

# Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest Vol. IV, Iss. 3 Fall 2001

## Service Learning Scholars Share Experiences

On Friday, September 28<sup>th</sup>, the **Annual Network of Service Learning Scholars Colloquium** was held at the Center for Healthy Communities in Dayton, Ohio. Fiscally supported by the Corporation for National Service, the CHC sponsored Midwest Health Professionals Service Learning Consortium (MHPSLC) gathered to celebrate the work of the first year of this regional training project. In addition to recognizing past efforts, the MHPSLC exchanged ideas and developed strategies for strengthening the program. Health professions faculty from six states, many of whom had received faculty curricular development mini grants to start service learning courses, attended the colloquium.

The day featured an experts panel of Dr. Robert Bringle, Dr. Patricia Keener, and Dr. Katherine Cauley, and two break out sessions. The discussion was lively and informative. Dr. Bringle shared his knowledge about reflection in service learning and education in general. Dr. Keener and Dr. Cauley shared cutting edge knowledge about service learning.



The experts panel: seated left to right, Dr. Kate Cauley, Dr. Robert Bringle, and Dr. Patricia Keener.

An outstanding component of the colloquium was the opportunity for participants to share their work with Learn and Serve. Two Owens College students enthusiastically shared their experience of working with Head Start children in the migrant camps. Faculty reviewed strategies for integrating service learning into health professions curriculum and providing students with community-based clinical training experience.

Our thanks to all of you who attended this event. We look forward to working with you in the next year!

## A Click Away from Colleagues

The Midwest Health Professions Service Learning Consortium is proud to announce a newly formed partnership with the Community Campus Partnership for Health (CCPH). Together we are sponsoring the **CCPH Midwest Listserve**. This list server will promote regional activities,



grant opportunities, and announcements at a Regional level. If you wish to subscribe, please contact Sarena Seifer, Director of CCPH, by email at [sarena@u.washington.edu](mailto:sarena@u.washington.edu) Being a part of this list server will keep you in touch with colleagues around the Midwest. Be sure to post your announcements!

*In addition to the direct and in-kind support provided by our academic partners, the Center is funded through the AIDS Foundation Miami Valley, the American Heart Association, the Area Health Education Center (AHEC) Program, the American Medicine Student Association Foundation, the Anthem Foundation, the Children's Services Board, Montgomery County, the Combined Health District of Montgomery County, Corporation for National Service, Susan G. Komen Foundation, Montgomery County Department of Job and Family Services, Ohio Department of Aging, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Planned Parenthood of the Greater Miami Valley, the United States Department of Health and Human Services, and the United States Department of Housing and Urban Development.*

**Charter funding:** The W.K. Kellogg Foundation, Community Mutual Insurance Company, Ohio Board of Regents Action Fund, Ohio Department of Health, and The Dayton Foundation

# Service Learning and the Law

By Paula Reams, RN, MS, LMT

## Part II: Risk Management

A good risk management program is one key to a successful service-learning experience. There are two primary elements of risk in service-learning: risk of harm from students and risk of harm to students (Jacoby, 1996). What can be done to manage the risks? Higher Education administrators and faculty working with risk management staff, legal counsel and insurance administrators can develop a safe, successful, and lawful service-learning program.

First, a careful assessment of the students' abilities and skills levels, cultural awareness and sensitivity, and age and developmental level is necessary. Students may be required to complete certain prerequisite courses before entering service-learning experiences. The course or program expectations, requirements and outcomes must be clear to the student. Students should understand all assignments and requirements, including educational expectations and agency demands, prior to the service-learning experience.

Second, there are several risk management procedures that institutions of higher education can have in place to support safe, successful and lawful service learning. For example, if the school has an honor code which puts forth acceptable standards for student behavior, off-campus service-learning activities may be included as part of the student conduct covered by the code. The code must be clear and concise for student understanding as well as be susceptible to arbitrary enforcement (Kaplin & Lee, 1995).

