



Community-Campus
Partnerships for Health

Service-Learning in Health Professions Education

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Presentation Outline

Trends shaping health professions
education and practice

Service-learning as a curricular response

Outcomes and lessons learned

Recommendations

Resources



Data Sources

Health Professions Schools in Service to
the Nation Program evaluation

National study of the community
involvement of academic health centers

Review of the literature

Service-learning institute evaluations

Campus consultations



Trends Shaping Health Professions Education and Practice

Expectations of accountability, involvement, relevance

Continued pressure on costs

Increasingly managed and integrated care

New technologies

Advances in prevention, diagnosis and treatment

Changing role of health care and education consumer

Demographic changes

Disparities in health access and outcomes

Broadened definition of health



Calls for Change in Health Professions Education, 1990-99

All advocate a greater emphasis on community-based learning

Pew Health Professions Commission
Council on Graduate Medical Education
IOM Report: Dentistry at the Crossroads
IOM Report: Future of Public Health
Association of Academic Health Centers
Report on Mission Management



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Pew Practitioner Competencies for 21st Century

Embrace personal ethic of social responsibility
and service

Rigorously practice preventive care

Integrate population-based care and service
into practice

Improve access to care

Provide culturally sensitive care

Advocate for policy that promote health

Work in interdisciplinary teams



National Initiatives That Promote Community-Based Education

HRSA Area Health Education Centers

HRSA Interdisciplinary Generalist Curriculum

Kellogg Community Partnerships in HPE

Kellogg Community-Based Public Health

RWJ/Pew Health of the Public

RWJ Partnerships in Training

RWJ Generalist Physician Initiative

CDC Bridges to Healthy Communities

CNS/Pew Health Professions Schools in Service to the
Nation



Community-Based Education: Student Outcomes

Student Satisfaction

Attitudes

Student Clinical Experiences

Student Learning and Performance

Student Career Decisions

Relevancy of Training to Actual Practice



Community-Based Education: Community Outcomes

Recruitment and retention of clinicians
and staff

Expansion of services, patient base,
capacity

Enhanced image

Access to health data



Service-Learning

Academically-based community service

A structured learning experience that combines community service with preparation and reflection

Service-learning students not only provide community service but also learn about the context in which the service is provided, the connection between the service and their academic course work, and their roles as professionals and citizens



SL is a Type of Experiential Education

A. Furco 1996



SERVICE-LEARNING

COMMUNITY-SERVICE
VOLUNTEERISM

FIELD EDUCATION
PRACTICUM

INTERNSHIP
CLERKSHIP



Points of Departure: SL and Other Forms of Experiential Learning

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



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Theoretical Underpinning of SL: Experiential learning theory

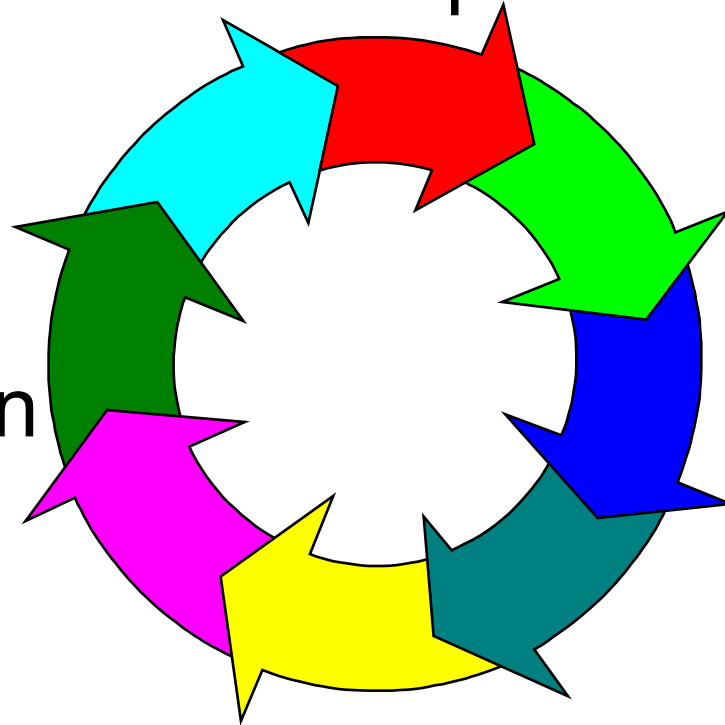
D. Kolb, 1984.

Concrete Experiences

Active
Experimentation

Reflective
Observation

Abstract Conceptualization





Service-Learning Across the Disciplines

Titles of AAHE Series

Accounting—Learning by Doing

Biology—Life, Learning & the Community

Communication Studies—Voices of Strong Democracy

Composition—Writing the Community

Engineering—Projects that Matter

History—Connecting Past and Present

Medical Education—Creating Community Responsive Physicians

Peace Studies—Teaching for Justice

Philosophy—Beyond the Tower

Sociology—Cultivating the Sociological Imagination

Spanish—Construyendo Puentes (Building Bridges)



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Health Professions Schools in Service to the Nation Program

The Pew Charitable Trusts

Corporation for National Service

National Fund for Medical Education



HPSISN Grantees

Georgetown

George Washington

Loma Linda Univ.

Northeastern

Ohio

Regis

San Francisco State

Univ. of Connecticut

Univ. of Florida

Univ. of Illinois-Chicago

University of Kentucky

Univ. of North Carolina

Univ. of Pittsburgh

Univ. of Scranton

Univ. of S. California

Univ. of Utah (2)

Virginia Commonwealth

WV Wesleyan College



Community Partners

(examples)

AIDS task force

American Red Cross

Boys and Girls Club

Catholic Church

Middle Schools

Free Clinics

Head Start

Hospice

Housing Authority

Planned Parenthood

Salvation Army

Senior Center

Sheltered Workshop

Youth Center

Wilderness on Wheels

WIC Program



Project Focus

(examples)

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: Faculty

Primary motivators: personal values, belief in improvement of overall learning

Enhanced relationships - students, community

Linkage of personal/professional lives

↑ understanding of community issues

New career and scholarship directions

New directions and confidence in teaching

Concerns re: time, control of curriculum



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: Community-Campus Partnerships

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”



Challenges

Clear vision, definitions, goals, resources, outcomes

Resistance to change

Rigid and over-loaded curriculum

Disciplinary boundaries

Lack of roles and rewards for innovation

Accepting the implications of true partnerships

History of town/gown relationships

Culture of needs-based and expert approaches



Recommendations

Review mission and strategic plan - how can service-learning further both?

Review accreditation requirements - how can service-learning enable you to meet them?

Review curriculum - where can SL enhance?

Assess and build upon strengths and assets

Create or enhance existing support structures

Collaborate across disciplines and the campus



Recommendations

Examine faculty roles and rewards policies -
what constitutes scholarship?

Invest in faculty development

Engage your community partners in a dialogue

Develop and promote principle-centered
partnerships

Promise less.....deliver more

Become a member of CCPH



Resources

available through Community-Campus
Partnerships for Health

Training and technical assistance

- National Conference: May 4-7, 2002 in Miami
- SL Institutes: January 2002 and June 2002
- Mentor Network: on-site training and assistance

Electronic and printed resources

- Listserv and website
- Reports on SL evaluation, outcomes, references
- Monographs on SL in nursing and medical education



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How to Reach Us

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