

Proceedings for SLFH Statewide Training  
August 17-19 2001, San Luis Obispo, CA  
**EMBRACING THE SPIRIT OF SERVICE**

Friday, August 17, 2001

**Plenary Presentation: The State of Health in California**

Panelists:

- ~ Ignacio Ferrey, Former SLFH Americorps Member
- ~ Elizabeth Herndon, Current SLFH Americorps Member
- ~ Naomi Kelley, EOC Health Services
- ~ Peter Mackler, State of California Department of Health Services

Objectives:

- *Understand California and its health care system*
- *Understand factors affecting health in California*
- *Define what it means to be a "healthy community"*
- *Identify common challenges and barriers that limit access to health care*
- *Consider the role that health insurance, transportation, language, culture and other factors play in access to health care*
- *Understand the health disparities that exist across race, ethnicity, age and socioeconomic status in the US and California*
- *Consider ways that AmeriCorps members can address health disparities in their communities and help to expand access to health care, and contribute to healthy communities*

Ignacio Ferry: has worked in high schools

- Had high school students (primarily immigrants from Vietnam and Latin American countries) conduct research focused on community in the form of surveys
- Found that community services did not have staff that could speak the languages of non-English speaking immigrants in the community
- Found that there weren't safe ways for students to get to school

Elizabeth Herndon: works in Grover Beach Public Health Center

- Works with high-risk mothers, including abused women, mothers who have tested positive for drug use, and mothers with a low income
- Her focus is healthy kids and parents
- Teaches day-to-day living skills to parents
- Goes into homes and works one-on-one with parents

Naomi Kelley: EOC, (offers childcare, education, and outreach health)

- Provides education and classes
- Homeless outreach/street outreach
- Women's health/sexual health/STI's
- Many political policies determine what she could teach (i.e. can't say "condom" in classes)

Peter Mackler: State Department of Health Services

- State Department of Health Services runs Medi-Cal program, which provides medical care for participants who are low income
- Health tests and services managed by SDHS include:
  - Water, food, and drug tests
  - Disease tracking
  - Drug assistance
  - Prevention
  - Assist health facilities, nursing homes, and hospitals comply with standards

There are factors that contribute to distinct disparities in the quality of health care provided. Factors include socioeconomic class, race, sex, etc. How do we remove these health disparities?

Through:

- Teaching
- Anonymity, privacy
- Policy
- Transportation can be a problem: If, for example, a person is ill and doesn't go to a primary health care provider, such as a clinic, and instead waits until the illness is an emergency and goes to the emergency room, the state pays more and the illness has advanced

- How do we find what our community health needs are? UCLA School of Public Health and State of California are working on a project to find out what community health needs are in California. Both compile research on healthcare needs and status, including diabetes, heart disease, child health care, and the nursing shortage. More information can be found at: <http://www.chis.ucla.edu>
- There are 6,000 employees in State Department of Health Services, and a \$29 billion budget

The top five health concerns in our state are:

- Tobacco control
- Teen pregnancy
- HIV prevention
- Health disparities
- Economic problems-start of recession

Saturday, August 18, 2001

### **Opening Keynote Speaker**

Vivian Chavez, Department of Health Education, San Francisco State University

*Objectives:*

- *Inspire Americorps members to create healthier communities*
- *Illustrate the strength of service-learning*
- *Illustrate the strength of community-campus partnerships*

Ethnography: using research to tell a story, and observing and describing how the community works within itself.

- Are you an insider, or an outsider? If you are an outsider, HOW?
- Consider the setting/structure. Circular, like a community
- Changes that should be made should not interfere with the community

Social networks/social supports on a neighborhood level

- Emotional and Empathetic: Is there anyone who can offer emotional support?
- Financial: Is there someone you could ask for money?
- Instrumental: People resources, i.e., someone who could come and get you in a bind?
- Information: Is there someone you can contact to find information you need to know?
- Appraisal: Someone who can make you feel valuable and accepted (key in working with youth!)

