


# Service-Learning Supports Teaching Effectiveness and Research Goals

Carolyn Jenkins, DrPH, APRN-BC, FAAN  
Professor, Medical University of South Carolina  
College of Nursing-REACH 2010  
& Community-Campus Partnerships for Health  
Consultancy Network



# 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**
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# 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**



# 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 provided 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.**




# 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.
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# Partnership

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

- **Understanding cultures**
    - **Community culture**
    - **Academic culture**
  - **Differing philosophies.**
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# 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

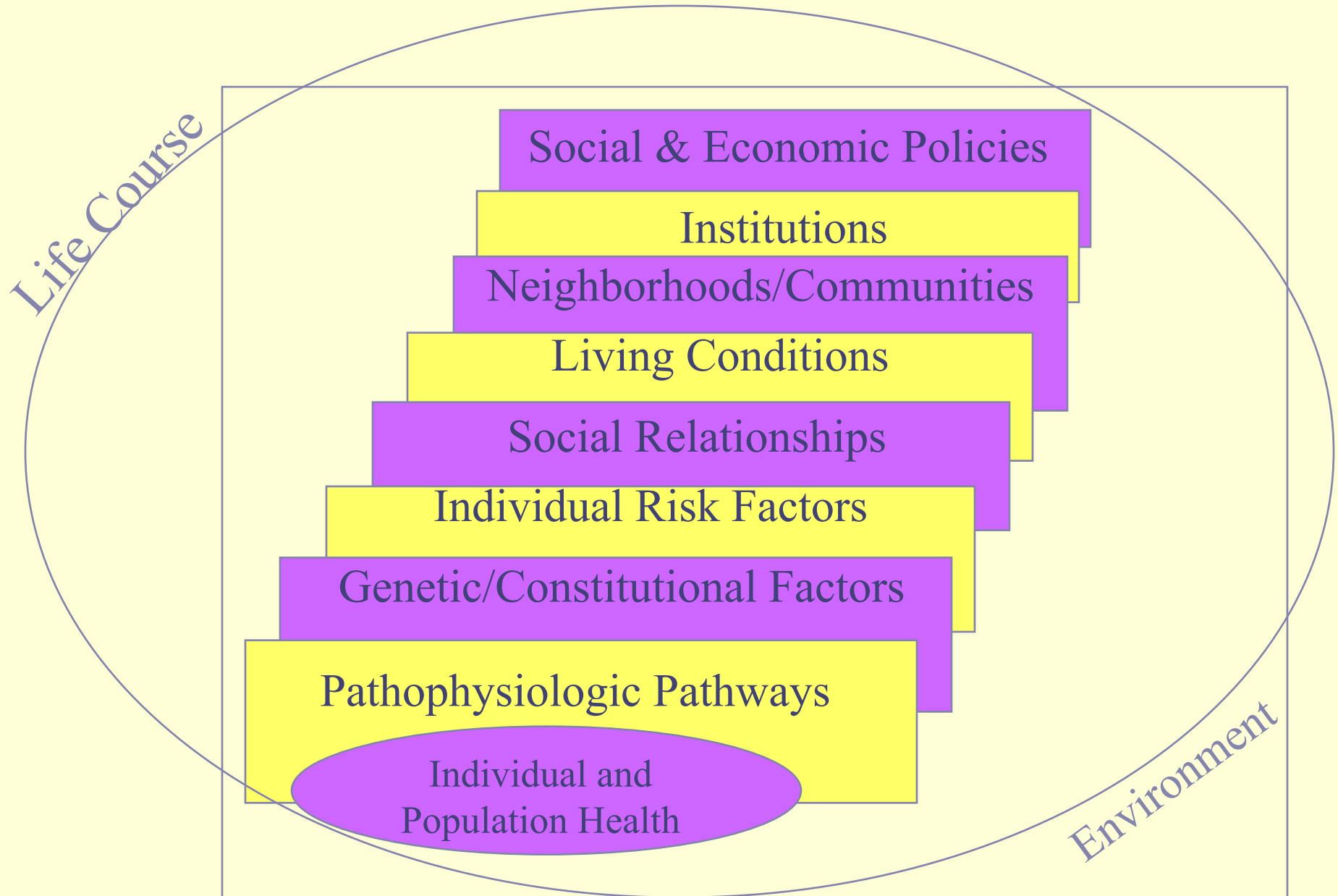


# Principles of Partnership

- 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

# Determinants of Health

from National Academy of Sciences, Epidemiology Review 2004;26:124-125

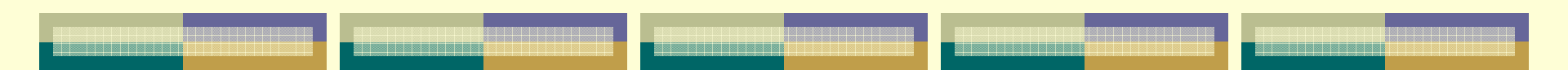


# Listen to the Stories

While the stories are being told,  
don't offer solutions too early!!

Work together to identify  
the issues and  
develop the solutions.



