, and community agencies partner to link learning with service to the community. Students are involved in meeting community needs while applying the experience to their personal and academic development. In the community engagement experience a student must have intentional learning **objectives** for the service and structured **reflection** on what is being learned. In our graduate education program, the outcome of the service should be a tangible **product**.

Checklist for Students:

- ___ Be oriented to the partner agency before the service begins, including issues to be addressed.
- ___ Be prompt and respectful in working with their community partner.
- ___ Arrange at least 8 contact hours with the community partner during the first 2 weeks of class or as directed
- ___ Design their activity based on abilities and skills and the goals identified by the agency.
- ___ Complete the Student Project Form within the first 4 weeks of class; submit to the instructor.
- ___ Fulfill all agreed upon duties and responsibilities at the community site; academic credit will be awarded for the learning evidenced (project developed) through the experience, not for service itself..
- ___ Provide feedback about the service experience and its relevancy to the course material - participate in course discussions.
- ___ Reflection on the community experience is on-going and includes dialogue about community issues and the need for the service.
- ___ Be sensitive to cultures and lifestyles different than their own.
- ___ Speak with their community partner or faculty if uncomfortable or uncertain about project
- ___ Respect the confidentiality of the agency and people served.
- ___ Participate in the evaluation process along with faculty and community representatives.

Community Organizations can bring...	Staff in Community Organizations cannot..
A knowledge of how to implement & apply theory	Spend a lot of time training and supervising volunteers
Understanding of complex communities & how to work in & through a variety of systems	Support new programs without having funding
Knowledge of public policy	Change cycle of activities
Practical expertise in working with communities and on complex issues	Ensure stable/supportive leaders
Conflict resolution skills	Change their reward system
An independent & fresh perspective ...	Constantly be the problem solver

Principles and Standards

A. Community Engagement Through Service-Learning at the Frances Payne Bolton (FPB) School of Nursing: -- As a Program:

Community Engagement Through Service-Learning is a dynamic, collaborative process whereby faculty, students, and community agencies partner to link learning with service to the community. Students are involved in community activities combined with a facilitated means for applying the experience to their personal and academic development. It is a form of experiential education aimed at enhancing and enriching student learning of content. When compared to other forms of experiential learning like internships, clinical placements, and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum. The critical difference and distinguishing characteristic of community engagement through service-learning is its reciprocal and balanced emphasis on both student learning and addressing unmet community needs.

Community assessment and community voice are indispensable components of effective service-learning. Course objectives are linked to meaningful human, health, educational, and environmental concerns that are co-determined with community partners and their clients. Course materials such as lecture, readings, discussions, and reflection inform the student service and in turn the service experience is brought back to the classroom to inform the academic dialogue and student comprehension. Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

The project to implement Community Based Graduate Nursing Education is funded by the Helene Fuld Health Trust for the period May 2000 to May 2002. Dr. Georgia Narsavage, MSN Program Director, is the Project Manager and Debbie Lindell is Project Director. The rationale for a community engagement experience grew out of a concern for the health needs of underserved populations in Cleveland and the observation that graduate nursing students' interactions with clients occurred primarily at the individual and family levels; students needed more exposure to health care at the population and community levels.

-- As A Concept:

Community Engagement Through Service-Learning has an overall purpose of assisting students to identify the value of a life of engaged, democratic citizenship (Battistoni, 2001). The program is congruent with, and contributes to meeting, the missions of Case Western Reserve University and the Frances Payne Bolton School of Nursing as to service and community involvement. Citizenship can be viewed as having three levels (Kahne, Westheimer, & Rogers, 2000).

- *Responsible citizen*: someone with a job, who votes, pays taxes, gives blood and obeys laws.
- *Participatory citizen*: someone who is active in community affairs – i.e. planning community events and participating on local boards.
- *Social reformer*: someone who seeks to understand the causes of social problems and addresses them at the root.

Community Engagement Through Service-Learning is an effective teaching strategy designed to develop citizens at the second and third levels, increase faculty/student interaction, and contribute to student development. As pedagogy, it is a departure from the traditional, lecture-driven, faculty-focused curriculum: service becomes “text”. It requires student participation in developing learning goals and confronting real-life from a perspective different from their clinical experiences and in a way that challenges their assumptions and forces critical thinking at the societal level. Service-learning requires faculty to share control over learning outcomes while affording them a closer relationship to students while students learn from experience.

A Service and Learning Typology (Sigmon, 1994)

service-LEARNING	Learning goals primary; service outcomes secondary
SERVICE-learning	Service outcomes primary; learning goals secondary
service-learning	Service and learning goals completely separate
SERVICE-LEARNING	Service and learning goals of equal weight and each enhances the other for all participants

Thus Community Engagement through Service-Learning differs from traditional clinical education (and community service and volunteer activities) in several ways:

- Balance between service and learning objectives.
- Emphasis on reciprocal learning.
- Emphasis on developing citizenship skills and achieving social change.
- Emphasis on reflective practice.
- Emphasis on addressing community-identified needs and integral involvement of community partners.

Further Reading

Battistoni, R. (2001) Civic Engagement Across the Curriculum: A Resource Book for Service-Learning in All Disciplines. (working draft).

Furco, A. (2001) Service-Learning: A Balanced Approach to Experiential Education in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp.9-13 .

Kahne, J., Westheimer, J., & Rogers, B. (2000) Service-Learning and Citizenship: Directions for Research. Michigan Journal of Community Service-Learning, Fall,2000: 42-51.

Kolb, D. A.(1985) Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall.

Lisman, C.D. (1998) Toward A Civil Society: Civic Literacy and Service Learning. Westport, CT: Bergin & Garvey (not at CWRU)

Seifer, S. (1998) Service-Learning: Community-Campus Partnerships for Health Professions Education. Academic Medicine 73: 3 (273-277)

Sigmon, R. (1979) Service-Learning: Three Principles. Synergist, Spring, 1979: 9-11.

Sigmon, R. (1996) “The Problem of Definition in Service-Learning. In R. Sigmon & others, The Journey to Service-Learning. Washington, DC: Council of Independent Colleges.

Zlotkowski, E. (1999) Pedagogy and Engagement in Introduction to Service Learning Toolkit. Providence, RI: Campus Compact. pp. 79-93.

B. Service-Learning - An Educational Method:

Service-Learning is “a method under which students learn and develop through active participation in... thoughtfully organized service experiences that meet actual community needs, that are integrated into the students’ academic curriculum or provide structured time for reflection and that enhance what is taught in school by extending student learning beyond the classroom and into the community” (Corporation for National Service, 1990).

Service-learning has been defined as “both a program type and a philosophy of education. As a program type, service-learning includes myriad ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some way.” (The Research Agenda for Combining Service and Learning in the 1900s).

Service-Learning is “any carefully monitored service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the education”. (National Society for Experiential Education, 1994).

Service-learning is a “teaching methodology that combines community-service with explicit academic learning objectives, preparation and reflection. Students.... provide..community service but learn about the context in which it is provided, the connection between the service and their academic coursework, and their roles as citizens”. (Seifer, CCPH, 2000)

C. Benefits of Community Engagement

Community Engagement Through Service-Learning not only helps to fulfill the missions of CWRU and the Bolton School, but its benefits directly relate to concepts woven throughout their strategic plans. Teaching and advising, research and scholarship, and the university community can all be enhanced through student, faculty, and agency collaboration.

*“Service, combined with learning, adds value to each and transforms both”
(Honnet and Poulsen, 1989)*

Students benefit through:

- Hands-on use of skills and knowledge that increases relevance of academic skills.
- Opportunities that accommodate different learning styles.
- Interaction with people of diverse cultures and lifestyles.
- Increased sense of “self-efficacy, analytical skills, and social development.
- Valuable and competitive career guidance and experience.
- Opportunities for meaningful involvement with the university’s community.
- Increased civic responsibility.
- Opportunities to examine advanced practice nursing and health, and the factors that influence it, from the societal perspective.

“It brings books to life and life to books”

Faculty benefit through:

- Inspiration and invigoration of teaching methods
- Increased student contact through greater emphasis on student-centered teaching.
- A new perspective on learning and increased understanding of how learning occurs.
- Connecting the community with curriculum and becoming more aware of current societal issues as they relate to health care and advanced practice nursing,
- Identifying areas for research and publication related to current trends and issues.

“It changes faculty role from expert on top to expert on tap”

Community benefits through:

- Opportunities for community development through capacity building.
- Access to university resources.
- Positive relationship opportunities with the University.
- Awareness-building of community issues, agencies and constituents.
- Opportunities for contributing to the educational process.
- Affordable access to professional development.
- Short and long term solutions to pressing community needs.

“ shifts from community as setting [for practice] to community as classroom”

CWRU benefits through:

- Enhanced teaching, research, and outreach activities.
- Faculty and student engagement in local, state, and community issues.
- Expands opportunities to extend university knowledge and skills.
- Builds positive community relationships.
- Heightens development and preparation of university graduates.

