

Introduction

The purpose of this toolkit is to provide a helpful resource for faculty and staff of medical schools who are planning to, or are currently using service-learning to educate medical students and residents about 1) community-oriented primary care; 2) Healthy People 2010 objectives and 3) cultural competence. The toolkit, which should be applicable to other fields and disciplines as well, is designed to help minimize some of the start-up time involved in developing service-learning programs. It will also provide examples for tailoring service-learning to fit your timeframe. This toolkit is a work in progress. We are continually refining our service-learning programs as we learn from our students, community partners and colleagues. Your feedback and ideas would be most welcome! Please e-mail me (Jan Gottlieb) at gottlija@umdnj.edu or call me at 732-235-7574 with your comments or questions.

The toolkit was based on three of the COPC-service-learning programs developed by our Department of Family Medicine in collaboration with community partners, over the last eight years: 1) The Summer Community Oriented Primary Care (COPC) Assistantship for pre-clinical interdisciplinary students; 2) The COPC/Service-Learning Component of the Family Medicine Clerkship for third year medical students; 3) The Cross-Cultural Community Medicine Rotation for second year family practice residents. Through this project, tools have been created and refined with the help of internal and external faculty and staff, community partners, and students. It is my sincere hope that the toolkit will assist schools as they train students and residents for the vital role they will play in improving community health.

How to use the guide. Users may pick and choose the tools they need rather than reading through the whole website. Within a particular link, tools are delineated by highlighting the title in pink. A number of the tools are repeated in various links since they may be relevant to more than one section. A good starting point to obtain an overview of our service-learning programs is the link: “Tailoring Service-Learning Activities and COPC to fit your timeframe”. **What it is and what it’s not:** The Toolkit provides samples of what we’ve developed which may help save you time as you develop your program. It is not sequenced curriculum or curriculum planning guide.

Acknowledgements

I gratefully acknowledge the many contributions and helpful advice of my colleagues, residents and students with whom I’ve worked so closely over the past seven years in the development of our service-learning programs. I am especially grateful to our dedicated community partners who have enthusiastically embraced service-learning and provided wonderful experiences for students and residents. All have helped shape the tools contained in this toolkit.

Toolkit Advisory Committee/Contributors

Rhina Acevedo, MD
Assistant Professor, Department of Family
Medicine, UMDNJ-Robert Wood Johnson
Medical School
Director, Trinity Health Center

Robert Like, MD, MS
Associate Professor, Department of Family
Medicine, UMDNJ-Robert Wood Johnson
Medical School
Director, Center for Healthy Families and
Cultural Diversity

Joyce Afran, MD
Assistant Professor,
Predoctoral Director, Department of
Family Medicine, UMDNJ-Robert Wood
Johnson Medical School

Nancy MacKay, RN, MS
Public Health Nurse and Health Educator
South Brunswick Department of Health

John Clabby, PhD
Clinical Associate Professor, Department
of Family Medicine, UMDNJ-Robert
Wood Johnson Medical School

Mariam Merced, MA
Director, Community Health Promotion
Robert Wood Johnson University Hospital

Lisa Dooley
Course Coordinator, Predoctoral Program,
Department of Family Medicine, UMDNJ-
Robert Wood Johnson Medical School

Claire O'Connell, PA-C
Associate Professor
Physician Assistant Program, School of
Health Related Professions, UMDNJ

Susan Giordano, MSW
Program Coordinator, Homeless and
Indigent Population Health Outreach
Project, UMDNJ-Robert Wood Johnson
Medical School

Jamie Reedy, MD, MPH
Westfield Family Practice

Martha Lansing, MD
Associate Professor of Family Medicine
Director, Family Medicine Residency
Program, Capitol Health Systems,
UMDNJ-RWJMS

Christine Stroebel, MPH
Instructor
Department of Family Medicine, UMDNJ-
Robert Wood Johnson Medical School

Steven Levin, MD
Department of Family Medicine, UMDNJ-
Robert Wood Johnson Medical School
Director, St. John's Health Center

Linda Whitfield-Spinner, LCSW
Research Analyst
Department of Family Medicine, UMDNJ-
Robert Wood Johnson Medical School

I would also like to acknowledge the following individuals who have shared their expertise and inspired many of the ideas in this Toolkit:

Kathleen Culhane-Pera, MD, MA, Department of Family and Community Medicine, St. Paul Ramsey Medical Center, **Roberta Goldman, PhD**, Brown University Department of Family Medicine, **Barbara Israel, Dr.PH**, Department of Health Promotion and Health Education, University of Michigan School of Public Health, **Denise Rodgers, MD**, UMDNJ-Robert Wood Johnson Medical School, **David Swee, MD**, Department of Family Medicine, UMDNJ-Robert Wood Johnson Medical School, **Melissa Talamantes**, Department of Family and Community Medicine, University of Texas Health Science Center, **Alfred Tallia, MD, MPH**, Department of Family Medicine, UMDNJ-Robert Wood Johnson Medical School, **Mark Unverzagt, MD**, Assistant Professor, Department of Family Medicine, University of New Mexico School of Medicine and the many **students and residents** who participated in focus groups and interviews during the development and refinement of our service-learning programs.

