

Service–Learning Workshop University of Arizona

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Service–Learning Overview and Service–Learning
as a Strategy for Addressing Health Disparities

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With Thanks to:

- ▶ Bobby Gottlieb, MD
- ▶ Sarena Seifer, MD
- ▶ Amanda Vogel, PhD
- ▶ Karen Yoder, PhD
- ▶ And many, many others

Session Objectives

- ▶ Explain definition and key components of service-learning
- ▶ Describe and discuss how service-learning differs from traditional clinical and internship experiences in health professions education
- ▶ Articulate the varied ways in which service can be viewed
- ▶ Review principles of partnership
- ▶ Introduce evidence that supports service-learning

“I slept and dreamt that life was joy. I awoke and saw that life was *service*. I acted and behold, *service* was joy.”

Rabindranath Tagore, humanitarian and 1913 winner of the Nobel Prize for Literature

What is service?

What are some examples of service?

Basically, when you engage in an unpaid activity intended to benefit others, that's service.

What is service-learning?

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 balance service and learning objectives
- ▶ Addresses community concerns and broad determinants of health
- ▶ Integrates community partners
- ▶ Emphasizes reciprocal learning – traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred

Service–Learning (cont'd)

- ▶ Emphasizes reflective practice – fosters critical thinking and self-awareness
 - Integrates reflection at all stages of learning
- ▶ Develops citizenship skills and focuses on achieving social change
 - Provision of health services is not often the most important factor; students place their roles as health professionals and citizens in a larger societal context

Service-Learning (cont'd)

- ▶ Focus is on partnerships
- ▶ Quality of service-learning opportunities develop and evolve over time

Service-Learning is...

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

Seifer, Service-Learning. 1998

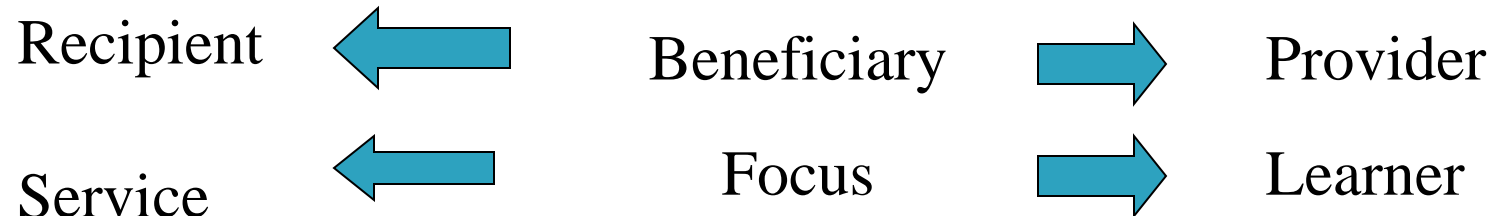
Students learn about

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

Points of Departure: SL and Other Forms of Experiential Learning

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

Distinctions Among Service Programs



Service-Learning

Community Service

Field Experience

Volunteerism

Practicum, Internship,
Clerkship

Distinguishing service-learning with other types of experiential learning

(CCPH, 1999)

	Community Service	Academic Learning	Purposeful Civic learning
Clinical Training	May	Yes	Generally Not
Volunteer Work	Yes	No	No
Internship	May	Yes	No
Service-learning	Yes	Yes	Yes

Service-Learning

- ▶ Changes the relationship between communities and the academy
- ▶ Fosters community development
- ▶ Enriches faculty teaching
- ▶ Enhances capacity
- ▶ Encourages student involvement
- ▶ Aims for social change
- ▶ Can address upstream issues

Why Service-Learning?

21st Century Challenges for Educators

- ▶ Knowledge explosion
- ▶ Cost, resource constraints
- ▶ Multiple stakeholders in education
- ▶ Demand for new paradigms
- ▶ Recognition of multiple learning styles and “intelligences”
- ▶ Complex problems, but historical constraints on innovation
- ▶ Educated consumers/public
- ▶ Disparities and inequities
- ▶ Demand for equity and social justice

Are we meeting these challenges?

- ▶ Do our teaching methods ...
 - promote and develop the thinking skills students will need to work compassionately, safely and effectively?
 - speak to multiple learning styles and intelligences?
 - provide the skills and encourage a commitment to life-long learning?
 - promote values exploration consistent with social justice and equity?
 - promote altruism and help students learn that they can do well by doing good?
 - promote teamwork, collaboration, communication skills?

