

Service Learning Curriculum Development

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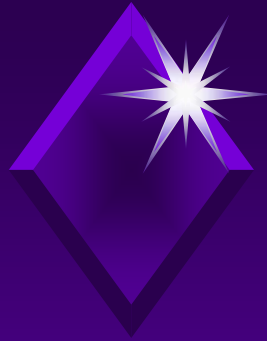
Elements of a Course Syllabus

- ▼ 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.*

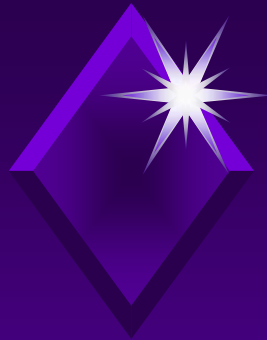


Elements of a Course Syllabus

- ▶ 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

WELCOME

Volunteers in Health Care (VIH) is a nationwide, non-profit program established in 1997 as a resource for health care providers looking to organize or expand volunteer-led health & dental services for the uninsured in their communities. This web site is an online resource where program organizers and leaders can share their knowledge and experiences with one another, and find a wealth of relevant news, tips, tools, and resources. Funded by the Robert Wood Johnson Foundation, Volunteers in Health Care also offers call-in technical assistance, networking & educational opportunities, seed grants & more. For more information on these and other services, call the VIH National Program Office toll-free at 877-844-8442.



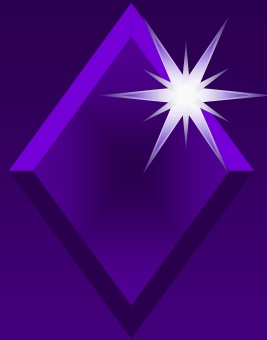
American
Red Cross

**CLEVELAND
Public Health**

SERVICES & STAFF | RXASSIST | PURPOSE
REQUESTS & FEEDBACK | LINKS

MOMobile

OHIO Healthcare
Foundation



Strengths:

STUDENTS



COMMUNITY

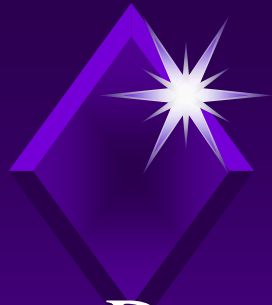


Community-Campus
Partnerships for Health

MENTORS

**The SCHOOL
of Nursing**





Key Benefits for Students

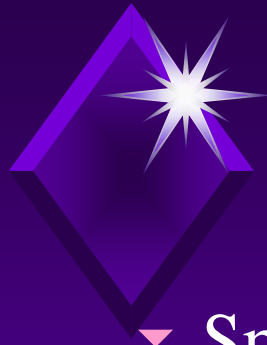
- ▼ Develop leadership skills & social responsibility
 - ▼ Individual and community learning
- ▼ Enhance interest in learning
- ▼ Develop social responsibility
- ▼ Find employment opportunities





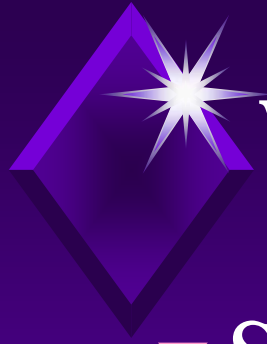
Goal: *Create opportunities for students and faculty to partner with other institutions outside of the university for learning and research*

- ▼ **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”



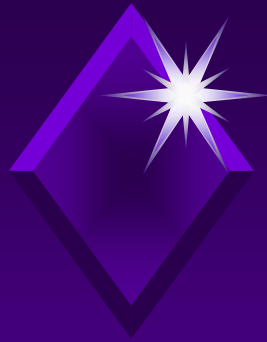
SMART Objectives should be:

- ▼ 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



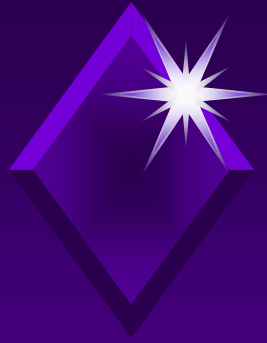
What is wrong with this objective?

- ▶ 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

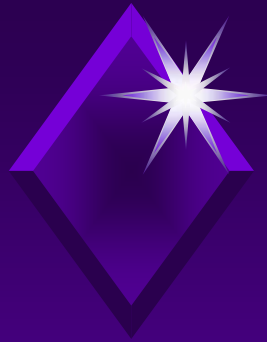
▼ S

▼ M

▼ A

▼ R

▼ T



What is needed to move to S-L?

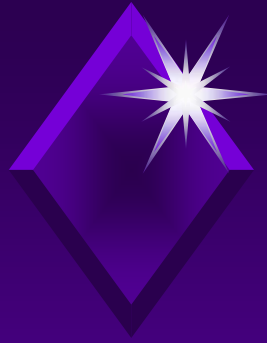
HOW CAN
WE HELP??

WHERE?

WHEN?



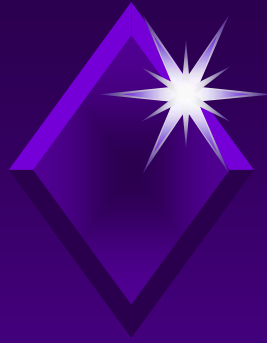
Developing a
Service Learning
Model for Emory



*What community needs
COULD be met?*

State Objectives

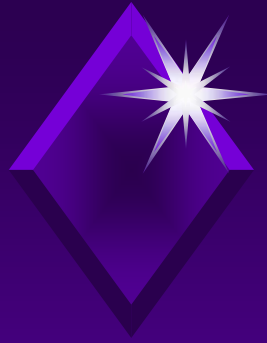
Select 1-2 to target next



*What course objectives
COULD be met?*

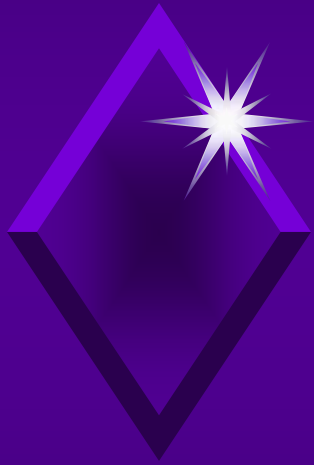
State Objectives

- ▼ Select 1-2 to target next

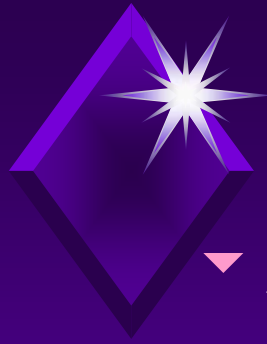


Service-Learning Objectives

- ▶ Write S-L objectives to combine service and learning

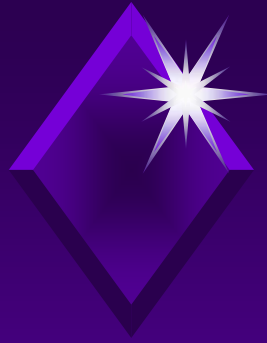


Group Reports



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



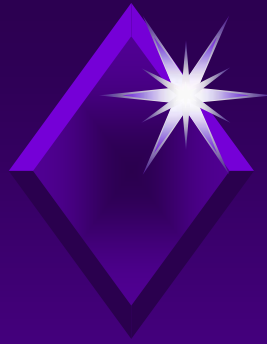
How will you measure?

- ▼ 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