

Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest

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First Aid for Faculty and Service Learning

by Paula Reams, RN, MS, LMT

The body of research on service learning, although still small, is slowly growing. Service learning experiences have been shown to positively affect student's sense of civic responsibility, academic attainment and life skills. Research on service learning and students continues to find similar results in relation to the impact on academic outcomes, demonstrating complexity of understanding. While faculty are increasingly integrating service learning into their courses, some research indicates that a lack of faculty reward and deficiency of resources are barriers to service and service learning partnerships. What can be done? Let's explore some "first aid" solutions to help faculty prepare and achieve a rewarding service learning experience for themselves and their students.

Pick Your Partners Carefully

Many faculty assume when starting service learning in a course that any service experience can and will be incorporated into a course. This is not necessarily so. To avoid future headaches, service experiences must have academic learning objectives tied closely to the service that students will perform. Service learning objectives help faculty assess service experiences before placing students and make

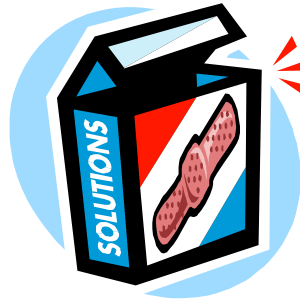
expectations clear to service agencies as to the service and learning that students will be doing.

Faculty must carefully assess whether agencies will continue partnerships far into the future or discontinue service learning experiences at the first sign of inconvenience or minor problem. Partners should feel comfortable with faculty, be flexible with students, and have a good understanding of academics and the

requirements involved. Faculty may want to use an agency evaluation when approaching a potential new service site for students. Many health professions programs already have such evaluations in use for possible clinical/rotations sites for students. Written assessment allows both the service agency and the higher education institution to keep a record of what is available at the site and can help future faculty in finding service sites without re-inventing the wheel.

Advertise Yourself and Your Idea

When meeting a potential partner for the first time, faculty should present themselves and their institution in an a positive light. This first meeting may open doors to future contacts. Many service organizations work with other associations to save



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



The Dream Shop

by Natalie Janostak, Program Assistant

For three years, **the Dream Shop**, Planned Parenthood's teen pregnancy prevention after school program, has been working with Wright State University's Center for Healthy Communities Multi-professional class. Over that time, the program's youth have learned much from the curricula developed by the students.

In February 2001, the student team worked with the Dream Shop to expose the youth to the cultures of India and the Philippines. Through a curriculum combining geography, food and dance, the Dream Shop girls' worldview was expanded. This exposure to different cultures is extremely important for the Urban Appalachian population served by the Dream Shop. For many of the youth on the East Side of Dayton, the world is no larger than the five blocks in which they live, worship and go to school. This was a wonderful opportunity for them to learn about others in the world while still maintaining a level of comfort by interacting with the multi-professional students on their own turf.

To further expose the youth to other cultures, the multi-professional team purchased tickets to Dayton's World A'Fair. This exciting opportunity for the youth was welcomed as many of them took the opportunity to try foods that they never would have before. The multi-professional team truly created a sense of openness to new ideas and ways of living that the youth will continue to explore for the rest of their lives.

The second year of cooperation between the multi-professional students and the Dream Shop had the theme of wellness and illness prevention. The students designed

programming based on tobacco education and overall wellness. The students began with an anti-smoking information session and wellness exams followed by sessions on hygiene and nutrition. The prevention skills the youth learned were taken home and shared with family, expanding the benefits from individuals to neighborhoods.

To complete the project, the students worked with the youth to create an anti-smoking video based on the information gained from the previous sessions. There was clearly a change in attitudes among the youth about tobacco. Now the youth not only pressure each other to make good choices about health, but also they openly speak to their parents about changing habits that affect the entire family.

The theme of wellness and illness prevention continued into the third year of collaboration between the Dream Shop and the multi-professional course students. The students created a plan to teach the youth about the health impact of drugs and alcohol and their effect on growing bodies, including how they affect fetal development. This last topic was one the youth were very curious about, as many of them have older siblings or peers that became pregnant. The youth visited the Kettering Memorial Hospital and toured the labor and delivery ward. They were able to see healthy newborns and they were also allowed access to see and touch the equipment used for new babies who are born ill or have problems that keep them in the neo-natal intensive care unit.

The variety of educational topics and the service of the students have greatly impacted the youth at the Dream Shop. They are more

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

Liz Nims, faculty from Lourdes Colleges' Department of Nursing, is partnering with Old Orchard Elementary School. Nursing students will be providing vision and hearing screenings and referrals to the children attending the Old Orchard Elementary School.

Patrick Kitzman, faculty at the University of Kentucky's College of Health Sciences, will partner with the Salvation Army Free Clinic. Physical therapy students will assess and treat patients at the clinic, and will also work with medical students.

