

Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest Vol. V, Iss. 1 Spring 2002

Meet the New Regional Faculty Members



M. Lynn English



Charlotte J. Wyche

M Lynn English, PT MSED is the Academic Coordinator of Clinical Education for the Physical Therapy Division of the College of Allied Health at the University of Kentucky (UK). She received a Physical Therapy degree from The Ohio State University and a Master's in Education with a Certificate in Gerontology from UK. Her interest in service learning has been sparked by joining an interdisciplinary team at the Salvation Army Free Clinic in Lexington, Kentucky and working with

physical therapy students who participate in an elective class with the medical students. Lynn joins the Southern Regional Team along with Wanda Gonsalves, MD from UK, Barbara Tobias, MD from the University of Cincinnati, and Paula Reams, RN MS from Kettering College of Medical Arts.

Charlotte J. Wyche, RDH MS is an Associate Professor in the Department of Periodontology and Dental Hygiene at University of Detroit Mercy in Detroit, Michigan. She has been recognized by a variety of organizations and received the Month of the Young Child Recognition Award in 2001 from the Detroit Health Department. She has attended the Community Campus Partnerships for Health's Beginning and Advanced Service Learning Institutes. Charlotte joins the Northern Regional Team along with Judy Lynch Sauer PhD RN from the School of Nursing at the University of Michigan, Laura DeHelian, RN MS CS PhD from the Department of Nursing at Cleveland State University, and Dayton faculty member Cheryl Meyer, PhD from Wright State University's School of Professional Psychology.

Faculty Presentations

Service-Learning in Dental Education: **From Vision to Reality**, a Faculty Development Workshop presented at the ADEA annual meeting in San Diego (March 2-6) featured the following presenters:

- ▶ Stacy Holmes, Community-Campus Partnerships for Health
- ▶ Charlotte J. Wyche, University of Detroit Mercy School of Dentistry

- ▶ Karen Yoder, Indiana School of Dentistry
- ▶ Georgina Zabus, Columbia Univ College of Dental and Oral Surgery

Two of the presenters are Midwest Health Professions Service Learning Consortium Faculty. Congratulations to Charlotte and Karen!

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

Study Points to the Benefits of Service-Learning Experience



Pamela Reynolds

Pamela Reynolds, one of MHPSLC regional faculty members, presented the abstract from her dissertation titled, **“How Service Learning Benefits Physical Therapy Students’ Professional Development,”** as a platform presentation for the Education Section at the national American Physical Therapy Association’s Combined Section Meeting in Boston recently.

The purpose of this study was to discover the educational outcomes and benefits that student physical therapists realized through participation in the course, *Service Experience Project*, required by physical therapy program in this study. The primary objective for this course was for the students to begin to internalize their role as a service oriented citizen in the context of assisting a community organization or agency that provides services to an under served, disadvantaged, or cross-cultural population.

Service learning was the experiential instructional format utilized for this course. Clinical education is unequivocally the most universal form of experiential learning throughout physical therapy education. The use of service learning as an experiential teaching method was quite uncommon in physical therapy educational programs at the time of the study. Also, since the potential efficacy of this pedagogical tool in physical therapy education was unknown as well as all the actual educational outcomes; the study suggested the classical qualitative research question, “What’s going on here?”

The study was designed and analyzed utilizing grounded theory methodology. Eighty-five (85) graduates, who received their MPT degree from the program between 1996 and 1999, and returned a signed informed consent letter, participated in the study. Data sources included textual reports written by participants when they were students, participant observer data of the researcher, memos

and diagrams generated throughout the analysis, verification responses of two independent researchers, and summative data from Physical Therapist Clinical Performance Instrument for the complete cycle of one class.

The research questions guiding this study included: 1) What benefits and educational outcomes do student physical therapists realize through participation in *Service Experience Project* course? 2) Which of the criteria from the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* are represented among the student-reflected benefits and educational outcomes? 3) Does service learning offer any unique opportunities to meet the evaluative criteria?

Initial data assessment led to discovery and verification of outcomes representing 14 evaluative criteria. They included *Administration, Communication, Consultation, Education, Examination, Individual and Cultural Differences, Intervention, Management in Various Care Delivery Systems, Outcome Measurement and Evaluation, Plan of Care, Prevention and Wellness, Professional Behavior, Professional Development, and Social Responsibility*. Summary analysis compared outcomes of experiential learning in traditional clinical education and service learning experiences.

This inquiry disclosed that many students had limited opportunities to demonstrate competency in such areas as *Consultation, Prevent and Wellness* in their traditional clinical experiences. However, the opportunity to meet these competencies through community service learning experiences could easily be achieved. Thus the summary model and explanatory theory for this study illustrated a complementary relationship between the *Service Experience Project* and the traditional clinical education experience in meeting the physical therapy educational objectives and competencies required by accreditation criteria.

Pam will also be sharing her abstract and these study outcomes as a poster presentation at the annual Community-Campus Partnerships for Health annual conference in Miami, Florida, May 4-7, 2002.

Ask the Expert

by Cheryl Meyer PhD, JD
Associate Professor, Wright
State University School of
Professional Psychology



How do I balance demands for scholarship, teaching and service?