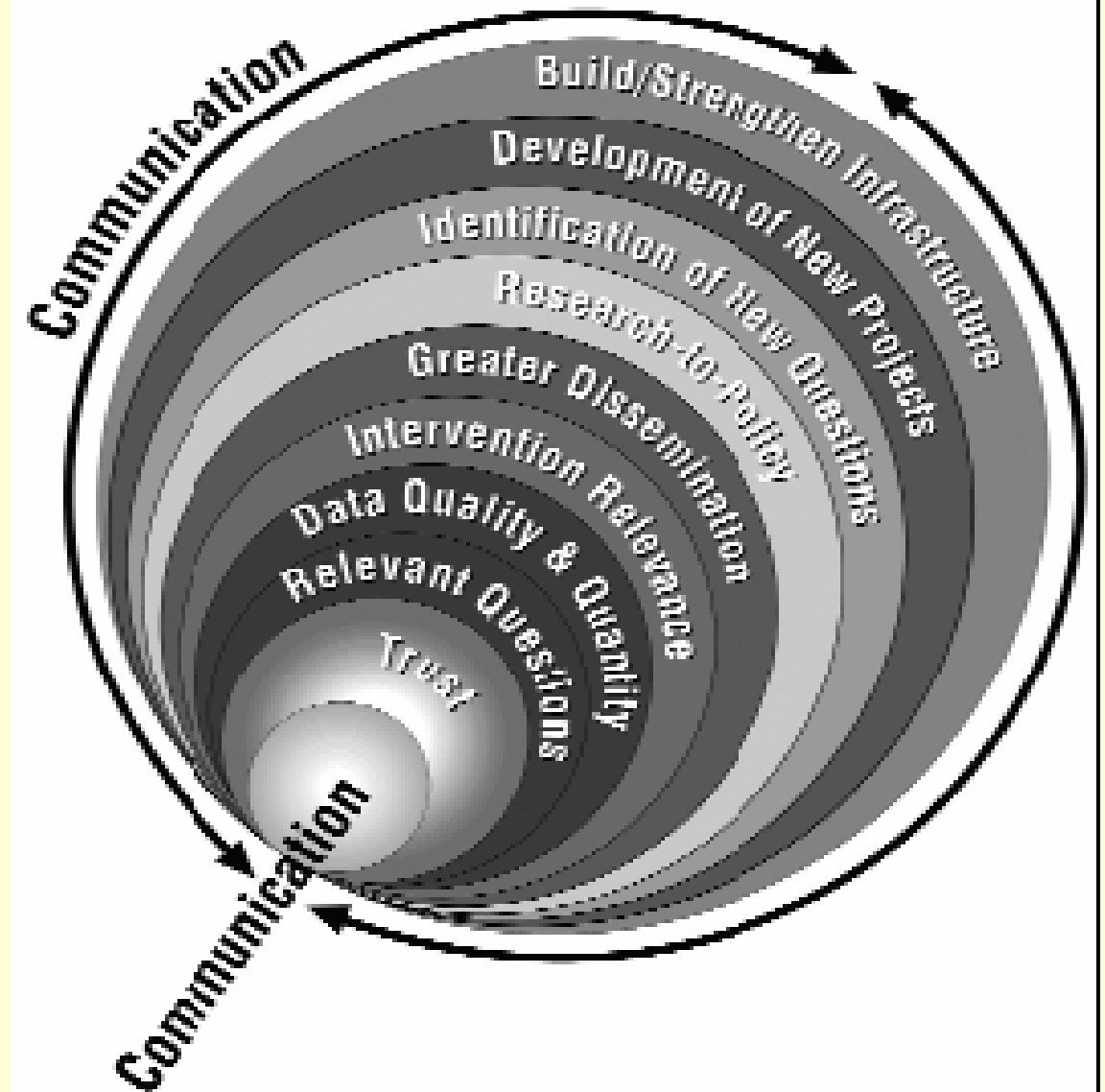


Go to the people.  
Live among the people.  
Learn from the people.  
Work with the people.  
Start with what the people know.  
Build on what the people have.  
Teach by showing, learn by doing.  
Not a showcase but a pattern.  
Not odds and ends, but a system.  
Not piece meal, but an integrated  
approach.




# Desired Effects/Benefits of Effective Communications in CBPR

From: O'Fallon and Deary, (2002)  
Environmental Health Perspectives  
110 S2: 155-159





# 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.
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# 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