Marjorie Vogt, faculty at Otterbein College's Department of Nursing, is partnering with the Volunteers in Mission from the West Ohio Conference of the Untied Methodist Church. Nursing students will be providing primary health care services to people in Nuevo Progreso, Mexico. This is our first funded International Service Learning Project!

Susan Voorhees-Murphy, faculty at the Ohio State University's College of Nursing, will partner with the ALS Association Western Ohio Chapter. Nursing students will provide community outreach to patients, families, and the public through a variety of ALS related educational activities.

Peter Miller, faculty at the University of the Sciences in Philadelphia's Department of Physical Therapy, will partner with the LIFE program. Physical therapy students will assess and provide education to the elderly population served by the LIFE program, with an emphasis on decreasing the number of falls experienced by this group.

Patsy Gehring, faculty at the Lakeland Community College's Nursing Department, will partner with the H.O.P.E. project. Nursing students will provide essential nursing services to residents of the inner city Cleveland who are served by the H.O.P.E. project.

Barbara Schaffner, faculty at Otterbein College's Department of Nursing, will partner with the Pilgrim School in Columbus, Ohio. Nursing students will plan, implement, and evaluate a health fair for elementary school-aged children who attend the Pilgrim School.

Laura Clayton, faculty at Shepherd College's Department of Nursing Education, will partner with the Harpers Ferry Job Corps in West Virginia. Nursing students will provide asthma education at the Job Corps for students and staff.

Update on Faculty Development Mini Grant Applications

The MHPSLC is in its third and final year of this cycle of funding from the Corporation for National and Community Service's Learn and Serve Higher Education grant. Through the generosity of CNCS, we are able to award mini grants for high quality service learning projects. We will continue to accept RFPs for this cycle **through June 30, 2003. All funds need to be spent by August 30, 2003.** The MHPSLC is in the process of applying for the next round of funding from CNCS. Grant recipients will be announced sometime in June 2003.

Dream Shop, continued from page 2

knowledgeable about their bodies and know how to keep healthy. They are also empowered to take home the skills and information learned and to share them with their peers and families. The greatest benefit has been the creation of a relationship with health professionals that have learned to be creative with and understanding of an under-served population. The youth at the Dream Shop have gained knowledge and skills that will serve them for a lifetime due to the dedication of all the multi-professional students who have taken the time to get to know them.

money, time and manpower. If the faculty member's idea for integrating a service learning project into their course does not match the needs of the agency under investigation, selling the idea with a positive spin may facilitate networking with other service organizations that are a better fit.

Networking with others on campus may assist faculty in finding the perfect community partner for service learning. Promoting the valuable resources of the college or university may also help endorse a service learning project. Resources such as students, faculty, staff, classrooms, libraries, technology, and research expertise may all become accessible to the community partner when a campus-community partnership addresses community needs.

Think Small First

Many faculty members have grandiose ideas about incorporating service learning into their courses. After learning about service learning, many service minded faculty are excited and enthusiastic about trying a new teaching methodology. Instead of removing an assignment from the course, however, faculty might add on the service learning project, then become frustrated when students either complain or refuse to do the service work. Faculty should consider removing something, such as a quiz or paper, and replacing it with a service learning project. The service learning project should require critical thinking (test) and include a written graded assignment (reflection).

When starting a service learning project in a course, think small first. Do not take on three or four service agencies that require different projects at each site. This may cause faculty burnout with service learning rather quickly. Faculty may become confused trying to keep track of each project with each agency, causing student frustration and reduced learning. Start with one agency and one project when using service learning for the first time. Once partnerships are

established, other projects and sites may be added. As faculty become more versed in using service learning as a teaching methodology, it becomes as natural as lecture method.

Find the Fun

When looking for a service learning project and partnership, faculty should start with something that they know and have an interest in. Partnering with an organization that faculty may already be vested in, such as a local school or service organization, may be a place to start. Working with a service organization the faculty is already a member of may increase the depth of partnership as the agency and the faculty may have already developed a trusting relationship. Faculty, as well as students, should enjoy the service learning experience, finding the "fun" in serving. If a faculty member doesn't relish the experience, students will realize it and will not take the project seriously.

Communication is Key

Good communication skills are key when doing a service learning project. The partnership will flourish or flounder based on communication or lack of it. If faculty use the *Protocol for Service Learning for Health Professions Schools (SLHPS)*, miscommunication will be less likely and the risk of problems will be reduced. Faculty should be readily available for contact and/or be on site during service learning projects because this develops trust between service agencies and students. Handling problems in a timely manner reduces stress for all involved. Good communication builds lasting partnerships where contracts are renewed without problems and partnerships blossom. If projects run smoothly, students will be invited back. This may reduce faculty work to develop projects, as true partners in service learning will not need as much faculty support.

If First You Don't Succeed...

