

Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest

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Service Learning: The Measles Initiative From Cleveland, Ohio to Kenya, Africa

by Diane Dickerson, BSN, RN

The Measles Initiative and work with the local Red Cross chapter blended into a unique opportunity for me as a graduate nursing student to take service learning internationally and contribute to a global public health initiative. Service learning is an important part of baccalaureate and graduate education as a nurse. To learn to use one's talents to give back to our communities here and around the world is a professional opportunity to experience and learn from the world.

Measles kills more children worldwide than AIDS, tuberculosis, or malnutrition. In Africa approximately 12 million children will suffer from complications from measles and nearly half a million will die this year alone. A vaccine that costs less than \$1 per child can easily prevent measles. In 2001, the Measles Initiative was launched to beat this public health disaster. Its goal is to immunize 200 million children using a comprehensive approach led by the American Red Cross, the World Health Organization (WHO), the United Nations Children Fund (UNICEF), and the Centers for Disease Control and Prevention (CDC). Through immunizations, disease surveillance, and distribution of vitamin A, the Measles Initiative partners aim to prevent 1.2 million deaths by the year 2005, bringing measles deaths to zero in Africa.

As a graduate student in the Community Health Nursing program at the Frances Payne Bolton School of Nursing, I had the unique opportunity to accompany the American Red Cross to Kenya in June 2002 to observe the Measles Initiative. Service learning is an integral part of the



Kenyan Red Cross Nurses

community health nursing program and was the springboard for my work with the Red Cross. Using my knowledge to help fight a disease that kills so many children every year was an important way to give back to the world and learn from a comprehensive world health endeavor.

The American Red Cross is responsible for the coordination of all aspects of the Measles Initiative. The Kenyan Red Cross Society has played a key role in creating demand for the

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In addition to the direct and in-kind support provided by our academic partners, the Center is funded by the American Heart Association, Anthem Foundation, the Area Health Education Center (AHEC) Program, the Centers for Disease Control and Prevention, Corporation for National and Community Service, Montgomery County Children's Services Board, Montgomery County Department of Job and Family Services, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Hospital Association, Pfizer Pharmaceuticals, Planned Parenthood of the Greater Miami Valley, and the United States Department of Health and Human Services.

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Research and Service Learning

by Carla Clasen, Associate Director
Center for Healthy Communities



How often do you hear the words “service learning” and “research” in the same sentence? The teaching pedagogy of service learning is one which its practitioners embrace with enthusiasm, and which is supposed to lead to many benefits to students, the community, and the institution. The fact is, however, that the practice of service learning has arisen and developed largely in the absence of a body of well-delineated and controlled research outlining its theoretical basis, its impacts, or how and why it effects outcomes.

At the first Annual Conference on Service Learning Research in 2001, Janet Eyler spoke about the challenge of improving the quality of research in order to improve the quality of service learning. In an excerpt of her keynote address published in *Service-Learning Through a Multidisciplinary Lens* (2002), Eyler identifies four areas in which the goals for service learning research should be higher: more rigorous research design, clearly specified independent variables, definition and measurement of appropriate outcomes, and testing theory and examining competing hypotheses.

First, she maintains, research design should be improved. There are currently almost no experimental studies in the literature in which students have been randomly assigned to experimental (i.e., service learning) or control groups. Generally, students have chosen to participate in a service learning experience, and are likely to differ from students who don't choose to participate in a number of ways that may confound conclusions about impact of service learning on student outcomes.

Secondly, the independent variable of “service learning” itself is most of the time not well defined or described. Service learning

experiences can be extremely variable: in the period of time over which they occur, in the amount of community contact involved, in the degree to which they are tied to academic objectives, and in many other aspects. In studying service learning, the characteristics that make up service learning ought to be clearly specified and attempts made to be sure that these characteristics are actually part of the experience that students are having. Only then can the impacts of service learning be fairly assessed.

Third, Eyler points out that service learning researchers need to better define the outcomes they expect service learning to generate, and to carefully assess whether a particular experience is likely to connect to these outcomes. Measurement of outcomes is also problematic, and has heavily relied in the past on students' self-report. Another challenge for service learning researchers will be to generate measures whereby students can demonstrate, rather than just tell about, changes in academic competence, level of commitment to service, and personal growth.

Finally, there is a lack in the service learning literature of examples of both theory testing and evaluation of possible alternative hypotheses about what accounts for any impacts of service learning. There needs to be a clearly articulated logic or theory behind the changes that service learning is predicted to effect, otherwise, there is no way to explain why the process works or what strategies are most effective.

