

**Community-Campus Partnerships for Health  
Health Disparities Service-Learning Collaborative  
Subgrantee Meeting  
Toronto, Ontario  
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April 11, 2007**

Overview of Service-Learning

- What is it?
- What is it not?
- Why do it?

# Service-Learning is...

“...a structured learning experience that combines community service with explicit academic learning objectives, preparation and reflection.”

Seifer, 1998

Students learn about

- The context in which the service is provided
- The connection between their service and their course work
- Their role as professionals and citizens

# Distinctions Among Service Programs



Service-Learning

Community Service

Field Experience

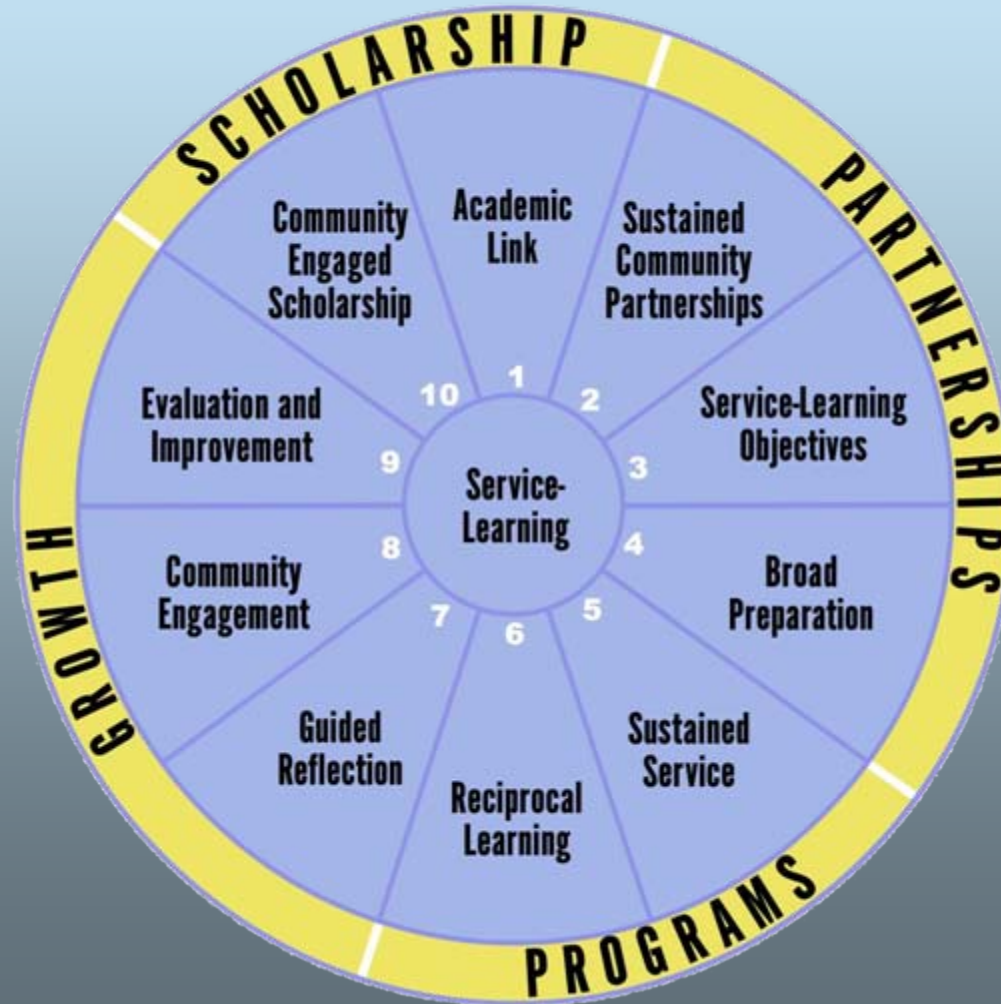
Volunteerism

Practicum, Internship,  
Clerkship

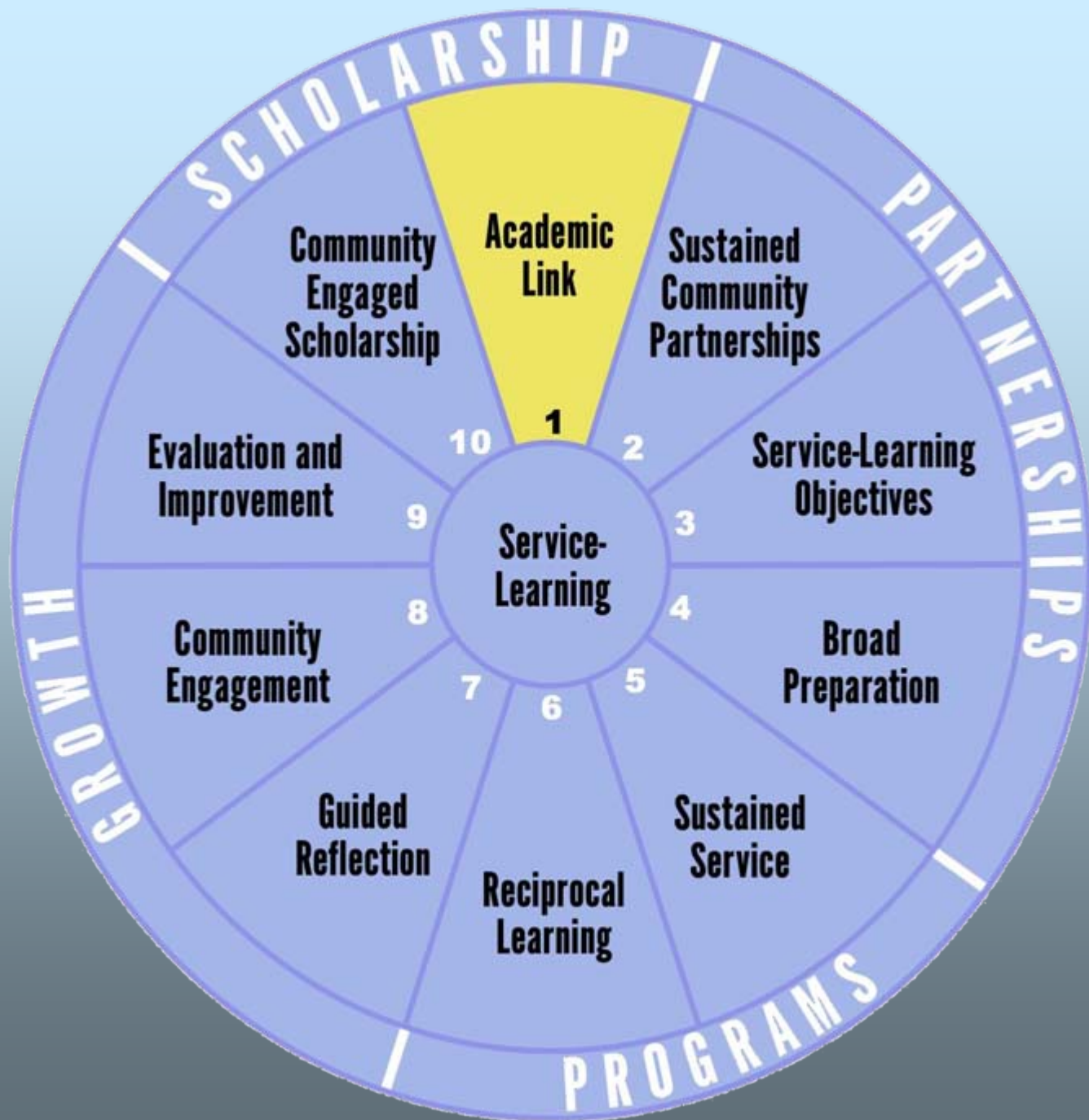
# Service-Learning

- Changes the relationship between communities and the academy
- Fosters citizenship
- Aims for social change

