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
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

Recipient ↔ BENEFICIARY → Provider
Service ↔ FOCUS → Learning

SERVICE-LEARNING
COMMUNITY-SERVICE
VOLUNTEERISM
FIELD EDUCATION
PRACTICUM
INTERNERSHIP
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
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)
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
How to Reach Us

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