

What is Service-Learning?

- ★ *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 roles as citizens. (CCPH Website)*



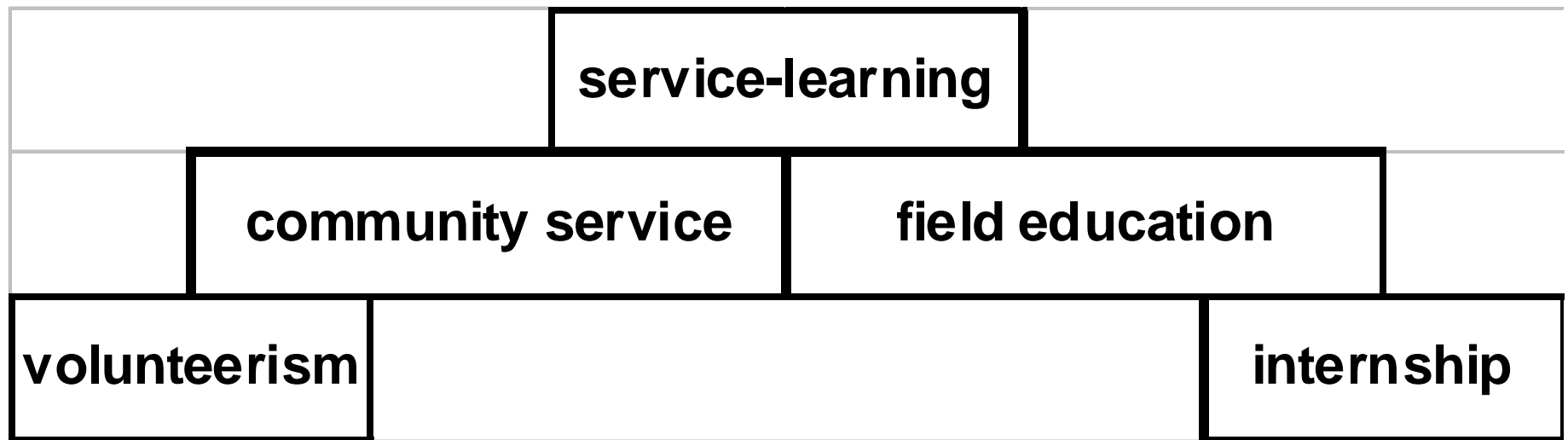
Service-Learning:

- ✦ *strives to achieve a balance between service and learning objectives*
- ✦ *places an emphasis on addressing community concerns and broad determinants of health*
- ✦ *integral involvement of community partners*
- ✦ *emphasizes reciprocal learning - In service-learning, traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred.*
- ✦ *emphasizes reflective practice - fosters critical thinking.*
- ✦ *emphasis on developing citizenship skills and achieving social change ...*
The provision of health services is not often the most important factor. In service-learning, students place their roles as health professionals and citizens in a larger societal context



What distinguishes service-learning from other forms of experiential education?

