



The Health Disparities Service-Learning Collaborative
*An Initiative of Community-Campus Partnerships for Health Funded by the
 Learn and Serve America Program of the Corporation for National and Community Service*

GRANTEE MEETING NOTES & EVALUATION
Tuesday, November 6, 2007 from 9 am – 12 noon
Washington DC

Participants:

Grantee Programs: Jenny (Arizona), Sara Shuman (Arizona), Angelina Ahedo (Hawaii), Lorece Edwards (Morgan), Anita Hawkins (Morgan), Jessica Tschirren (Nebraska), Alice Schumaker (Nebraska), Mory Chhom (San Jose), Dan Perales (San Jose), Lisa Anderson (VCU), Franklin Wallace (VCU), Nannette Bailey (VCU)

CCPH Staff: Sarena Seifer, Andrea Corage Baden

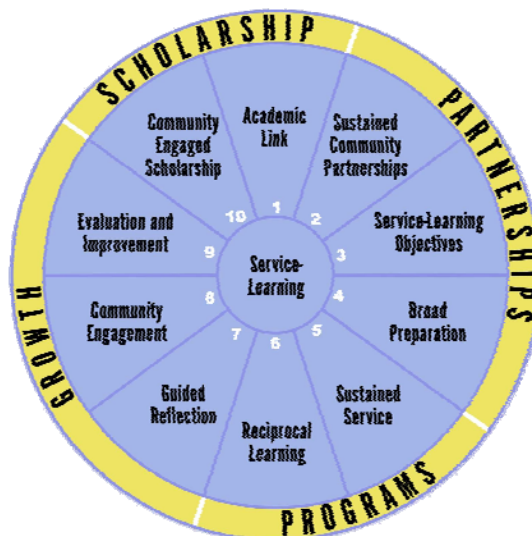
CCPH Consultants: Suzanne Cashman (University of Massachusetts Medical School), Elmer Freeman (Center for Community Health Education Research and Service)

- I. Components of Service-Learning**
- II. Funding Resources**
- III. Upcoming Events**
- IV. Meeting Evaluation**

MEETING NOTES

I. Components of Service-Learning

Suzanne reviewed the “service-learning wheel” she presented at the April 2007 grantee meeting and facilitated discussion of selected “spokes” as summarized below.



Academic Link

- While importantly linked to the curriculum, service-learning is not driven, nor are decisions made, solely by the academic institution involved. The academic link occurs within the context of a community-academic partnership.
- There are many models for service-learning in the public health curriculum. Participants shared how their grant-funded service learning activities are integrated into the curriculum through internships, practicum experiences, electives and core courses.

Sustained Community Partnership

- It is important to expand community connections beyond those of individual faculty. Morgan State, for example, is using Guidestar (an online database of 501c3 nonprofit organizations, www.guidestar.org) and geo-mapping to identify Baltimore communities with health disparities that are not currently represented in its partnerships and to seek out new relationships.
- AmeriCorps programs can be a resource for working in communities, as demonstrated by VCU's program which pairs public health students with AmeriCorps members in public school settings (see www.americorps.gov).
- Community forums were cited by several grantees as an effective way to broadly engage with communities and involve community groups that go beyond "the usual suspects" that serve on community advisory boards.

Service-Learning Objectives

- Grantees shared how students identify and meet learning objectives through service-learning projects. In some cases, students and community partners negotiate up-front what the service and learning objectives are intended to be.

Broad Preparation

- We discussed the importance of preparing everyone involved in SL – including students, community partners and faculty (see remaining bullets below for ways to prepare each of these groups). We also discussed the benefits of including community partners in SL planning and student orientation/preparation. This could be one role of a Community Advisory Board.
- Students - required readings, lectures, role playing, hearing presentations from community organizations, interacting with other students currently engaged in SL, and interacting with students who have already completed service-learning (e.g., one-on-one meetings, student presentations, journal sharing). Other strategies for preparing students included shadowing a mentor at the community site and community walking tours to introduce students to neighborhoods.
- Community partners - informational sessions, written materials, on-site orientations conducted by faculty and community-academic liaisons. Community organizations experienced in SL can serve as mentors for new organizations. Trusted community leaders and institutions can help introduce students to the community (e.g., having a pastor introduce students at church)
- Faculty - trainings, community organization presentations and tours of community sites. Incentives for faculty engagement in the community are important. VCU, for example, is using funds from their HDSLCL grant to support faculty mini-grants for curriculum

development. VCU also offers a community service award for current faculty work that offers a modest honorarium and is attractive because it doesn't require extra effort on the faculty's part (e.g., completing an application). HDSLCL grantees might encourage their faculty, SL coordinators and community partners to apply for CCPH's Summer Service-Learning Institute (HDSLCL grant funds can be used for this purpose). Applications are due April 10 for the July 25-28 institute. For more information, visit www.depts.washington.edu/ccph/servicelearning.html.

Guided Reflection

- Structured reflection activities (e.g., through essays, journals, photovoice, group presentations) encourage students to articulate feelings and experiences. A common approach to structuring reflection is to ask students to answer the questions "What? So what? Now what?"
- Capstone courses and student presentations of SL experiences can formalize opportunities for reflection.
- One idea is to have students identify "their project's legacy" – what are they leaving behind?"