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Attention to all of these areas in performing research on service learning will help to advance and strengthen the practice of service learning.

Sources:

Eyler, J. S. (2002). Stretching to meet the challenge. Improving the quality of research to improve the quality of service-learning. In S. H. Billig & A. Furco (Eds.), *Service-Learning Through a Multidisciplinary Lens* (pp. 3-13). Greenwich, CT: Information Age Publishing.

Service Learning in Detroit Reaps Mutual Benefits

Training Nursing Home Caregivers to Provide Oral Care to Residents was a service-learning project at University of Detroit Mercy. Barbara Purifoy-Seldon, dental hygiene faculty member, developed the project with funding from a MHPSLC Faculty Development Mini Grant award.

The purpose of this project was to educate nursing home caregiver staff and provide them with skills in maintaining daily oral care of the residents. Senior dental hygiene students were assigned to two nursing home partner sites to develop, implement and evaluate a training program for caregivers and to also provide oral cleansings, denture care, and denture marking for residents.

The primary learning objective for dental hygiene students was to acquire skills in assessing, developing, implementing, and evaluating community health promotion projects. The primary service objective was to train caregivers in the nursing homes to provide their clients with daily oral care. The recipients of the service were nursing home caregivers,

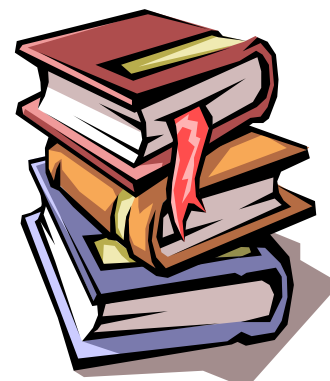
who learned new skills, and the nursing home residents who will benefit from more regular and thorough daily oral care. The service and learning objectives were integrated as the dental hygiene students assessed current skill and knowledge levels of the nursing home caregivers, determined their educational needs, and used the information gathered to develop, implement and evaluate the caregiver-training program.

Turning Service Learning into Scholarship

An article that was recently published in *Nursing Education*, October 2002, entitled "A Community Engagement Initiative: Service Learning in Nursing Education," was co-authored by several nursing faculty from Case Western Reserve Francis Bolton School of Nursing. This entire issue of *Nursing Education* was devoted to service learning!!

Three of the authors have been recipients of faculty development mini grants from the MHPSLC, and the article basically outlined each of the grants, how the faculty utilized the pre/post student attitude surveys, and discussion on the effect service learning had on graduate nursing students and community members.

This is how service learning is turned into scholarship! Our thanks go to authors Georgia Narsavage, Deborah Lindell, Yea-Jyh Chen, Carol Savrin, and Evelyn Duffy.





2002 MHPSLC Network of Scholars Colloquium *A Heart for Service*

Poster sessions, story telling and presentations of new service learning workshop modules were just some of the ways attendees of the 2002 Network of Scholars Colloquium demonstrated “a heart for service.” The event was held September 26-27 at Wright State University. Tropical storms made for a very soggy morning outside. Inside, representatives from the six-state consortium shared experiences, asked questions, and came away with ideas and tools for expanding service learning opportunities in their institutions.

Colloquium Highlights

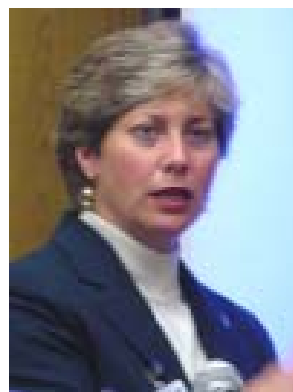
Dr. Pam Reynolds, Gannon University, gave the keynote address, “A Heart for Service.”



Eight recipients of faculty curriculum development mini grants described their projects in story telling sessions.



Imogene Foster, left, West Virginia University



Elizabeth Sorenson, right, Wright State University College of Nursing and Health

During the day members of the Core Consortium Team presented four new workshop modules. The new modules are designed to augment the introductory course, “Integrating Service Learning Objectives with Community Service Objectives: The Service Learning Protocol for Health Professions Schools.” Topics introduced by the new modules are reflection, evaluation, integrating scholarship into service learning, and risk management. Please contact Annette Canfield at (937) 775-1117 or e-mail annette.canfield@wright.edu for more information about the modules or to schedule a workshop.