Service-learning vs traditional learning

Traditional

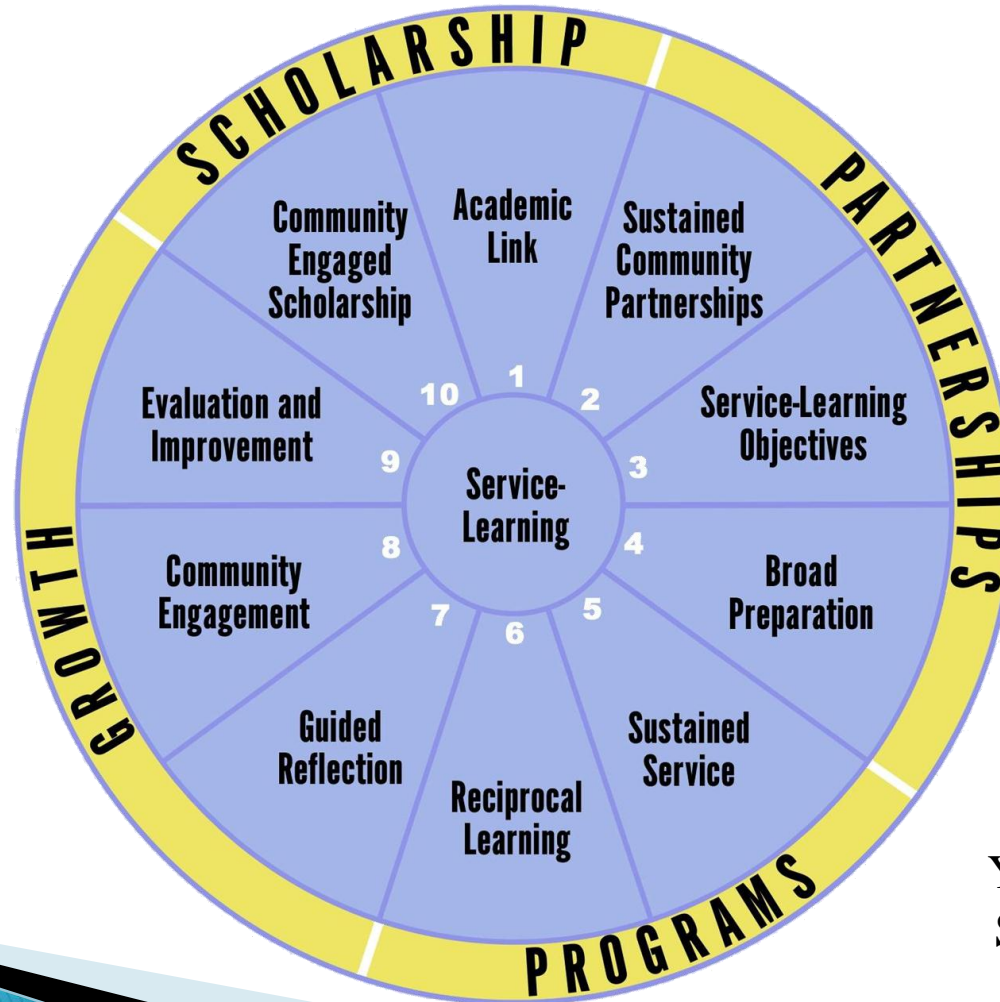
Fact-oriented
My-side bias
Algorithmic
Group think
Stay in comfort zone
Ability to focus may
obscure the big picture
Existing knowledge may
compete with
acquisition of new
knowledge

Service-learning

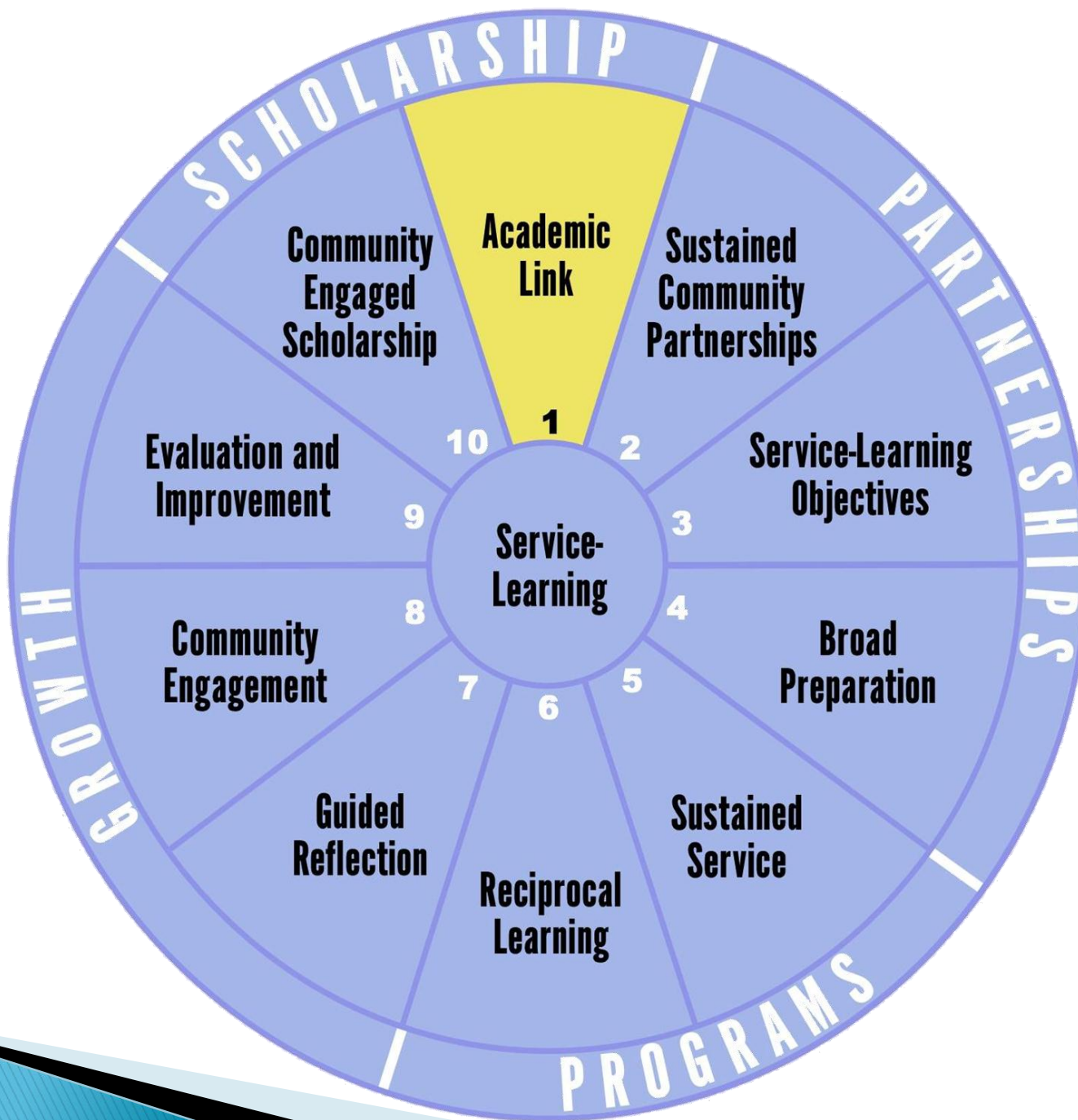
Process-oriented
Diverse perspectives
Diverse strands of
information
Take risks
Heightened awareness of
experience
Big-picture orientation
Openness, self-
awareness, critical
thinking

