Service–Learning Workshop
University of Arizona

June, 2012

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

Suzanne B Cashman, ScD
University of Massachusetts Medical School
Department of Family Medicine and Community Health
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?
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

Recipient       Beneficiary       Provider

Service       Focus       Learner

Service-Learning

Community Service       Field Experience

Volunteerism       Practicum, Internship, Clerkship

Furco, Service-Learning. 1996
Distinguishing service-learning with other types of experiential learning  
(CCPH, 1999)

<table>
<thead>
<tr>
<th></th>
<th>Community Service</th>
<th>Academic Learning</th>
<th>Purposeful Civic learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Training</td>
<td>May</td>
<td>Yes</td>
<td>Generally Not</td>
</tr>
<tr>
<td>Volunteer Work</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Internship</td>
<td>May</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Service-learning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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
Service-Learning

1. Academic Link
2. Sustained Community Partnerships
3. Service-Learning Objectives
4. Broad Preparation
5. Sustained Service
6. Reciprocal Learning
7. Guided Reflection
8. Community Engagement
9. Evaluation and Improvement
10. Community Engaged Scholarship

GROWTH

SCHOLARSHIP

PARTNERSHIPS

PROGRAMS
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
  - Based on practice and feedback
  - CCPH board discussion
  - Community Partner Summit (Wingspread Conference Center, Racine, Wisconsin)
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.
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 between 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

- Community-based participatory research
- Practice-based research
- Community-based learning
- Practice-based learning
- Service-learning
- Community service
- Academic public health practice
- Clinical service
- Community-oriented primary care

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

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

1 school

3 schools

5 schools

7 schools

NOT SUSTAINED

DURABILITY
SL continues in some fashion

• SL in elective course or required co-curricular experience
• Maintained by individual faculty only

ROUTINIZATION
• SL is a “stable and regular part” of activities; related resources invested

• SL integrated into required core courses
• Coordinated at level of course or department

INSTITUTIONALIZATION
SL “infused with value,” supported by infrastructure, policies and procedures

• SL integrated into required core courses
• Coordinated at level of school or college

Less Sustainable

More Sustainable

n = 16

1

3

5

7
<table>
<thead>
<tr>
<th>Organizational Setting</th>
<th>Institutional culture, esp. indicated by mission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership for SL among high-level administrators</td>
</tr>
<tr>
<td></td>
<td>Material support for SL: infrastructure, funding for faculty participation</td>
</tr>
<tr>
<td></td>
<td>“Critical mass” of support for SL</td>
</tr>
<tr>
<td>Program Design and Implementation</td>
<td>Strong leader for SL, who is a champion</td>
</tr>
<tr>
<td></td>
<td>Adaptability to changes in academic environment</td>
</tr>
<tr>
<td></td>
<td>Stable, long-term community partnerships</td>
</tr>
<tr>
<td>Academic Environment</td>
<td>Growing support for engagement in higher education</td>
</tr>
<tr>
<td></td>
<td>Accreditation guidelines in medicine, nursing, pharmacy</td>
</tr>
<tr>
<td>Impact</td>
<td>Proven ability to advance institutional priorities: educational objectives; student recruitment; town-gown relations; PR; fundraising</td>
</tr>
<tr>
<td>Challenges to Sustainability</td>
<td>Responses</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 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 |
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Long-term Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members</td>
<td>Developed careers as engaged scholars</td>
</tr>
<tr>
<td></td>
<td>Consulted with other institutions to advance SL</td>
</tr>
<tr>
<td></td>
<td>Took on professional roles with community agencies, engaged research</td>
</tr>
<tr>
<td></td>
<td>Broadened perspectives on role of health professionals, health professions schools, in society</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Increased capacity for future partnerships for education, research, service in academic, community partners</td>
</tr>
<tr>
<td>Academic Institutions</td>
<td>Diffusion of SL, SL principles to other departments, schools</td>
</tr>
<tr>
<td></td>
<td>Improved town-gown relations, PR, fundraising</td>
</tr>
<tr>
<td>Community Agencies</td>
<td>Increased capacity to address health of clients, community</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Precontemplative</td>
<td></td>
</tr>
<tr>
<td>2 Contemplative</td>
<td></td>
</tr>
<tr>
<td>3 Planning</td>
<td></td>
</tr>
<tr>
<td>4 Early stage implementation</td>
<td></td>
</tr>
<tr>
<td>5 Mid-stage implementation</td>
<td></td>
</tr>
<tr>
<td>6 Well-established</td>
<td></td>
</tr>
<tr>
<td>7 Fully institutionalized (locally)</td>
<td></td>
</tr>
<tr>
<td>8 National/international recognition</td>
<td></td>
</tr>
</tbody>
</table>
Resources

CCPH
CES Toolkit
CES4Health.info
Campus Compact
CNCS
Learn and Serve Program
National SL Clearinghouse
MLK Jr. Day of Service:
ccph.info
communityengagedscholarship.info
ces4health.info
compact.org
cns.gov
learnandserve.org
servicelearning.org
mlkday.gov/
References


