

Sustaining SL in Health Professions Education: Ten-Year Results of the HPSISN Program

Amanda L. Vogel, PhD, MHS
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Goals

1. Describe facilitating factors and challenges to sustaining SL experienced by HPSISN schools
2. Based on experiences of two sustained SL initiatives, describe:
 - Strategies for sustainability
 - Other strategies for success
 - Challenges and responses
3. Identify practical lessons learned, recommendations

HPSISN

- 1995-1998
- National demonstration program for SL in health professions education
- Sub-grants, technical assistance, and professional development to 17 health professions schools/programs
- Goals:
 - Create community-academic partnerships for SL
 - Integrate SL into the curriculum
- Supported by: Pew Charitable Trusts, CNCS, HRSA
- Administered by: Center for the Health Professions, UCSF

Diverse Grantees

1. Georgetown University, Washington DC
2. George Washington University, Washington, DC & George Mason University, Arlington, VA
3. Northeastern University, Boston, MA
4. Ohio University, Athens, OH
5. Regis University, Denver, CO
6. San Francisco State University, San Francisco, CA
7. University of Connecticut, Farmington, CT
8. University of Florida, Gainesville, FL
9. University of Kentucky, Lexington, KY
10. University of North Carolina, Chapel Hill, NC
11. University of Pittsburgh, Pittsburgh, PA
12. University of Scranton, Scranton, PA
13. University of Southern California, Los Angeles, CA
14. University of Utah, Salt Lake City, UT
15. University of Utah & Purdue University, Indianapolis, IN
16. Virginia Commonwealth University, Richmond, VA
17. West Virginia Wesleyan College, Buckannon, WV

Diverse Community Partners

(examples)

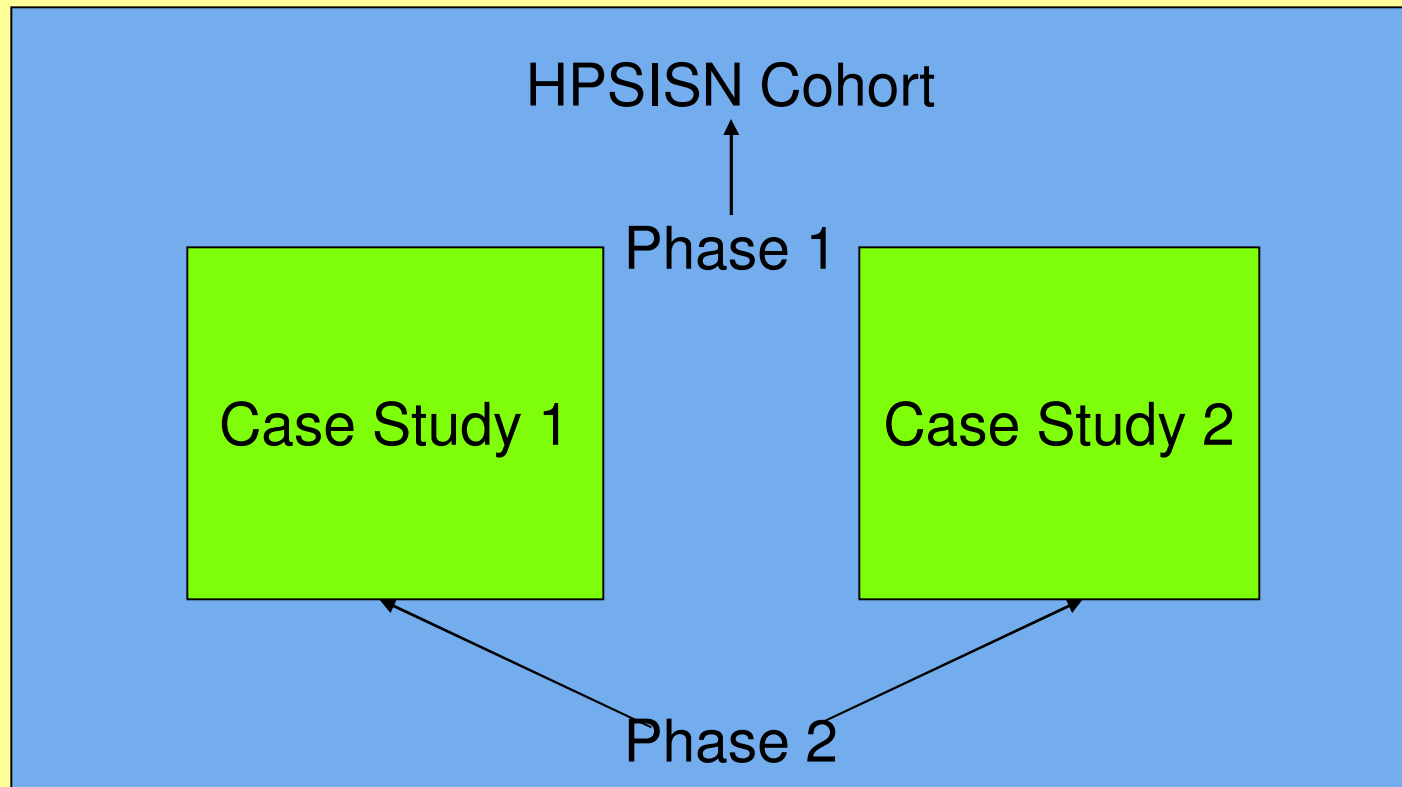
- AIDS task force
- American Red Cross
- Boys and Girls Club
- Public Schools
- Free Clinics
- Head Start
- Hospice
- Planned Parenthood
- Salvation Army
- Senior Center
- Youth Center
- WIC Program
- Churches
- Housing Authority