(Ritchhart, Perkins)

Components of Service-Learning



Yoder, A Framework for Service-Learning. 2006





Partnerships

Why partnerships?

- Community–campus partnerships – a strategy for social change
- Establish missing but critical connections
- Identify new/better way to solve problems
- Link complementary skills and resources of diverse people and organizations
- Plan and carry out comprehensive actions that coordinate reinforcing strategies and systems

The Power of Partnerships; Principles

- ▶ Initial principles adopted 1998
- ▶ Revised 2005–2006 (October 2006)
 - Based on practice and feedback
 - CCPH board discussion
 - Community Partner Summit (Wingspread Conference Center, Racine, Wisconsin)

Principles of *Good* Community– Campus Partnerships

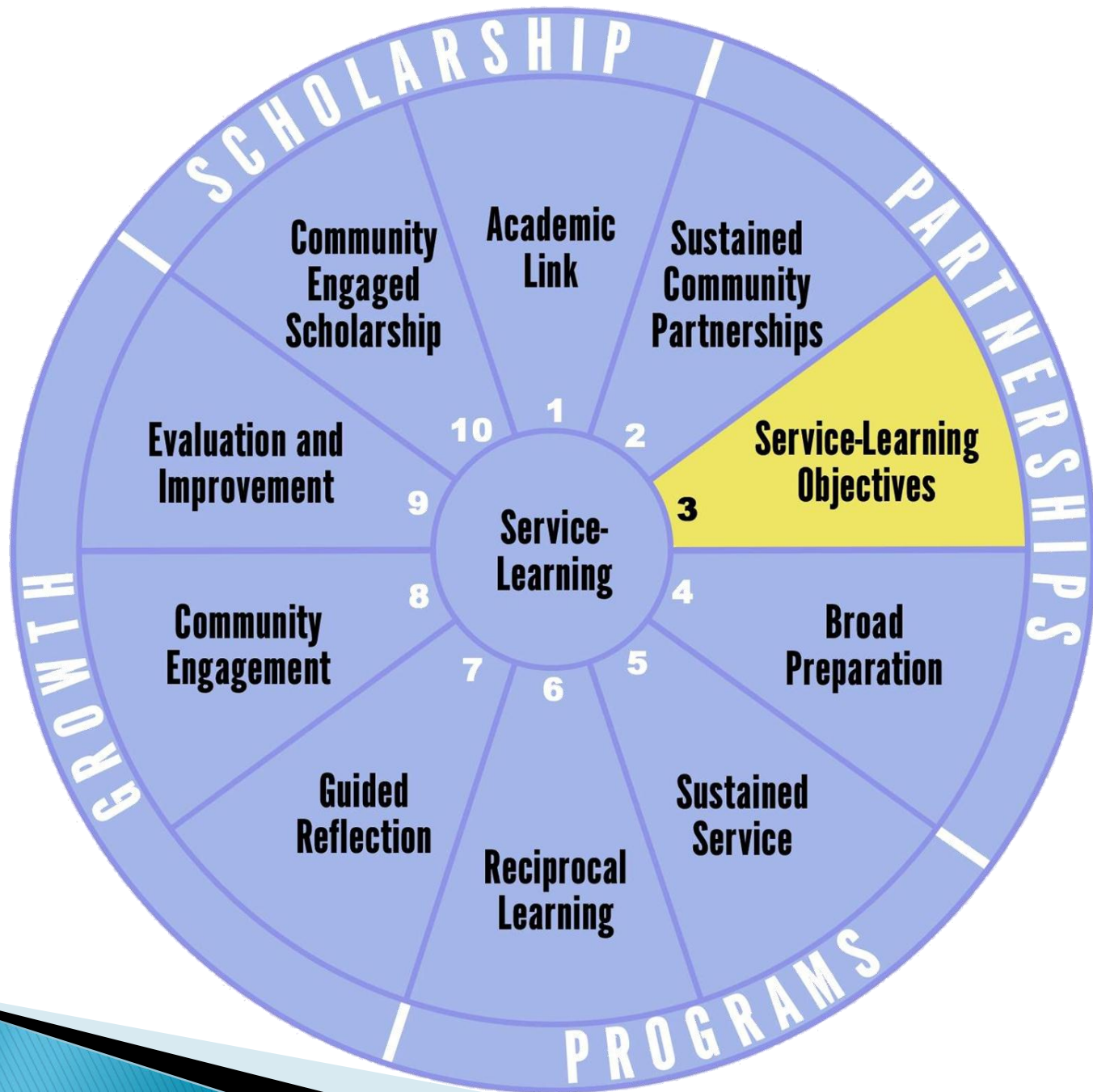
- ▶ Partnerships form to **serve a specific purpose** and may take on new goals over time.
- ▶ Partners have agreed upon **mission, values, goals, measurable outcomes** and **accountability** for the partnership.
- ▶ The relationship between partners is characterized by **mutual trust, respect, genuineness, and commitment**.
- ▶ The partnership builds upon identified strengths and assets, but also works to address needs and **increase capacity of all partners**.
- ▶ The partnership **balances power** among partners and enables resources among partners to be shared.

