



Partnership Matters

Recent peer-reviewed articles on service-learning in the health professions

Below are recent peer-reviewed articles on service-learning in the health professions - many authored by CCPH members! If we've overlooked an article you've written or come across, please email the citation to Rose Coroneos at rosecor@u.washington.edu

Please help us all keep informed about new developments in the fields of health professions service-learning, community-based research and community-campus partnerships. Thanks.

White SG, Festa LM, Allocca PN, Abraham I Jr. Community service-learning in an undergraduate psychiatric mental health nursing course. Arch Psychiatr Nurs 1999 Oct;13(5):261-8

This article reports the outcomes of a descriptive study of service-learning undertaken in a Psychiatric and Mental Health Nursing Course at Virginia Commonwealth University. Following a review of the service-learning (S-L) literature, study questions are presented. The S-L intervention is presented, as are characteristics of learners and sites where S-L was conducted. Gains for all stakeholders and lessons learned are reported.

Scott AH Am J Occup Ther 1999 Nov-Dec;53(6):566-74 Wellness works: community service health promotion groups led by occupational therapy students.

OBJECTIVE: In the context of a group process course, occupational therapy students learned health promotion skills through working on personal wellness goals and leading community-based health promotion groups. The groups targeted topics such as smoking cessation, improving diet, reducing stress through yoga, meditation, tai chi chuan, ROM (Range of Motion) Dance, aerobics, and a variety of other activities. **METHOD:** After identifying a personal wellness goal and developing it in a Wellness

Inside this issue: Awareness Learning Contract, each student used a Goal Attainment Scale (GAS) to predict an expected outcome for achieving the goal and to measure his or her progress toward attaining the goal. Students also used the GAS to measure progress in attaining group leadership skills within the community groups, which they outlined in a separate Group Skills Contract. Students kept weekly logs to foster reflective thinking, and the logs were used for interactive dialogue with the instructor. To further evaluate lifestyle change, students compared pretest and posttest scores on a Self-Assessment Scorecard, which surveyed six areas of health and human potential in body, mind, and spirit.

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RESULTS: Students monitored their own change process on both their personal health lifestyle goals and their group leadership skills while developing a richer appreciation of the dynamics of working for

change with clients in community and traditional settings. Differences on the Self-Assessment Scorecard indicated improvement on two of the six scales for physical health and choices. **CONCLUSION:** Students experienced firsthand the challenges of developing healthier lifestyles on the basis of their personal goals as well as through fostering group changes. The two GAS learning contracts provided them with concrete evidence of their growth and learning. This experience--embedded in the context of a group process course with a community service learning group practicum--provided most students with a positive initial experience with group leadership as they began to explore roles as agents for lifestyle and health change. Suggestions for expanding health promotion roles in practice in the changing health care environment are also examined.

Peterson SJ, Schaffer MJ. Service learning: a strategy to develop group collaboration and research skills. J Nurs Educ 1999 May;38(5):208-14

Many colleges and universities currently are implementing service learning as an educational strategy into their curricula. The goal of service learning is a dynamic partnership between educational institutions and communities resulting in the mutual benefits of service and learning. Although service learning has significance for teaching nursing students, educators must differentiate service learning from clinical practicum. This article provides a definition of service learning, identifies the relevance of service learning for nursing education, presents an example of service learning integrated into a nursing course, and evaluates service learning as a methodology for teaching group collaboration and research skills. Student surveys, a focus group, and community partner evaluations indicated service learning contributed to the development of group collaboration and research skills among baccalaureate nursing students. To enhance faculty, student, and community partner satisfaction with service learning, instructors should clearly define service learning experiences for a specific setting and offer structured guidance that does not interfere with student decision-making.

Rudmann SV, Ward KM, Varekojis SM University-community partnerships for health: a model interdisciplinary service-learning project. J Allied Health 1999 Summer;28(2):109-12

This project is an example of a successful service-learning experiment at a major university. The program was successful in providing service-learning experiences for an interdisciplinary group of health-professions students, delivering essential health services to a community at risk, providing health-risk and demographic data, and offering opportunities for scholarly productivity for faculty. This was accomplished with a modest investment of internal start-up funding. Goals of the project were achieved, and the program and course were viewed as successful by students, faculty, and community partners.

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Message From Our Executive Director

Dear CCPH members,

Many of us make resolutions at the start of a new year. But what about organizations? The CCPH board - drawing on an assessment of our strengths and resources, an analysis of our challenges and opportunities, and input from our members through surveys and agenda-setting sessions at our conferences – has crafted a strategic plan that focuses on the two significant outcomes we hope to achieve over the next five years:

(1) We have achieved changes in health professional schools that incorporate community partnerships as a means of improving student education, civic responsibility and the overall health of communities...