Most colleges and universities expect academicians to spend their time engaging in service, scholarship and teaching. All three are important, but depending upon the focus of the institution, one area may be more heavily weighted than another. Often times, service is weighted least heavily. This places faculty, especially new faculty, in the position of selecting one area to focus on, and that is generally not service. Although most academicians are personally service oriented—after all, we are in service/helping professions—emphasis on service may inhibit our ability to be promoted or acquire tenure. Service learning requires a tremendous amount of front-end loading time and effort that can detract from our ability to engage in scholarship and teaching. So how can all three be balanced? Perhaps the conundrum comes from thinking of the three as independent instead of interrelated. There is absolutely no reason why service learning could not become your source of scholarship.

For example: Let's say a not-for-profit pediatric center contacted me and asked if my students can come to their facility and provide psychology-based education on parenting for teenage parents. It's not part of my curriculum but I arrange for my graduate students in psychology to go teach four one-hour seminars on parenting. This sequence of four seminars will repeat several times during the year. At first, we have to spend an enormous amount of time developing and refining the curriculum. Then we construct an evaluation tool. Once the curriculum is stable we begin administering pre-post evaluations to gather data on the effectiveness of the curriculum. Another thought would be to add health professions students from other disciplines to collaborate and

provide the education with the psychology students.

I now have several sources of scholarship. First, I'll present/publish the curriculum. Next, I'll present/publish the results of the evaluation tool. I might even want to present/publish the tool itself. There are many other presentation/publication opportunities including the student's experience. I now also have data that I can use to bolster my application for grant funding to support and expand the project. Everyone wins.

As an academician, my responsibilities of service, teaching and scholarship are being met. The clinic and the clients are receiving clearly identified and needed services. The students are not only having a great learning experience but will likely build their resumes as they participate in the presentations/publications. The key here is to consider how service, scholarship and teaching are interrelated, not separate goals.

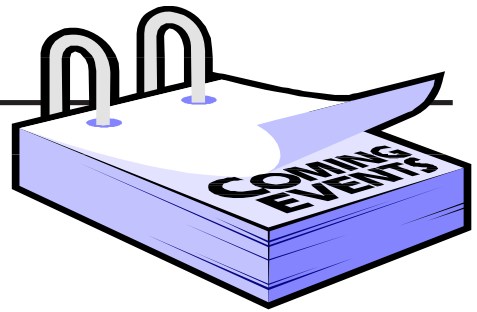
If you need start-up funds for a service learning project, apply for a Faculty Curricular Development mini-grant and use the money to fund the initial project. If you receive the grant, you not only have start up funds but something to put on your CV under scholarship. Get started! (Call Annette Canfield at 937-775-1114 or email annette.canfield@wright.edu for information about mini-grants.) Also, If you have a question to "ask the expert," email it to Annette.

Another Example

Dr. Younghee Kim and Annette Canfield co-authored an article that appeared in the February 2002 Journal of the American Dietetic Association, (Vol. 102, number 2) *How to develop a service learning program in dietetics education*. Dr. Kim is an Associate Professor of Food and Nutrition in the School of Family and Consumer Science at Bowling Green State University, Bowling Green, Ohio. She received a faculty development mini grant from the Center for Healthy Communities in the Spring 2000 to develop this service learning project.

The article highlights the Service Learning Protocol for Health Professions Schools (SLPHPS) that Dr. Kim used in planning the course "Life Cycle Nutrition: The Middle and Later Years." Students in this course provided congregate meals for a senior citizen center as well as meals on wheels. The students stated that the hands on experience and interaction with the seniors were the "best part of the course" and "many expressed the desire to continue volunteering after the class ended."

Mark Your Calendar



Upcoming Regional Service Learning Workshops

April 5, 2002 at the Ohio State University, from 11:00-4:30 at Northwood Building, 2231 North High Street, Columbus, Ohio. Contact Catrina Baker for more information and registration (catrina.baker@wright.edu)

April 12, 2002 at Xavier University, from 9:00am to 1:30 pm in Room 187, Cohen Building, Cincinnati, Ohio. Contact Catrina Baker for more information and registration

April 18, 2002 at University of Mercy, Detroit, Michigan

April 19, 2002 at University of Michigan , Flint, Michigan

April 21, 2002 at Blackwater Falls, West Virginia

April 25, 2002 at Martinsburg, West Virginia

April 25 & 26, 2002 at Western Kentucky University, Bowling Green, Kentucky

May 10, 2002 at University of Scranton, Pennsylvania

May 17, 2002 at Misericordia College, Dallas, Pennsylvania

May 21, 2002 at University of Indianapolis, Indiana

For more information on any of these dates/places, please email Annette Canfield at annette.canfield@wright.edu



Thanks for the memories...