Principles (cont'd)

- ▶ Partners make clear and open **communication** an ongoing priority by striving to understand each other's needs and self-interests, and developing a **common language**.
- ▶ Principles and processes for the partnership are established with the input and agreement of all partners, especially for **decision-making and conflict resolution**.
- ▶ There is **feedback** among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- ▶ Partners **share the benefits** of the partnership's accomplishments.
- ▶ Partnerships can dissolve and need to plan a process for **closure**

Partnerships – exercise

- ▶ Working in pairs – choose one of the principles of partnership and discuss
 - how you have seen this principle in action
 - What has gone well?
 - Challenges?
 - (if relevant) – what this principle might look like early in a partnership, and how it might evolve in a more developed partnership
 - does this seem like a “core” principle?



3. Service-Learning Objectives

▶ Learning Objective

- Students able to define benefits of lifetime of healthy eating
- Students list the health promotion issues for older populations
- Students able to define three reasons each for race and gender health disparities in cardiovascular disease

▶ Service Objective

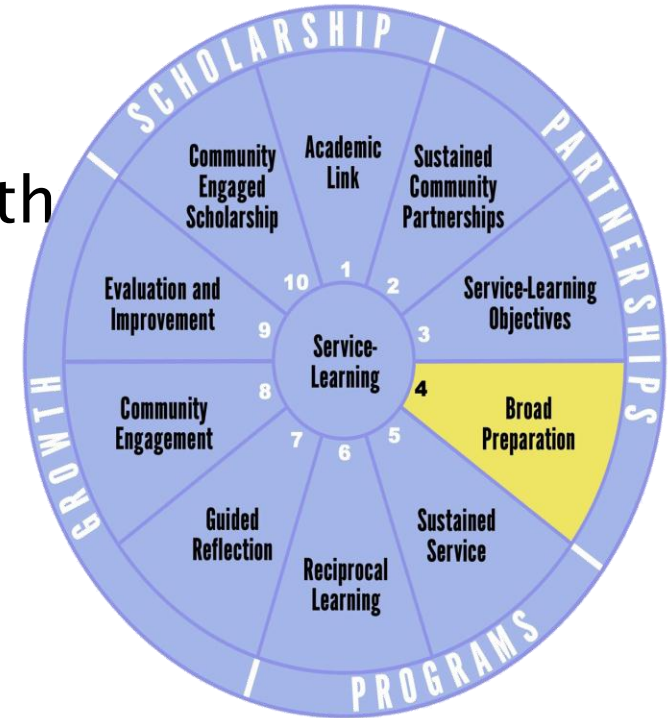
- Students able to develop child-friendly menus in appropriate languages
- Students engage elders in variety of healthy activities
- Students provide medical assistant services at community health center

Service-Learning Objective

- ▶ Working with community agency/community collaborative, students able to advocate for policy change:
 - Related to nutrition
 - To improve health promotion and primary care services for individuals over the age of 65
 - Through social marketing campaign about health risks and disparity issues with members of the community

4. Broad Preparation

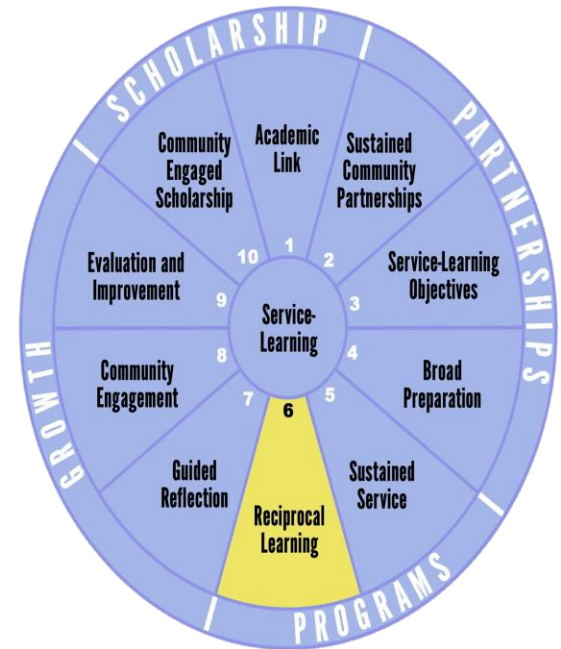
- ▶ For the students
 - Agency and populations
 - S-L objectives
 - Social Determinants of Health
 - Problem-based learning cases
- ▶ For the agency
 - Students' capabilities
 - Students' time availability
 - S-L objectives
 - Course background
 - Role of S-L in the academy