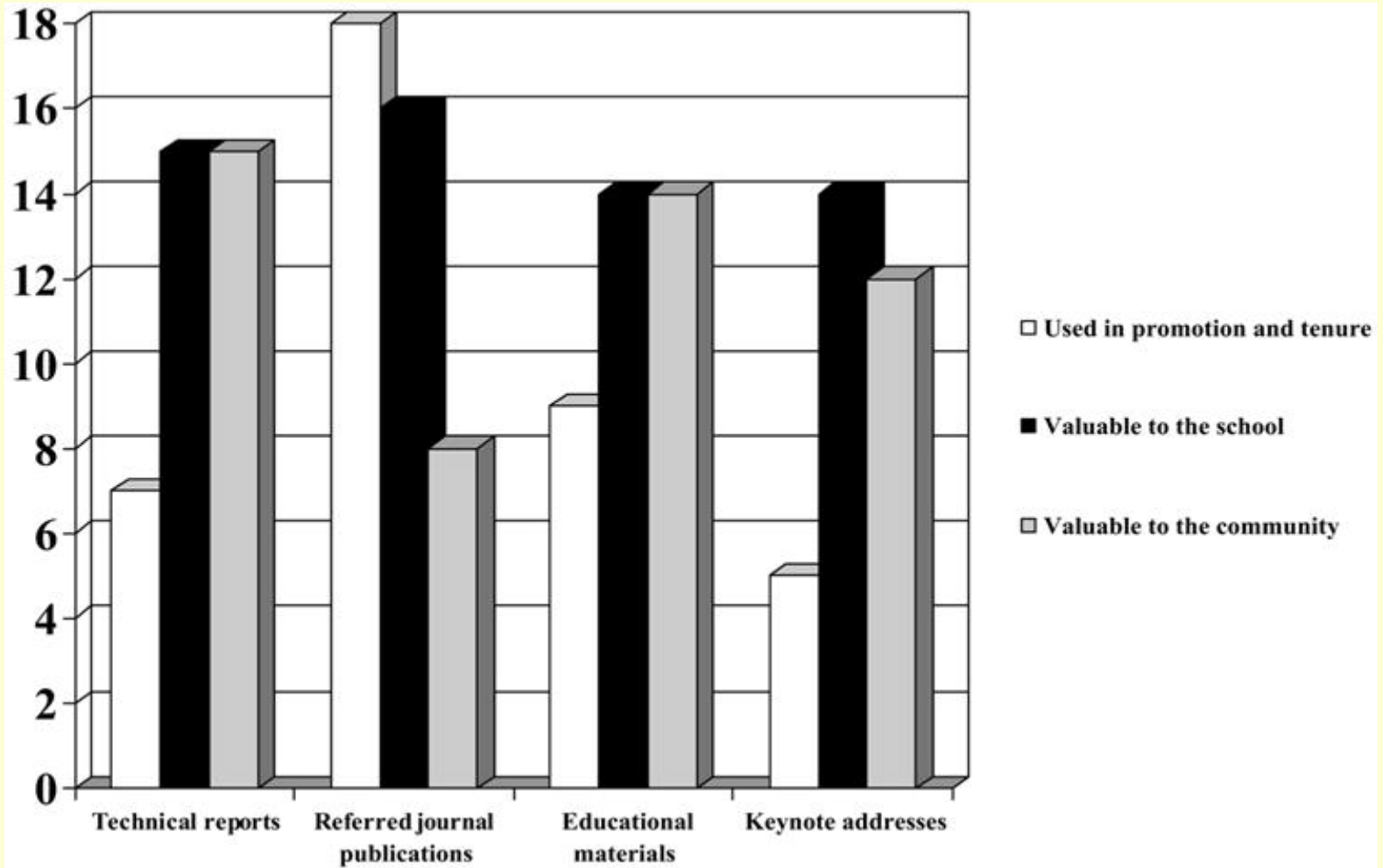
# Promotion and Tenure

- **Teaching ( Incorporates service-learning)**
  - **Research (Obtaining funding and publishing)**
  - **Service (Incorporates service-learning and research)**
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# 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.



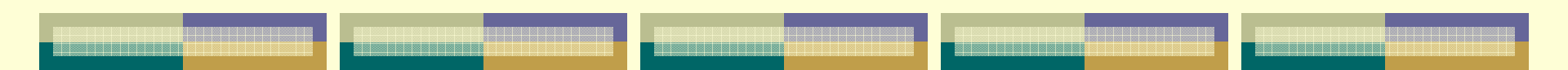
## Practice coordinator's perceived use and value of scholarship products for SPH and for the community

*From:* Dodds: