Service-Learning Supports Teaching Effectiveness and Research Goals

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Our Goals

- Examine principles/characteristics of:
  - Service-learning
  - Community-based participatory research
  - Scholarship

- Explore resources for promotion and tenure related to service-learning and community-based participatory research
Community-Campus Partnerships: Why Now?

- Communities face complex challenges and need to draw on all institutions as assets
- Public expectations of accountability and value, corporate citizenship, graduates
- Gap between research and practice, teaching and practice
- Disengagement in civic participations and democracy

Seifer 2005
Service-Learning

An educational methodology based on a community-campus partnership which combines student community service with explicit learning objectives. Students participating in service-learning are not only expected to provide direct community service but also to learn about the context in which the service is provided, and to understand the connection between the service and their academic coursework.

Seifer 1998
Community-Based Participatory Research

A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change.

WK Kellogg Foundation community Health Scholars Program
Health Care System’s View of Community

Pool of clients needing interventions rather than a community of people with capabilities for determining their own direction.
Partnership

A strategic combining of resources that create power far beyond the capabilities of individual players working alone.
Identified Challenges for Communities and Academic Institutions

- Understanding cultures
  - Community culture
  - Academic culture
- Differing philosophies.
Principles of Partnership

- Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, and addresses needs.
- Power is balanced among partners and resources are shared.

[Link to Principles of Partnership](http://depts.washington.edu/ccph/principles.html#principles)
Principles of Partnership

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

http://depts.washington.edu/ccph/principles.html#principles
Determinants of Health
from National Academy of Sciences, Epidemiology Review 2004;26:124-125
Listen to the Stories

While the stories are being told, don’t offer solutions too early!!
Work together to identify the issues and develop the solutions.
Go to the people.
Live among the people.
Learn from the people.
Work with the people.
Start with what the people know.
Build on what the people have.
Teach by showing, learn by doing.
Not a showcase but a pattern.
Not odds and ends, but a system.
Not piece meal, but an integrated approach.
Desired Effects/Benefits of Effective Communications in CBPR

Scholarship

- Teaching, discovery, integration, application and engagement;
- Clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.

Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community.
Dimensions of Scholarship

Scholarship of discovery: Empiric, interpretive and human science research or methodologic development

Scholarship of integration: Creative model building, interdisciplinary and international collaboration

Boyer, 1990
Dimensions of Scholarship

Scholarship of application: Clinical practice inquiry, educative community partnership & clinical consultation

Scholarship of teaching: Curriculum development/evaluation & teaching innovation and inquiry

Boyer, 1990
Promotion and Tenure

Teaching (Incorporates service-learning)

Research (Obtaining funding and publishing)

Service (Incorporates service-learning and research)
Instructions for Community for Partnering with Academic Researchers--Look For Researchers that:

- Begin their discussions with you by asking questions, rather than offering solutions.
- Recognize the gap between measuring differences and making differences.
- Demonstrate a willingness to help you measure the differences you make.
- Share control over financial resources and decisions with community representatives.
- Express commitment to a working relationship built on trust and equity.

Practice coordinator's perceived use and value of scholarship products for SPH and for the community

Prochaska and diClemente Transtheoretical Model of the Stages of Change

Pre-Contemplation  Contemplation  Determination/Preparation  Action  Maintenance  Relapse/Recycle

No; Denial  Maybe; Ambivalence  Yes, Let’s Go; Motivated  Doing It; Go  Living It  Ugh!!

(Engender Health 2003)
On a scale of 0 to 10, how important is it for you to obtain promotion and/or tenure?

On a scale of 0 to 10, how close are you to meeting the requirements for promotion and/or tenure?

Why didn't you say [1 or 2 points lower]?
What Do We Need to Change?

Behavior A  Behavior B

Identify a behavior that you need/want to change related to obtaining promotion and tenure.
Decisional Balance Index (DBI)

- Four quadrants of change:
  - pros of changing
  - cons of changing
  - pros of continuing
  - cons of continuing
Introspection

About the behavior you identified:

Think of individuals who helped you or tried to help you move toward promotion and/or tenure.
For individuals who were **not** helpful:

How did they come across?

What did they do that was not helpful?

For individuals who **were** helpful:

How did they come across?

What did they do that was helpful?
Existing Tools and Models

Examples....

Community-Campus Partnerships for Health

Community-Engaged Scholarship Toolkit
http://www.communityengagedscholarship.info
Making them Work

We, the faculty, make them work...

We must:

- Believe that our work makes a difference
- Connect with our administration
- Convey enthusiasm
- Help to change our systems

AND................................
Never ever give up!
Never Give Up!!!!!!!!

Change is gradual!!!

Our communities need our support!!!
And we must know which way to turn.

Working together to make a difference in healthcare for African Americans with diabetes in Charleston and Georgetown Counties

Funded by: Grant/Cooperative Agreement U50/CCU422194-01 from the Centers for Disease Control and Prevention (CDC)

www.musc.edu/reach
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