“It serves to light the fire rather than fill the bucket”

Further Reading

Eyler, J., Giles, D., & Gray, C. (2001) Research At A Glance: What We Know About the Effects of Service-Learning on Students, Faculties, Institutions, & Communities, 1993-1999 in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp.19 -22.

D. Best Practices in Community Engagement through Service-Learning:

-- Principles for Combining Service and Learning

These principles are the cumulative best practice wisdom articulated by experienced practitioners and have been adopted by service-learning professionals across the nation as the foundation for effective programs in schools and on campuses (1989 Wingspread Conference, Johnson Foundation*).

An effective program:

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Allows for those with needs to define those needs.
- Clarifies the responsibilities of each person and organization involved.
- Matches service providers and service needs through a process that recognizes changing circumstances.
- Expects genuine, active, and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
- Is committed to program participating by and with diverse populations.

* Honnet, E. & Poulsen, S. 1989. A Wingspread Conference Report: Principles of Good Practice for Combining Service and Learning. Racine, WI: The Johnson Foundation. Available at: <http://www.johnsonfdn.org/library/confrep/principles.html>

-- Principles of Partnership

During 1997 and 1998, Community Campus Partnerships for Health (CCPH) engaged the board, members and participants in an open dialogue to articulate principles to help facilitate and strengthen partnerships between communities and higher education institutions. These principles included:

- Partners have agreed upon the 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, but also addresses areas that need improvement.
- The partnership balances the power among partners and enables resources among partners to be shared.
- There is clear, open, and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
- Roles, norms, and processes for the partnership are established with the input and agreement of all members.
- There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve.

Further Reading

Conners, K. & Seifer, S.D. Editors. (2000) Partnership Perspectives 1(2). San Francisco, CA: Community Campus Partnerships for Health.

Torres, J. & Schaffer, J. (2000) Benchmarks for Campus/Community Relationships. Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 101-103.

E. Standards for Community Engagement Through Service-Learning at the Bolton School

The Bolton School has developed standards for incorporating Community Engagement Through Service-Learning into curricula using national sources and the Community Based Care Project Advisory Group. This list may be used to establish criteria for effective courses and serve as an outline for creating high-quality experiences incorporating agency connection, service and learning.

___ The syllabus is developed and revised to incorporate the service experience into the teaching and learning objectives of the course.

___ Partner agencies define their needs and are included in planning for the course.

___ The faculty member becomes acquainted with the community partner agency - understanding the mission, clientele, location, and student role.

___ Preparation for the service addresses student orientation, clarification of responsibilities and risk management issues.

___ Students are oriented to the partner agency before the service begins, including the issues to be addressed and the link between the course objectives and the service experience is clarified.

___ Students are involved in at least 8 hours of agency contact for each course with a Community Engagement component.

___ Academic credit is awarded for the learning evidenced (project developed) through the experience, not for the service itself.

___ The community experience is connected to the course through readings, projects, and class presentations.

___ Reflection on the community experience is on-going and includes dialogue about community issues and the need for the service.

___ Students, faculty, and community representatives participate in the evaluation process provided.

Community Engagement Outcomes: -- Action Learning in the MSN Program

A: What members of the Community Advisory Board are saying

Valuable experiences -

“Sharing what others have done as far as SL projects... I have been a proponent for a long time and appreciate the support at all the levels for this type of experience for our MSN students. Having this [product] helps students see not just busy work, but a valuable learning experience.”

“Assistance with current and new program development and implementation.”

“Allowing the students to have “1st - hand” experience with the community and sharing the knowledge gained with the entity that provided them with that experience in opting to make things better for our community.”

“The whole SL concept of seeing ... students’ projects are/can be impacting the care of the community ...”

“Opportunity to develop partnerships with outstanding community agencies”.

B. What FPB Graduate Students are saying

Expectations and outcomes of service-learning -

“I did not expect to gain anything from this experience except to complete a class requirement. I was pleasantly surprised after our group’s experience of what I personally gained from the experience. I was impressed by the gratitude of the clients we saw toward us The experience was personally very rewarding.”

“.... I was pleasantly surprised by the experience ... We were welcomed with open arms by both staff and clients. The honest sharing of the clients with us and each other was impressive, heart warming, and very gratifying ... I tend to forget with working at a very large institution where we have so much at our fingertips, that there are agencies with limited resources, that provide valuable services to people in need”

“ ...I was prepared to help people with diabetes ... I never realized what it would be like to be homeless and have diabetes too.”

[Service-learning] “ is a way of giving back some of our knowledge gained to those in underserved areas. At the same time we are learning about health care delivery in areas we may not normally practice.”

[Service-learning] “is about giving and supporting a community in the context of their needs and wants... it’s important to identify our own bias ... This broadens our perception of the culture of communities outside our own ... We [focus on] education while those we serve in the community may be concentrating on survival skills...it’s more than just tasks.”

C. How “Community Care” Project Staff Can Help

The staff of the Community-Based Care Project (CBCP) support faculty in designing and implementing course components for Community Engagement through Service Learning. Staff can provide information on innovative practices, available resources, and current and potential community partner agencies. Working with the CBCP provides recognition and brings faculty into a community of educators who are concerned about making a difference. An integral component of the CBCP is the Project Advisory Board. Members guide CBCP activities, mentor faculty new to service-learning, prepare workshops, and plan special recognition events. To foster Community Engagement Through Service-Learning, the CBCP offers the following faculty services:

1. Site Referrals and Consultations:

The Community Based Care Project staff has worked with agencies in the Cleveland area for 7 years and maintains a database of current and potential partner agencies. Staff will link faculty with sites whose needs are relevant to service-learning objectives. They will consult with faculty on site selection, prepare of syllabi, student orientation, design of reflection activities, assessment/evaluation, and preparation of manuscripts for print.

2. Educational Seminars:

The CBCP offers sessions on service-learning. Contingent on funding, faculty may also apply for professional development support to attend conferences and training related to community engagement and service-learning. Examples of programs presented:

3. Resource Development:

The CBCP assists faculty to locate and apply for funding to revise courses to implement community engagement through service-learning, to pursue service-related research or to build collaborations in the community. The CBCP also has a limited amount of funds to support projects (supplies, duplication) implemented in the MSN courses.

4. Resource Library:

The CBCP maintains a collection of books, articles, syllabi, and pamphlets pertaining to community engagement, service-learning and related topics. The library is located in the Bolton School's Faculty-Staff Lounge. Items may be signed out using the card in each book and the box on the bookshelf. Contact the CBCP staff for assistance in locating information.

5. Evaluation

The CBCP provides evaluation forms for students, faculty, and community agencies involved in service-learning each semester and the summarized data is distributed to faculty, administrators, and national forums. See "Outcome Evaluation" for more details.

Further Reading:

Narsavage, G. L., Lindell, D., Chen, K., Savrin, C., & Duffy, E. (2002) A community engagement initiative: Service-learning in graduate nursing education. *Journal of Nursing Education* 41(10), 457-61.

Narsavage, G.L., Lindell, D., & Batchelor, H. (2001) Graduate education in nursing: Community engagement develops personal and community learning. *Nursing Education Perspectives* (accepted for publication).

D. Expectations of The CDBP, Faculty, Students, and Community Agencies:

1. The Community Based Care Project staff are expected to:

- Respond with resources and consultation within two weeks of submission of a Faculty Planning Sheet.
- Create a menu of potential community partners, with contact information, hand-tailored to a specific course.
- Provide classroom orientation and reflection sessions as requested.
- Consult on logistical, risk management, and troubleshooting issues as available.
- Refer new faculty to faculty mentors who have taught a Community Engagement Course to strengthen the community of service-learning faculty.
- Distribute Student Handbooks, student pre-tests and consents at the beginning of the semester.
- Schedule and conduct focus groups for qualitative evaluation.
- Distribute student post-tests; and faculty, student, and agency evaluations 2 weeks before the end of the semester.
- Inform faculty of education, resource and recognition opportunities via email, meeting announcements, and the Community Engagement Through Service-Learning bulletin board in the Faculty Staff Lounge.
- Maintain and share a current roster of service-learning faculty and courses.

2. Faculty Are Expected To:

- Provide the CBCP with a copy of the course syllabus before the beginning of the semester.
- Describe the Community Engagement Through Service-Learning activity and its relation to course objectives in the course syllabus and on the first day of class.

- Maintain regular contact with the service sites and monitor student progress through discussions, journal assignments, progress reports or individual check-ins.
- Have all students complete a Student Project Form within the first month of the semester and forward copies to the CBCP. (See Appendix B).
- Provide opportunities for individual and group forums for students to reflect on what they are learning from the experience.
- Attend at least one CBCP workshop or event each year.
- Provide the CBCP with a copy of any news article featuring their service-learning course and inform the CBCP of significant events related to the students or the course.
- Have students, community partners, & themselves complete evaluation process.