J Public Health Management and Practice, 9(6).November/December 2003.504–512

# Prochaska and diClemente Transtheoretical Model of the Stages of Change




(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:

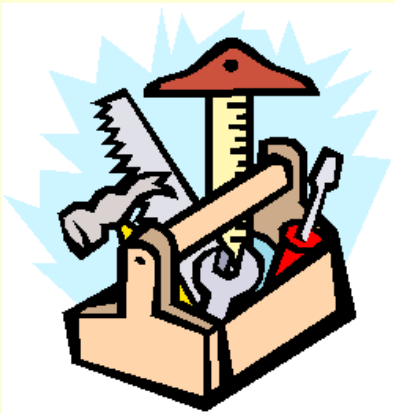
Think of individuals who helped you or tried to help you move toward promotion and/or tenure.



# Existing Tools and Models

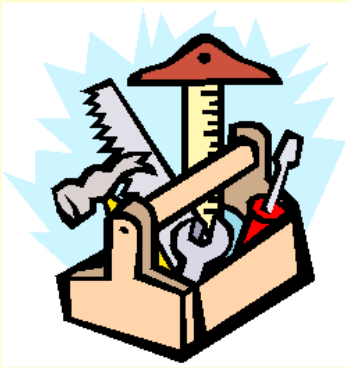
## *Examples....*

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.....