Research Aims

1. To assess the long-term sustainability of SL among HPSISN grantees
2. To identify influences on sustainability: facilitating factors, challenges, and responses
3. Based on the experiences of two sustained SL initiatives, identify practical strategies to:
 - Sustain SL
 - Maximize benefits of SL
 - Address challenges

Study Design

Factors Influencing SL in Health Professions Education Nationally



Adapted From: Yin, R.K. (2003). *Case Study Research: Design and Methods*. 3rd Ed. Thousand Oaks: Sage.

Methods

Phase 1: HPSISN Cohort (16/17 schools)

- Semi-structured phone interviews (n = 23, 16 PIs + 7)
- Document review
- Analysis: thematic coding, memo-writing

Phase 2: Two Case Studies

- Selection criteria: sustained SL, different institutional settings, guaranteed broad participation
- Site visits, document review
- Semi-structured interviews (n = 47)
 - Community (n = 15)
 - Academic (n = 32)
- Pre-structured case outlines, memo-writing, matrices

Approved by JHSPH IRB

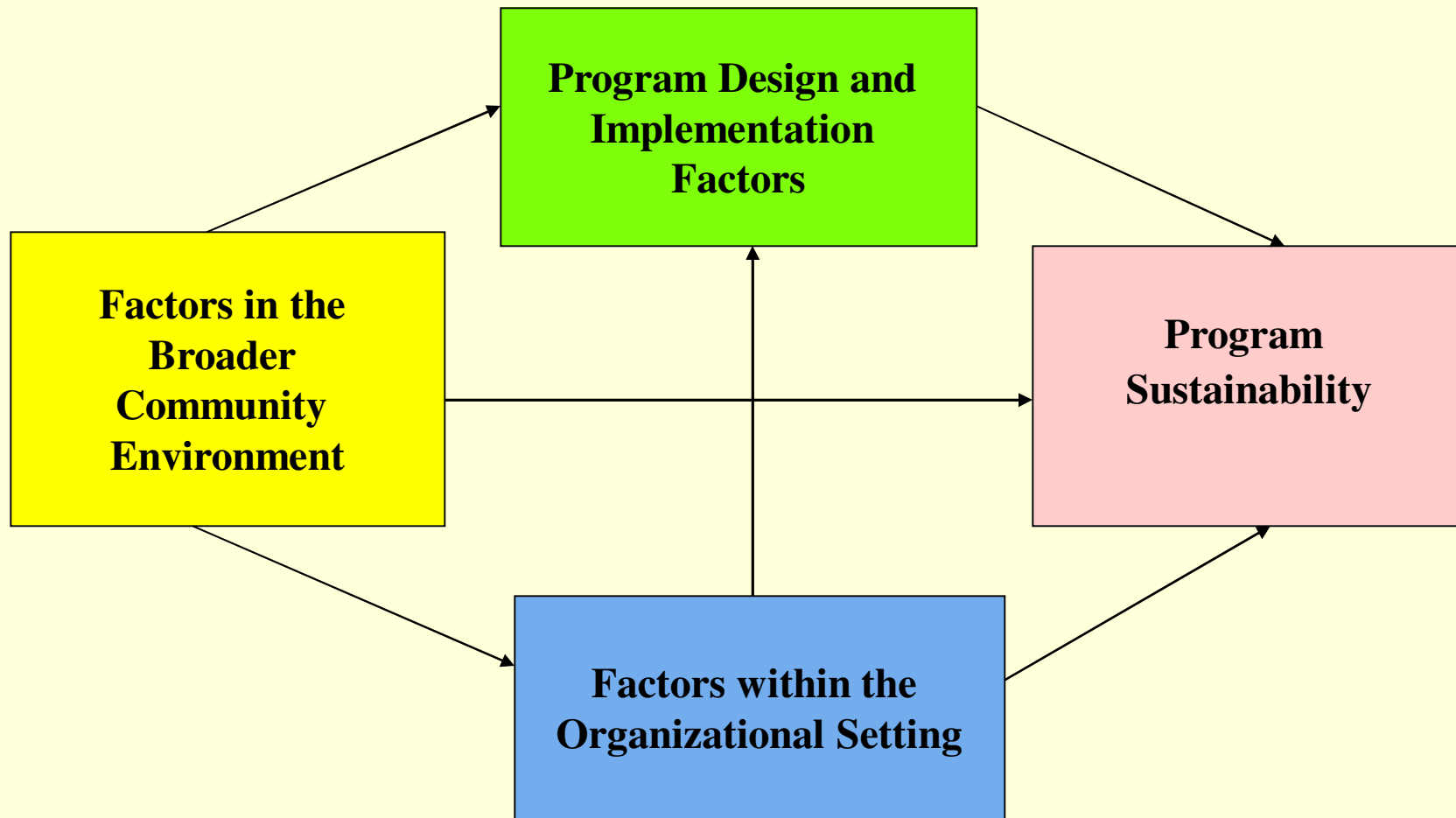
Findings, Phase 1



Levels of Sustainability (n = 16)

<p><u>Low (n = 3)</u> SL continues in some way</p>	<ul style="list-style-type: none">• SL included in elective course / co-curricular experience• Voluntarily maintained by individual faculty
<p><u>Moderate (n = 5)</u> SL is a stable and regular activity; related resources invested</p>	<ul style="list-style-type: none">• SL integrated into required courses• 2 coordinated at level of course, 3 at level of department
<p><u>High (n = 7)</u> SL supported by infrastructure, policies, procedures</p>	<ul style="list-style-type: none">• SL integrated into required courses• SL coordinated at level of school / college• SL director at level of school / college• SL also coordinated at level of university (5)• Steering committee for SL in health profns (4)

Conceptual Framework



Adapted from: Shediak-Rizkallah M.C. & Bone L.R. (1998). Planning for the sustainability of community-based health programs: Conceptual frameworks and future directions for research, practice and policy. *Health Education Research*, 13, 1, 87-108.