3. Students Are Expected To:

- Be prompt, willing, respectful and positive in working with their community partner.
- Arrange hours with the community partner during the first 2 weeks of class (or as directed by the instructor).
- Design their activity based on their abilities and skills and the goals identified by the community agency.
- Complete the Student Project Form within the first month of the semester and submit to the instructor.
- Fulfill all agreed upon duties and responsibilities at the community site.
- Provide feedback about the service experience and its relevancy to the course material - participate in course discussions.
- Be sensitive to cultures and lifestyles different than their own.
- Speak with their community partner if uncomfortable or uncertain about what they are to do.
- Respect the confidentiality of the agency and people served.
- Participate in the evaluation process.

4. Community Partners Are Expected To:

- Orient students to the agency or project mission and goals so they may better understand their role within the agency/project.
- Provide an activity that is significant and challenging to the student and builds on the student's abilities and skills,
- Provide training, supervision, feedback and resources for the student to succeed in the service.
- Discuss and sign the Student Project Plan form (Appendix A).
- Ensure a safe work environment and reasonable hours for the student to complete the agreed-upon activity.
- Facilitate signing and activation of the Bolton School's Agency Agreement.
- Participate in the evaluation process.

Effective Practices in Community Engagement Through Service-Learning

A. Steps to Integrating Community Engagement Through Service Into Curriculum

Incorporating Community Engagement Through Service-Learning into a course requires thoughtful pre-planning and thorough follow-up. Remember, the service activity is not an additional component, but can replace an existing assignment another way to teach course concepts ("service as text"). Successful learning and effective community contributions depend upon a dynamic inter-relationship among the faculty <->student <->community agency and a well-integrated package of assessment, syllabus, orientation, implementation, reflection, and evaluation.

Basic Elements of Service Learning:

- **Preparation** – This is the linking of Service Learning to specific learning outcomes and preparing students to perform the activities. Students are provided with a clear sense of what is to be accomplished and what is to be learned during the Service Learning activity. They learn how to do the work, who will be served, the social contexts, information about the community partner, and what problems may arise. They understand how sites are selected, how coordination and supervision will be achieved, the agency's and the College's understanding of each other's expectations and responsibilities, and how students are placed, trained, supervised, evaluated, and provided with opportunities for reflection.
- **Engagement or Service**– The experience should be challenging, engaging, and meaningful to students. Activities performed should meet a real need so that students perceive the activity and their participation as relevant and important. Questions faculty should ask: Does the service component meet a public good? How do you know this? Has the community been consulted? How? How have campus-community boundaries been negotiated and how will they be crossed?

Community Engagement activities fall into three general categories:

- *Direct service*: one to one, individual, personal contact.
 - *Indirect service*: the channeling of resources to solve problems; the student does not provide direct contact, but becomes part of a larger community effort, a kind of service that is often "high energy" and creates enthusiasm for those who serve; and
 - *Civic action*: active participation in democratic citizenship; informing the public about problems to be addressed and working toward solving problems; the format for civic action can be either individual or group.
-
- **Reflection** –see section on "Facilitating Critical Reflection".
 - **Reciprocity** – Is reciprocity evident in the service component? How? "Reciprocity suggests that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients." (Jacoby, 1996, p.30).

- **Public Dissemination or Celebration** – This is the sharing across systems, organizations and among individuals involved in service learning. Included is the ritualization of the learning, achievement acquisition and application of knowledge gained during the semester. This final step also involves the recognition and evaluation of the partnerships between the college and community agencies. Community change is named and celebrated at transitional moments.
 - Is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example, Do oral histories that students collect return to the community in some public form? Is the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?

1. Preparation

- Articulate, in writing, the objective(s) of the Community Engagement activity.
 - What do you want the students to gain through the experience?
- Identify community agencies that may be appropriate for your objectives (The CBCP can assist with this process).
- Contact potential community partner(s).
 - Describe what you and your students have to offer via your course objectives, timeline and limitations.
 - Gather information concerning the following: agency objectives or needs, contact person, location, number of students they can accommodate, orientation and training requirements, hours of operation or need.
 - If it would be helpful, create a table with information on sites that are a fit. This will serve as a site selection menu for students.

2. Develop the Syllabus

The presentation of service in the syllabus can be critical in shaping the educational outcomes for the course. Service cannot be presented as a mere sidebar to the course; rather, the syllabus should explain why this kind of service is a part of the course. This requires instructors to think about the explicit connections between their course and departmental objectives; between the university's mission and the community's expectations; and, perhaps most importantly, between their goals and the students' expectations (Woolcock, 1997, p. 10; Heffernan, 2001, pp.1-2, 27-28).

Syllabi with a Community Engagement Through Service-Learning project should:
(adapted from Heffernan, 2001, p.9)

- Include Community Engagement as an expressed goal.
- Clearly describe how the Community Engagement experience will be measured and what will be measured.
- Describe the nature of the activity in the community.
- Specify the roles and responsibilities of students in the activity (e.g. transportation, time requirements, community contacts, etc.)
- Define the community need(s) the activity meets.
- Present course assignments that link the activity and the course content.
- Specify how students will be expected to demonstrate what they have learned in the activity (e.g. journal, papers, presentations).
 - Clearly explain the incentive(s) for successful completion of the experience.
 - Provide a clear link between course content, the Community Engagement activity, and student success in the course.

- Include a description of the expectations for public dissemination of students' work.
- Describe how students will be evaluated on the experience.
 - Clarify that the grade is for documenting the outcomes of the experience- through papers, discussions, presentations, posters, etc. - not for the Community Engagement hours alone.

3. Orientation/Training

- Talk about the service experience on the first day of the course.
 - Touch on each of the topics listed under "developing the syllabus".
 - CBCP project staff are available for class presentations.
- Invite agency or community representatives to visit the class.
 - Host a panel presentation if you have multiple partners.
- Address student concerns, fears, and expectations regarding the service experience.
- Prepare students with the appropriate skills and brief them on their responsibilities regarding communication, follow-through and professionalism.
- Have students complete the Student Project Form (Appendix B) with their contact person and submit a copy to you.

4. Contracting & Supervision

- Provide a timeline
 - Students need benchmarks for contacting the agency, meeting with supervisors, signing contracts, beginning and completing the service
- Have a back-up plan for students with special needs.
 - Consider providing an alternative for those students who are legitimately unable to participate in the service with other students.
- Contact the community partner(s) at least once a semester to seek feedback and visit the service site(s) to gain first-hand exposure to the experience.

5. Reflection - See section on "Facilitating Reflection".

6. Evaluation - See section on "Outcome Evaluation"

Further Reading

Bailey, P., Carpenter, D., & Harrington, P. (Eds) (1999) Integrating Community Service into Nursing Education: A Guide to Service-Learning. New York, NY: Springer.

Freyder, P. & O'Toole, T. (1999) Principle 2: The Relationship Between Partners is Characterized by Mutual Trust, Respect, Genuineness, and Commitment. Partnership Perspectives 1(2), pp. 19-25).

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Community-Campus Partnerships for Health (2000) Service-Learning in Health Professions Education: A Syllabi Guide. San Francisco, CA: Author.

Norbeck, J., Connolly, C., & Koerner, J. Caring and Community: Concepts and Models for Service Learning in Nursing.

Poirrier, G. (2001) Service-Learning: Curricular Applications in Nursing. New York: National League for Nursing.

Seifer, S. & Connors, K. (Eds) (1997) A Guide for Developing Community-responsive Models in Health Professionals Education. San Francisco, CA: Community-Campus Partnerships for Health.

B. Tips for Establishing Positive Community Connections

- Work with the Community Based Care Project staff to understand the agency's history, mission and related social issues before making contact. (many agencies have web sites)
- Meet agency representatives at their office whenever possible.
- When inviting community partners to campus, contact the Community Based Care Project office to provide maps and directions and arrange with the CBCP or the MSN office to have parking garage tickets (garage off Circle Dr) validated.
- When visiting the agency or service site, note details on location, transportation and parking that will be pertinent to your students.
- Ask the agency how what you and your students have to offer might be useful to them. It is a significant role reversal to put yourself in the position of learner, with the community partner as the expert and teacher.
- Learn about the assets of the agency and the clientele. Explore their capacities and abilities, and relate this to your students. As faculty and students shift their perception of community members as deficient and needy, to acknowledging that others have valuable and desirable strengths and insights, they will be able to realize the real reciprocity integral to the discipline of service-learning.
- Be open to indirect service projects. Consider how you can help students see the value of service that provides support to community vs. direct contact with people.
- Take care "to do no harm". The notion of community as laboratory assumes a false hierarchy of power and perpetuates an attitude of institutional superiority. Basic goals of service-learning include community development and empowerment. For these goals to be realized, faculty, students and community must be equal, collaborative partners.
- Whenever feasible, invite community partners to be part of syllabus planning, reflections, presentations and related activities.