Sheranita Hemphill, Sinclair Community College Allied Health, co-presented the Evaluation and Reflection modules.



Paula Reams, Kettering College of Medical Arts, and Cheryl Meyer, Wright State University School of Professional Psychology, co-presented the Scholarship and Risk Management modules.

*Learn&Serve Midwest highlights
our community partners in this
and future issues.*



CHEERS

*by Michelle Kostetsky
CHEERS Volunteer Coordinator*

CHEERS is a club whose mission is to promote fulfilling lives for adults with developmental disabilities. The acronym stands for Communities Helping Each and Everyone Reach Success. Because we serve up to 40 disabled young adults, we must reach out to the community for volunteer and financial help. In the past two years we have partnered with the Center for Healthy Communities' *Multiprofessional Orientation to Community Based Primary Care with Service Learning* course.

Two years ago the Multi-Professional team of students designed and implemented a nutrition and fitness project for our young adults. They helped our members make good nutrition cookbooks as well as making veggie treats and "macho nachos" that were healthy and delicious. Their next project was to motivate the members to 'get up and move' with exercise and dance classes as well as adapted sports that were challenging and fun! Finally the students met with parents and members to decide what fitness and sports equipment could be purchased with the mini grant funding provided by the Corporation for National and

Community Service's Service Learning Higher Education grant, administered through the Center for Healthy Communities.

Last year, the MP students planned, wrote and produced a CHEERS video. They interviewed parents and members, filmed a Mardi Gras Party with authentic Creole food, musical instruments, and a parade with a dragon made by the students and members. The students contracted with a professional studio to put the video together. It took many hours of work and editing, but the final product is wonderful! CHEERS uses the video as a recruiting tool for volunteers and a marketing tool for financial support.

Our service learning experience equally benefits CHEERS and the MP students. CHEERS very much appreciates the enthusiasm of the students who seem to thrive on their collaborative efforts as a team to implement projects and write the mini grants. More importantly, the students gain knowledge about many different disabilities and the unique abilities of the CHEERS members. The students gain an appreciation of how to be of service and, most importantly,

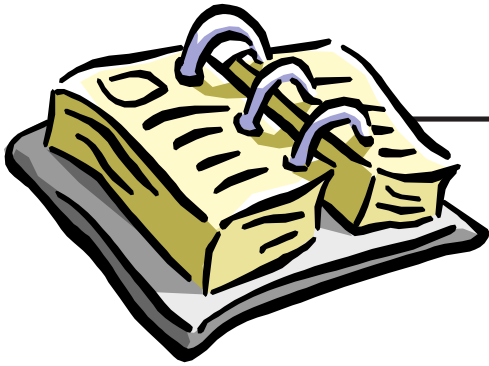
"We make a living by what we get, but we make a Life by what we give."



Visit Our Website!

For more information about the Center for Healthy Communities service learning activities, or to reference past issues of *Learn& Serve Midwest*, please visit our website at:

<http://www.med.wright.edu/chc/>
(click on *Education* and then *Service Learning*)



Mark Your Calendar

Workshops

Indiana:

Indiana University Southeast in New Albany, Indiana will host an Introductory Service Learning Workshop on Friday, April 11, 2003 from 8:00 AM to 1:00 PM.

Other Indiana workshops are being planned for spring 2003 at the University of Southern Indiana in Evansville as well as Indiana University of Kokomo.

For information about these workshops, or to schedule a workshop, please contact Steve Kirchhoff at skirchho@iupui.edu

Kentucky:

The University of Kentucky will host the Kentucky Network of Scholars Colloquium on Thursday April 24, 2003.

The Introductory Service Learning Workshop will be presented as part of the Community Based Faculty Initiative at the University of Kentucky on March 8, 2003.

For information about any of these workshops or to schedule a workshop please contact Wanda Gonsalves at wgons0@uky.edu or Lynn English at lenglis@uky.edu

Michigan:

Kalamazoo College will host a workshop on April 11, 2003. Details TBA.

The Michigan Network of Scholars Colloquium will be held Thursday, April 10, 2003 at the Crown Plaza in Detroit. Jeffrey Howard will be the keynote speaker.

The Michigan Regional Team will be presenting the new module "Balancing Scholarship, Service, and Teaching: Turning Service Learning into Scholarship" at the 2003 Institute on Service Learning on February 13-14, 2003 at Central Michigan University in Mt. Pleasant, Michigan.

