



**Community-Campus Partnerships for Health
10th Summer Service-Learning Institute
July 20-23, 2007
Sleeping Lady Mountain Retreat, Leavenworth, WA**

Applications submitted after May 15, 2007 will be placed on a wait list

INTRODUCTION

"I really enjoyed your commitment to the participants by providing materials, soliciting feedback, sending follow-up information and offering to serve as a resource. It was not just you giving information; I felt like you were fostering a relationship with each participant."

Community-Campus Partnerships for Health (CCPH) is pleased to announce our 10th Summer Service-Learning Institute. Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their civic roles. Service-learning helps to equip future health professionals with the community-oriented competencies and commitment to civic engagement they will need to be effective as practitioners and community leaders.¹

The institute is taught by national experts in service-learning, including health professional faculty and community leaders who have developed successful service-learning partnerships. A unique and effective component of the institute is a mentoring model in which participants work in small groups and as individuals with mentors (the term we use for institute instructors) to further shape their own action plans for service-learning.

The institute features content and sessions for both novice and experienced service-learning practitioners (faculty, staff and community partners). Novice and experienced practitioners will spend beginning and closing sessions together, as well as all meals and at least one plenary session. The remainder of the 3+ day institute will feature separate sessions designed to focus on issues particular to each group's unique experience level and situation. Mentors will assist participants to deepen their understanding of service-learning, develop a plan for service-learning sustainability, and form a peer support network that continues long after the institute ends.

DATES AND LOCATION

"As the director of a neighborhood health center, this was exactly what I needed to bring clarity, organization, inspiration and networking to my efforts."

The institute will be held July 20-23, 2007 at the Sleeping Lady Mountain Retreat Center in Leavenworth, WA (about a 2 ½ hour drive from the Seattle-Tacoma airport). The Institute begins at 1:00 pm on Friday, July 20th and ends at 11:00 am on Monday, July 23rd. "Nestled in the Eastern foothills of Washington's Cascade Mountains, Sleeping Lady Mountain Retreat blends the beauty of nature, music and the arts to create a unique conference experience. Sleeping Lady offers healthful and sumptuous dining, cozy guest rooms, and light-filled meeting rooms." Sleeping Lady is known for its relaxing environment and is ideal for reflective learning. We know this to

¹ Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. *Academic Medicine*, 73(3):273-277.

be true for the summer service-learning institute, having held it at Sleeping Lady for 9 years in a row! For more information on Sleeping Lady, visit www.sleepinglady.com.

INSTITUTE CURRICULUM

"I felt I had the opportunity not only to hear and learn from others but to share my own experiences. I used the sessions to really try to think about my own program and to anticipate challenges as well as positive outcomes and directions when I go to plan my curriculum for the fall and spring."

The institute curriculum combines experiential and didactic approaches to teaching and learning. A unique and effective aspect of the institute's approach is inclusion of a mentoring model in which participants work in small groups and as individuals with mentors to further shape their own action plans for developing and sustaining service-learning courses and programs. A peer-reviewed paper on the Institute's proven success in fostering curricular change is available.²

Topics covered during the institute will include:

- The concept of service-learning -- theoretical foundations and current practices, similarities and differences with other forms of community-based learning
- Effective curricular models of service-learning in a variety of health professions disciplines, including interdisciplinary models
- Strategies for developing service-learning courses and programs, promoting reflection, building community-campus partnerships and assessing service-learning outcomes
- The core leadership skills and competencies needed to sustain service-learning partnerships
- Strategies for institutionalizing service-learning into the health professions curriculum
- Methods and models for supporting faculty and staff development in service-learning
- Strategies for developing service-learning scholarship, and documenting that scholarship for promotion and tenure
- Effective methods for assessing service-learning outcomes for faculty, student, community, and institutional stakeholders

INSTITUTE PARTICIPANTS

"This year's institute gave me the opportunity to interact with peers from different disciplines and learn strategies for effective community partnership building and developing appropriate service roles for students. I still communicate with colleagues from the institute!"

To facilitate meaningful learning, the institute is limited to 22 participants. In the past, the institute has drawn administrators, faculty and staff from a variety of disciplines and settings, including allied health, medicine, dentistry, nursing, pharmacy, public health, physician assistant, pre-health professions, community college, residency and social work programs, as well as community based representatives who partner with colleges and universities to provide service-learning experiences for health professional students.

INSTITUTE MENTORS

"I really thought the mentors were wonderful picks. I have gained a great deal of confidence in the direction I have taken due to the affirmation by experienced service learning instructors, planners, and scholars."

National experts in service-learning – including faculty, staff and community partners who have implemented and evaluated course-based service-learning – serve as institute mentors. Past institute mentors have included faculty from medicine, dentistry, nursing, pharmacy, public health, physician assistant, pre-health professions and social work programs; service-learning coordinators, and community partners from community health centers and social service agencies.

² Seifer SD, Connors K. (2000). Improved Student Learning and Community Health: The CPH Faculty Service-Learning Institute. *Academic Medicine*. 75(5):533-534.