Decoding the Culture of Community Organizations

(adapted from: New England Resource Center for Higher Education. (2000) Swinging Doors: Making Community-College Partnerships Work. Boston: UMass Graduate College of Education.)

Elements of a Community Organization's culture:

- There is a lot of diversity within the community e.g. peoples' roles, power, comfort with university involvement, etc.
- Sometimes there is an overestimation of the degree of power one individual has to move something forward.
- There is often little infrastructure to support new initiatives.
- There is always a focus on survival of the agency. Being grant driven can effect timelines, implementation, staffing & resources, program design & the need for tangible outcomes.
- There are often few rewards for individual achievement.
- Agencies often have to pay attention to regulations & liability issues.
- Volunteers are both an asset & a burden.

Community Organizations can bring...	Staff in Community Organizations cannot..
A knowledge of how to implement & apply theory	Spend a lot of time training and supervising volunteers
Understanding of complex communities & how to work in & through a variety of systems	Support new programs without having funding
Knowledge of public policy	Change cycle of activities
Practical expertise in working with communities and on complex issues	Ensure stable/supportive leaders
Conflict resolution skills	Change their reward system
An independent & fresh perspective ...	Constantly be the initiator/ problem solver

A Checklist for Community/Campus Partnerships

“The following is a checklist for potential partners when sizing each other up and mapping out areas for partnership:

- Get to know the strengths and weaknesses of each other, particularly as it relates to the partnered activity;
- Appreciate the priorities and incentives of each stakeholder involved, ensuring mutual beneficence as an outcome to the partnership;
- Identify and appreciate areas of mistrust – do not underestimate them or disregard them but instead set benchmarks for overcoming them.
- Start small and grow and allow space, time, and forgiveness for mistakes and lessons along the way.
- Keep track of progress made towards your priorities and goals. (Are they being met? If not, why not? Are your partner’s goals and objectives being met? If not, why not?)
- Take time out to thank your partner for the commitment and sacrifices they are making.
- Stay flexible and remember that as a partner your loyalties must extend beyond your base of support (e.g. academic department, CBO) to include your partner and his or her interests as well; and
- Enjoy the richness and diversity that comes from moving outside the cloistered confines of only working with one of your own to moving into a community-campus partnership. (Freyder, P. & O’Toole, T. (1999) Principle 2: The Relationship Between Partners is Characterized by Mutual Trust, Respect, Genuineness, and Commitment. Partnership Perspectives 1(2), pp. 19-25).

Further Reading

Bruhn, J. (2001) Ethical Issues in Intervention Outcomes. Community Health 23(4): 24-35.

Lauderdale, M. (2001) Issues in Securing the Community’s Sanction Before Making an Intervention. Community Health 23(4): 1-8.

Kretzmann, J. & McKnight, J.(1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Chicago: ACTA Publications. (MSASS)

McKnight, J. (1995) The Careless Society New York: Basic Books.

Quinn, S., Gamble, D., & Denham, A. (2001) Ethics and Community-Based Education: Balancing Respect for the Community With Professional Preparation. Comm Health 23(4): 9-23.

C. Facilitating Critical Reflection

According to Thomas Dewey, "truly educative" experiences generate interest, are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information, and take sufficient time to foster development".

1. What is Reflection?

Reflection is the means by which students come to understand the meaning and impact of their efforts. They link what they have learned about themselves and the academic disciplines to what they have done in service to others. Reflection is the active, persistent, and careful consideration of the service activity. Students ask: "What am I doing and why? What am I learning?" Reflection leads to self-assessment; hence, students become more independent learners. Areas of possible academic reflection are: morality, theology, race, class, gender, ability/disability, economics, public policy, civic responsibility, psychology, and sociology. Possible personal reflections include: What am I feeling? Why did I react the way I did? How might I react differently next time? What am I discovering about myself that I didn't know before? Can I make a change at this site? Without reflection, students simply go through of service remain cognitively unaffected by the experience, and left with their personal ignorance and biases reinforced or unexamined. (Heffernan, 2001, p. 27)

2. What Are the Benefits of Reflection?

Reflection improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving, and students' ability to learn from the experience. Reflection promotes personal development by enhancing students' self-awareness, their sense of community, their value of civic engagement, and their sense of their own capacities.

3. How Can Reflection Be Facilitated?

Effective reflection depends on appropriate contexts and real problems and issues. The culture of the class community must be one in which students feel included, respected, and safe. The dialog between instructor and students must be meaningful to the students. Students are helped to feel respected and included in the class community through small groups in which they can exchange concerns, experiences, and expectations about the service and the class. Meaningful dialogue is facilitated when the instructor ensures that topics and experiences are relevant to students and they have some control of their selection. Underlying meaningful dialogue is students' "need to know". By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them.

4. Effective Reflection

- Links service objectives to course objectives by integrating the service experience with course learning
- Is guided and purposeful
- Occurs regularly within the course
- Includes components that can be evaluated according to well-defined criteria
- Provides opportunities for both private and public reflection
- Fosters civic responsibility
- Is continuous, connected, challenging, and contextual

5. Reflection Activities

When facilitating reflection, vary the activities to accommodate multiple learning styles; create a reflective classroom - don't just add a reflective component.

The following are possible reflection activities:

Group Discussions

- Group discussions may occur via on-line formats such as Blackboard or in person.
- The groups may involve either the entire class or just small numbers of students. If they are small groups, the instructor may allow students to choose their own group members, or he/she can set criteria for group composition (e.g. no groups composed of a single ethnicity or gender), or she/he can assign students to groups.
- The group members exchange ideas about the course topics and/or the service experiences.
- The instructor may either pose general or narrowly focused questions for discussion.
- A scribe may be assigned to submit a summary of the discussion to the instructor.
- Group discussion may be in person or on-line via a format such as Blackboard.

Journals

- Students may be asked to keep a journal as they engage in the service experience.
- The journals should not merely be simple inventories of events.
- They should address situations objectively, subjectively, and analytically.
- Instructors may provide questions to guide students in addressing issues and should review the journals periodically.
- It is helpful to offer comments, questions and feedback that will encourage, challenge and essentially provide a dialogue that depends the student's thought process.

Analytic Papers

- These provide students with an opportunity to describe their service experience, to evaluate the experience and what they learned from it, and to integrate their experiences with course topics.
- If the papers are assigned at the end of the course, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course.
- The length of the paper is determined by the faculty member.

Portfolios

- Students may be asked to compile materials relevant to the service-learning experience and the course of which it is a part.
- These materials may include: journals, analytic papers, scripts/notes for class presentations, items created as a part of the service, pictures, agency brochures, handbooks, timesheets, student project form and training materials.
- Portfolios provide a focus for reflection on the service experience and its documentation.

Presentations

- Students may be asked to make presentations to their classmates and/or to broader audiences describing their experiences, evaluating them and integrating them with the course topics.
- Presentations may be oral, posters, or artistic in format.

Reading Responses

- Students may be asked to write responses to course readings.
- Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

Focus Groups

- The end-of-the semester focus groups conducted by the CBCP as part of evaluation may be one component of reflective process.

6. Tips for Facilitating Reflection in On-line Situations

- Prepare a framework for guiding the discussion.
- Lead the group by actively engaging each student
- Set the tone by establishing norms of behavior such as:
 - Anyone in the group may speak at any time - no hand raising is required, but the rules of polite conversation are followed.
 - No profanity or sexual innuendoes are necessary to make a point
 - Speakers should be respectful, open-minded, and not aim to put anyone down.
 - Insist that responses are clear, coherent sentences, not just a few words.
- Clarify students' responsibilities and expectations (write them down and copy for all)
- Arouse interest and commitment to the service-learning.
- Assess the values, knowledge, and skills each student brings to the project.
- Develop background material information about the people and problems the students will encounter in the service situations to sensitize them and help to revise any misconceptions.
- Develop and practice any skills that will be required, including being active observers and questioners of the experience.
- Get closure on emotional/affective issues by the end of each reflective session.
- Leave some cognitive/topical issues open until the next session to give group members and opportunity to think more about them.

7. Examples of Reflective Questions

- What (will/have you been doing)? Who have you been serving?
- So what (will/have you been learning)? Why is your service work needed?
- Now what (should others do about it)? What are you going to do about it?
- Can you talk more about that? Why do you think that happens?
- What evidence do you have about that? What does it remind you of?
- Do you see a connection between this and ___?
- How else could you approach that? What do you want to happen?
- How could you do that?

As a finale:

- Create a class/group project.
- Hold a culminating event (e.g. poster presentation)
- Have a formal closing of the project.

Further Reading

Bringle, R. & Hatcher, J. (2001) Reflection in Service-Learning: Making Meaning of Experience in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 113-119.

Cooper, D. (2001) Reading, Writing & Reflection in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 121-126.