Tools of discovery and tools of power:

- A tool of discovery offers enjoyment and emotional release
- A tool of power offers influence to public power  
Example: Letters to the editor can influence legislation. All people have issues on their minds, and a letter to the editor is a way of expressing these feelings and opinions to an audience

Her classroom project: *Take your complaining and put it into action!*

Saturday, August 18, 2001

### **Plenary Presentation: Service-Learning as a Vehicle for Social Change-Creating Healthier Communities and Campuses**

Mike Prelip, UCLA School of Public Health: Presenter and Moderator

Panelists:

- ~ Ignacio Ferrey, former SLFH Americorps member
- ~ Rick Eberst, Director of Community-University Partnerships, CSUSB
- ~ Larry T. West, Board member of Focus 92411

*Objectives:*

- *Define service-learning and its key components*
- *Distinguish how service-learning differs from community service and volunteering*
- *Identify examples of service-learning that focus on health issues*
- *Identify the benefits to both students and communities of service-learning*
- *Discuss the roles & responsibilities of all stakeholders in a partnership*
- *Consider ways that AmeriCorps members can strengthen service-learning partnerships*
- *Model reflective practice*

Mike Prelip:

- Supervises the field component of graduate and undergraduate programs
- Some of his students (graduate and undergraduate) have developed a mobile clinic project

Ignacio Ferrey

Addressed student component of service-learning and the national appeal of Americorps.

Rick Eberst

Define your mission in life.

The four things that effect health:

1. Biology/Genetics
2. Lifestyle
3. Environment
4. Illness Care Delivery System (Healthcare)

Larry T. West

Focus 92411 is helping youth, senior citizens, and entrepreneurs within the 92411 ZIP code.  
Focus 92411 has a homework center and summer camp.

Service-Learning has an element of partnership between professional organizations and community.

- Academically based community service
- Structured learning experience with preparation and reflection (what happened, why it happened, what you thought about it, and how you will do it differently next time) preparing, doing, reflecting
- Provides a better understanding of the context in which the work is done. Sometimes this can't be learned in a classroom
- Respect the aspect of giving and receiving, teaching and learning, when involved with service-learning (reciprocal learning)

Difference between service-learning and typical education

- Service-learning gives the community ability to voice where the needs are. One is better able to help the community with this knowledge and address community identified concerns
- Service-learning helps "connect-the-dots" in the classroom and supplements education

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Saturday, August 18, 2001

### **Plenary Presentation: Developing Communication Skills**

Janis Martin

*Objectives:*

- *Identify different communication styles (verbal and non-verbal)*
- *Develop skills for effective communication*
- *Develop skills for effective listening*
- *Discuss the power of positive language, images, and emotion*

Communication is an exchange of thoughts, messages, or information, through speech, writing, or behavior. It is an interpersonal rapport. The effectiveness of your communication is measured by the response you receive. If you notice that you are not getting what you want, change how you are communicating.

Components of communication by research:

7%=What we say (words)

38%=What we sound (tonality) of our voice

55%=How we look (body language) Example: talking while sitting vs. standing behind a podium or on stage

We can't assume the person with whom we are speaking understands what we are communicating as we mean it. When hearing the same idea, people may respond differently. Example: If you ask two people to think of a dog, one person may imagine a German Shepherd and one may think of a black dog, while the speaker is referring to a Dalmatian. Everyone visualizes and thinks differently.

Communication Roadblocks:

1. Criticizing- when we look for something "wrong" in someone else's attitude or action

2. Diagnosing- our way of analyzing the reason that another person does what s/he does and playing amateur psychologist
3. Name calling-putting down or stereotyping a person or group of people
4. Praising evaluatively- making positive judgements of other people or of their actions  
 Example: When someone is telling you how she feels over a loved one passing away and you tell her, "Don't worry-you'll be okay", what you are really telling her is, "Don't feel." You are validating her feelings.  
 Example: You tell someone, "I like your dress" and she says, "Oh, this old thing." This is not positive because it is communicating that your opinion is not acceptable, appreciated, or valid, and the person who says it feels unworthy of praise and is denying her worthiness of praise.

Suggestions for effective communication:

1. Drop these words from your vocabulary:

- Try
- Should

Do not tell people to "try" or "should". Instead, tell them they have choices and leave them the option of choosing what to do. Give them the power to decide. Say, for example, "The choice is yours" or "These are your decisions..."