# Components of Service-Learning



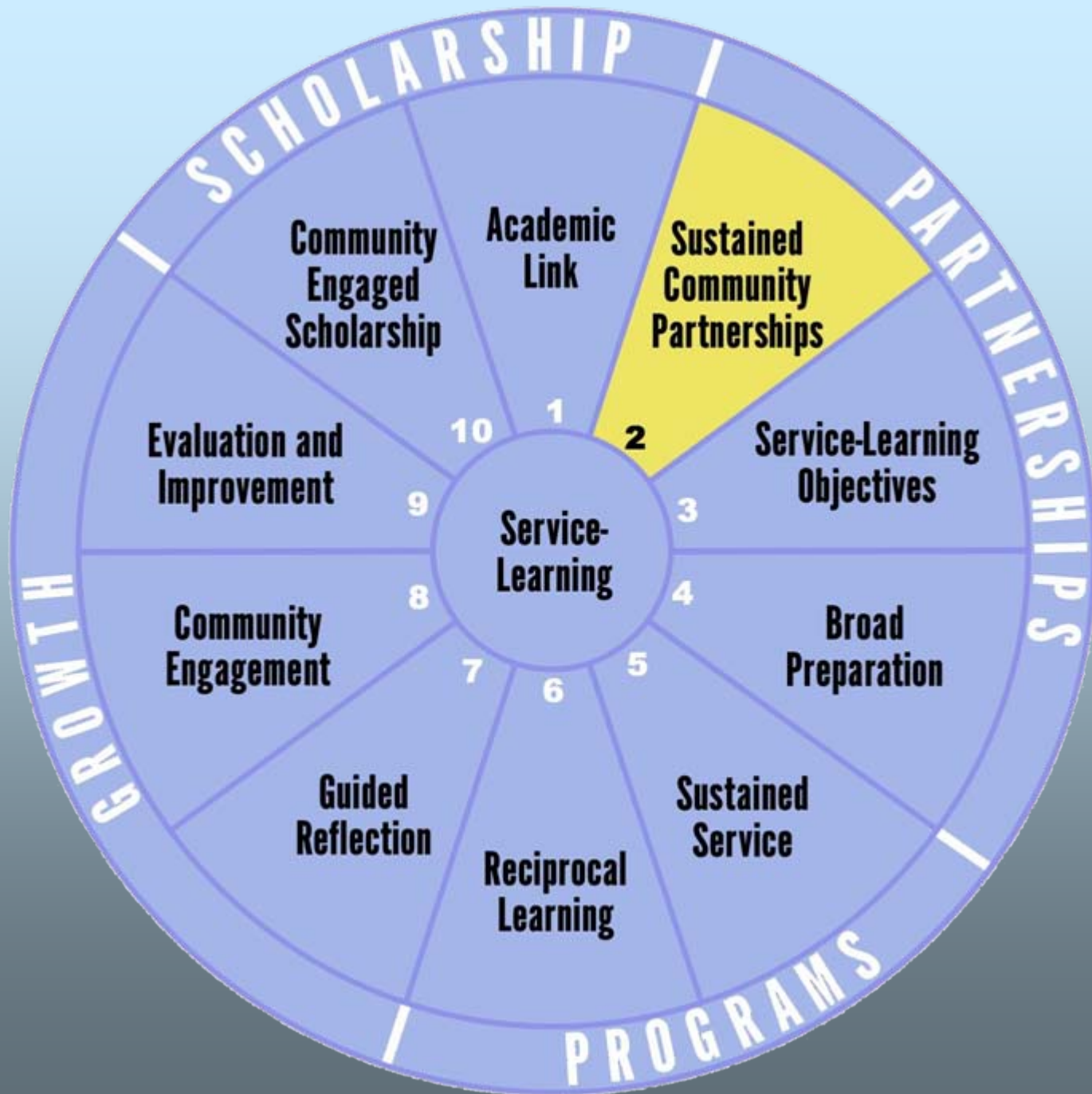
Source: Yoder, J Dent Education Feb 2006



# 1. Academic Link

- Course based
- Competency based
- Voluntary





## 2. Sustained Community Partnerships

- Engaged and equal
- Long term
- Community identifies needs
- Partners provide mentor(s)
  - Teach
  - Monitor
  - Evaluate
- Participate in writing objectives
- Memorandum of Agreement or Agreed Upon Partnership Guidelines

