

Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest Vol. V, Iss. 3 Fall 2002

New Modules Now Available for Health Professions Educators

The Midwest Health Professions Service Learning Consortium is proud to unveil FOUR new workshop modules for 2002-2003. The four topics that have sparked the interest of our consortium include: Reflection, Risk Management, Evaluation, and Scholarship and their relationship to Service Learning. We will still offer our **“Integration of Student Learning Objectives with Community Service Objectives: The Service Learning Protocol for Health Professions Schools”** as the workshop for the beginning practitioner.

The four new modules are designed for advanced service learning practitioners, especially those who have attended the beginners’ workshop. Each module is two hours in length and has both didactic content and audience participation.

Preview of Modules

In-Depth Reflection

This module reviews the definition of reflection, the theoretical background including Dewey’s principles and conditions for education, Eylers’ Model, and Kolb’s learning cycle. We also discuss the benefits of reflective exercises, the challenges, resources and assessment processes. There will be ample opportunity for practice and discussion on the “how-to’s” of reflection.

Evaluation

This module discusses the why and how of evaluating service learning. Practical steps in



planning an evaluation will be covered, including clarifying the goals of an evaluation, deciding what should be measured, and how the data will be collected, analyzed, and disseminated. An overview is given of what has been learned to date about the impact of service learning on students, faculty, institutions, and society; and the “top ten” research questions still unanswered will serve as a stimulus for participants to develop their own evaluation plans.

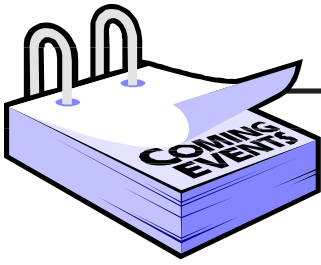
Service Learning and the Law

This module features in-depth discussion of the law and how it pertains to service learning. We will discuss risk management strategies to prevent problems while using the pedagogy of service learning, focusing on preventing problems with the community agency, the students and the higher education institution, including the faculty. Syllabi, contract agreements and case studies will be used to give hands-on examples of service learning risk management. International service learning and intellectual property will also be discussed. An extensive literature review will be included.

continued, page 2

In addition to the direct and in-kind support provided by our academic partners, the Center is funded through 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, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Job and Family Services, Ohio Hospital Association, Pfizer Pharmaceuticals, Planned Parenthood of the Greater Miami Valley, and the United States Department of Health and Human Services.

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



Mark Your Calendar

Events and Conferences

The **Network of Service Learning Scholars Colloquium** will be held on September 27, 2002 at Wright State University. Look for a summary of that event in the winter issue of *Learn&Serve*.

Several members of the MHPSLC will be attending and presenting at the **Second Annual Service Learning Research Conference** in Nashville, Tennessee in October. The topics reflect the new service learning modules and are *Balancing Scholarship, Service and Teaching: Turning Service-Learning into Scholarship* and *Lessons from a Multiprofessional Service Learning Course: How Student Values Evolve*.

Program Director Annette Canfield will be presenting at the **Partnerships for the Future: A National Conference on Professional Nursing Education and Development** in Chicago in November. She will present with community partner Deb Miller from Heath Partners of Miami County, a free clinic. Their presentation is entitled *Intertwining a Community Academic Partnership with an Interdisciplinary Project via Service Learning*.

Community Partnerships for Health (CCPH)'s 7th annual conference, "Taking Partnerships to a New Level: Achieving Outcomes, Sustaining Change" will be held in San Diego, California on April 26-29, 2003. The call for conference proposals can be found on the internet at <http://futurehealth.ucsf.edu/ccph.html/> and proposals are due October 25, 2002 at 5:00 p.m. Pacific time. Dr. David Satcher, former US Surgeon General will be the opening keynote speaker.

Service Learning Workshops

Friday, November 8, 2002

Valparaiso University in Indiana will host a workshop, 8 AM- 12:45 PM. For registration information please contact Steve Kirchoff at skirchho@iupui.edu.