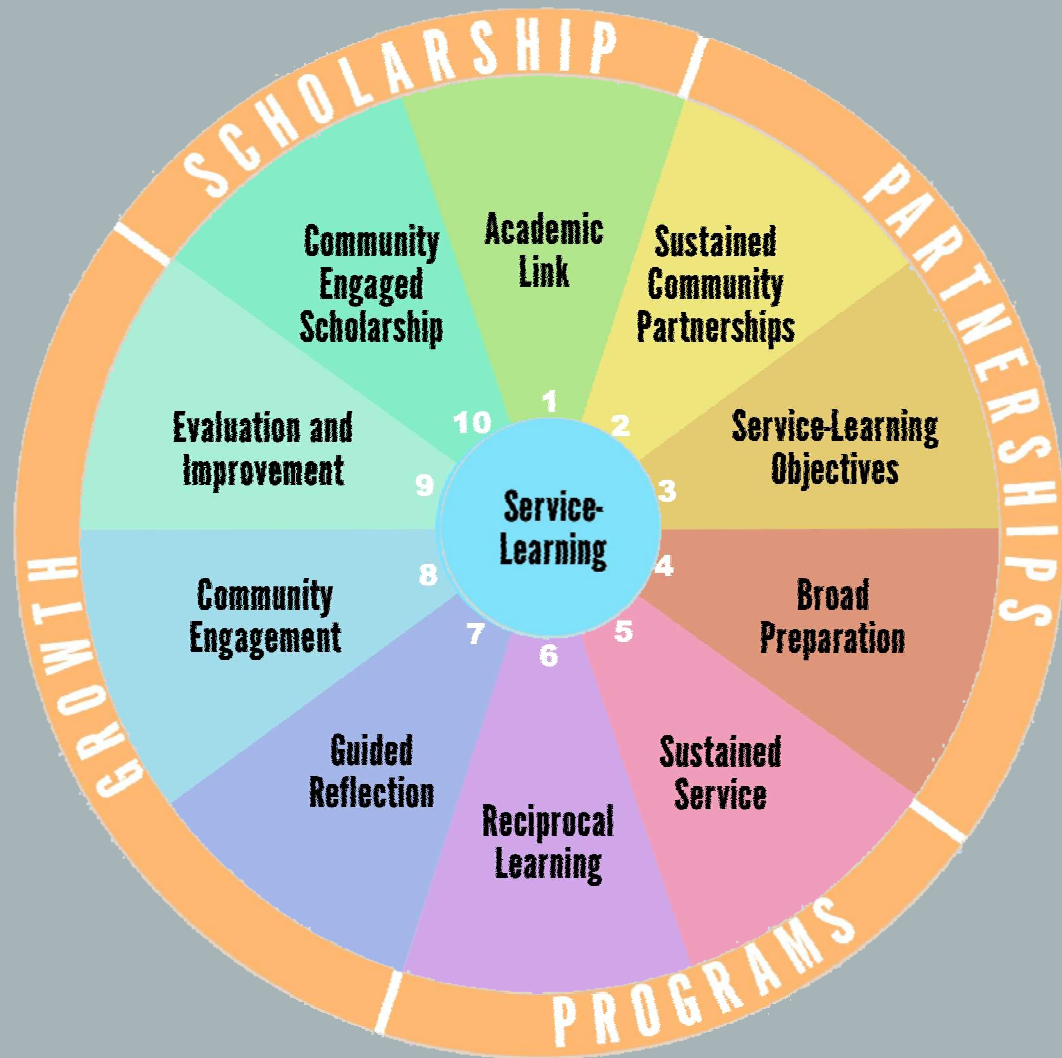
Recipient ← **BENEFICIARY** → Provider
Service ← **FOCUS** → Learning



Points of Departure: SL and Clinical Education

- ▶ *Balance between service and learning*
- ▶ *Emphasis on addressing community-identified concerns and broad determinants of health*
- ▶ *Integral involvement of community partners*
- ▶ *Emphasis on reciprocal learning*
- ▶ *Emphasis on reflective practice*
- ▶ *Emphasis on developing citizenship skills and achieving social change*





Health Profession Schools in Service to the Nation

- ▶ *School-based health education*
- ▶ *Health promotion and disease prevention*
 - ▶ *teenage pregnancy*
 - ▶ *domestic violence*
 - ▶ *oral health*
- ▶ *Worksite-based health education*
- ▶ *Companionship*
- ▶ *Case management*
- ▶ *Mentoring and tutoring*
- ▶ *Rural access to care*



Findings: Students

- ▶ *Transformational learning experiences*
 - ▶ *clarification of values, sense of self*
- ▶ *Taken more seriously when it's required*
- ▶ *Greater gains when non-clinical:*
 - ▶ *awareness of determinants of health*
 - ▶ *sensitivity to diversity*
 - ▶ *knowledge of health policy issues*
 - ▶ *leadership development*



Findings: Community Partners

- ▶ *Service, economic and social benefits*
- ▶ *↑ awareness of institutional assets/limitations*
- ▶ *High value placed on relationship with faculty*
- ▶ *Eager to be seen as teachers and experts*
 - ▶ *campus involvement limited*
- ▶ *Benefits of SL outweighed the burdens*
- ▶ *Concerns re: communication, logistics, needs-based and expert approaches*



Findings: Faculty

- ▶ *Stronger relationships associated with:*
 - ▶ *joint planning*
 - ▶ *partners offered specific and active roles*
 - ▶ *genuine sense of reciprocity*
 - ▶ *student preparation and orientation*
 - ▶ *single point of contact*
 - ▶ *consistent, accessible communication*



Findings: Institutional Capacity

- ▶ *Clear definition of service-learning*
- ▶ *Link to mission and strategic goals*
- ▶ *Supportive leadership at all levels*
- ▶ *Effective institutional structures and policy*
- ▶ *Investment in faculty development*
- ▶ *Integration of SL into existing courses*
- ▶ *Long-term community relationships*
- ▶ *Ongoing assessment and improvement*



Lessons Learned

- ▶ *Service learning is powerful pedagogy*
- ▶ *SL can contribute to competencies needed for health professions practice*
- ▶ *SL can benefit students, faculty, the community and community-university relationships*
- ▶ *Community can be effective educators*
- ▶ *Community assets are often overlooked*
- ▶ *SL requires schools to give up “control”*