- Service-learning in health professions education is more widespread, interdisciplinary and institutionalized
- Socioeconomic factors contributing to health and a broader definition of what constitutes “health” have gained greater recognition in health professions education
- Community-based education, research and service are more prominently recognized and rewarded in health professional schools
- Decision making roles for community members in health professional schools are more widespread
- Community-campus partnerships figure more prominently on the agendas of health professional schools, students, and their associations

(2) We have increased the capacity of communities and of health professional schools to engage each other as partners

- Partnerships between health professional schools and community-based health initiatives are more widespread
- Community-campus partnerships figure more prominently on the agendas of community-based organizations/coalitions and their associations
- Funders have increased their commitment to authentic community-campus partnerships
- Community-campus partnerships figure more prominently on the

agenda of the federal government and states.

Achieving these outcomes will require leadership, partnerships, advocacy and activism at many levels. We hope you will join us in making a commitment at the start of this new year to play an active part in promoting healthier communities through community-campus partnerships:

- Through your partnership-building work at the local level – initiating or further developing a partnership, assessing your outcomes and striving to improve upon them, engaging other leaders and decision makers
- Through your scholarship in the field – writing and making presentations that broaden and deepen our knowledge about service-learning and partnerships
- Through your involvement in CCPH – serving on a committee or task force, starting a state or regional networking group, serving as a liaison between CCPH and other national organizations you are involved in, hosting a Mentor Network training or consultation
- Through your involvement in other national organizations – drafting a policy position, proposing a conference theme, forming a special interest group

CCPH’s five-year strategic plan is available on our website at <http://futurehealth.ucsf.edu/ccph/board.html> I hope you will take the time to read it, and share your reactions and ideas with the CCPH board and staff.

Together, we can make a difference that strengthens both our campuses and our communities.

Best wishes in 2001!

Sarena

News from CCPH

In the next few issues of Partnership Matters, we will introduce CCPH staff and board members, so that our members will have a chance to get to know them better. Please send your comments/questions to Rose Coroneos at rosecor@u.washington.edu



We are proud to present our first “Staff of the week...”

Jennet Lee

Administrative Director, Community-Campus Partnerships for Health

Jennet Lee received her Bachelor’s of Science degree in Conservation of Natural Resources, with an emphasis on Health/Environmental Education, from the University of California Berkeley. While in school, she served as a student health worker, health worker coordinator and member of the Cowell Hospital Student Health Advisory Committee. Because of her interest in health & environmental issues, she has worked at organizations such as the Asian Women’s Health Center, Sierra Club, and AmeriCorps Training & Technical Assistance Project.

Chances are, when you contact CCPH, you will be contacting Jennet! She is often the first point of email or phone contact that members and prospective members have with the organization. Jennet started at CCPH two years ago as Program Assistant, and beginning January 1, 2001 she has been promoted to Administrative Director. She oversees CCPH’s internal systems, such as membership and publication processing, database administration, and contracts and grants administration.

CCPH board of directors update!

The CCPH board of directors meets this weekend in Houston. Among the topics for discussion are: the election of a new chair-elect and secretary/treasurer, a plan for evaluating CCPH’s effectiveness and impact, a plan for policy development and advocacy, and the year ahead: what we hope to accomplish in our fifth year as an organization. The next issue of Partnership Matters will feature a discussion of board meeting outcomes and a profile of current board chair Gretchen Kinder.

CONTINUES FROM COVER PAGE...

Scheideberg D. Service-learning within a midwifery curriculum. J Nurse Midwifery 1999 Mar-Apr;44(2):151-3

Service-learning entwines community work/volunteerism with midwifery academic instruction, taking the student outside the traditional clinical realm and placing the experience into community-based projects. These projects draw on academic principles, public/community health, liberal arts, and hands on delivery, enticing the student to delve deeper into the lives of the women and families they will be serving. Service-learning directs the student to fully embrace the midwifery philosophy as espoused by the American College of Nurse-Midwives. The experiences of the nurse-midwifery students at the University of Missouri-Columbia are described to show the depth and variety of service-learning as it reflects the scope of well woman care.