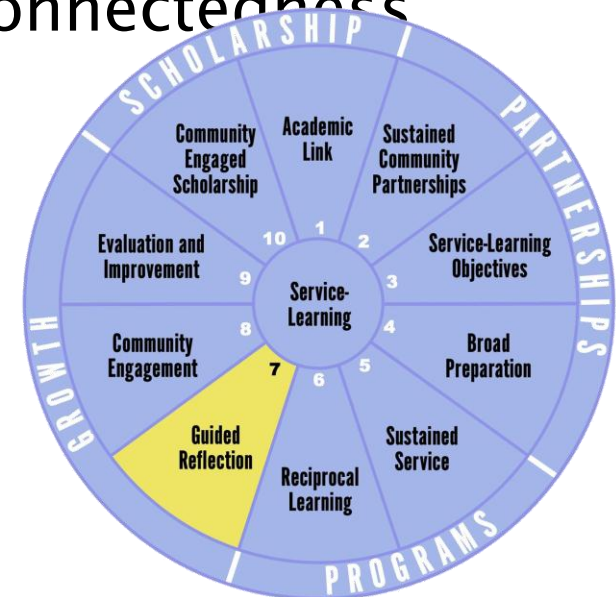
6. Reciprocal Learning

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



7. Guided Reflection

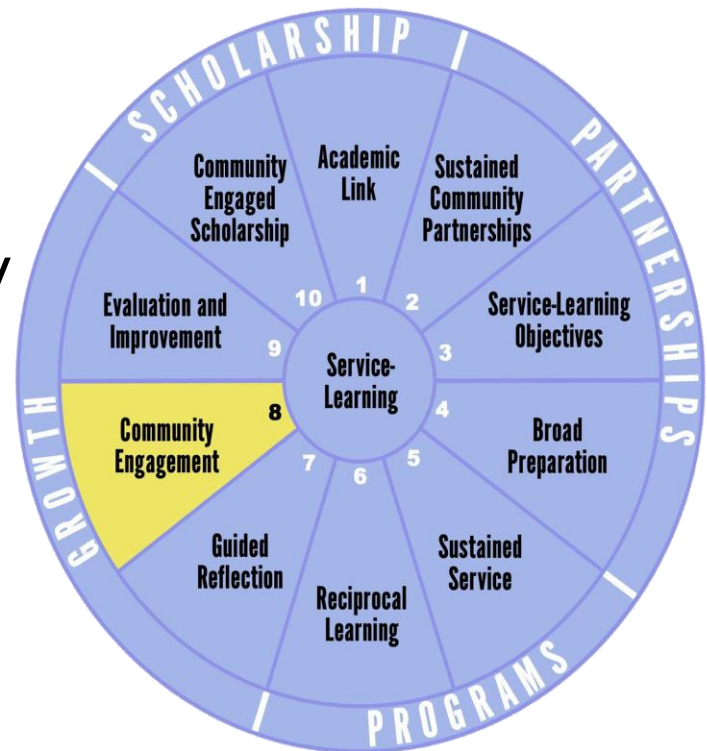
- ▶ The link between service and learning
 - Links experience to learning
 - Occurs regularly throughout the experience
 - Allows feedback and assessment
 - Uses multiple venues
 - Deepens understanding of interconnectedness of organizations
 - Fosters the exploration and clarification of values



(Bringle and Hatcher 1996)

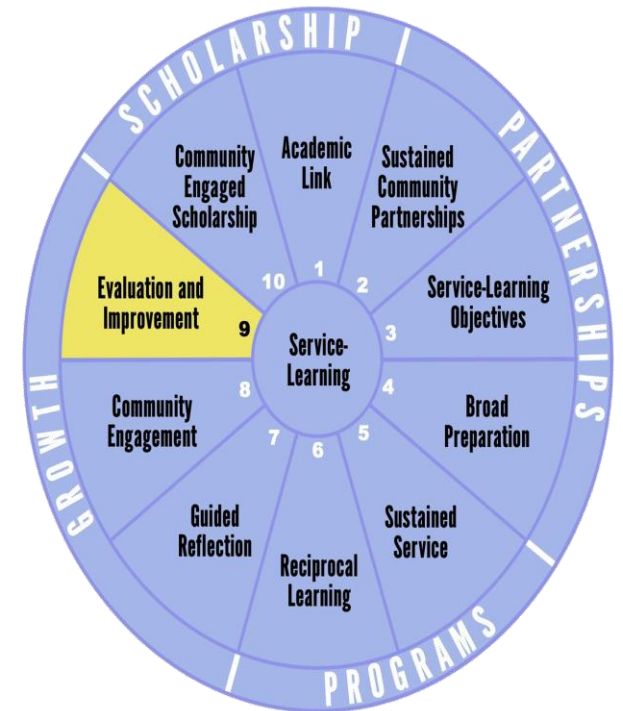
8. Community Engagement

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



9. Ongoing Evaluation & Improvement

- ▶ Includes assessments of/by
 - Faculty/Institution
 - Students
 - Community Partner Agencies
 - Populations Served