Special thanks to **Marcelle Costanza** for her wonderful graphic design work, to **Ella Taylor** for her assistance with the web design and to **Ken Schmidt** for his expert computer advice and continual support.

Finally, a warm thank you to **Rachel Vaughn, MSW**, Coordinator of the CCPH Fellowship Program and to **Campus Community Partnerships for Health, Inc.**, for selecting me as a CCPH fellow and supporting my work.

About the Author: Jan Gottlieb, MPH

Jan Gottlieb has been an Instructor and Service-Learning Coordinator in the Department of Family Medicine, University of Medicine and Dentistry of New Jersey- Robert Wood Johnson Medical School since 1995 and is a health educator by training. She developed, teaches and coordinates the service-learning/community oriented primary care (COPC) programs offered by the Department, in collaboration with many community partners. Jan received a bachelor's degree in psychology from Rutgers University and a Masters degree in Public Health from the University of Michigan.

Overall Goals of our Department's Service-Learning Programs

- To instill an ethic of community service and social responsibility in health professions students/residents by training them in the context of community service
- To foster partnerships between community organizations and the medical school to promote the health of underserved/vulnerable populations
- To equip the next generation of health professionals with the community-oriented/culturally sensitive competencies needed to make a difference in the lives of their patients/clients and the communities they serve.
- To explore the physician's role in community health and in advancing the goals of Healthy People 2010.

Definitions

Service-learning: "A structured learning experience that combines community service with explicit learning objectives, preparation and reflection. Students engaged in service learning are expected to: provide direct community service; learn about the context in which the service is provided; connect their service with their academic coursework; and their role as citizens. Service learning has its roots in experiential learning theory (Kolb, 1984), is developed, implemented and evaluated in collaboration with the community; responds to community-identified concerns; attempts to balance the service with the learning that takes place; enhances the curriculum by extending learning beyond the lecture hall and allowing students to apply what they are learning to real-life situations; and provides opportunities for critical reflection." (1) A key component of service-learning is establishing and sustaining community-Campus partnerships. Campus Community Partnerships for Health, Inc, has developed a useful set of guiding principles.

Principles of Effective Community-Campus Partnerships CCPH, 1999

1. Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
2. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
3. The partnership builds on identified strengths and assets, but also addresses areas that need improvement
4. The partnership balances the power among partners and enables resources to be shared
5. There is clear, open, and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners
7. There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes
8. Partners share the credit for the partnership's accomplishments.

9. Partnerships take time to develop and evolve over time.(1)

Community Oriented Primary Care: “COPC is a systematic process for identifying the health problems *and assets* of a defined population, developing interventions to address health issues and evaluating efforts. COPC is generally divided into four steps, involving the community in each:

1. Define and characterize the community;
2. Identify community health problems and community assets;
3. Develop programs/interventions to address the identified health problems; and,
4. Monitor the impact of programs/interventions.”

“COPC combines the practice of primary care with public health in an effort to promote health, prevent illness, and provide accessible, comprehensive and coordinated preventive, curative, supportive and rehabilitative services.” (2)

Cultural Competence: “The state of being capable of effectively functioning in the context of cultural differences. It includes:

- Awareness, acceptance *and appreciation* of cultural differences
- Awareness of one’s own culture
- Understanding of the dynamics of differences
- Development of cultural knowledge
- Celebration of diversity” (3)

Healthy People 2010: A set of national objectives developed by the Dept. of Health and Human Services in collaboration with numerous governmental and community agencies. Its two overarching goals are to increase quality and length of healthy life; and to eliminate disparities in health outcomes based on race and/or ethnicity. It provides a roadmap for developing and tracking health promotion efforts by setting targets for improving the health of the nation through 467 health objectives in 28 focus areas and 10 Leading Health Indicators. The document/website also provides population-based morbidity, mortality and behavioral data by racial and ethnic groups, education and income level. It also provides a guide to resources to address the objectives (4).

- (1) Seifer, S., Hermanns, K, Lewis, J. (Eds), Introduction, in Creating Community Responsive Physicians: Concepts and Models for Service-Learning in Medical Education, AAHE and Community Campus Partnerships for Health, 2000, p. 2.
- (2) Adapted from: Nutting, PA, ed. Community-Oriented Primary Care: From Principle to Practice. Rockville, MD: U.S. Department of Health and Human Service, Health Resources and Services Administration, Office of Primary Care Studies, 1987. DHHS Publication No. HRS-A-PE 86-1.
- (3) Keynote presentation by Bookda Gheisar, based on definition put forth by the Cross Cultural Health Care Program, Seattle, Washington
- (4) Healthy People 2010 (www.health.gov/healthypeople)