Curran-Everett D, Collins S, Hubert J, Pidick T Science education partnership between the University of Colorado and a Denver High School. Acad Med 1999 Apr;74(4):322-5

The authors describe a partnership, begun in 1997, between Manual High School, a school in which about 85% of the students are African, American or Hispanic, and the University of Colorado Health Sciences Center in Denver. There are three partnership goals: help teachers transform a lecture-based curriculum into an inquiry-based curriculum, help students build their science knowledge, and give students opportunities to learn--and become excited--about careers in medicine. The current emphasis of the partnership is at the ninth-grade level. The first unique aspect of the partnership is the Medical Explorers program. One portion of the program begins when a hypothetical teenage car-crash victim arrives at the emergency room; over the next six weeks, practicing health care professionals dramatize their medical responsibilities to this patient and discuss the academic training necessary to fulfill those responsibilities. In addition, the Medical Explorers students travel to the Health Sciences Center, where they tour laboratories and clinics, help conduct experiments, and explore computer-based surgical simulations. The second unique program is a service learning project in which ninth-grade students assist with an activity that gives elementary school stu-

dents a chance to participate in the process of scientific inquiry and to discover the wonder of real hearts and lungs; the ninth-graders assist with logistics (e.g., they distribute newspapers), and, more important, interact with the younger students by asking thoughtful questions of them. The partnership plans to incorporate the elementary and middle schools that graduate their students to Manual High School in order to encourage the implementation of inquiry-based science curricula and to provide sustained support to teachers throughout the entire K-12 educational pathway. If medical colleges can help teachers provide a consistent classroom draw for student fascination in science and medicine, then the colleges are more likely to help create a rich diversity of students who pursue careers in medicine.

Sternas KA, O'Hare P, Lehman K, Milligan R Nursing and medical student teaming for service learning in partnership with the community: an emerging holistic model for interdisciplinary education and practice. Holist Nurs Pract 1999 Jan;13(2):

To meet the health needs of communities today, health professionals need to be trained in working with persons from various cultural backgrounds, practicing disease prevention and health promotion in community-based settings, and working in teams with other professionals. The article focuses on interdisciplinary teaming for education and practice. In this model, medical and nursing students partner with communities to plan and deliver health promotion education programs and activities. Four service learning projects providing collaborative teaming opportunities as part of the Health Professions Schools in Service to the Nation Program are described. Interdisciplinary service learning has benefits for the community, students, and faculty and will prepare nurses and physicians to have a positive impact on care through future interdisciplinary collaboration in community-based settings.

Fournier AM Service learning in a homeless clinic. J Gen Intern Med 1999 Apr;14(4):258-9

Dear CCPH...

Q: Hi Rose. Please send me direct copies of the Partnership Matters newsletter. If by e-mail, you can use jscotts@hotmail.com. If this is a print newsletter, please send to my home address. Thanks so much.

A: There are a few ways to receive our newsletter; you may view and print our Partnership Matters newsletter from our website at <http://futurehealth.ucsf.edu/ccph/guide.html#PartMatters> or subscribe to our listserv by being a member! If you do not have an email address please let us know and we will mail our newsletter, which is published biweekly, to you. You may contact Rose Coroneos at 206.616.3472 or 206.616.9415 fax. My email address is rosecor@u.washington.edu and mailing address is 1107 NE 45th Street, Suite 400, Seattle, WA 98105.

CCPH's Mission

To foster partnerships between communities and educational institutions that build on each other's strengths and develop their roles as change agents for improving health professions education, civic responsibility and the overall health of communities. For more information about CCPH, please call (415) 476-7081, or email us at ccph@itsa.ucsf.edu or visit our website: www.futurehealth.ucsf.edu/ccph.html

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We are on the web!
<http://futurehealth.ucsf.edu/ccph/guide.html#PartMatters>

UPCOMING EVENTS!

CCPH Sponsored Events

- **January 27-30, 2001**-Community-Campus Partnerships for Health's Advanced Service-Learning Institute, Charleston, SC.
- **May 5-8, 2001**- Community-Campus Partnerships for Health's 5th annual national conference, "Health for All 2010: Confirming our Commitment, Taking Action." San Antonio, TX.
- **June 23-26, 2001**- Community-Campus Partnerships for Health 6th annual introductory service learning institute, Leavenworth, WA (in the Cascade Mountains near Seattle). Application deadline is April 20, 2001. To obtain the application, please visit our website at <http://futurehealth.ucsf.edu/ccph/projects.html> or call CCPH's fax-on-demand service at 1-888-267-9183 and select document # 206.

For more information on any of these CCPH events, please contact Piper Krauel at piperk@itsa.ucsf.edu or call her at (415) 502-7933.