2. When someone asks "What should I do?", say "This is what I would do..1..2..3..4", or "This worked for me, it may work for you." Leave the choice to him. This will avoid blame being assigned to you if your advice doesn't work and it will give him control over the situation. It also doesn't communicate that you are prescribing action

3. It is important to remember that when we are listening to people talk about their feelings, emotions, and opinions:

- Don't "wrong" their feelings
  - Don't communicate what to feel or how to feel or that they should not be feeling that way
  - Don't say, "It's not that bad." Instead, say " I know so-and-so, and..." (tell a story of someone feeling worse than they are feeling)
  - Don't tell people to "get over it"
  - Don't say, "Everything will be alright". Allow people to grieve
- These are all ways that communicate to a person to not feel

It's acceptable for someone to cry over a situation, even if the situation will be resolved quickly. When someone is crying and grieving, let him cry. Say, for example, "I'm sorry for your pain", and don't tell him to stop feeling. The person is more likely to communicate how to resolve the problem. People need empathy and they need to hear that you are listening and caring.

Some methods of maintaining positive and effective communication:

- Use "I" statements, not "you" statements
- Don't judge
- Focus on the future and change as opposed to the past
- Ask open-ended questions, e.g., what, where, when, how
- Avoid questions starting with "why"
- Smile
- Maintain eye contact
- Stay focused. Don't do other things while you are communicating
- Ask questions if you aren't sure
- Don't attack, blame, or otherwise put the other person on the defensive
- Be open to the ideas of others
- Be aware of your own feelings

Assertive ways of saying "no".

- Don't say "I'm sorry, but..." Instead, say "I'm sorry, and..."
- Be honest, direct, and firm

Sample problems and advice regarding the Americorps program:

1. If your site supervisor is having you file and answer phones (not part of your job responsibilities), communicate assertively that this is not what you had signed up to do. Tell your program supervisor at your school. Program directors and site supervisors meet regularly to discuss issues at meetings and issues will come up
2. You will be evaluated twice during your service. The first is midway through and second is at the completion of the service
3. Be assertive when communicating

Two problems common to listeners:

1. Listeners are often distracted. We speak at an average rate of 125 wpm and are capable of listening at a rate of 500 wpm
2. Filters and preconceptions often distort what the listener hears

Remember: it's easier to listen to people when we have no emotional ties with them or with the subject matter being discussed.

Bottom line: Seek first to understand, then to be understood.

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### **Three Concurrent Breakout Sessions**

Saturday, August 18, 2001

#### **1) Cultural Competency**

Vivian Chavez, Department of Health Education, San Francisco State University

*Objectives:*

- *Increase awareness of differences*
- *Increase value of and respect for differences*
- *Develop skills for interacting with differences among people*
- *Identify where an individual is in relation to the continuum of cultural competency*
- *Recognize power, privilege, and oppression in our society*

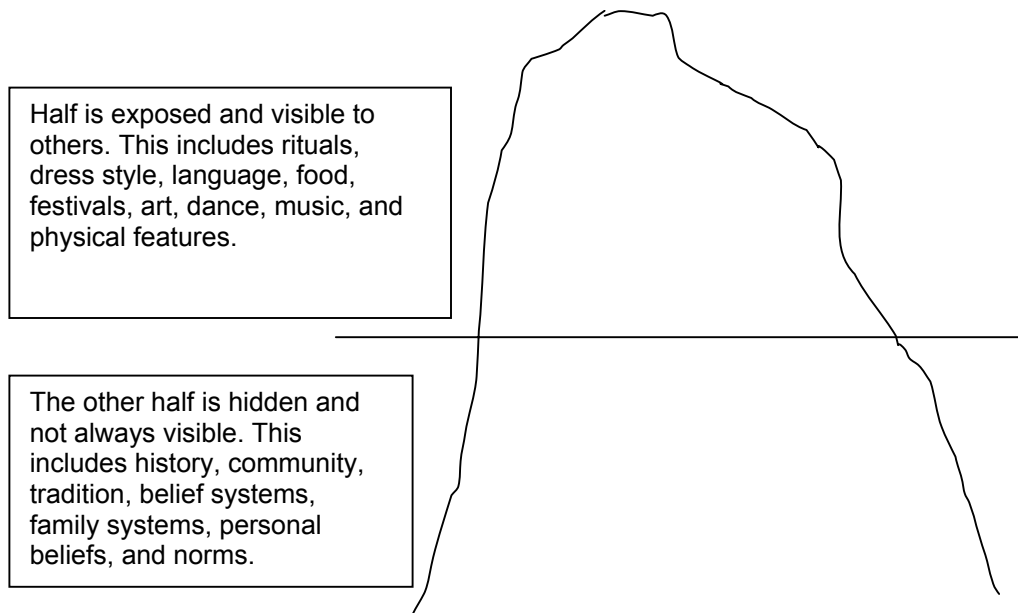
Culture is the integrated pattern of human knowledge, beliefs, and behaviors, the social forms and material traits of racial, religions, or social group, the set of shared attitudes, values, goals and practices.