Additionally, colleges should make good faith attempts to ascertain that there are not unusual risks involved in a service learning experience, and should analyze and plan for potential risks associated with any student experiences. However, institutions cannot be expected to protect students against *all* risks. (Goldstein, 1990).

A third strategy to consider are waivers, another protective measure that has been reviewed in the literature and may be useful in limiting liability while educating students when used appropriately. A waiver can be used to demonstrate that an institution has made a good faith effort to inform students and faculty of the inherent risks in specific situations, as well as articulating appropriate precautionary measures. However, blanket waivers that seek to release the college or individual administrator from any unnamed risk and are not as useful as they

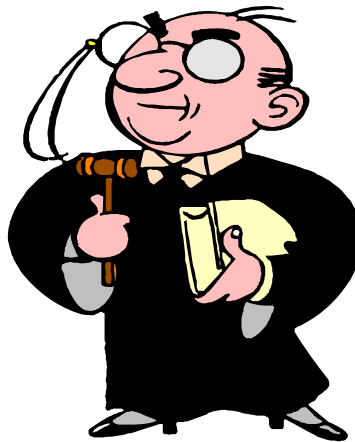
fail to provide protection when appropriate precautionary measures associated with specific student experiences have not been taken. Blanket Waivers may give higher education leaders a false sense of security (Jacoby, 1996).

Finally, faculty in institutions of higher education must be aware of the legal implications of service-learning. Faculty involved in service-learning are advised to review their plans with administrators and institutional legal counsel to insure the service learning activities are within the scope of

standard institutional policies. Additionally, faculty may want to consider having a specific learning contract with the student before starting the service-learning experience. The contract should establish mutual rights and responsibilities and can be used as binding on all parties. A contract should be complete and clearly stated so that there is less chance for misinterpretation (Goldstein, 1990).

### Risk Management in Service Learning ~ Putting it All Together

In addition to the strategies reviewed above, some general common sense guidelines for faculty and students involved in service learning include the following. A comprehensive orientation to the community site where service learning will take place is critical. Students should have a clear understanding of the services provided by the organiza-



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tion, and the clients/patients served. Before the experience begins, students should understand the practice limitations applicable and how to get help when it is needed. Preparing students for service learning experiences involving people from different cultures in areas such as communication and language is another strategy which can prevent a cultural faux pas or offensive gesture (May & Meleis, 1987).

It is essential that faculty carefully plan the service-learning experience. The faculty are responsible for assessing the student population, orienting the students to the course and the community site, providing a clear and concise syllabus that outlines the service learning project in detail with information about project location, contact persons and responsibilities of students, faculty, and agency personnel. The faculty are also responsible for being either on site, or available via pager or cell phone. The agency must be responsive to the student needs as well. Taking care of details "up front" makes it less likely that there will be problems down the road.

Most importantly, an institution of higher learning should have liability insurance. The institution's risk management office and/or attorneys should be consulted before service learning experiences begin to determine the extent to which present insurance provides sufficient protection (Goldstein, 1990).

In summary, higher education institutions that have health professions programs need to consider the law when implementing service-learning programs. However, the law should not deter any faculty member from exploring this experience for students. The risk for the agency, the student and the higher education institution with service-learning programs is probably less than for most athletic programs (Jacoby, 1996), and the benefits to students, faculty, community, and institution of service-learning programs make the effort involved worthwhile.

### References

Goldstein, M.B. (1990) Legal issues in combining service and learning. In J.C.Kendall (Ed.), Combining service and learning: A resource book for community and public service. (Vol. II). Raleigh, NC: National Society for Internships and Experiential Education.

Jacoby, B.A. (1996) Administering successful service-learning programs. Service-learning in higher education: Concepts and practices. San Francisco: Jossey-Bass Publishers.

Kaplin, W.A. and Lee, B.A. (1995) The laws of higher education: A comprehensive guide to legal implications of administration decision making. (3<sup>rd</sup> ed.) San Francisco: Jossey-Bass Publishers.

May, K.M. & Meleis, I.A. (1987) International nursing guidelines for core content. Nurse Educator 12(5): 20-25.