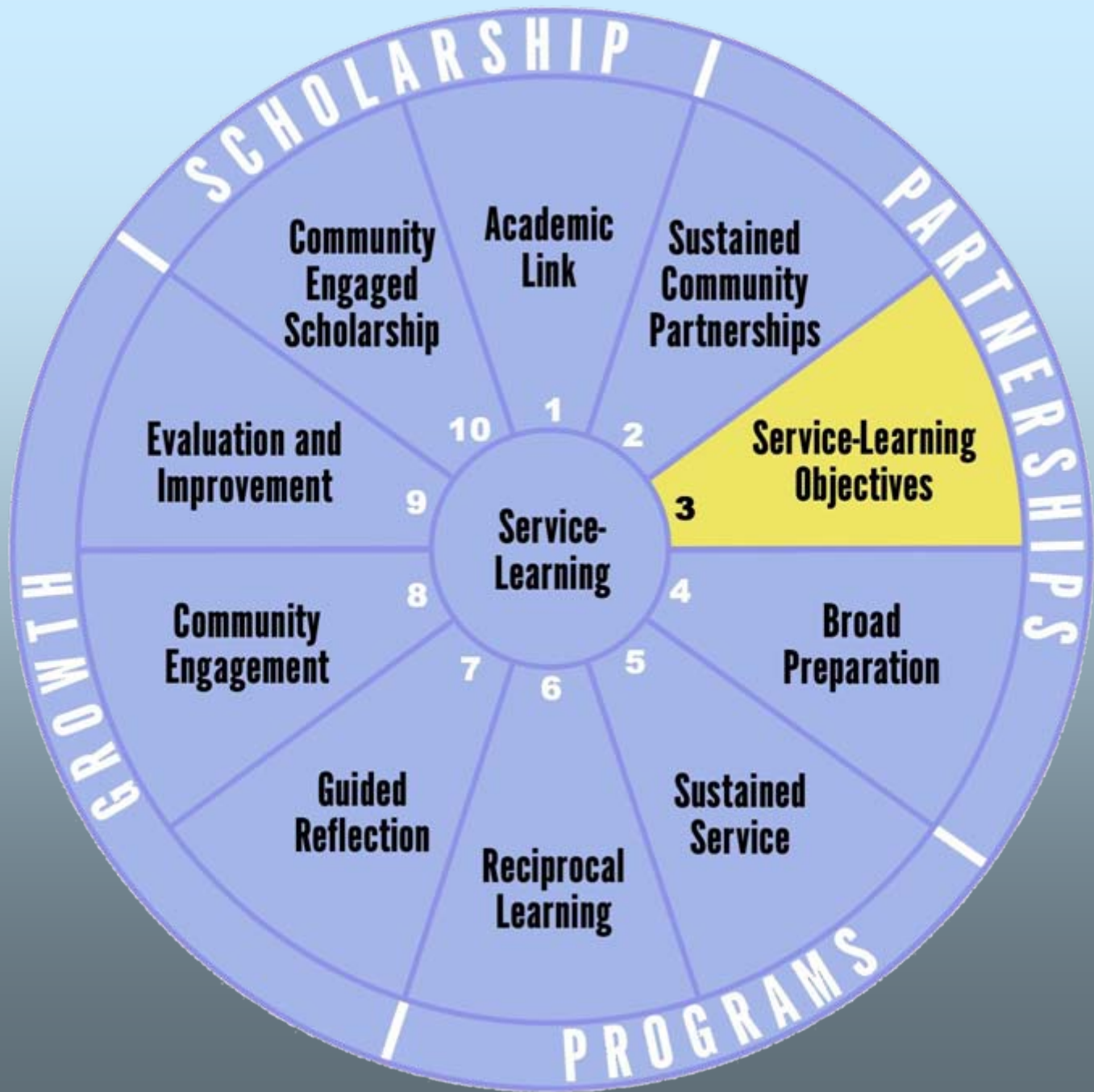


# Who can be Community Partners ?



- Boys and Girls Clubs
- Community Health Centers
- Councils on Aging
- County Health Departments
- Elementary, Middle & High Schools
- Group Homes
- Head Start
- Home Health Care Services
- Homeless and Abuse Shelters
- Hospice
- Long Term Care Facilities
- Sheltered Workshops
- Special Olympics-Special Smiles
- Women Infants and Children Nutrition Program (WIC)

**.....and many, many others**



# 3. Service-Learning Objectives

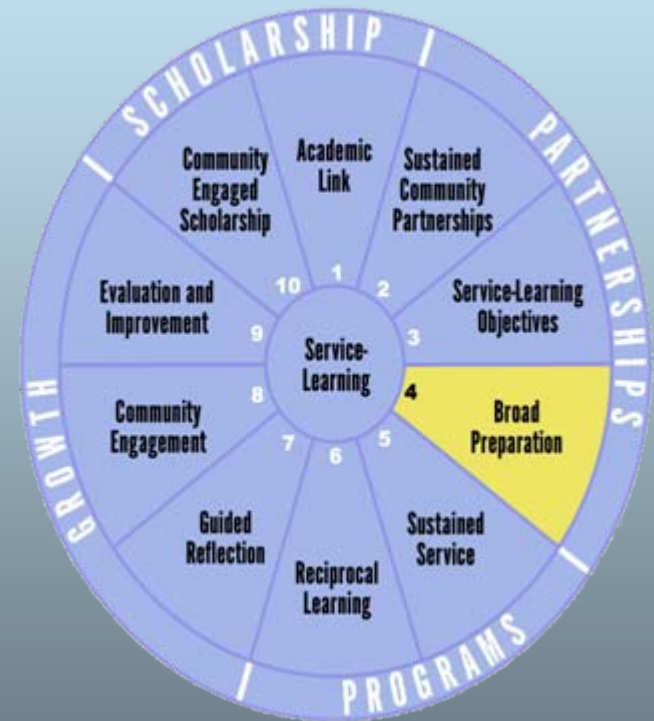
- Learning Objective
  - Students able to define benefits of lifetime of healthy eating
  - Students learn how to communicate with adolescents
- Service Objective
  - Students able to develop child-friendly menus in appropriate languages
  - Students serve as positive role models for adolescents