Thursday, November 14, 2002

Indiana University Southeast in New Albany, Indiana will host a workshop, 8 AM- 12:45 PM. For registration information please contact Steve Kirchoff at skirchho@iupui.edu.

Modules, continued from page 1

Scholarship

Encouraging faculty to put substance into what they already do so well is the essence of this module. Participants will have a chance to dialogue and reflect on a variety of ways to integrate scholarship into the work that they already love to do—teach! Service learning is a great method of instruction, but it is scholarship that leads to tenure and promotion, and it is scholarship that leads to accountability and expertise.

Schedule Your Made-to-Order Workshop

1. Select 2, 3, or 4 of the modules
2. Identify a date(s) that would work for your

faculty/audience

3. Contact Annette Canfield (annette.canfield@wright.edu), who will direct you to the appropriate regional faculty
4. Schedule a room at your institution
5. Plan to provide computer equipment for Power Point
6. Preferably have a minimum of fifteen participants
7. We provide workbooks and teaching faculty
8. We provide up to \$200 toward refreshments
9. Faculty participants will have the opportunity to apply for a \$2000 faculty curriculum development mini grant (see **RPF insert in this issue**)

**Health Professions Faculty Curriculum Development Grants
Request for Proposals 2002-2003**

INFORMATION PACKET

PURPOSE:

The Center for Healthy Communities (**CHC**) at Wright State University, with support from the Corporation for National and Community Service, has developed a funding program to expand clinical training placements for health professions students using the **Service Learning 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. Actively promote 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 any of the Midwest Health Professions Service Learning Consortium (MHPSLC) sponsored workshops will receive priority review. Grants that address Homeland Security, Disaster Preparedness, Faith Based Initiatives, and Small Community Organizations will also 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 September 1, 2002 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 August 31, 2003. All proposals must be computer generated, double-spaced, and should not exceed ten pages in length **along with a current copy of your course syllabus**. Please submit a copy on diskette (IBM only, MS Word with a .doc extension), as well as 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, Room 315
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.



Sponsored by:
Center for Healthy Communities



With funding from:
Corporation for National Service

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 and **current copy of the course syllabus**.

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.

EXAMPLE: Table for Service Learning Objectives

Learning Objective	Service Objective	Service Learning Objectives
1. Third year medical students need clinical experience providing geriatric health exams.	Senior Companion volunteers require annual physicals.	Third year medical students will provide volunteers of the Senior Companion Program with annual physicals
2.		
3.		

Example of Budget Table:

Item	Description	Estimated Cost
Vision Charts	Snellen charts for preschoolers, elementary schools, and high school	students \$200 each x 10 charts
Total Expenses		\$2000.00

Midwest Health Professions Service Learning Consortium (MHPSLC)
Health Professions Faculty Curriculum Development Grants
Request for Proposals 2002-2003

TITLE PAGE

Faculty Applicant/Project Director:

Mailing Address:

Telephone:

Fax:

Email:

College/University:

Tax ID:

Health Professions Department:

Department Chair:

Dean:

Course Title and Number:

Term and Year Course Will Be Offered:

Community Partner Organization:

Community Partner Contact Person:

Mailing Address:

Telephone:

Fax:

Email:

Financial Contact Person:

Telephone:

Amount Requested:

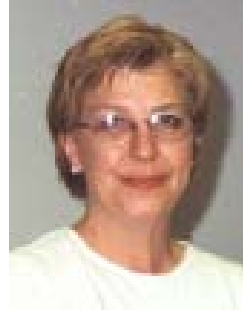
The Community Corner

(Learn&Serve Midwest will be highlighting our community partners in this and future issues.)

by Deborah Miller, RN, Director, Health Partners of Miami County

When Annette asked me if Health Partners would participate in the Service Learning program this past winter, I felt as though I'd just been listed in the "Who's Who" in Health Education! What a privilege!