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## New MHPSLC Faculty Curriculum Development Mini Grant Awards



Congratulations to **Susan Johnson, PhD RN** from the College of Mount Saint Joseph in Cincinnati, Ohio for her mini grant proposal. Nursing students will be partnering with Holmes High School in Covington, Kentucky to provide prenatal/childbirth classes to pregnant teens enrolled in a prenatal parenting class at the high school. This service learning project will involve two nursing courses.

Congratulations to **Katherine M. Kolanko, PhD, RN** from Franciscan University in Steubenville, Ohio, for her mini grant proposal. Nursing students will be partnering with the Day Care Depot in Steubenville to provide health promotion activities for the children.

The basic components of the new **Request for Proposals** are included in this newsletter on pages 5-6. For a complete RFP packet or technical assistance in writing for a faculty curricular development mini grant, please contact Annette Canfield, Director for Health Professions Education at (937)775-1117/1114, or Email: [annette.canfield@wright.ed](mailto:annette.canfield@wright.ed)

# Mark Your Calendar

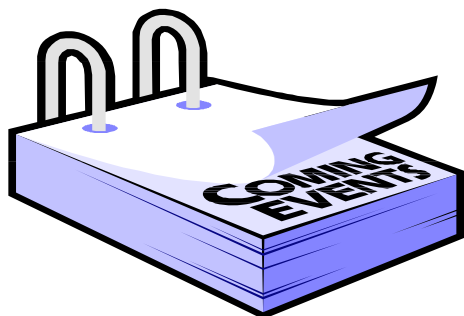
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## Upcoming Regional Service Learning Workshops

Case Western Reserve University Frances Payne Bolton School of Nursing will host a Service Learning Workshop on Friday, October 12<sup>th</sup> from 8:30 a.m. to 1:00 p.m. For registration information, contact Debbie Lindell at (216) 369-3740, email [dx141@po.cwru.edu](mailto:dx141@po.cwru.edu)

Gannon University in Erie, Pennsylvania will be hosting a Service Learning Workshop on Thursday October 18, 2001 in the Yehl Room @ Waldron Center. For registration information, contact Raquel Thurau at (814) 871-7345, email [thurau001@gannon.edu](mailto:thurau001@gannon.edu)

To schedule your Regional or Ohio workshop, please contact Ms. Catrina Baker, 937-774-1114, fax 937-775-1110, email [catrina.baker@wright.edu](mailto:catrina.baker@wright.edu) Ms. Baker will assist you in connecting with the appropriate faculty for planning your workshop.



### CALL FOR PROPOSALS:

May 4-7, 2002

6<sup>th</sup> Annual Conference, Community Campus-Partnerships for Health

*The Partnership as the Leverage Point for Change*  
Miami, Florida

Submission deadline: November 1, 2001. For proposal information:

Visit: <http://futurehealth.ucsf.edu/ccph/projects.html#natlconf>

Fax on demand: 1-888-267-9183, document #202.

Phone: 415-476-7081

## Upcoming Events and Conferences

October 19, 2001

Service Learning and Honors Courses One-day Drive-in Workshop

Contact: Torie at Ohio Campus Compact, [occtorie@alink.com](mailto:occtorie@alink.com),

<http://www.ohio-16service.org/occalendar.htm>

October 21-23, 2001

First Annual Conference on Service-Learning Research

Berkeley, California

Contact: Andy Furco ([afurco@uclink4.berkeley.edu](mailto:afurco@uclink4.berkeley.edu)) or call (510) 642-3299.

<http://www.gse.berkeley.edu/research/slc>

January 25-27, 2002

Forum on Faculty Roles and Rewards 10th Annual Conference

American Association for Higher Education  
*Knowledge for What? The Engaged Scholar*  
Phoenix, Arizona

[www.aahe.org/ffr/2002](http://www.aahe.org/ffr/2002)

Contact: Kathleen Wert (202) 293-6440 ext. 770, [kwert@aahe.org](mailto:kwert@aahe.org)

February 8-9, 2002

Regional Conference, Institute on Academic Service-Learning: Connecting K-12, Communities, and Higher Education

Eastern Michigan University, Ypsilanti, Michigan  
Connecting K-12, communities, and higher education is the focus of this upcoming regional conference.