Eyler, J., Giles, D.E., & Schmiede, A. (1996) A practitioner's guide to reflection in service-learning: Student voices and reflections. Nashville, TN: Project funded by Corporation for National Service.

Reed, J., & Koliba, C. (1995) Facilitating Reflection: A Manual for Leaders and Educators. John Dewey Project on Progressive Education, University of Vermont. Available on line:

http://www.uvm.edu/~dewey/reflection_manual/

Heffernan, K. (2001) Fundamentals of Service-Learning Course Construction. Providence, RI: Campus Compact.

Kottkamp, R. (2001) Means for Facilitating Reflection in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 127-138.

D. Outcome Evaluation

There is a natural logic to outcome evaluation in educational methodology like community engagement. The purpose of outcome evaluation is to measure the effects of a program against the goals it sets out to accomplish and to improve future programming. Outcome evaluation in community engagement must serve a dual purpose: to assess the value of the partnership from the community perspective and to investigate the effectiveness of the educational experience for student learning and development. Put simply, care in using measures that generate relevant and useful data, and willingness to act on what is learned. (adapted from Morton, 1996).

1. General Guidelines

- Use reflection assignments to assess student learning and evaluate performance.
 - Evaluate analytical skills, communication skills, critical thinking and judgment from student's reflection papers, discussions, and presentations.
- Though incentive points may be provided for successfully completing the service plan and the grade should be based upon student learning and skill application as evidenced by the product produced by the student.

2. Evaluation of Community Engagement Through Service Learning: Student, Faculty & Community Agencies

The Bolton School's MSN program has several tools by which faculty and the project assess the outcomes of Community Engagement Through Service-Learning (see Appendices). These tools seek input from: students, faculty, and community agencies. Student input is both quantitative and

qualitative, faculty and community feedback is quantitative. The Community-Based Care Project has an IRB that allows dissemination of all products (e.g. results of surveys, anonymous and confidential quotes used as examples, and photographs). Students, faculty and community partners are asked to sign a Consent Form that allows findings to be confidentially reported in dissemination of the project. Should a student choose not to sign the consent, they still participate in the service-learning activity and evaluation process, however any statements they make during evaluation will not be used in dissemination. The reader is referred to The Center for Healthy Communities, Dayton, OH (see Resources, p. 32). The CHC has developed a number of evaluation instruments geared to students, faculty and community partners.

3. The Evaluation Process

(Adapted from: Cleary, C. (ed) 1996. Service-Learning Faculty Manual: Colorado State University. Ft. Collins, CO: Office for Service-Learning and Volunteer Programs, Colorado State University.
<http://www.colostate.edu/Depts/SLVP/Man.htm>)

- Beginning of semester
 - The Community-Based Care Project staff will send an appropriate number of copies of Student Consent forms and Student pre-course surveys to the faculty member one week after the beginning of classes.
 - Provide each student with the information needed to understand the Consent Form (Appendix A-1) and forward signed forms to the CBCP staff.
 - Have each student complete the Community Based Care Project (CBCP) pre test (Appendix C-1).
 - Consents and pre-tests should be returned to Debbie Lindell by the 2nd week of class.
- End of semester
 - If the course leader has chosen to hold a focus group (see below), the date & time should be scheduled with Debbie Lindell 4 weeks before the end of the semester.
 - 2 weeks before the end of the semester, the CBCP will send to the faculty member copies of all necessary faculty & student post-course evaluation tools. Return all surveys to the Debbie Lindell.
 - Quantitative Evaluation
 - Students complete the CBCP post test (Appendix C-2)
 - Faculty sign Consent Form (Appendix A-2)
 - Community Agencies sign Consent Form (Appendix A-3) and complete Community Feedback form (Appendix E). These are mailed directly to the agency contact persons by the CBCP.
 - Qualitative Evaluation
 - The course instructor has 2 options:
 - Request the CBCP hold a focus group (schedule 4 weeks before the end of the semester). The questions used are those on the CBCP Qualitative Survey (Appendix D).
 - Have students complete the portions of, or the entire CBCP Qualitative Survey, Appendix D – this may be done in written journals, on Blackboard, or other means.

NOTE: The Community-Based Care Project staff will analyze the data and provide findings to course faculty

Further Reading

Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (2001) An assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community & Institution in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 179-183.

Gelmon, S. How Do We Know That Our Work Makes A Difference? Assessment Strategies for Service Learning and Civic Engagement. (no further citation available).

Gelmon, S., Holland, B., & Shinnamon, A. (1998) Health Professions Schools in Service to the Nation: 1996-98 Final Evaluation Report. San Francisco: CCPH

Giles, D. & Eyler, J. 1999. Where's The Learning in Service-Learning? San Francisco: Jossey-Boss Publishers (not at CWRU)

Jackson, F. (2001) Evaluating Service-Learning in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 185-188.

Shinnamon, A., Gelmon, S., & Holland, B. (1999) Methods and Strategies for Assessing Service-Learning in the Health Professions. San Francisco: CCPH

E. How Community Engagement Through Service-Learning Can Support Promotion and Tenure

Promotion and tenure decisions are based on an assessment of teaching, research, and service. Evaluation decisions reflect not only **what** faculty do, but also, **how well** they do it. Scholarship is fundamental to the role of university faculty. Community Engagement Through Service-Learning can be used to advance scholarship and enhance academic contributions.

1. Principles for Integrating Community Engagement Through Service-Learning with Scholarship

- Structure Community Engagement Through Service-Learning activities to address larger questions related to instructional effectiveness and/or appropriate outreach models for specific populations.
- Measure the effectiveness of Community Engagement Through Service-Learning and discuss the results in the context of a broader subject matter.
- Give visibility to your efforts.
- Consider the possibility of shaping the community campus partnership & students' community engagement activities around the model of participatory action research. For more information: see additional references below and/or contact Debbie Lindell.

2. How to Increase the Visibility of Your Efforts

- Present professional papers at state, regional, and national meetings.
- Publish your findings in higher education publications or in applied academic journals.
- Serve the university community by volunteering to lead discussions or give presentations to campus-wide audiences.
- Make your work visible and emphasize quality; your service-learning efforts may lead to nominations for college and university teaching awards as well as other forms of recognition.

- Submit grants for external funding related to service-learning activities.
- The Bolton School's Marketing Director can assist you in publicizing the Community Engagement activities of you and your students.

3. “Rules for Receiving The Support of Your Department”

DO integrate Community Engagement with teaching goals and department, FPB, and CWRU priorities	DON'T view Community Engagement as an “extra” activity.
DO document the impact and outcomes of Community Engagement activities on student learning and community intervention	DON'T emphasize the effectiveness of Community Engagement by describing the activity.
DO use service-learning as a tool to refine and expand your instructional skills	DON'T separate service-learning from teaching goals as stated in annual faculty evaluations.
DO discuss your teaching successes and challenges with departmental colleagues, soliciting their input and taking the opportunity to discuss pedagogical issues.	DON'T keep your Community Engagement activities a “secret” in your department.
DO experiment with different models and approaches, carefully assessing the effectiveness of each; be innovative!	DON'T restrict yourself to tested methods and approaches.

Further Reading

Boyer, E. (2001) The Scholarship of Engagement in Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 143-148.

Holland, B. (2001) Factors and Strategies That Influence Faculty Involvement in Public Service Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. pp. 149-157.

Nyden, P., Figert, A., Shibley, M. & Burrows, D. (1997) Building Community: Social Science in Action. Thousand Oak, CA: Pine Oaks Press.

Waterman, A. (1997) Service-Learning: Applications from the Research. Mahwah, NJ: Lawrence Erlbaum Associates.

Risk Management

The following guidelines are designed to help you assess potential risks in Community Engagement Through Service-Learning and to take steps to minimize risk.

- Agency Agreement
 - The Frances Payne Bolton School of Nursing/CWRU Agency Agreement should be obtained for each partner community agency.
 - Refer to The Agency Data Base (see Appendices) or contact the CBCP staff to determine whether an agency agreement is in place with a particular agency.
 - If no agency agreement is in place, the CBCP staff will collaborate with the faculty member and the agency contact person to initiate one.
- Each student should complete a Service-Learning Project Form (Appendix B).
- Photographs of student/agency/client activities are encouraged. However, permission must be obtained from any persons other than students (see Appendix J for a sample form).
- According to CWRU policy, faculty may not drive students to/from community sites. Contact the CBCP staff for information as to availability of CWRU transportation.
- Set up a line of communication for students to report any problems or concerns; make sure all persons involved (faculty/students/agency) know the lines of communication.
- Discuss with agency partners in advance plans for ownership and dissemination of materials produced during the Community Engagement activities. All educational materials produced by students of the Bolton School should include the following information:
 - Name of school
 - Name of program
 - Name of partner agency
 - Name/s of student author/s
 - Name and title of faculty member
 - Name of faculty agency staff, or other individuals who reviewed the materials for accuracy (if other than the faculty member responsible for the course)
 - References used
 - Date
 - Optional: CWRU and agency logos.