Competency is the knowledge that enables a person to speak and understand a language or languages. It's a basic understanding/awareness of cultural practices and traditions. To be more engaged with culture is to be accepting of others.

Cultural Responsibility: acting on or doing something more to educate people on cultural diversity.

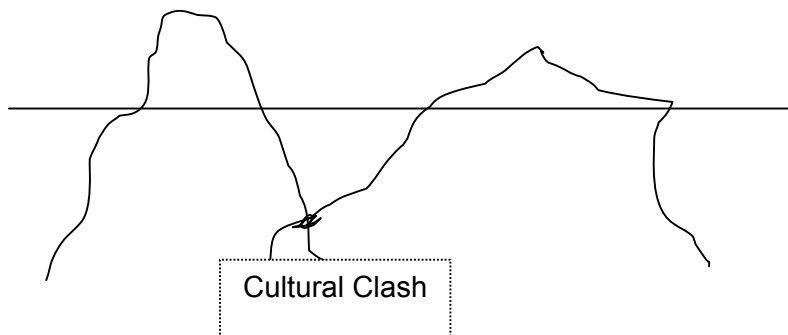
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## Culture can be compared to an iceberg.



### Issues/Tensions

- Between first and second generations, there's a conflict of identity
- Biracial (from interracial marriages)
- Cultural beliefs being unprotected in the US
- Interracial age and gender issues
- Stereotypes
- Disrespect, hate
- Closed-minded
- Policies affecting cultural practice



### Cultural Clashes

On the surface, it appears two icebergs are not colliding. Underneath, there is a cultural clash that is not easy to notice or identify.

Cultural Clashes can

- Lead to positive change
- Force people to understand other cultures

Cultural Sensitivity-acknowledge difference

Cultural Competency-deeper understanding of differences

Cultural Responsibility-taking action, doing something to break barriers

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Saturday, August 18, 2001

## 2) Leadership Skills

Krista Buckner, Fitness for the Mind

*Objectives:*

- *To understand different styles of leadership*
- *Discuss the theoretical underpinnings of leadership*
- *Identify personal leadership style and awareness*
- *Develop leadership skills*

Initiate goal setting by:

- Making a photo album of things you want to achieve
- Creating the vision
- Creating a plan, mapping it out, making it happen
- Setting goals and recording them
- Asking, "What did I do today that brought me closer to my goals?"

Good times to think about your affirmations: early morning and before bed.

An affirmation is: I am adjective, action word.

How will I know affirmations work?

- Listen to more than just words
- Listen to what people are saying
- Pick up on body language
- Ask questions, be a good listener

And remember to:

- Mirror and match people, communicate well
- Believe in what you say
- Know your audience
- Simplify your message
- Ask for what you want

Qualities of effective leaders:

- Willingness to admit error
- Empathy
- Organized/planning
- Good listener
- Outspoken
- Confident
- Knowledge
- Resourceful
- Assertive
- Motivated
- Commands respect
- Ability to integrate
- Ability to survey audience
- Trustworthy and trusting
- Open-minded
- Delegate well
- Supportive
- Integrity
- Say what they'll do and do it
- Act in an ethical manner
- Adaptable/creative
- If they don't know, they know where to go
- Good public speaker, articulate
- Inspirational
- Has vision and is able to put vision into action
- Risk-taker

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Saturday, August 18, 2001

### 3) Volunteer Training

Nikki Maxwell, California State University, Northridge

*Objectives:*

- *Understand the different components of a volunteer placement program (orientation-- to the site and to the mission of the agency and training-- what do service learners need to know and would like to know about their responsibilities)*
- *Identify what service learners need in their placement to have a quality experience (service learners want to see impact, service learners want positive reinforcement, structure, etc)*
- *To define reflection and its purpose*
- *To create and model a list of reflection activities*

Choose a picture or situation that represents service to you. For example:

- Painting a classroom for youth
- Daycare tutoring
- Nursing in the operating room, helping patients in clinics
- Help building a house for needy, planting a tree
- Raising money for great causes, walks
- Fire-fighting, police officers
- Nutrition pertaining to health
- Joining the Peace Corps, helping internationally

Why do people volunteer?