Contact: Piper Krauel, CCPH Program Director, at [piperk@itsa.ucsf.edu](mailto:piperk@itsa.ucsf.edu) or (415) 502-7933.

Please contact us if you are presenting or attending a Regional or National Conference. We welcome the opportunity to publicize your participation!

*Note: This represents the basic components of the RFP for faculty curriculum development grants. To receive a complete RFP packet by email, please contact Annette Canfield at [annette.canfield@wright.edu](mailto:annette.canfield@wright.edu)*

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**Midwest Health Professions Service Learning Consortium (MHPSLC)  
Health Professions Faculty Curriculum Development Grants  
Request for Proposals 2001-2002**

**PURPOSE:**

The Center for Healthy Communities (CHC) at Wright State University, with support from the Corporation for National Service, has developed a funding program to expand clinical training placements for health professions students using the **Service Learning (SL) Protocol for Health Professions Schools**. The Protocol supports the teaching methodology of service learning and promotes better integration of student learning objectives with community service objectives. Key components of the Protocol include the following:

1. Expand health professions clinical training sites through ongoing relationships between faculty and community partners to ensure appropriate education of students and continuous service in response to community-identified needs;
2. Develop the service learning experience utilizing service learning objectives;
3. Develop an orientation component to health professions clinical training which focuses on the population being served and the community in which the service is provided;
4. Develop a reflection component to health professions clinical training in which students have the opportunity to integrate the service and learning aspects of the experience;
5. Evaluate all aspects of SL projects including all stakeholders; and
6. Promote actively the ethic of service as an integral part of professional practice

**ELIGIBILITY:**

Any health professions faculty who are fully affiliated with an accredited post secondary institution involved in the education of health professions students may apply for a grant. This year grant proposals from faculty who have attended a Midwest Health Professions Service Learning Consortium's *Integration of Student Learning Objectives with Community Service Objectives Workshop* will receive priority review. Faculty must be planning to teach a course which involves community based clinical placements using the components of the Service Learning Protocol for Health Professions Schools as outlined in this packet.

**SUBMISSION:**

Proposals will be accepted on a rolling basis beginning October 1, 2001 and will be reviewed by a Midwest Health Professions Service Learning Consortium Regional Team or the Core Consortium Faculty Team on as needed basis. All funds must be expended by September 30, 2002. All proposals must be typed, **double spaced**, and should not exceed ten pages in length. Please submit one original and three copies of your completed application to:

Health Professions Faculty Curriculum Development Grants  
c/o Annette Canfield, Director of Health Professions Education  
Center for Healthy Communities  
140 E. Monument Avenue, Dayton, OH 45402 (937) 775-1114

**SELECTION:**

The Core Consortium Faculty Team or the appropriate Regional Team of the MHPSLC will review the grant applications.

**AWARDS:**

Awards of up to \$2,000.00 are available to eligible faculty. Allowable expenses include faculty stipends, educational materials, durable equipment, transportation and other direct costs related to program development and implementation. Funds may not be expended as indirect costs, stipends to students, entertainment, refreshments, capital equipment expenses, or cash incentives.

Award recipients must complete a final report to be submitted to the Center for Healthy Communities within thirty days of the completion of the project. The final report includes a narrative summary of the project, an itemization of expenditure of funds, and completed evaluation forms, which will accompany the award letter.