10. Opportunities for Community-Engaged Scholarship

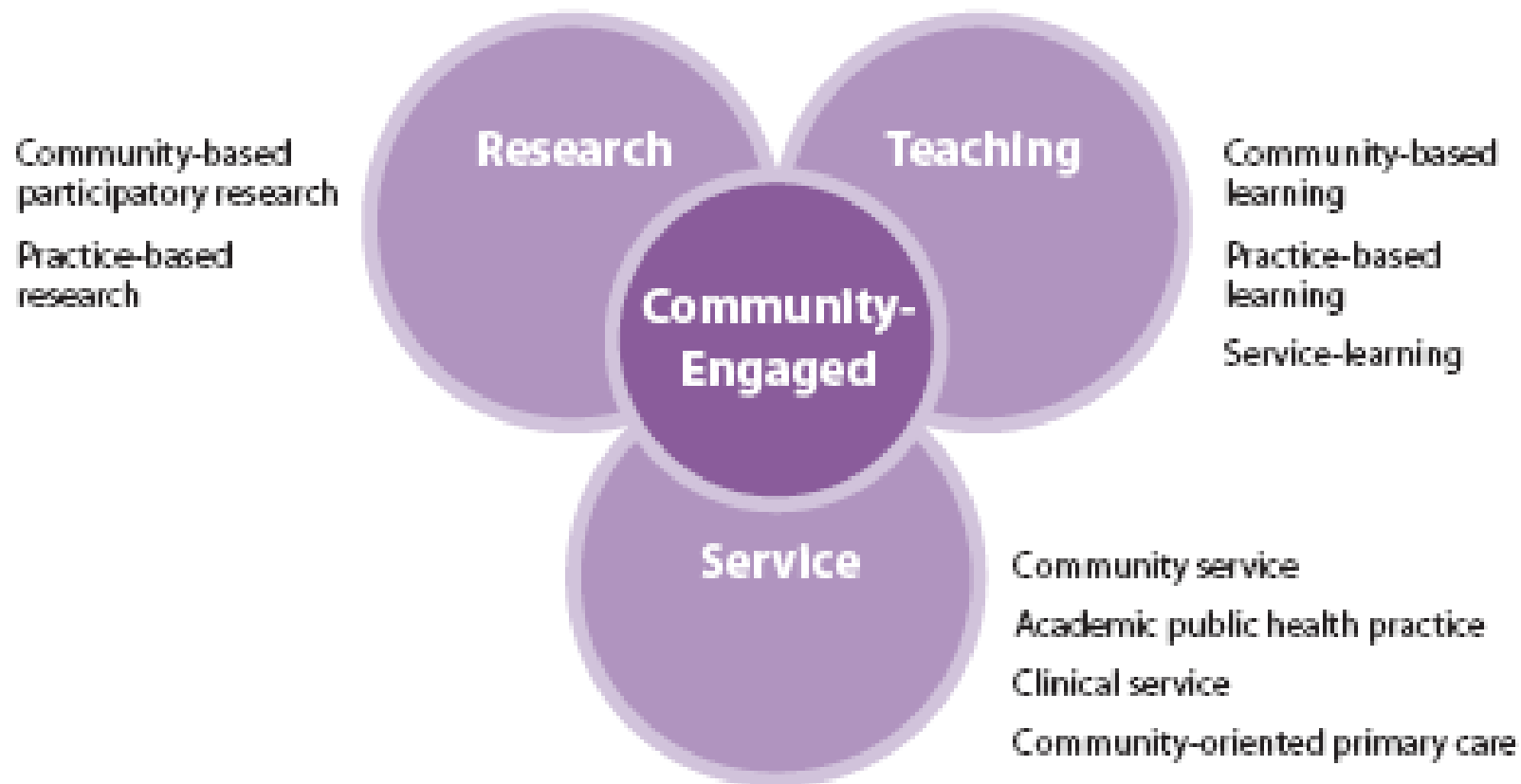
Scholarly publications

Community-Based Participatory Research

Demonstrated impact on teaching and
on learning

Effect on communities/beneficiaries

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



Commission on Community-Engaged
Scholarship in the Health Professions. 2005

Why Engage in Service–Learning? Students

- Personal Outcomes
 - Personal development
 - Interpersonal development
- Social Outcomes
 - Reduction in stereotyping
 - Greater cultural and racial understanding
 - Increased social responsibility/citizenship skills
- Learning Outcomes
 - Impact on academic learning
 - Applications to “real world”

Why Engage? (cont' d)

Faculty

- Satisfied with students' learning
- Consistent with personal values, belief in improvement of overall learning
- Enhanced relationships – students, community
- Link personal/professional lives
- Increase understanding of community issues
- New career and scholarship directions

- Concerns:
 - control of curriculum
 - lack of rewards
 - high time demand

Why Engage? (cont' d)

