Service Learning
Curriculum Development

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Elements of a Course Syllabus

Course title and number as they appear on the course application.

Course description as it appears on the course application.

Prerequisites, co-requisites, and cross-listings for the course.

Course objectives or expected learning outcomes for students of the course.

Topical outline for the course.

Reference to the University Honor Code and Academic Honesty Policy and a statement as to what behavior unique to the course could be academically dishonest.

The syllabus must include this statement (UGA):

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

Recommended statement: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
Elements of a Course Syllabus

- Principal course assignments (such as required reading, papers, other activities, and the week of the course in which these assignments are expected to be completed/submitted).
- Specific course requirements for grading purposes (e.g., written and oral tests and reports, research papers, or other similar requirements, participation requirements -- if any).
- Grading Policy. How the final grade will be determined with respect to points assigned to various course requirements.
- Attendance Policy. If there are specific requirements for attendance, these should be stated; if attendance is to be weighted for the final grade, the syllabus should state what course points will be.
- Required course material, including texts.
- Policy for make-up of examinations.
- In addition to the above elements of a course syllabus, the instructor should add for each section taught: (a) instructor name, and (b) instructor accessibility.
Objectives should address both student needs and community needs

Student/faculty/agency active participants as partners in meeting needs

Enhances academic curriculum so objectives need to be different

Structures time for student reflection
Community Partners: Meeting Cleveland’s Needs

American Red Cross

CLEVELAND Public Health

MOMobile

OHIO Healthcare Foundation
Strengths:

STUDENTS

COMMUNITY

MENTORS

The SCHOOL of Nursing
Key Benefits for Students

- Develop leadership skills & social responsibility
  - Individual and community learning
- Enhance interest in learning
- Develop social responsibility
- Find employment opportunities
Goal: Create opportunities for students and faculty to partner with other institutions outside of the university for learning and research

- Service Objective: Address 4th grade student need in the area of obesity using specific indicators: BP, Hgt, Wgt, BMI (With CMSD and AHA)

- Learning Objective: Enrich student education through “doing” using developmental knowledge to teach “why” and “how”
SMART Objectives should be:

- **Specific** - Jointly determine what should be accomplished.
- **Measurable** - The objective clearly states the expected measures for one course. Discuss so “partnership” objectives are measurable.
- **Appropriate** - The expectation is consistent and appropriate for the level of student within the agency environment.
- **Reasonable** - The level of activity is reasonable and doable.
- **Timed** - The objective has a specific time associated with it.
What is wrong with this objective?

Service-Learning Objective:

- Use developmental knowledge to teach what “hypertension”, “BMI”, “obesity” means to 4th grade students in terms they can grasp.
Think about specifics

- Method: Partner faculty and graduate MSN students with community agencies
- Strategy: Incorporate Service-learning into PNP course
  - grade for teaching module; teach; revise
- Increase students’ awareness of area needs:
  - reflection on web or write
- Disseminate knowledge: module for teachers
Restate S-L objective

- S
- M
- A
- R
- T
What is needed to move to S-L?

HOW CAN WE HELP??

WHERE?

WHEN?

Developing a Service Learning Model for Emory
What community needs COULD be met?

State Objectives

Select 1-2 to target next
What course objectives COULD be met?

State Objectives

* Select 1-2 to target next
Service-Learning Objectives

- Write S-L objectives to combine service and learning
Group Reports
Logistics

- Attend training, read, discuss
- Identify course where SL is feasible
- Faculty/students meet community partner (s)
- Develop consensus on objectives and method
- Plan assignment (s)
- Select evaluation, grading, and reflection method (s)
- Develop syllabus
- Implement and evaluate, revise and repeat
How will you measure?

- Formative - Journals and Focus Groups
  - Guided Reflection

- Summative - Focus Groups and Surveys
  - Survey of the extent that
    - Service was provided
    - Course-related learning was enhanced
    - Nurses recognized as resources to community
    - Students recognized available community resources
    - Experience incorporated into nursing practice
How will you involve Community partner?

- Discuss: What does community think it’s needs are?
  - Must be something that community feels is a need or will not be valued
    - Must have buy-in from community
  - Are needs within reach; are they do-able?
  - Are resources available though at least one partner?

- Be honest – be upfront
  - Tell what you want to get out of this collaboration/relationship

- Flexibility
  - Plan B is always an option
  - Change causes confusion and can be uncomfortable
    - Be open and prepared
How to revise and change based on evolving needs and input

- Discuss, discuss, discuss

- The evolution for service learning in the university setting has been to build an on-going trusting partnership between students and the community in which direct service is provided in exchange for learning opportunities
  - The key words here are: on-going, exchange, trusting, partnership
  - The relationship will change as the community or partner needs change or evolve
  - Can also be revised as more partners are added