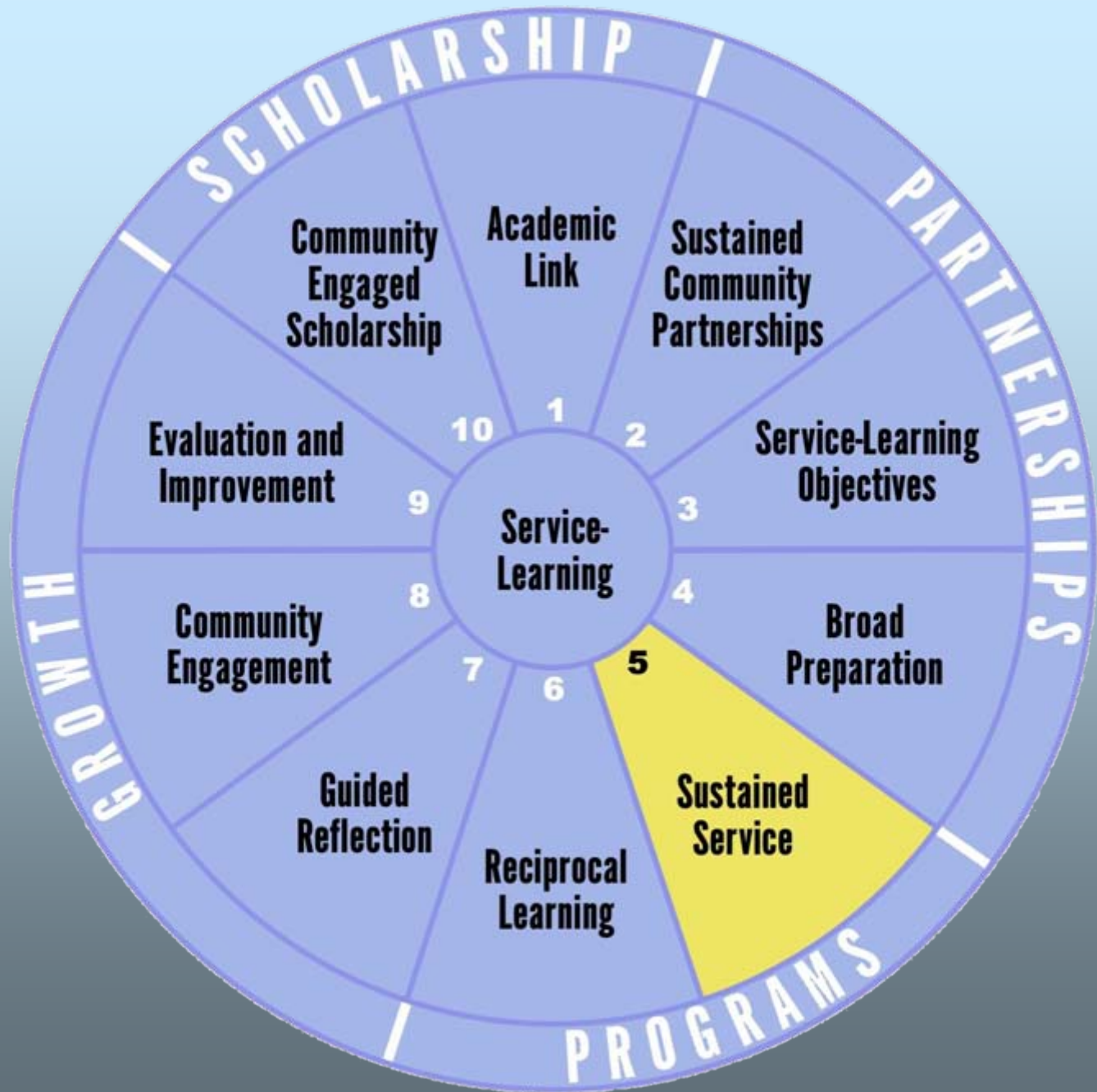
# Service-Learning Objective

- Working with community agency/community collaborative, students able to advocate for policy change:
  - Related to nutrition
  - Aimed at ncreasing opportunities for adolescents' healthy development