Facilitating Factors, Organizational Setting

1. Institutional mission supports SL
2. Leadership for SL among high-level administrators at university, in health professions
3. Material support for SL: SL center, funding for faculty participation
4. “Critical mass” of support for SL
5. Proven ability to advance institutional priorities:
 - Educational objectives -- Student recruitment
 - Town-gown relations -- Public Relations

Facilitating Factors

Program Design and Implementation

1. Strong leader for SL, who can cultivate support – “a champion”
2. Adapt SL to changes in the academic and community environments – “staying relevant”
3. Stable, long-term community partnerships

Broader Environment

Growing support for community engagement in academia, health professions

Challenges to Sustainability

- Turnover among faculty involved in SL
- Turnover in champions for SL among high-level administrators, faculty
- Competing educational priorities:
 - Clinical care skills
 - Research skills

Responding to Challenges

- Faculty professional development opportunities
 - Peer-to-peer outreach
- Identify value of SL to advance institutional priorities, and publicize to faculty, administrators:
 - Equally valued educational priorities
 - Internal and external media
 - Evaluation

Case Study 1



University 1: Institutional Setting

- Private, faith-based university
- Mission: teaching, service to society
- College of health professions: schools/ programs in nursing, pharmacy, PT, health administration
- 2500 health professions students, all participate in SL

Keys to Sustainability

- SL explicitly linked to achieving university mission, health programs' educational goals
- Support from university president, deans
- SL center located in office of dean of college
- Two full-time SL staff with specialized skills to work in community, academia
- SL integrated into core courses in all health professions programs

Strategies for Success

- Support for faculty participation:
 - SL integrated into core courses
 - Professional development, technical assistance
 - Peer mentoring
 - P&T recognizes service
- SL integrated into core courses in all programs:
 - Supports student participation
 - Linked to learning objectives, student assessments

Challenges, Responses

Challenges

- Growth of students participating in SL + SL staff maintain community-academic partnerships
 - Challenge to partnership process
 - Limits benefits to all stakeholders
 - Reduces likelihood of additional partnerships
- SL experiences short-term (1 semester, 10 hrs)
 - Limits benefits

Responses

- Recognizing need to engage faculty in maintaining partnerships
- Creating year-long SL projects, linked to 2 courses

Case Study 2



University 2: Institutional Setting

- Private, secular university, AHC
- AHC mission: teaching, research, provide care
- AHC vision: quality of care, local partnerships to train students
- Health professions: schools of medicine and public health; programs in nursing, PA, PT
- Hundreds of health professions students, 150 participate in SL

Keys to Sustainability

- SL explicitly linked to achieving AHC's goals, educational goals of academic programs
- Support from president of AHC, deans
- SL center located in office of dean of division
- Full-time SL director with specialized skills to work in community, academia
- SL is free-standing experience, accessible in different ways for different schools/programs
- Support for faculty participation

Strategies for Success

- Systems to support partnership process:
 - Teams of faculty, students, community partners
 - Dyads of (equal) faculty and community partners
 - Year-long partnerships, biweekly meetings
 - Group professional development, faculty and community partners
 - Annual evaluation of partnership process, benefits
- Aim for capacity building, all SL projects

Challenges, Responses

Challenges

- SL not incorporated into core courses, all programs
 - Uneven quality of student learning experiences
 - Competing educational priorities
 - Competing priorities for faculty time
- Turnover among champions in administrators