Communities

- Satisfied with student participation
- Provided with useful service
- High value placed on relationship with faculty
- Eager to be seen as teachers and experts
- Concerns:
 - Communication
 - Logistics
 - Needs vs asset-based approach

Eyler, et al. *At A Glance*, 2000

Gelmon et. al. *Health Professions Schools in Service to the Nation Program Evaluation*, 1998

Summary

Service-Learning includes:

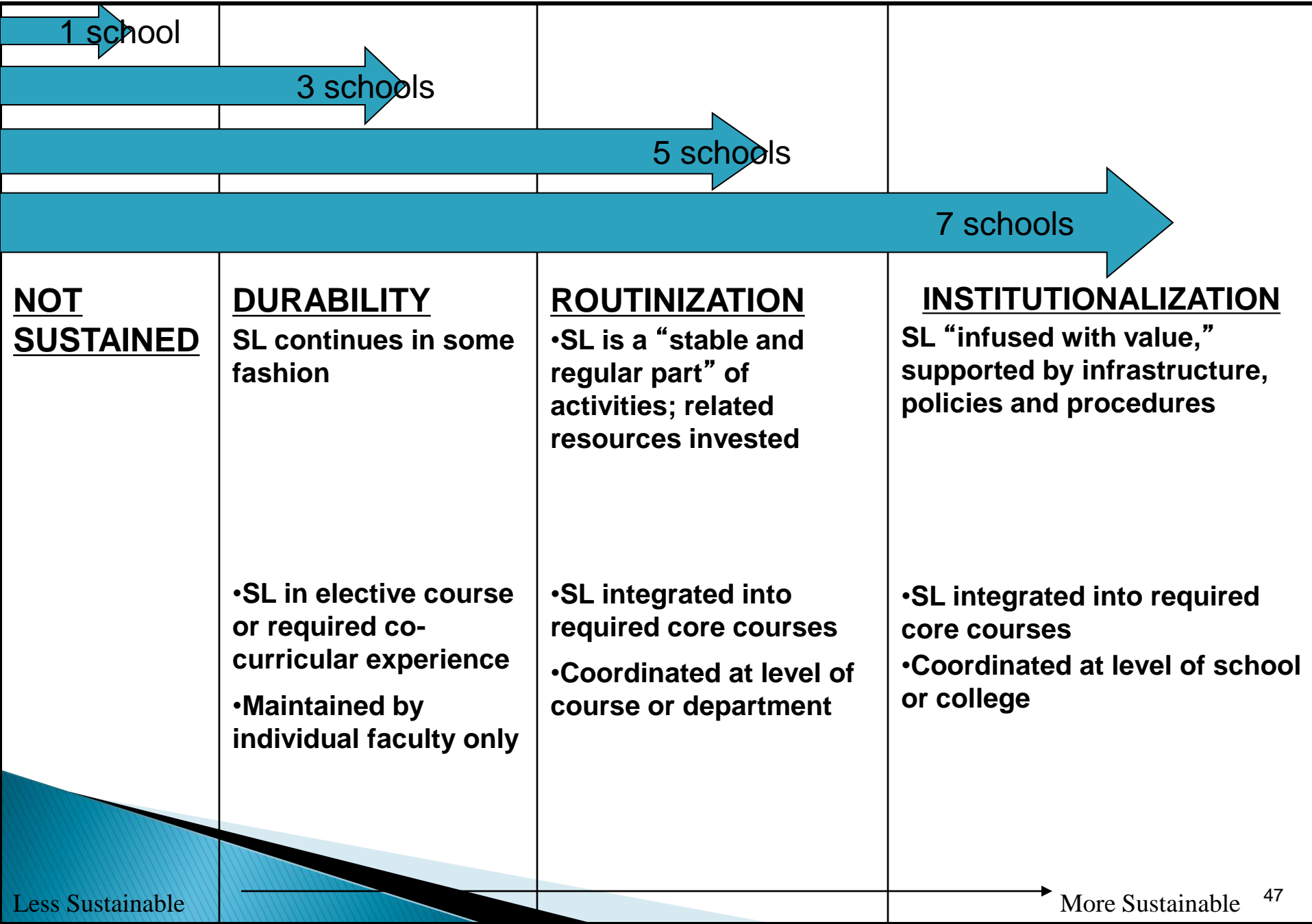
- ▶ Balance between service and learning
- ▶ Emphasis on addressing community-identified concerns and broad determinants of health
- ▶ Integral involvement of community partners
- ▶ Reciprocal learning
- ▶ Reflective practice
- ▶ Emphasis on developing community-engagement skills and achieving social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

10 Year Follow-Up Study Health Professions Schools in Service to the Nation Program

From Amanda Vogel, PhD

Degree of Sustainability

n = 16



	Facilitators of Sustainability
Organizational Setting	Institutional culture, esp. indicated by mission
	Leadership for SL among high-level administrators
	Material support for SL: infrastructure, funding for faculty participation
	“Critical mass” of support for SL
Program Design and Implementation	Strong leader for SL, who is a champion
	Adaptability to changes in academic environment
	Stable, long-term community partnerships
Academic Environment	Growing support for engagement in higher education
	Accreditation guidelines in medicine, nursing, pharmacy
Impact	Proven ability to advance institutional priorities: educational objectives; student recruitment; town-gown relations; PR; fundraising