# 4. Broad Preparation

- For the students
  - Agency
  - Populations it serves
  - S-L objectives
  - Problem-based learning cases
- For the agency
  - Students' capabilities
  - Students' time availability
  - S-L objectives
  - Course background
  - Role of S-L in the academy





## 5. Sustained Service

- Sustained
- Includes plans for continuation
- Interprofessional
- Ideally includes student leadership development

**Students serve to learn  
AND  
learn to serve**

# 6. Reciprocal Learning



- Traditional definitions of teacher and learner are intentionally blurred
- We all learn from each other and in a variety of contexts



# 7. Guided Reflection



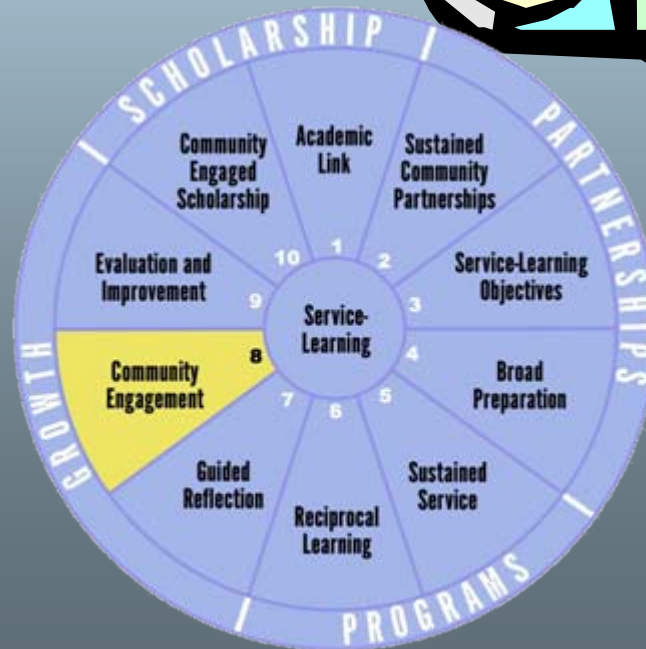
- The link between service and learning
  - Links experience to learning
  - Occurs regularly throughout the experience
  - Allows feedback and assessment
  - Fosters the exploration and clarification of values
  - Uses multiple venues



(Hatcher & Bringle)