Information for Agencies

(adapted with permission from: New England Resource Center for Higher Education. (2000) Swinging Doors: Making Community-College Partnerships Work. Boston: UMass Graduate College of Education.)

Issues in Community-University Partnerships

- Trust
- Defining the problem(s) the partnership is supposed to address
- Differences in values and missions
- Ownership of the project: How it's negotiated, Who owns products coming out of the project, How they're used, Who's involved in the planning & implementing.
- Assumptions that knowledge is unidirectional
- Power
- Differences in goals and expectations among stake holders.
- Communication – including how needs and expectations are communicated
- Environmental contexts
 - How the legitimacy of the work is acknowledged, in what contexts
 - Assumptions about the way (s) we conduct business: Place, Size of groups, Language(s), Comfort with speaking
 - How “failure” & “success” get handled
- Results
 - Higher education's tolerance of impractical results
 - Community's need to see results ...**something!**
- Sustainability issues - Short term vs. long term
 - How lessons get used in planning
- Influence of powerful funders & their expectations and issues.

Decoding the University/College Culture

- There is a lot of diversity within the university e.g. people's roles, power, comfort with community involvement, disciplines, etc.
- Sometimes there is an overestimation of the degree of coordination within the university, even by those within it.
- There are numerous levels of bureaucracy
- The faculty reward system is complex
- The calendar is based on semesters.
- Faculty workloads include teaching, meetings, research, advising, and professional activities.

Universities/Colleges can bring....	Faculty in Universities/Colleges can't:
A knowledge of process	Act quickly
How we work on professional development, issues of education & knowledge	Act alone
Technical expertise – e.g. research skills, leadership development skills, access to people with skills	Quickly change curriculum
Access to resources –sometimes	Change cycle of activities
Multiple perspectives to the web of issues facing community agencies	Provide unlimited resources

Our teaching skills – asking the “right questions” and help people focus	Ensure stable/supportive leaders
Conflict resolution skills	Change their reward system

Overview of Master of Science in Nursing (MSN)

In general, students begin graduate study in the fall semester to facilitate program planning and course sequencing. Full-time students who have previously earned the B.S.N. can complete requirements for the M.S.N. in three to five semesters depending on the major. Students can begin part-time study in August, January, or June. Individualized programs can be designed for students in special situations that require part-time study or an unusual program plan. Dual degree programs are offered in the following areas: bioethics (MSN/MA), anthropology (MSN/MA), and business administration (MSN/MBA).

ENTRY OPTIONS TO MSN PROGRAM

- Applicants with a Bachelor of Science in Nursing (B.S.N.) degree from an accredited program are admitted directly into the Master of Science in Nursing Program.
- Applicants who have a BA or BS in another field and who have graduated from an accredited diploma or AD program in nursing can submit a portfolio of professional accomplishments, and upon approval, can be admitted into the MSN program
- Applicants who have graduated from an NLN-accredited diploma or A.D. program in nursing and do not have a B.A. or B.S. in another field enroll in six special undergraduate prerequisite nursing courses prior to beginning the Master of Science in Nursing courses. For more information refer to the R.N. to M.S.N. brochure.

MSN ADMISSION REQUIREMENTS

- Three professional recommendations
- Eligible for RN licensure in Ohio.
- Satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Examination (GRE).
- Completion of an accredited first professional degree program in nursing.
- Satisfactory completion of a university statistics course (CWRU STAT 201).
- A personal interview with a faculty member is required for some majors.
- Applicants who do not meet the above admission requirements may be referred to the M.S.N. Admissions Committee for special consideration, and may be required to fulfill additional prerequisites and demonstrate clinical nursing proficiency.

PROGRAM REQUIREMENTS

The Master of Science in Nursing degree requires a minimum of 36 semester hours of graduate credit for the candidate who enters with the B.S.N. Clinical to classroom hours are calculated using an 8:1 ratio for nurse practitioner, nurse anesthetist, nurse midwifery and clinical specialist majors. The student's program of study is designed to meet individual clinical interests, learning needs, and career goals. Research experience forms an integral

part of graduate study in nursing. A general curriculum pattern includes requirements in the following areas:

<u>Distribution Requirements</u>	<u>Semester Hours</u>
CLINICAL NURSING	12-22 (See specific program majors)
PROFESSIONAL DEVELOPMENT	6
• NURS 443 (3)	Professionalism in Advanced Practice Nursing (APN)
• NURS 444 (3)	Health Care Delivery, Legal and Ethical Issues
SCIENTIFIC INQUIRY	9-11
• NURS 405 (3)	Inquiry I (Research Theory)
• NURS 415 (4)	Inquiry II (Research Methods)
• NURS 503 (2)	Inquiry III (Research Application)
ADVANCED PRACTICE CORE	10
• NURS 430 (3)	Pharmacology and Therapeutics
• NURS 453 (4)	Advanced Physiology for APN
• NURS 459 (2)	Integrated Assessment for APN

DEGREE REQUIREMENTS

Candidates for the degree of Master of Science in Nursing who previously earned the B.S.N. must satisfactorily complete a minimum of 36 semester hours of graduate study. Students seeking certification in nurse midwifery, nurse anesthesia, nurse practitioner, and clinical specialist programs need additional course work.

A maximum of 15 semester hours of credit in approved graduate courses, in which the grade attained was B or above, may be accepted from another accredited university. Credit will be evaluated upon the receipt of the official transcript and course syllabi.

Degree requirements for students must be completed within five years after initial enrollment in the School of Nursing

Professional Organizations and Resources

(updated 1/03)

<p>Community-Based Care Project (Community Engagement Through Service-Learning) Georgia Narsavage Tel: 216-368-6504 E-mail: gln2@po.cwru.edu Debbie Lindell Tel: 216-368-3740 E-mail: dxl41@po.cwru.edu</p>	<p>Center for Community Partnerships University of Pennsylvania 133 South 36th St. Suite 519 Philadelphia, PA 19104-3246 215-898-5351 http://www.upenn.edu/ccp <u>Universities and Community Schools</u> (journal publication is free to those who request it)</p>
<p>National Society for Experiential Education 3509 Halworth Dr. Suite 207 Raleigh, NC 27609-7229 Tel: 919-787-3263 Fax: 919-787-3381 http://www.nsee.org/</p>	<p>Educators for Community Engagement (E4CE) http://www.e4ce.org</p>
<p>National Service-Learning Cooperative Clearinghouse - University of Minnesota 1954 Buford Ave. Room R-460 St. Paul MN 55108 Tel: 1-800—808-7378 (SERVE) Fax: 612-625-6277 http://www.servicelearning.org</p>	<p>Michigan Journal of Community Service— Learning OCSL Press/University of Michigan 1024 Hill St. Ann Arbor, MI 48109-3310 Tel: 313-763-3548 Fax: 313-647-7464 OCSLPress@umich.edu http://www.umich.edu/~ocsl/OCSL_Press/</p>
<p>Community-Campus Partnerships for Health 3333 California St. Suite 410 San Francisco, CA 94118 Tel: 415-476-7081 Fax: 415-476-4113 E-mail: ccph@itsa.ucsf.edu http://www.ccph.info</p>	<p>Campus Compact Brown University Box 1975 Providence, RI 02912 Tel: 401-863-1119 http://www.compact.org</p>
<p>International Partnership for Service-Learning 815 Second Ave. Suite 315 New York, NY 10017-4594 Tel: 212-986-0989 Fax: 212-986-5039 http://www.ipsl.org</p>	<p>Corporation for National Service 1201 New York Ave. NW Washington, DC 20525 Tel: 202-606-5000 http://www.cns.gov/</p>
<p>The Center for Healthy Communities Annette Canfield, Director Health Professions Education, 140 East Monument Ave. Dayton, OH 45402 Tel: 937-775-1117. http://www.med.wright.edu/chc/select_education</p>	<p>The American Association for Higher Education One DuPont Circle, Suite 360, Washington, DC, 20036-1110. Tel: 202-293-6440 http://www.aahe.org (Series of books on service-learning in the disciplines).</p>

Appendices

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B-2	South Euclid-Lyndhurst School District Project Plan
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D	Community Based Care Project Student Qualitative Survey
E	Community Partner Feedback Survey
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**Case Western Reserve University
Frances Payne Bolton School of Nursing
Curriculum and Faculty Development in Community Based Care**

**STUDENT CONSENT FORM
CURRICULUM AND FACULTY DEVELOPMENT IN
COMMUNITY-BASED CARE**

The need for an evaluation of the service-learning activity in your course requires that we collect information about the experience. Data collected will be used for internal and external program reports.

You are being asked to also permit, at some future time, results from this evaluation to be disseminated such as through professional publications. Any information collected will only be reported as group data and at no time will your name be connected to the evaluation data report. Confidentiality will be maintained throughout the project. If you do not agree, your data will not be disseminated. Whether or not you agree will not affect your grade for the course.