Evaluation & Improvement

- We may want to develop some shared evaluation questions and/or indicators across the HDSLCL grantees. The methods used to gather this data could differ across the grantees, but we could all be reporting on some of the same questions and/or indicators.
- CCPH has a number of service-learning evaluation tools posted on its website at www.depts.washington.edu/ccph/servicelearningres.html#Tools
- The National Service-Learning Clearinghouse also has evaluation tools posted on its website at www.servicelearning.org

Community Engaged Scholarship

- There will be opportunities for scholarship through the HDSLCL. For example, grantees should be thinking now about what research/evaluation they may be able to conduct and publish. The progress report format will be designed to help grantees build a publishable case study by the end of the three year grant period. CCPH employed this approach for the Health Professions Schools in Service to the Nation (see published case studies at <http://depts.washington.edu/ccph/servicelearningres.html#Interdisciplinary>) and Partners in Caring and Community: Service-Learning in Nursing Education program (see introduction to the Journal of Nursing Education that published a whole theme issue on the program: http://depts.washington.edu/ccph/pdf_files/jne-pcc.pdf)

II. Funding Resources

We spent some time talking about resources that could support grantee service-learning programs.

- ***Faculty for the Engaged Campus*** – CCPH has received a 3-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE) in the US Department of Education to support the development of community-engaged faculty. One component of the initiative involves a Faculty Development Charrette, where teams from 20

universities across the country will convene to design faculty development programs. Participating universities will then be eligible to apply for grant funding to support implementation of their proposed programs. HDSLCL grantees will be eligible to participate. The call for applications for the charrette will be available later this year and posted on the HDSLCL listserv.

- ***US Department of Housing and Urban Development (HUD)*** – HUD funds community-university partnerships through its Community Outreach Partnership Centers Program. No new grants were made this year but the program is likely to be included in next year’s budget. For details, visit HUD’s Office of University Partnerships webpage at www.oup.org
- ***AmeriCorps*** – This federal program can support service-learning activities. The education award-only version of the program may be particularly applicable to schools and graduate programs of public health, since no stipend is involved and students can receive tuition/loan repayment for their community service. VCU’s HDSLCL program is partnering with AmeriCorps on a health literacy project in the public schools. For more information about these programs, visit the AmeriCorps website at www.americorps.org
- ***Partners in Research*** – NIH’s Public Trust Initiative (publictrust.nih.gov) has released a Request for Applications (RFA) for the Partners in Research program. The purpose of this program is to support studies of innovative programs designed to improve public understanding of health care research and promote collaboration between scientists and community organizations. The RFA is available at <http://grants.nih.gov/grants/guide/rfa-files/RFA-OD-07-001.html>.

III. Upcoming Events

- ***Grantee Meeting at APHA 2008*** – CCPH is beginning to plan for next year’s grantee meeting at the APHA conference in San Diego, including a session on undoing racism. Funds will be available to support community partner participation at the grantee meeting. The meeting will tentatively be held all day on Saturday October 25 and ½ day on Sunday October 26 (the best days to avoid conflicts with the SOPHE and APHA conferences). Stay tuned for more details.
- ***HDSLCL Teleconference Series*** – Several new topics were added to the teleconference “ideas” list, including teaching how culture matters, assessing the impact of SL on health disparities, engaging faculty in SL (especially faculty in epidemiology, biostatistics and other less community-engaged fields of public health), and achieving balanced community representation. If you have an idea you’d like to share for the HDSLCL teleconference series, please email Andrea Corage Baden at ccphei@u.washington.edu
- ***NEW Community Partner Listserv & Workgroups*** – The Community Partner Listserv aims to support conversation among community partners engaged in community-higher education partnerships who are seeking to achieve sustainable and systemic change through their work. An informational conference call about the listserv and opportunities to join two ongoing workgroups (mentoring and policy) is scheduled for December 11, 2007. Please share this flyer about the listserv and the orientation call with your community partners: http://depts.washington.edu/ccph/pdf_files/Community%20Partner%20Flyer.pdf. For more information on the Community Partner Summit that led to these activities, visit <http://depts.washington.edu/ccph/cps.html>.

IV. Meeting Evaluation

Participants were asked to jot down what worked well during the meeting, what could have been improved, and any other comments:

“I really enjoyed discussing challenges and the group feedback. This was one of the more effective pieces. Great ideas - my head is spinning.”

“Meeting went well. Probably we would have benefited from more time. Most helpful was the chance to exchange ideas with other participants and receive guidance from the consultants. This input helped us develop ideas for improving our current plan for a service-learning activities.”

“Participation and organization were excellent. Good sharing of ideas. There just is never enough time but leaving wanting more is better than leaving feeling things went on too long.”

“The discussion was excellent and helped us to realize that we have compartmentalized our SL work. We definitely need to bring our faculty and community partners into the fold, instead of working with them as individual groups. This was a great working session. Not enough time for discussion.”

“Longer session. Bring clientele to the table. Good process beginning.”

“Informative, sharing, motivating.”

“Topics addressed went well. Being able to see one another in person. Very informative. Maybe a little more time. Inspirational with sharing information.”

“Thinking about incorporating 10 principles into specific service learning project. Helpful to hear about future grant possibilities.”

“Sorry we weren't better prepared in absence of key team members. Great discussion and outline of expectations for the HDSLCL. Many ideas and resources to take back to the ranch. Good to hear of other schools' projects and challenges.”

“Excellent gathering. Great leadership. Love the fact that the program staff and consultants listen and provide great feedback. More time good idea for 2008 APHA.”

“I enjoyed the meeting. It was informative. The exchange of information and experience were valuable. More time was needed to address challenges.”

“Pleased with the opportunity to share strategies. Providing open discussion around key themes was quite useful. Difficulty – not enough time (a little rushed).”