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SERVICE LEARNING: EXPLORING MODELS FOR COMMUNITY ENGAGEMENT IN MEDICAL EDUCATION
AWARE RETREAT, JUNE 4, 2012
GOALS:

- Understand the role and definition of service learning for meeting community needs and creating engaging learning opportunities for students
- Develop strategies for integrating service learning opportunities into academic courses
- Explore models for building campus-community partnerships to meet the needs of underserved communities and facilitate learning opportunities for students
SERVICE LEARNING is a:
- 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 academic coursework, and their roles as citizens and professionals.
An institution that offers a medical education program should make available sufficient opportunities for medical students to participate in service-learning activities and should encourage and support medical student participation.
"Sufficient opportunities" means that medical students who wish to participate in a service learning activity will have the opportunity to do so. To encourage medical student participation, institutions could, for example, develop opportunities in conjunction with relevant communities or partnerships, provide information about available opportunities, offer elective credit for participation, or hold public presentations or public forums. Support for medical student participation could include offering or providing information about financial and social support for medical student service-learning (e.g., stipends, faculty preceptors, community partnerships).
...the salvation of this human world lies nowhere else than in the human heart, in the human power to reflect, in human modesty and in human responsibility.

Vaclav Havel

REFLECTION IN SERVICE LEARNING
TAKING IT TO A DEEPER LEVEL

RICK ARNOLD MD
UNIVERSITY OF WASHINGTON
SCHOOL OF MEDICINE
GOALS:

1. Reflect on reflection:
   What does it mean to reflect? How important is it to medical education?

2. Clarify what goes into reflection
   Define the term

3. Discuss the type of material that reflection helps us process. Where does the learning occur?

4. Present a typology of reflection to be used as a tool to assist our students with their reflections.
Reflective thought is “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends.” “It alone is truly educative in value...”
Donald Schon (Educational Theorist)

Distinction between two types of professional knowledge

1 “Technical rationality”

2 “Theories in use”
TWO TYPES OF PROFESSIONAL KNOWLEDGE

1 “Technical rationality”
   Evidence based medicine, school knowledge, the explicit curriculum

2 “Theories in use”, “knowing in action”
   It is unique to individuals. Self realized through reflection
   Examples: the “art of medicine”, jazz, good conversation
SCHON DESCRIBES 3 WAYS OF FACILITATING/COACHING REFLECTION:

1. Joint experimentation

Constant discussion in process between teacher and learner, feedback facilitates reflection, mutual reflection in action
SCHON DESCRIBES 3 WAYS OF FACILITATING/COACHING REFLECTION:

2. Follow me

Imitation of the master
SCHON DESCRIBES 3 WAYS OF FACILITATING/COACHING REFLECTION:

3. Hall of Mirrors

Starts with confusion, frustration and often anger about what’s going on. It’s what happens early in clerkships. It’s learning what you didn’t know you didn’t know.
Reflective activity results in, or perhaps is caused by:

Dissonance: a state of perplexity or doubt (Dewey) which leads to investigation and then either

- Reconciliation or
- Preservation (corroboration of belief)
TYPOGRAPHY DOMAINS

1. Descriptive (explicit focus)
2. Personal (engagement)
   range from:
   - distant removed
   - deep personal struggle
3. Comparative (varied perspectives, reframing)
   range from:
   - no alternative belief system
   - multiple
4. Critical (establishing a renewed perspective)
   range from:
   - no mobilization or reconsideration
   - change or deepening commitment to growth
1. Descriptive: What’s happening?
2. Personal: Is this grabbing me?
3. Comparative: How else might I look at this?
4. Critical: Does this change my approach?
QUESTIONS TO EXPLORE EACH DOMAIN:

1. Descriptive:
   - What was the most important question you had?
   - Is this working and for whom?
   - What did you hope to learn more about?
   - What are you pleased or concerned about?
QUESTIONS TO EXPLORE EACH DOMAIN:

2. Personal:
   - What made you choose this encounter to discuss further?
   - What engaged or disturbed you on a personal/emotional / or spiritual level?
   - What was at stake for you?
   - What did your reaction tell you about yourself?
QUESTIONS TO EXPLORE EACH DOMAIN:

3. Comparative:
   - What did you think the patient was thinking?
   - How do others approach these situations?
   - What does research tell us about this situation?
   - Are there cross-cultural perspectives at play here?
QUESTIONS TO EXPLORE EACH DOMAIN:

4. Critical:
- What did you learn from this encounter?
- What questions remain unresolved?
- How are you now different?
- How do you think you did?
- What new thoughts do you have about this, now that you have more distance?


Pololi L et al, One year’s experience with a program to facilitate personal and professional development in medical students using reflection groups, Education for Health, 2001;14: 36-49.
SERVICE LEARNING RESOURCES

- **UW SOM Service Learning Resource Center**
  [http://uwmedicine.washington.edu/Education/MD-Program/Current-Students/Community/Service-Learning/Pages/default.aspx](http://uwmedicine.washington.edu/Education/MD-Program/Current-Students/Community/Service-Learning/Pages/default.aspx)
  View the website to see a list of service activities on the Seattle campus, as well as an overview of the process to start a new service learning activity, obtain liability coverage or contact student leaders.

- **University of Washington Carlson Leadership and Public Service Center**
  [www.depts.washington.edu/leader/](http://www.depts.washington.edu/leader/)

- **Community-Campus Partnerships for Health**
  [www.ccph.info](http://www.ccph.info)
  “CCPH is a diverse group of over 2,000 individuals and organizations affiliated with colleges and universities, community-based organizations, health care delivery systems, student service organizations, foundations and government – are advancing these goals in their work on a daily basis through service learning, community-based participatory research and other community-academic partnerships. What ties us together is our commitment to social justice and our passion for the power of partnerships to transform communities and institutions.”

- **Interested in being more involved in conversations about service learning at UWSOM?**
  Come to the Service Learning Advisory Committee meetings! Conference call participation is available. Contact Lauren Henricksen, [lhenric@uw.edu](mailto:lhenric@uw.edu). SLAC meets the last Thursday of every month from 9:30-10:30 PST.