Faculty at Case Western Reserve University are conducting this study.

Background Information:

The purpose of this evaluation is to determine the effectiveness of curriculum and faculty development in community-based care. Each MSN course included in the project will have a service-learning experience added to its' requirements.

Procedures:

If you agree to be in this study, we would ask you to allow data from the following activities as described in your course syllabus and/or by the course leader to be used for future dissemination activities such as professional publications: 1) complete a community-based service-learning experience of at least 15 hours, 2) complete associated reports/assignments, and 3) complete required reflection activities and evaluation surveys.

Risks and Benefits to Being in the Study:

The study has the following risks: You will be asked to share your personal thoughts and responses to the service-learning experience.

Students who participate in Service-Learning may have the following benefits: First, they may enhance services provided by the partner community agencies to their clients; second, they may describe heightened sensitivity to the needs of patients and families; and, third, they may have increased understanding of their role as a resource to the community. Students who allow the data to be published in the described confidential and aggregate format have the opportunity to add to the body of nursing knowledge about community-based nursing education.

You will receive no payment or reimbursement for participating in the study.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Your records will be kept in a locked file, and only the Project Director and appropriate study personnel will have access to the records.

Voluntary Nature of the Study:

Your participation is voluntary, and your refusal to participate will not affect your current or future relations with the University, e.g., your grade in the course. If you decide to participate, you are free to withdraw at any time without penalty or loss of benefits to which you are otherwise entitled.

Any significant new findings that develop during the course of the study, which may related to your willingness to continue participation, will be provided to you.

Contacts and Questions:

The project director participating in this study is: Georgia Narsavage PhD RN,CS. You may ask any questions you have now. If you have any questions later, you may contact her at: 216-368-6304.

If you would like to talk to someone other than the project director about: (1) concerns regarding this study, (2) participant rights, (3) study-related injuries, and (4) other human subjects issues, please contact Case Western Reserve University’s Office of Research Administration at (216) 368-4510 or write:

Case Western Reserve University
Office of Research Administration
4 Adelbert Hall
10900 Euclid Ave.
Cleveland, OH 44106-7015.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have received answers to the questions I have asked. I consent to participate in the study.

Signature of Participant: _____ Date: _____

Name (Print): _____

Signature of Person Obtaining Consent: _____ Date: _____

10/02

Appendix A-2

Case Western Reserve University
Frances Payne Bolton School of Nursing
Curriculum and Faculty Development in Community Based Care

FACULTY CONSENT FORM CURRICULUM AND FACULTY DEVELOPMENT IN COMMUNITY-BASED CARE

The need for an evaluation of the community engagement through service-learning activity in your course requires that we collect information about the experience. Data collected may be used for internal and external program reports.

You are being asked to also permit, at some future time, results from this evaluation to be disseminated such as through professional publications. Any information collected will only be reported as group data and at no time will your name be connected to the evaluation data report. Confidentiality will be maintained throughout the project. If you do not agree, your data will not be disseminated. Whether or not you agree will not affect your ability to have students in your course participate in the community engagement through service-learning project.

Faculty at Case Western Reserve University are conducting this study.

Background Information:

The purpose of this evaluation is to determine the effectiveness of curriculum and faculty development in community-based care. Each MSN course included in this study will have a community engagement through service-learning project added to requirements. Arrangements for conducting the project will be made through faculty, agency and student collaboration.

Procedures:

If you agree to be in this study, we would ask you to allow data from the following activities as described by the project director to be used for future dissemination activities such as professional publications: 1) work with community agencies to facilitate students to complete a community-based service-learning experience, 2) complete associated reports such as student agreements, and 3) complete evaluation surveys.

Risks and Benefits to Being in the Study:

The study has the following risks: You will be asked to share your personal thoughts and responses to the community engagement through service-learning experience.

Faculty who participate in Community Engagement through Service-Learning may have the following benefits: First, they may enhance services provided by the partner community agencies to their clients; second, they may describe heightened sensitivity to the needs of students, patients and families; and, third, they may have increased understanding of their role and advanced practice nursing student's roles as resources to the community. Faculty who allow the data to be published in the described confidential and aggregate format have the opportunity to add to the body of nursing knowledge about community-based nursing education.

You will receive no payment or reimbursement for participating in the study.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Your records will be kept

in a locked file, and only the Project Director and appropriate study personnel will have access to the records.

Voluntary Nature of the Study:

Your participation is voluntary, and your refusal to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without penalty or loss of benefits to which you are otherwise entitled.

Any significant new findings that develop during the course of the study, which may related to your willingness to continue participation, will be provided to you.

Contacts and Questions:

The project director participating in this study is: Georgia Narsavage PhD RN,CS. You may ask any questions you have now. If you have any questions later, you may contact her at: 216-368-6304.

If you would like to talk to someone other than the project director about: (1) concerns regarding this study, (2) participant rights, (3) study-related injuries, and (4) other human subjects issues, please contact Case Western Reserve University's Office of Research Administration at (216) 368-4510 or write:

Case Western Reserve University
Office of Research Administration
4 Adelbert Hall
10900 Euclid Ave.
Cleveland, OH 44106-7015.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have received answers to the questions I have asked. I consent to participate in the study.

Signature of Participant: _____ Date: _____

Signature of Person Obtaining Consent: _____ Date: _____

6/01

Appendix A-3

Case Western Reserve University
Frances Payne Bolton School of Nursing
Curriculum and Faculty Development in Community Based Care

COMMUNITY PARTNER CONSENT FORM CURRICULUM AND FACULTY DEVELOPMENT IN COMMUNITY-BASED CARE

The need for an evaluation of the community engagement through service-learning activity in your agency requires that we collect information about the experience. Data collected may be used for internal and external program reports.

You are being asked to also permit, at some future time, results from this evaluation to be disseminated such as through professional publications. Any information collected will only be reported as group data and at no time will your name or the name of your agency be connected to the evaluation data report without your written permission. Confidentiality will be maintained throughout the project. If you do not agree, your data will not be disseminated. Whether or not you agree will not affect your ability to have placement of students in your agency.

Faculty at Case Western Reserve University are conducting this study.

Background Information:

The purpose of this evaluation is to determine the effectiveness of curriculum and faculty development in community-based care. Each MSN course included in this study will have a community engagement through service-learning project added to its' requirements. Arrangements for conducting the projects will be made through agency, faculty and student collaboration.

Procedures:

If you agree to be in this study, we would ask you to allow data from the following activities as described by your faculty partner to be used for future dissemination activities such as professional publications: 1) work with faculty to facilitate students to complete a community-based service-learning experience, 2) complete associated reports such as student agreements, and 3) complete evaluation surveys.

Risks and Benefits to Being in the Study:

The study has the following risks: You will be asked to share your personal thoughts and responses to the community engagement through service-learning experience.

Agency partners who participate in Community Engagement through Service-Learning may have the following benefits: First, they may enhance services provided by the agency to their clients; and second, they may have increased understanding of the role of an advanced practice nurse as a resource to the agency and the community. Agency members who allow the data to be published in the described confidential and aggregate format have the opportunity to add to the body of knowledge about community-based nursing education.

You will receive no payment or reimbursement for participating in the study.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Your records will be kept in a locked file, and only the Project Director and appropriate study personnel will have access to the records.

Voluntary Nature of the Study:

Your participation is voluntary, and your refusal to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without penalty or loss of benefits to which you are otherwise entitled.

Any significant new findings that develop during the course of the study, which may related to your willingness to continue participation, will be provided to you.

Contacts and Questions:

The project director participating in this study is: Georgia Narsavage PhD RN,CS. You may ask any questions you have now. If you have any questions later, you may contact her at: 216-368-6304.

If you would like to talk to someone other than the project director about: (1) concerns regarding this study, (2) participant rights, (3) study-related injuries, and (4) other human subjects issues, please contact Case Western Reserve University's Office of Research Administration at (216) 368-4510 or write:

Case Western Reserve University
Office of Research Administration
4 Adelbert Hall
10900 Euclid Ave.
Cleveland, OH 44106-7015.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have received answers to the questions I have asked. I consent to participate in the study.