Mentors for the CCPH 10th Summer Service Learning Institute are:

Debbie Aloshen, Manager, Nursing Services, Health Services @ MLK High School, Cleveland Municipal School District, Cleveland, OH

Suzanne B. Cashman, Associate Professor and Director of Community Health in the Department of Family Medicine and Community Health at the University of Massachusetts Medical School, Worcester, MA

Barbara Gottlieb, Primary Care Internist at Brookside Community Health Center and Associate Professor at Harvard Medical School, Boston MA

Georgia L Narsavage, Professor and Associate Dean, Academic Affairs, School of Nursing, Medical College of Georgia, Augusta, GA

Ruth E Nemire, Director of Community Engagement, Associate Professor of Pharmacy Practice, Nova State University, College of Pharmacy; Voluntary Assistant Professor of Neurology, University of Miami College of Medicine, Fort Lauderdale, FL

Julie Nigon, Manager, Rochester Adult and Family Literacy Program, Rochester, MN

Rachel L. Vaughn, Assistant Director for Community-Based Learning, Carlson Leadership & Public Service Center, University of Washington, and Senior Consultant, Community-Campus Partnerships for Health, Seattle, WA

Karen Yoder, Director, Division of Community Dentistry, Indiana University School of Dentistry, Indianapolis, IN

INSTITUTE TUITION

"The structure and content of the institute were keys to its success. The diversity of topics and teaching styles; the combination of theory and practical sessions; the sequencing of the topics and sessions; the attention to the needs of people at different stages of service-learning development; and the emphasis on learning from each other were all features of the institute that distinguish it from the typical faculty development workshops I've attended."

Tuition for CCPH members: \$1,800

Tuition for non-members: \$2,000

To become a member of CCPH, visit <http://depts.washington.edu/ccph/members.html#BecomeAMember>

The institute tuition includes 3 nights of lodging (July 20, 21, 22), all meals and binder of curriculum materials. Complimentary shuttle transportation is provided between the Seattle-Tacoma Airport and Sleeping Lady. Other travel expenses are the responsibility of the participant. Participants are expected to be at the Seattle-Tacoma Airport for departure to Sleeping Lady by 9:00 am on Friday, July 20th. The Institute kicks off at 1:00 pm on Friday, July 21st and ends at 11:00 am on Monday, July 23rd. Participants should make travel plans accordingly. Participants who need to arrive the night before will be provided with a list of hotels near the airport for lodging the night of July 20th. The cost of this lodging is the responsibility of the participant.

Past Service-Learning Institute participants have used a variety of methods to fund their involvement in the Institute including but not limited to: grant funding, departmental funding, sponsorship by local service organizations, and training funds set aside by their organization and/or department. Questions about how to finance your participation? E-mail sliccph@u.washington.edu. We are available to assist you in thinking through your funding options.

FOR MORE INFORMATION

This institute application is available online at www.ccph.info. Proceedings and handouts from past institutes are available at <http://depts.washington.edu/ccph/guide.html#AdvancedSL2002> and <http://depts.washington.edu/ccph/pastpresentations.html>

If you have any questions, please email sliccph@u.washington.edu or call (206) 543-8178.

ALTERNATIVES TO THE INSTITUTE

The CCPH Consultancy Network was formed to design customized on-site training and provide consultation on service-learning, community-campus partnerships, community-based participatory research, community-engaged scholarship and other key content areas. For more information please visit <http://depts.washington.edu/ccph/mentor.html>, email ccphuw@u.washington.edu or call (206) 543-8178.

ABOUT COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH

CCPH is a nonprofit membership organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions. Founded in 1996, we are a growing network of over 1300 communities and campuses throughout the United States, Canada and increasingly the world that are collaborating to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies. These partnerships are powerful tools for improving higher education, civic engagement and the overall health of communities. Please visit our website at www.ccph.info. To become a member of CCPH, visit <http://depts.washington.edu/ccph/members.html#BecomeAMember>

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APPLICATION INSTRUCTIONS

**Application Deadline: Application Deadline Extended to May 15, 2007.
Early application is strongly encouraged as a limited number of spaces remain!**

Please mail three (3) copies of your completed application, including all attachments, to:

Rachel Vaughn, CCPH Senior Consultant
Community-Campus Partnerships for Health
UW Box 354809; Seattle, WA 98195-4809

For Fed Ex Delivery, Please Mail to:
1107 NE 45th Street, Suite 345
Seattle, WA 98105
Tel. 206-616-3472

In addition, please e-mail a copy of your application materials (excluding your letter of support) to sliccph@u.washington.edu by the deadline indicated above.

1. APPLICANT CONTACT INFORMATION: Please provide complete contact information as indicated below.

- a. Applicant's name
- b. Title
- c. Institution/Organization
- d. Full Mailing Address (please do not use PO Box numbers)
- e. Phone
- f. Fax
- g. Email
- h. Website (if applicable)

2. APPLICATION STATEMENT: To help us select participants who are both committed to the goals of the institute, and representative of the diversity of disciplines and institutions/organizations in health professions education, please submit a statement of no more than 2 pages, 1.5 spaced, 11 point font, with your answers to the following questions.

- a. Briefly describe (1) your position and (2) your experience in service-learning.
- b. On a scale of 1-5, with 1 being "new to service-learning" and 5 being "expert in service-learning", please rate your experience in service-learning.
- c. What are your goals for attending the service-learning institute? In what courses or programs are you currently involved with that incorporate (or plan to incorporate) service-learning?
- d. What specific issues or questions related to developing, enhancing and/or sustaining service-learning do you want to address during the institute?
- e. What strategies will you pursue back home to implement what you learn?
- f. What relevant skills, knowledge and experience will you bring with you to the institute that you can share with other participants?
- g. Would you identify yourself as a novice or experienced participant?
- h. How did you find out about the institute? (Please be specific, i.e., CCPH listserv, referral from a past participant, direct mailing)

3. COURSE/PROGRAM DESCRIPTION: Please also enclose the following: A syllabus for the course and/or description of the program that you plan to work on during the institute.

4. LETTER OF SUPPORT: Please enclose a letter from your dean or executive director on organizational letterhead that elaborates on the ways in which s/he supports your participation in the institute and the implementation of service-learning, including any actions s/he will take upon your return from the institute.