Other events

February 16, 2001- 23rd Annual Minority Health Conference: Race, Class, and Environment: The State of Minority Health, Chapel Hill, NC. Sponsored by The University of North Carolina at Chapel Hill, School of Public Health. NC Dept. of Health and Human Services, Division of Public Health (Accession Number C03794). The goal of the conference is to explore the impact of social and environmental factors on the health of minority populations by presenting the underlying conditions, examining innovative strategies, and identifying priority areas for future research and practice. Contact (919) 966-4032, FAX: (919) 966-5692 or oce@unc.edu or visit the website at www.sph.unc.edu/oce/courses/minority2001.htm.

ANNOUNCEMENTS

Discovery Health Channel to feature Hopkins nurses in upcoming series "Nurses," a new five-part series produced by the Discovery Health Channel, will go behind the scenes at Johns Hopkins to reveal the everyday lives of nurses at the teaching hospital. The series will premier on Sunday, Jan. 28, at 8 p.m. (EST). Information: Stacy Troubh, 301.771.4144 or email her at Stacy_Troubh@discovery.com.

President Signs HHS Spending Package that provides \$108.9 billion in FY 2001 discretionary funding for the departments of Labor, Health & Human Services, Education and related agencies. The package includes \$20.3 billion for the NIH, \$353 million for health professions education programs and \$270 million for AHRQ. Information: Dave Moore at dbmoore@aamc.org (NIH), or Erica Froyd at efroyd@aamc.org (HRSA, AHRQ), AAMC Office of Governmental Relations, 202-828-0525. The complete story is at http://www.aamc.org/advocacy/washhigh/00dec22/_2.htm

CALL FOR PAPERS

***The Journal on Excellence in College Teaching** is accepting manuscript submissions for these upcoming special focus issues: >Problem-Based Learning, October 2001 Manuscripts Due: February 1, 2001> Scholarship of Teaching, December 2001 Manuscripts Due: April 3, 2001 >Teaching With Case Studies, March 2002 Manuscripts Due: July 7, 2001 For more information, visit the website at <http://ject.lib.muohio.edu/>

***APHA 2001 Call for Abstracts: Academic Public Health Caucus** is soliciting abstracts for the APHA 129th Annual Meeting in Atlanta, GA (Oct 21-25, 2001). The theme of the meeting is: One World: Global Health. Abstracts are being accepted via the Internet. To view the complete Call for Abstracts and to submit an abstract, you may log-on to <http://apha.confex.com/apha/129am/call.htm>. The call may also be viewed at the ASPH website at http://www.asph.org/fac_section.cfm/ You do not need to be an APHA member to submit an abstract.

Abstracts should be submitted online at www.apha.org/meetings by February 2, 2001. Contact information: Mary Chase-Ziolek, APHA Caucus on Public Health and the Faith Community or 773-244-6201 or email to her at mchase-iolek@northpark.edu

If you are interested in collaborating on a proposal around one of the following themes, please email Sarena at sarena@u.washington.edu. Thanks!

- *service-learning, practice-based learning involving public health students
- *community-academic partnerships that involve a school of public health, but also schools outside of the health professions (e.g., business, law, arts and sciences)
- *community-academic partnerships that are addressing literacy and economic development

GRANT ALERT!

2001 Society of General Internal Medicine Lawrence Linn Grant Award for HIV Quality of Life to young investigators to study or improve the quality of life for persons with AIDS or HIV infection. Applicants may include Society of General Internal Medicine (SGIM) members (associates or full), students, degree candidates, fellows, or faculty members early in their research careers. The Lawrence Linn Fund is open to considering a wide range of research projects whose results are likely to improve the lives and/or health care of persons living with HIV/AIDS. Appropriate research projects would include studies of HIV/AIDS quality of care, access to HIV/AIDS health care services, studies of measures and determinants of quality of life, patients' perspectives about their care and/or life experiences, and cost-effectiveness of various HIV treatments and other interventions. Appropriate research projects would also include studies of adherence to antiretrovirals and evaluations of interventions to improve adherence, and a wide range of studies of the clinical epidemiology of HIV/AIDS that might focus on issues such as disease severity measures, survival, or prognostic measures. **Application Deadline: January 31, 2001** Amount of Fund: - Maximum: \$5,000.00. Contact: Frederick Hecht, UCSF Positive Health Program, San Francisco General Hospital, 995 Potrero Ave, Ward 84, San Francisco, CA 94110 or 415-476-4082 or 415-476-6953 fax or at rhecht@php.ucsf.edu