- To impact others
- They are touched personally
- Makes them feel good
- Exposure/interest
- Fun
- To stay connected
- Coming from want
- To meet new people
- They feel a responsibility to give back
- Mandatory volunteering (controversial)
- To increase awareness

Service-Learning vs. Volunteering

- Stressed for time/schedules
- Reflection
- Boundaries and objectives
- May not want to be there-mandatory volunteering
- Orientation (explanation of whole process)-addressing broader social issues
- Impact-hear about actually what happened and why they actually made that happen
- Civic mindedness
- Every service-learner is different and has different needs/expectations
- Help volunteers figure out why they are there

Ask these questions at agencies:

- Analyze what needs to be done and is it doable by you
- Development-work plans
- Recruiting-motivating

sL- focused on learning

SI- focused on service

SL-balance between service and learning

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Sunday, August 19, 2001

**Closing Keynote Speaker: Promoting Healthy Life Choices**

Ray Nakamura, Department of Physical Education and Kinesiology, Cal Poly San Luis Obispo

**Objectives:**

- *Understand the factors that contribute to healthy life choices and reducing high-risk behaviors*
- *Understand the relationship between self-esteem and healthy behaviors*
- *Identify actions that AmeriCorps members can take to promote healthy life choices in themselves and others*

Demonstration: several different plants in the same pot.

Question: what do they need to prosper?

- +water
- +sunlight
- +fertilizer

- As all of the plants are different, they all prosper differently because they consume material differently. They also need some space. The same can be applied to humans.

The basic needs of humans:

1. Everyone needs to feel accepted, that s/he belongs
2. Everyone needs to feel significant
3. Everyone needs to feel capable or competent
4. Everyone needs to feel emotionally and physically safe

Example: Why do kids join gangs? The four basic needs are not satisfied.

Doism

Definition of Doism: A positive pro-social action that can enhance the quality of your relationships.

Six Doisms:

- Do accept and appreciate differences in people. Acceptance is based on caring, affirmation, empathy, fairness, sensitivity, and warmth
- Do recognize that all people need to feel important
- Do treat all people as equals. Equality in this context means that students are equal to teachers in terms of human worth and dignity
- Do foster positive communication, not power
- Do take risks; meet other people
- It is your responsibility and challenge to think of a doism that you can commit yourself to. Your doism will help create better relationships in your own life and make this a better place to live

Doisms provided by trainees:

- Do smile
- Do say hello to people who walk by on the street
- Do commit to give/show daily affirmations to others
- Do commit to give respect to all people
- Do commit to giving more of one's personal time
- Do commit to becoming a more selfless person
- Listen more compassionately
- Communicate more effectively
- Better leadership
- Do listen with compassion and take note of others and their situation
- Find a better balance between school, work, family, and friends
- Do keep an open mind
- Do give people a helping hand without expecting anything in return
- Take the time to smile at those you pass along the way
- Do maximize full potential and get to know self better
- Treat others as I would like to be treated, with patience, understanding, and kindness
- Be kind, not selfish
- Communicate well- I will not assume
- Do get involved in improving the community
- Do be the first person to say hello
- Do stand up for my beliefs

- Do live your life in such a way that if everyone lived like you, the world would be a better place
- Improve communication and enhance relationship with family
- Give every person a chance, make no assumptions
- Do take one day at a time; live life to its fullest
- Do really listen
- Do accept the opinions and feelings of others
- Do take action when I see there is a need
- Do focus on the positive and potential in every situation
- Do give out at least one compliment per day
- Do go out of your way to serve other people
- Do smile at a stranger and say "hi"
- Get to know others
- Be non-judgmental
- Recognize that people need to feel important/appreciated
- Give unconditionally
- Positive communication
- Empower other people
- Think outside the box
- Confront challenges head-on