For information about any of these workshops or to schedule a workshop, please contact Judy Lynch Sauer at jmls@umich.edu

Ohio:

Stark State College of Technology, Canton, Ohio, will host the Introductory Service Learning Workshop on Thursday, January 9, 2003 from 10:00 AM to 3:00 PM.

The Advanced Service Learning modules "Risk Management" and "Turning Service Learning into Scholarship" will be presented on Monday, January 27, 2003 at the Center for Healthy Communities in Dayton, Ohio from 8:30 AM to 1:00 PM.

University of Cincinnati College of Pharmacy is hosting the Introductory Service Learning Workshop on Friday, January 31, 2003 from 9:00 AM to 1:00 PM.

The University of Akron will host the Ohio Network of Scholars Colloquium on Friday, May 2, 2003.

For information about any of these workshops, please contact Catrina Baker at catrina.baker@wright.edu

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Pennsylvania:

Drexel University in Philadelphia will host a workshop on "Community-Based Participatory Research: A Scholarship Channel for Service Learning" on January 22, 2003 from 8:00 AM to 2:00 PM.

Duquesne University will present the Introductory Service Learning Workshop on January 16, 2003 from 12:00 PM to 5:00 PM. There will be a half hour optional session after the workshop on "Strategies for Turning Service Learning into Scholarship."

The Pennsylvania Network of Scholars Colloquium will be held in May 2003 at the University of the Health Sciences in Philadelphia, PA. (The final date TBA)

For information about these workshops or to schedule a workshop please contact Pam Reynolds, reynolds11@gannon.edu

twenty-two million children that will be saved over the next five years due to this initiative will have the chance to grow and prosper as active participants in their communities.

This service learning experience was an opportunity for me to engage in another culture across the world while contributing to the well being of its people. An important aspect of service learning is bringing back the experience so that others can learn and reflect.

One way that this service-learning project can continue to give is by promoting education about immunizations right here in our own backyard. As a graduate student, I continue to develop my professional knowledge by giving back to my community. Throughout the graduate program, I will assess communities with particularly low rates of immunization in their young children. An educational program will be developed to address a possible lack of knowledge about the importance of immunizations. This is just one example of the blend between serving and learning that can turn into a continuing service to our communities.

Kenya, continued from page 1

immunization, spreading the word about the importance of immunizations, and encouraging each family to immunize their children with support from the American Red Cross. This is a complicated process in a developing country with few mass media avenues and underdeveloped transportation ways. The strong presence of Red Cross volunteers in Kenya provided the people-power to engage in this process with success.

The turn out was amazing. The nurses from the Kenyan Ministry of Health volunteered their time to immunize the children and the whole community supported the event knowing what a blessing it is to have such a common threat to their children's well-being eliminated. The line of children was hundreds deep, often leaving the nurses with a full day's work ahead. The



Congratulations to our newest grantees and their mini-grant projects!

Cecilia Watkins, faculty from the Western Kentucky University's Department of Public Health, is partnering with Logan Aluminum. Public health students will plan and present health promotion programs for the employees of Logan Aluminum.

Barbara Hogan, faculty from the University of the Sciences in Philadelphia, is partnering with the Southwest Community Enrichment Center. Students enrolled in the Sociology for Health course will provide health promotion and educational programs to the participants in programs at the SCEC.

Brenda Pavill, faculty at the College of Misericordia Nursing Department, will partner with Project W.I.N. (Women in Need) through the Catholic Social Services. Nursing students will develop a teaching booklet and presentation that will assist parents involved at the Kingston Center with appropriate toy selection for their children.

Linda Meyer, faculty at the Indiana University-Purdue University Fort Wayne Department of Nursing, will partner with Parkview Health's school nurses. Nursing students will provide health screenings and referrals for the children in the Fort Wayne public school system.

Melanie McCarthy, faculty at the University of Detroit Mercy School of Dentistry's Department of Pediatric Dentistry, will partner with the United Children and Families Head Start program. Senior dental and dental hygiene students will provide children in Head Start with oral health education and screenings.

Sharon Pohorecki, faculty at the Lourdes College Department of Nursing, will partner with Bowling Green Christian Academy. Nursing students will provide health screening and educational activities for the children attending the BGCA.



Learn & Serve Midwest is published by the Center for Healthy Communities with funding support from the Corporation for National and Community Service for the purpose of informing and educating health professions in service learning. For more information or to make suggestions, please contact Annette Canfield, Director of Health Professions Education, at (937) 775-1114.