Health Partners of Miami County (HPMC) is a free clinic for the underserved and uninsured, open Thursday evenings in space provided by the Miami County Health Department. Volunteers are the heart of HPMC—even doctors and nurses. I was familiar with Service Learning, but the idea of Team Service Learning was a fresh concept. The idea of being involved with a multidisciplinary team was even more exciting. I was included in the faculty planning prior to the course and met the other community and academic faculty. The entire group was energized and excited. To ensure that what we were planning was truly service learning, we relied upon the *Service Learning Protocol for Health Professions Schools* throughout the process.



Deborah Miller

As it turned out, the project was more successful than even I could have anticipated. Health professions students learned about each other and themselves, about community agencies, and about their own communities. Most important was what we learned about our various

disciplines. The class grew from self-interest (as least as far as their field of study) to a truer understanding of the other disciplines in the group, the needs of the community and the part we can all play in meeting some of the needs.

The MP team worked together to accomplish several tasks. They wrote a small grant that provided money for clinic supplies. They collaborated to develop an evaluation tool for Health Partners, and they worked together to provide client services in the clinic setting.

I could rattle on for quite a while about the program because I believe in it so much. Let me just say that I hope to stay involved in the Multiprofessional course again next year!

Road Worthy *Reviews of audio books suitable for workshop and business travelers*

Barbara Kingsolver's "Prodigal Summer"

On the surface, *Prodigal Summer* by Barbara Kingsolver is the literary equivalent of the "chick flick"-- shall we say "feminine fiction" or a "female tale." On a deeper level, however, Kingsolver describes the reciprocal relationship between women and their environment. In her interwoven stories about three women who reside within the same county, she addresses balance within the web of nature. As my six year old would say (who is obsessed with *The Lion King*), she forces one to consider the circle of life. This includes everything from the importance of organic farming to the relationship between predator and prey. There is also plenty of folk wisdom interspersed throughout the book, some of which still resound in my mind. For someone just the slightest bit obsessive-compulsive it was a revelation to consider that the things you try to

control may rear up and bite you in the rear end. I think twice now before I interfere.

I listened to this book twice. The author narrates it, which to me was a real plus. I plan on giving a copy to some students who have received their doctorates this summer. I hope it provides them, and you if you choose to read it, something new to consider.

~Reviewed by Cheryl Meyer

(Fiction, published by HarperCollins Publishers, performed by Barbara Kingsolver, 10 cassettes unabridged)

If you would like to submit a review of a favorite audio book, please email it to annette.canfield@wright.edu

Congratulations to our Newest Grantees and their mini-grant projects!

Mojisola F. Tiamiyu is on the faculty at the University of Toledo, Department of Psychology. Undergraduate psychology students will be working at St. Hyacinth School utilizing the STAR Mentee Program to tutor students in reading while providing individual attention and mentoring.

Donna Mitchell is on the faculty at the University of Rio Grande, Department of Nursing. RN-BSN students will be providing health education to students attending the Vinton County School System in Ohio.

Cecile Walsh is on the faculty at Xavier University in Cincinnati, Department of Nursing. This project has nursing students teaming with the Drake Rehabilitation Center during Drake Heritage Days to provide health screening and health education to participants attending the health fair.

Susan Murry is on the faculty at Lourdes College in Sylvania, Ohio, Department of Nursing. Nursing students will assist residents of the Luther Village and Luther Woods to assess and organize their personal health information in order to provide better communication with their health care providers.

Rachael Richter-Hauk is on the faculty at Capital University's Department of Social Work. Social work students will present workshops on budgeting and money management to clients at Mercy Manor, a post-correctional facility.

Roger Ideishi is on the faculty of the University of the Sciences Occupational Therapy Department, Philadelphia, Pennsylvania. Occupational therapy students will create environmental play/learning stations at the Ken Crest/Kensington Center's Early Intervention, Head Start, and Day Care Program.

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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.