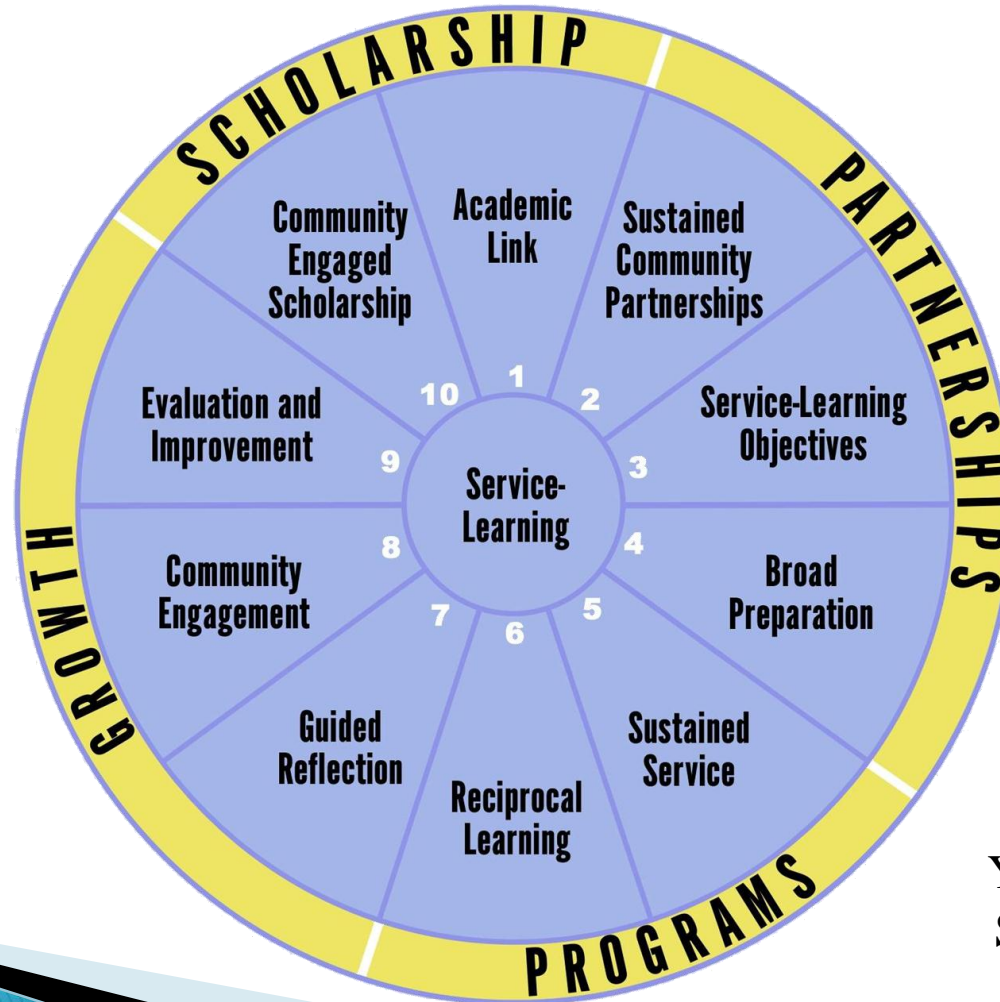
Challenges to Sustainability	Responses
Turnover among faculty members for SL	Faculty professional development opportunities - Peer-to-peer outreach
Turnover among champions for SL among high-level administrators, faculty	1) Identify value of SL to advance institutional priorities: - Equally valued educational priorities - Student recruitment - Town-gown relations, PR, fundraising
Competing educational priorities: - Clinical care skills - Research skills - No time in course schedule	2) Publicize the value of SL: - Evaluation, publishing - Internal and external media - Cultivate individuals one-on-one

Stakeholder	Long-term Impact
Faculty members	Developed careers as engaged scholars
	Consulted with other institutions to advance SL
	Took on professional roles with community agencies, engaged research
	Broadened perspectives on role of health professionals, health professions schools, in society
Partnerships	Increased capacity for future partnerships for education, research, service in academic, community partners
Academic Institutions	Diffusion of SL, SL principles to other departments, schools
	Improved town-gown relations, PR, fundraising
Community Agencies	Increased capacity to address health of clients, community

Conclusions

- Align SL goals with institutional mission, priorities
- Cultivate support among high-level administrators
- Create centrally located SL office, level of dean
- Hire SL director with specialized skills to work with administrators, faculty, community partners, students
- Provide faculty professional development
- Integrate SL with curriculum, learning goals
- Create high intensity, high-duration SL

Components of Service-Learning



Yoder, A Framework for Service-Learning. 2006

Stages in the Journey

1 Precontemplative

2 Contemplative

3 Planning

4 Early stage implementation

5 Mid-stage implementation

6 Well-established

7 Fully institutionalized (locally)

8 National/international recognition



Resources

CCPH

ccph.info

CES Toolkit

communityengagedscholarship.info

CES4Health.info

ces4health.info

Campus Compact

compact.org

CNCS

cns.gov

Learn and Serve Program

learnandserve.org

National SL Clearinghouse

servicelearning.org

MLK Jr. Day of Service:

mlkday.gov/

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