The Core Consortium Team faculty have been traveling a lot this past year, as we assist with service learning workshops in a six state area. Across the region, we have enjoyed the hospitality of our colleagues, and have been delighted to meet wonderful faculty and community partners who have embraced service learning and are providing quality community services. We have also learned that there are a few things that make our travels really memorable and enjoyable and would like to express our appreciation to our hosts for these things:

- ♥ really good directions
- ♥ bottled water and hot coffee
- ♥ hotels with complimentary breakfasts, close parking, and rooms that are not too cold or too warm
- ♥ box lunches with selections that include vegetarian food
- ♥ fresh fruit
- ♥ PowerPoint shows that can be emailed to the host site
- ♥ a visit to the college bookstore (souvenirs, you know...)
- ♥ meeting Deans, Provosts, and Presidents!

SAVE THE DATE!!

Our Third Annual **Network of Scholars Colloquium** will be held in Dayton, Ohio on September 26 & 27, 2002. All regional team faculty will be attending as well as all recipients of Faculty Curricular Development Mini Grants. More details in the summer edition of *Learn & Serve Midwest*.

A Closer Look

by Carla Clasen, Associate Director
Center for Healthy Communities

Evaluation -- Measuring Outcomes: Ways and Means

In the last issue of *Learn&Serve Midwest*, we talked about operationalizing goals to come up with outcomes that can indicate how successful a program or intervention is. This time we'll talk about ways to measure outcomes.

Data obtained from measurement may fit into two broad categories: quantitative or qualitative. Quantitative (comes from "quantity") is data that can be manipulated numerically; that is, counted, ranked, added, averaged, etc. Qualitative (comes from "quality") data, then, is information that can't be quantified or manipulated numerically. Often this type of data is subjective and based on perceptions or observations of individuals. Sometimes quantitative and qualitative data are referred to as "hard" data and "soft" data. One type of data is not necessarily superior to the other; often both types are combined to give a richer and more complete picture of the outcome of interest.

Below are some methods for collecting information about outcomes, and the type of data each is most likely to yield:

- | | |
|-----------------------------|---|
| ▶ Surveys or questionnaires | <i>Quantitative and/or qualitative</i> |
| ▶ Interviews | <i>Quantitative and/or qualitative</i> |
| ▶ Focus groups | <i>Qualitative</i> |
| ▶ Direct observation | <i>Quantitative and (maybe) qualitative</i> |

Here is an example of the use of both quantitative and qualitative measures in assessing outcomes of a Service Learning experience:

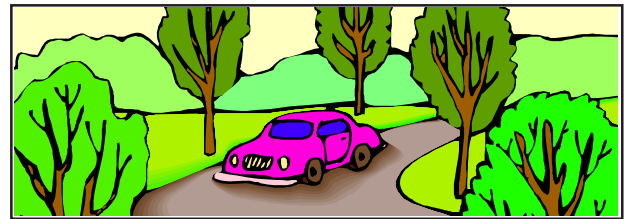
Goals:

- ▶ Students will know more about the inner-city community surrounding their school
- ▶ Students will express a greater commitment to community service

Outcome measures:

- ▶ Pre and post test in which students are asked to answer questions about demographics, socioeconomic indicators, and available resources in the inner-city community. Scores to be compared pre and post (quantitative data)

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For the Auto Traveler

On the road quite a bit? Don't have time to read anymore? Audio books may be the perfect solution for making your travel more enjoyable and catching up on the joy of reading. Audio books come in both cassette and CD formats, and are available at the local library, through membership in one of the many audio book clubs, or for purchase at the major booksellers. Here's a road-worthy title:

Wish You Well by David Baldacci, read by Norma Lana

David Baldacci, known for his fictional thrillers, sets this novel in rural Virginia in the 1940's. The death of their father sends two children, Lou and her younger brother Oz, along with their invalid mother, from New York City to the rugged mountains of southwestern Virginia to live with their great-grandmother, Louisa Mae Cardinal. Life is different to say the least. A highly unexpected circumstance challenges the fate of the entire family, and is compounded by deception, turmoil, death and destruction. This one is rated five stars out of five!

Reviewed by Sheranita Hemphill

- ▶ Attitude scale administered pre and post in which students are asked to indicate their attitudes about community service (qualitative and quantitative. This is tricky! Remember, qualitative data is subjective and based on perceptions. However, when quantified on a scale, subjective data can also be treated quantitatively)
- ▶ Students' end of class journal exercises will be analyzed for dominant themes (qualitative)

Article Review: Service-Learning Evaluated

by Carla Clasen, Associate Director
Center for Healthy Communities

Miller, Jerry. (1994) Linking traditional and service-learning courses: outcome evaluations utilizing two pedagogically distinct models. Michigan Journal of Community Service Learning 1(1): 29-36.

This article is an assessment of learning impacts of community service-learning on undergraduate college students. Students who chose to participate in service learning were compared with a control group of students who did not choose an experiential component.

As might be expected, students choosing community service experiences viewed the linkage of community service with didactic course work as

much more valuable than students who did not choose it, both before and after the course. No significant differences between groups were noted in students' assessment of gains in personal development, general mastery of course concepts, or in final course grades. Students participating in service learning were more likely to report an enhanced ability to apply principles learned in the course to new situations and to solve real problems in the field.

This article is useful as an illustration of some of the constructs that can be measured as impacts of service learning, and points up the complexity of effects on students.