Signature of Participant: _____ Date: _____

Signature of Person Obtaining Consent: _____ Date: _____

6/01

Appendix B-2

**SOUTH EUCLID-LYNDHURST SCHOOL DISTRICT
MARY LOU EZZO RN ND, MANAGER, HEALTH SERVICES**

**PROJECT PROPOSAL
COMMUNITY ENGAGEMENT THROUGH SERVICE-LEARNING**

PROPOSAL

TITLE/SUBJECT: _____

NAME(S) OF PARTICIPANTS: _____

DATE(S) OF IMPLEMENTATION _____

SPECIFIC PLAN/PROJECT:

TARGET GROUP: (EX: AGE GROUP, GRADE) _____

SITE: _____

CONTACT PERSON: _____

EVALUATION PLAN: _____

PLAN FOR REFLECTION: _____

**(App. C-1)Case Western Reserve University Frances Payne Bolton School of Nursing
Community Engagement Through Service-Learning
Evaluation of the Service-Learning Experience –Pre Test**

Course Name & Number _____ Semester & Year _____

Did you take a service-learning course in the MSN program prior to this course? Yes No

Please circle the response that best describes your level of agreement with the statement:

Note that “service” refers to the service-learning experience

1. Providing service in this class will influence my career plans and goals for the future.
A Strongly Agree B Agree C Disagree D Strongly Disagree
2. Providing service in this class will be beneficial to the community.
A Strongly Agree B Agree C Disagree D Strongly Disagree
3. I feel I would learn more if there were no service-learning requirement in the course.
A Strongly Agree B Agree C Disagree D Strongly Disagree
4. Service-learning in this course will enrich classroom discussions with my peers.
A Strongly Agree B Agree C Disagree D Strongly Disagree
5. The practice of combining service to the community and university coursework is not important for courses at Frances Payne Bolton School of Nursing.
A Strongly Agree B Agree C Disagree D Strongly Disagree
6. Service-learning will make me more interested in community service than before.
A Strongly Agree B Agree C Disagree D Strongly Disagree
7. As a result of this experience, I will have a more diverse and inclusive view of my community.
A Strongly Agree B Agree C Disagree D Strongly Disagree
8. Service-learning will help me understand how internal and external factors affect the ability of an agency to meet community needs.
A Strongly Agree B Agree C Disagree D Strongly Disagree
9. Service-learning will help me understand the challenges/barriers faced by the individual in the community in accessing health care.
A Strongly Agree B Agree C Disagree D Strongly Disagree
10. Service-learning will help me better understand my role as a resource to the community
A Strongly Agree B Agree C Disagree D Strongly Disagree
11. My learning in this course will be enhanced by the service-learning requirement.
A Strongly Agree B Agree C Disagree D Strongly Disagree
12. Service-learning will help me better understand the community as a resource to me as an APN.
A Strongly Agree B Agree C Disagree D Strongly Disagree

**(App C-2) Case Western Reserve University
 Frances Payne Bolton School of Nursing
 Community Engagement Through Service-Learning
 Evaluation of the Service-Learning Experience - Post Test**

Course Name & Number _____ Semester & Year _____

Please circle the response that best describes your agreement with the statement:

Note that “service” refers to the service-learning experience

- | | | | | |
|-----|--|-------|----------|-------------------|
| 13. | The service I provided through this class influenced my career plans and goals for the future. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 14. | I feel the service I provided through this class was beneficial to the community. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 15. | I feel I would have learned more if there were no service-learning requirement in the course. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 16. | Service-learning in this course enriched classroom discussions with my peers. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 17. | The practice of combining service to the community and university coursework should be introduced in more courses at Frances Payne Bolton School of Nursing. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 18. | This course made me more interested in community service than before. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 19. | As a result of this experience, I have a more diverse and inclusive view of my community. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 20. | Service-learning helped me understand how internal and external factors affect the ability of an agency to meet community needs. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 21. | Service-learning helped me understand the challenges/barriers faced by the individual in the community in accessing health care. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 22. | Service-learning helped me better understand my role as a resource to the community | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| | | | | |
| 23. | My learning in this course was enhanced by the service-learning requirement. | | | |
| | 1 | 2 | 3 | 4 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |

Continuing →

24. Service-learning helped me better understand the community as a resource to me as an advanced practice nurse.
- 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree
13. Have you been involved in experiential learning/service-learning in a course before?
1__ Yes 0__ No
14. Compared to other learning experiences, how would you rate the difficulty level of this experience?
1__ Very much more difficult
2__ Somewhat more difficult
3__ Neither more difficult or easier
4__ Somewhat easier
5__ Very much easier
15. Compared to usual teaching methods, how much did you learn from this experience?
1__ Not as much as from the usual methods
2__ About the same amount
3__ More than from the usual methods
16. The time required was appropriate for me to meet the service- learning objectives.
- 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree
17. Orientation to the community experience is an important component of service-learning. How would you rate the orientation you received?
1__ Poor 2__ Adequate 3__ Excellent
18. To what extent did reflection on/discussion of your experience add to your learning?
1__ Not at all 2__ Somewhat 3__ A great deal 4__ N/A
19. Would you choose to do a similar experience again?
1__ Yes 0__ No

My knowledge/understanding of...

1	2	3	4	5
No knowledge or understanding	Little knowledge or understanding	Moderate knowledge or understanding	High knowledge or understanding	Extensive knowledge or understanding

	<u>Before this placement</u>	<u>After this placement</u>
20. The types of community resources available for the population with whom I worked	_____	_____
21. How health care delivery systems (e.g. managed care) impact my work in the community.	_____	_____
22. The health care needs of the community in which I served.	_____	_____
23. The responsibilities of other professionals in a multidisciplinary team.	_____	_____
24. The barriers to receiving health care in the community that I served.	_____	_____
25. The impact of socioeconomic status on health and illness	_____	_____
26. How my placement site is perceived in the community.	_____	_____
27. How to work with clients/patients who have various levels of health care knowledge.	_____	_____
28. What the terms “community resources” and “community service” mean.	_____	_____

Thank You Very Much for Completing the Post-Test!!

Case Western Reserve University (Appendix D)
Frances Payne Bolton School of Nursing
Curriculum and Faculty Development in Community-Based Care

Qualitative Evaluation

This can be done via a focus group discussion or in writing.

Agency: _____ **Course:** _____ **Date:** _____

Please describe the following:

What expectations or myths did you have prior to the experience?

What was the most positive/fulfilling aspect of your experience?

the most frustrating aspect of your experience?

the most surprising aspect of your experience?

What did you learn about yourself?

What did you learn about the health care system/nursing?

What did you learn about the community agency?

Did you identify any other areas of the agency that may be useful for service-learning projects in the future?

What did you learn about the community that you served?

What did you learn about society?

What needs did the clients have?

What contributions did you make to meeting the needs of the agency?

Did this experience change your ideas of, or approaches to, caring for people?

Did you feel useful in completing the project at this agency?

Would you recommend this experience to someone else?

Describe how this service-learning added to your academic experience.

How did it affect your personal life?

How can we improve upon this experience?

Is there anything else you would like to share?

Adapted from: Bailey P, Carpenter D, & Harrington P. (Eds), *Integrating Community Service Into Nursing Education*. (1999). New York: Springer

**Case Western Reserve University
Frances Payne Bolton School of Nursing
Community Engagement Through Service-Learning
Community Feedback**

Date: _____
Agency/Organization: _____
Address: _____
Faculty Advisor: _____
Faculty Institution/School: _____
Course Name: _____

1. Have you had students who were engaged in experiential learning/service-learning work at your agency before?

1__ Yes 0__ No

2. How difficult was it to coordinate this experience with the student(s) and/or teacher?

1__ Very difficult 2__ Somewhat difficult 3__ Not difficult

3. Orientation to the community experience is an important component of service-learning. How well oriented to your agency and client population were the students?

1__ Poorly 2__ Adequately 3__ Excellent

4. Compared to your typical volunteer or worker, how effective were the students in the work they did at your agency?

1__ Less effective
2__ Neither more nor less effective
3__ More Effective

5. Compared to your usual management of volunteers/workers, how much time and effort did you have to devote to this experience?

1__ Not as much time and effort
2__ About the same amount of time and effort
3__ More time and effort

6. Do you think students benefit from service-learning experiences?

1__ Yes 0__ No

7. Would you choose to do a similar experience again?

1__ Yes 0__ No

8. Number of people served by students (e.g., # schools, students, teachers, residents, patients, etc.) _____

(Adapted from Center for Healthy Communities, Community Feedback Form, 1/03)

Comments/ Suggestions. Share with course faculty? YES NO

Appendix F

Case Western Reserve University Frances Payne Bolton School of Nursing

Photo Release

I have been photographed by students enrolled in Case Western Reserve University's Frances Payne Bolton School of Nursing who were participating in service learning projects with the _____ (name of agency). I understand that the faculty and students may prepare a report of their experiences and I further understand that the students would like to include photographs in which I may appear. I hereby give to Case Western Reserve University permission to include a photograph of me. I agree that my photograph may be used in whole or in part, in color or in black and white.

I hereby waive any right I may have to inspect and approve my photograph or the publication in which it appears, and I agree not to bring any claim against Case Western Reserve University, its officers, trustees, employees or agents, or students by virtue of the use of my photograph, regardless of any blurring, distortion, optical illusion or alteration which may occur when the photograph is taken, processed, printed or otherwise displayed.

SIGNATURE: _____

PRINTED NAME: _____

ADDRESS: _____

DATE: _____