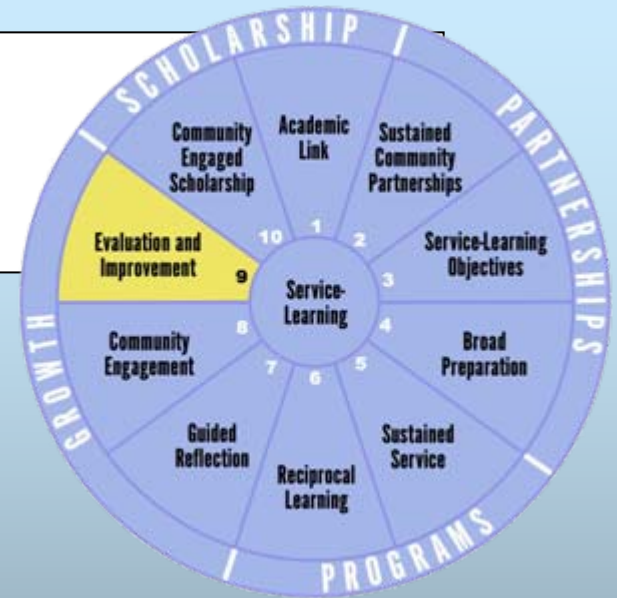
# 8. Community Engagement

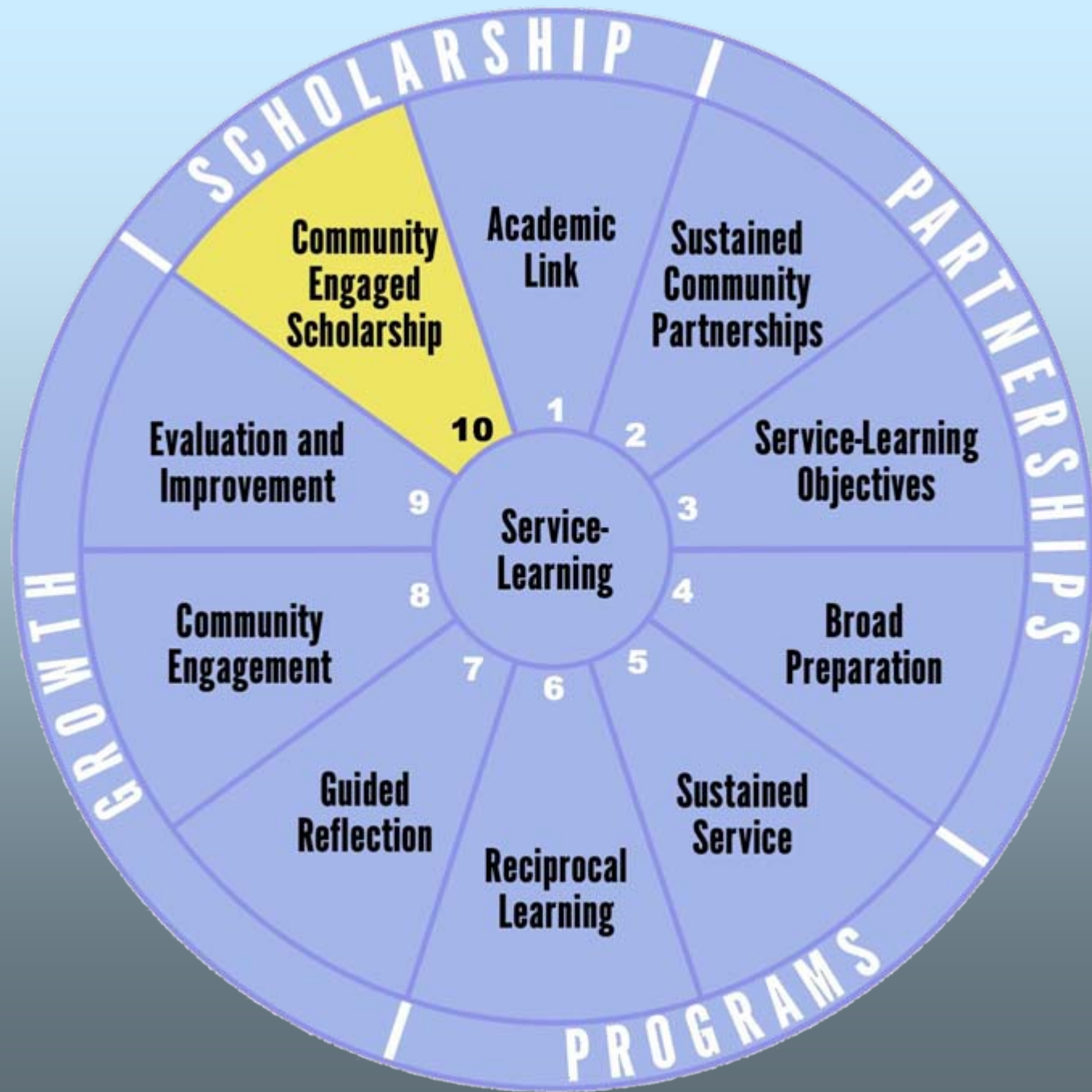
- Emphasis is placed on developing citizenship skills and achieving social change
- Ethical Considerations
- Cultural Awareness
- Health Policy Activism
- Advocacy
- Understand one's role in community



# 9. Ongoing Evaluation & Improvement

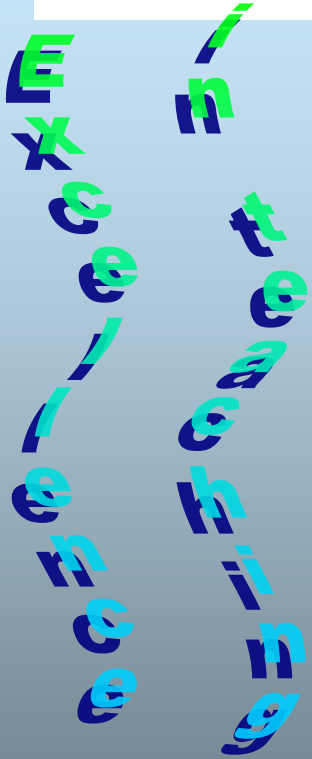
- Include the assessments of
  - Faculty / Institution
  - Students
  - Community Partner Agencies
  - Populations Served