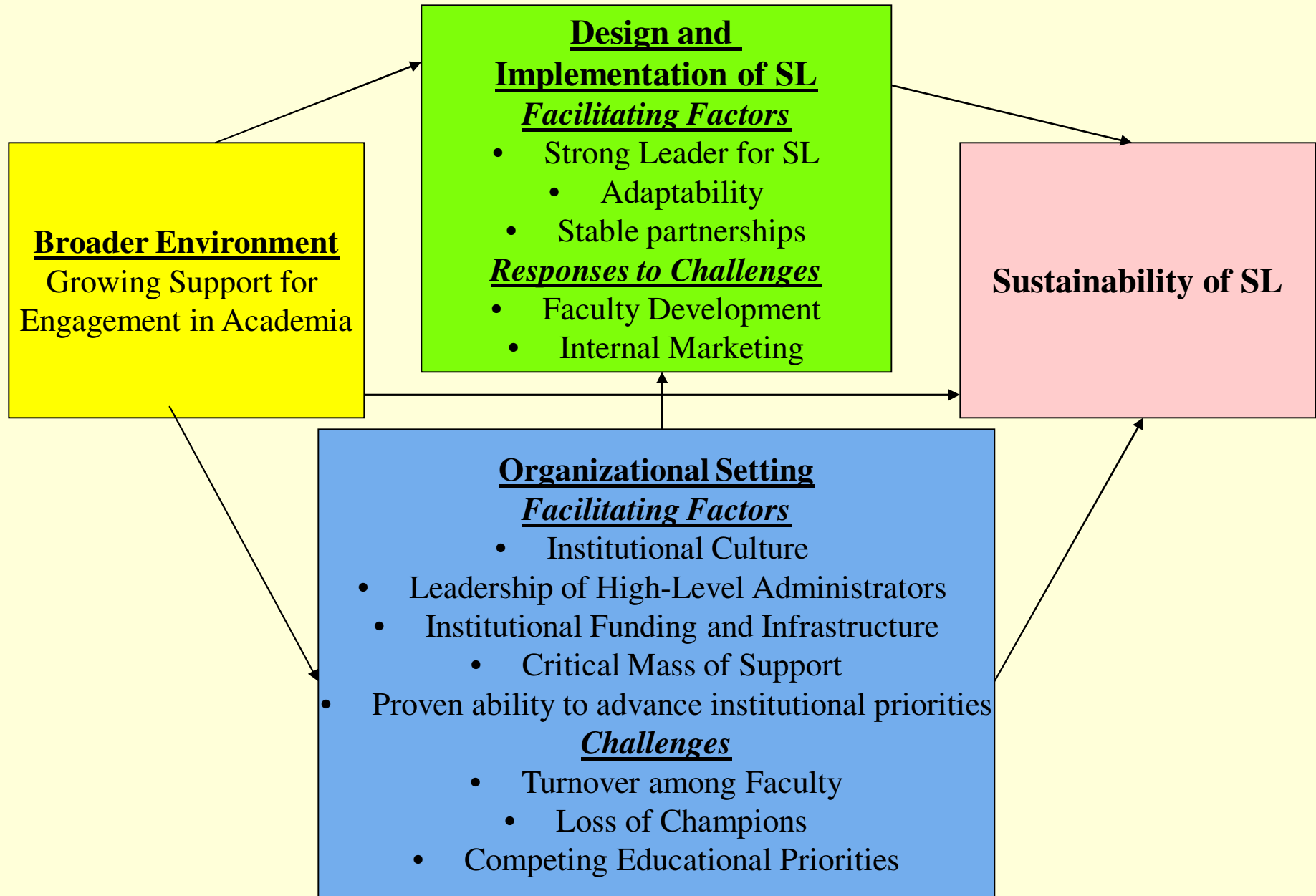
Responses

- Identify, evaluate, and publicize to administrators faculty how SL contributes to institutional, educational goals
- Web of support: Link SL to other valued initiatives

Lessons Learned and Recommendations



Influences on Sustainability



Ongoing and Emerging Challenges

- Maintaining the value of SL, given changing institutional priorities, educational goals
- Dealing with turnover among faculty, champions in administration
- Competing priorities for faculty time
- Expanding student participation in SL

Recommendations

Create Value for SL/Foster Buy-in:

- Align SL with institutional mission and priorities, other valued initiatives
- Adapt SL to changing institutional, community priorities
- Communicate value of SL to stakeholders: evaluation, internal and external media, PR

Create Infrastructure to Support SL:

- SL center at high organizational level
- SL director with skills for academia, community
- Integrate SL into core courses

Support faculty participation in SL:

- Professional development, TA, peer mentoring

Recommendations

Foster Benefits of SL for all Stakeholders:

- Integrate SL into core curriculum, educational goals
- Longitudinal SL projects
- Aim for capacity building
- Involve faculty in partnerships

Support Partnership Process:

- Involve faculty, community, students in collaborative process
- Professional development, TA community partners
- Regular evaluation

Adapt to Challenges of your Institution

To Learn More

- Amanda.vogel@nih.gov
- Digital Dissertations
- www.ccph.info (search for HPSISN)
 - These slides
 - Prior presentations

Questions/Discussion