## Proposal Components

### I. Title Page (see attached)

### II. Abstract

Briefly describe the proposed service learning project:

### III. Service Learning Protocol for Health Professions Schools-Proposal Narrative

#### A. Community and faculty partner (expanding clinical training sites through ongoing relationships)

1. Location
2. Key contacts
3. Recipients of services
4. Description of student abilities, roles, level
5. Approximate number of recipients expected to be served

#### B. Combine the Service and the Learning Objectives into Service-Learning Objectives (see attached table)

1. Service Objectives
2. Learning Objectives
3. Service Learning Objectives

#### C. Orientation component (Roles and responsibilities of Faculty, Community Partner, and Students)

##### 1. Faculty Partner

Describe how the Faculty Partner will orient the Community Partner to the course description and objectives, skill level and time availability of the students and evaluation expectations for student performance.

##### 2. Community Partner

Describe how the Community Partner will orient faculty and students to the mission and services of the organization and the cultural health beliefs and practices, health status and demographics of the service recipients, and the organizational culture and physical environment of the Community Partner organization.

##### 3. Communication Protocols

Describe the specific roles and responsibilities of students, Community Partner staff, and Faculty Partner related to regular communication and feedback about the project and coordination and supervision of students.

#### D. Reflection Component/Evaluation component

1. Describe how reflection will occur with students, Community Partner, Faculty, and the recipients of the services.
2. Describe how evaluation will occur for students, the Community Partner, Faculty and the recipients of service (including CHC pre/post attitude surveys, and feedback forms)

#### E. Implementation

1. Provide a time line for the project

### IV. Budget and budget narrative (see attached example)

Clearly describe intended use of funds related to specific project activities.

### V. Letters of support

- A. Letter of support from the academic dean or department chair must address how this proposal supports the academic mission of the institution.
- B. Letter of support from the community partner identified with the project indicating how the proposal supports responding to community identified service objectives.

# A Closer Look



## Evaluation: Monitoring “Process”

by Carla Clasen, Associate Director  
Center for Healthy Communities

In the last *Learn & Serve Midwest* newsletter, we mentioned that one purpose of evaluation is to assess the implementation of a program or intervention. This is sometimes called process evaluation or formative evaluation and describes how the intervention occurs. There are solid reasons to do process evaluation:

- ♦ Keeping the program on track. Is everything happening as planned? If not, why not?
- ♦ Understanding and interpreting outcomes. Without knowledge of what took place, there is not a way to determine which aspects of an intervention were effective or ineffective.

- ♦ Program dissemination. Without dissemination of information, how can successful programs be reproduced?
- ♦ Accountability. Program sponsors/funders want to know how the program is being implemented.
- ♦ Quality improvement. Are resources being used in the most effective ways?

Examples of some process measures in the context of a service-learning experience course might be:

- ♦ How many students were involved in the s-l experience?
- ♦ What was the total amount of time each student spent in the service component of the experience?
- ♦ How many community members were involved in/served by experience?
- ♦ What did the students’ orientation consist of?
- ♦ What were the means through which students reflected on the experience?
- ♦ How much time did students spend in reflecting on the experience?

(A good resource for learning more about process evaluation is *How to Assess Program Implementation* (1987), by Jean A. King, Lynn Lyons Morris, and Carol Taylor Fitz-Gibbon; SAGE Publications, Inc.: Newbury Park, CA.)

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## Regional Team News - Southern Regional Team

**M**ike Schaefer, currently a 3rd year medical student at the University of Kentucky School of Medicine, recently received the **National Community Service Award for Medical Students** at the National Conference for Family Practice Residents and Medical Students in Kansas City, Missouri, July 26-29, 2001.

The award recognizes Mike’s work in reorganizing the University of Kentucky student-run Free Clinic project. Working with Mike were Danny

Eiferman, also a medical student, and their faculty mentor, Dr. Wanda Gonsalves. Together they wrote for and received the inaugural AAMC *Caring for Community Program Grant* for \$30,000. At the Free Clinic, medical students at the University of Kentucky work alongside pharmacy students, physician assistant students and physical therapy students to provide health care services to the underserved and homeless people of the community, including those living at the Salvation Army where the clinic is housed.

*Congratulations*



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*Learn & Serve Midwest* is published by the Center for Healthy Communities with funding support from the Corporation for National 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.