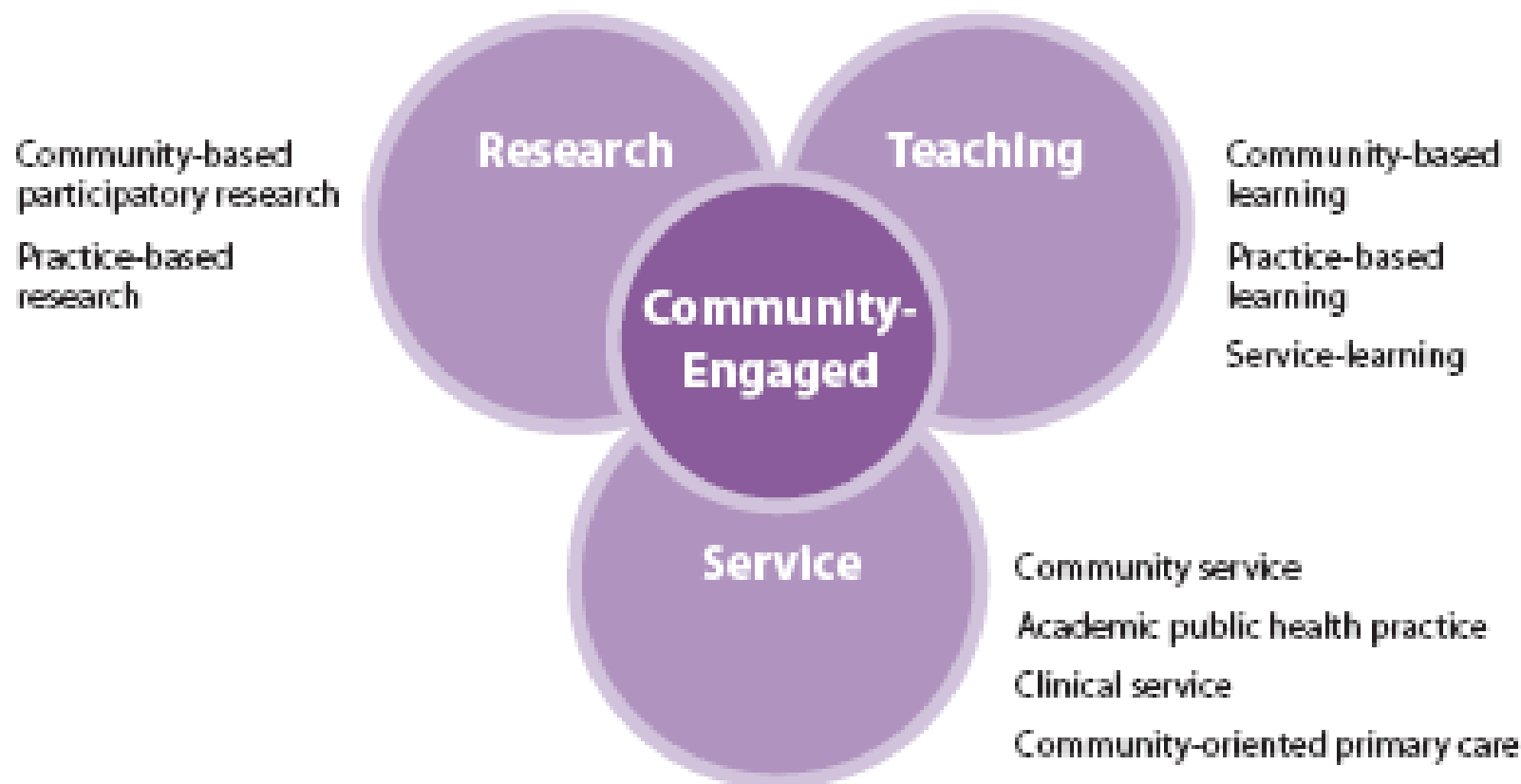


# 10. Opportunities for Community Engaged Scholarship

Scholarly publications  
Community Based Participatory Research  
Demonstrated positive impact on  
teaching and on learning



## Figure 1 | Community-Engaged Teaching, Research, and Service



# Summary

Service-Learning includes:

- Balance between service and learning
- Emphasis on addressing community-identified concerns and broad determinants of health
- Integral involvement of community partners
- Reciprocal learning
- Reflective practice
- Emphasis on developing citizenship skills and achieving social change
- Opportunities for community-engaged scholarship