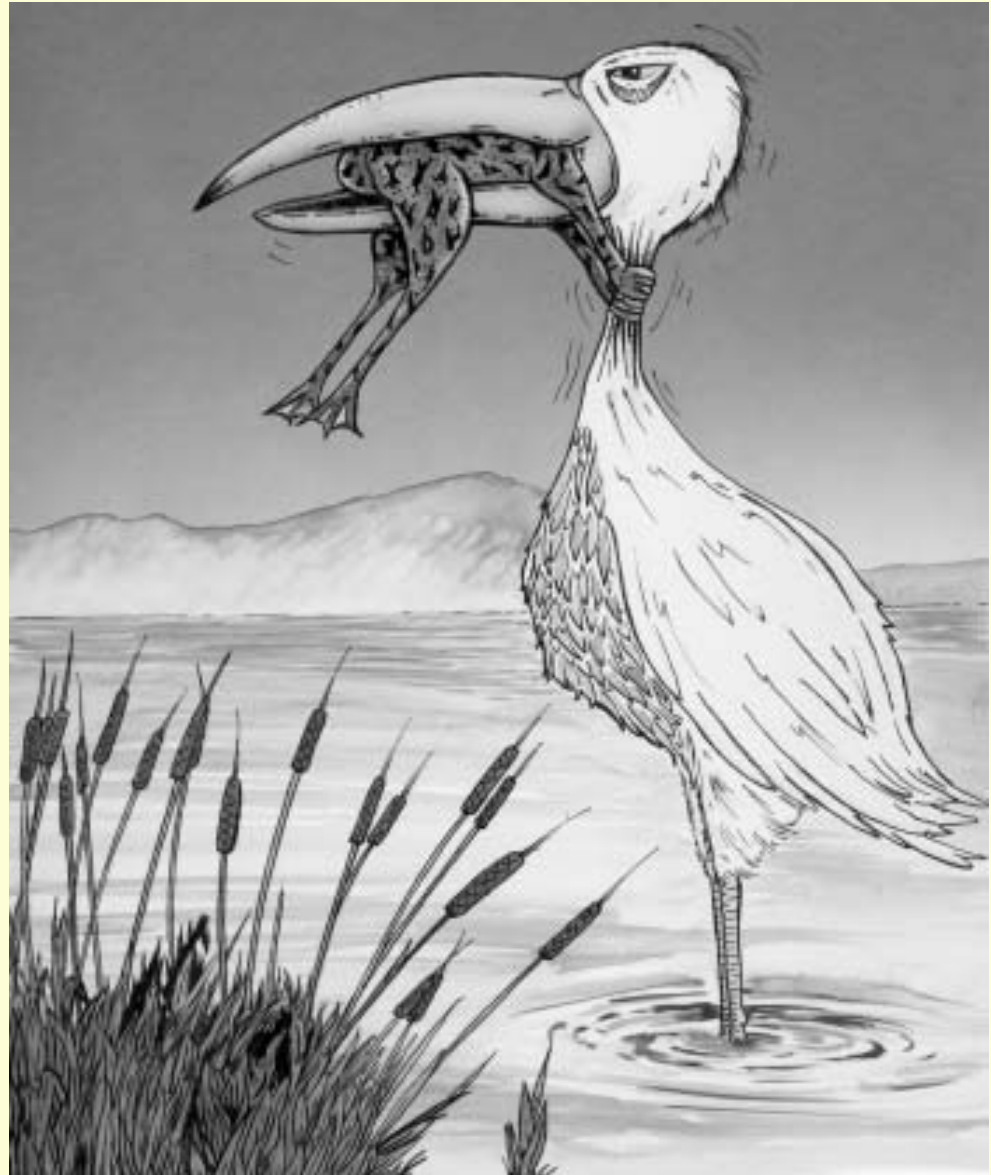
Never ever give up!



*Never Give  
Up!!!!!!!!!!*

*Change is  
gradual!!!*

*Our  
communities  
need our  
support!!!*



And we must know which way to turn.



Charleston & Georgetown  
Diabetes Coalition

# REACH 2010

● REACH 2010 ● Community Health Advisors (CHAs) ● Partners



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

- Calendar of Events
- Educational Materials
- Diabetes Education Classes
- Newsletters
- Stories
- Gallery
- Awards
- Volunteer Information
- Contacts



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[www.musc.edu/reach](http://www.musc.edu/reach)

# Contact Information

Carolyn Jenkins, DrPH, APRN-BC-ADM  
Medical University of South Carolina

Phone: 843-792-4625

E-mail: [jenkinsc@musc.edu](mailto:jenkinsc@musc.edu)

Community-Campus Partnerships for Health website: [www.ccph.info](http://www.ccph.info)