Even with great planning and communication, problems can occur. If a partnership or project does not go as planned, it does not mean that service learning as a teaching modality should not be used in future courses. Evaluate the outcomes and the course. Faculty are often surprised at the results, especially with student outcomes. When reviewing a course, consider team-teaching the course in the future. Assistance with partnerships and projects usually makes for a better outcome. Two or more people are reviewing and planning the course and problems not seen by one teacher may be discovered by another. If the course cannot be team taught, one could ask a colleague for advice about the course and the service learning component.

If an agency just didn't work out, realize that it may be for the best. Continue to assess the community for needs, find the organizations that meet those needs and compare student-learning objectives with those needs. A new project may reveal itself. Ask the higher education institution for support with service learning. The recent political interest in service in education on the national level may help to convince administration that service learning needs to be supported at the course level.

Combine research with the service learning project. There is a great need for research in the area of service learning and scholarly work can be produced. Seek grants and support for service learning, such as a mini-grant from the Midwest Health Professions Service Learning Consortium.

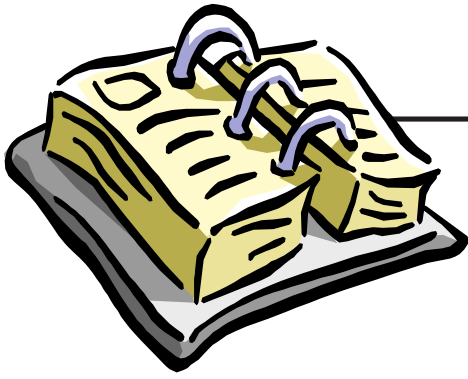
Beyond First Aid

Remember, service learning may be time intensive in the beginning, but over time the rewards are great: long term partnerships with service organizations, life long service and increasing citizenship skills for students, and possible faculty scholarship. "First aid" means the first one on the scene gives help. Just doing service learning once

in a course is like "first aid" because it only taps into what is available in the short term. True long-term service learning with partnerships that last is the ultimate goal. This type of service learning is more like rehabilitation in health care – at discharge, the person is better than when they came in the door!

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Mark Your Calendar

Upcoming Workshops and Colloquiums

These events are free and open to faculty, community partners and students. Registration is required!

Morehead State University, Morehead, Kentucky, is presenting the Introductory Workshop as well as the Evaluation and Scholarship advanced training modules on Friday, March 21, 2003 from 9:00am to 5:00pm. Contact Lynn English for more information, lenglis@uky.edu.

Michigan Network of Scholars will be held on Thursday, April 10, 2003, at the Crowne Plaza, Ann Arbor, from 9:00am to 5:00pm. Jeffrey Howard, editor of the *Michigan Journal of Community Service Learning* will be the keynote speaker. The advanced training modules on Reflection and Scholarship will be presented and recipients of faculty development grants will conduct poster and story telling sessions. Contact Judy Lynch-Sauer for more information, jmls@umich.edu.

Kalamazoo College, Kalamazoo, Michigan, will host the Introductory Workshop as well as the Scholarship and Reflection advanced training modules on Friday, April 11, 2003, 9:00am to 5:00 pm. Contact Judy Lynch-Sauer for more information, jmls@umich.edu.

Indiana University-Southeast Campus, New Albany, Indiana, will be hosting the Introductory Workshop on Friday, April 11, 2003, 9:00am to 1:00pm. Contact Steve Kirchhoff at skirchho@iupui.edu for information.

Kentucky Network of Scholars will be held on Thursday, April 24, 2003 at the University of Kentucky in Lexington from 12:00 to 5:00pm. The keynote speaker will be Dr. Ellen Beck. Recipients of faculty development grants will conduct poster and story telling sessions. Contact Lynn English for more information, lenglis@uky.edu.

Community Campus Partnerships for Health 's Seventh Annual Conference, "Taking Partnership to a New Level: Achieving Outcomes, Sustaining Change," will be held April 26-29, 2003 in San Diego, California. The keynote speaker will be Dr. David Satcher, former U.S. Surgeon General, currently Director of the National Center for Primary Care at the Morehouse School of Medicine. For information, go to the CCPH website at <http://futurehealth.ucsf.edu/ccph.html>.

West Virginia Network of Scholars will be held on Monday April 28, 2003 at West Virginia University in Morgantown. Recipients of faculty development grant will conduct poster and story telling sessions. Contact Mary Kay Stephens for more information, marykay312@attbi.com.

Ohio Network of Scholars will be held on Friday, May 2, 2003 at the University of Akron from 9:00am to 4:00pm. Kate Cauley, Ph.D., Director, Center for Healthy Communities, is keynote speaker. Recipients of faculty development grants will provide a poster and story telling session, and the Risk Management and Reflection advanced training modules will be presented. For information, contact Catrina Baker at catrina.baker@wright.edu.

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Pennsylvania Network of Scholars will be held on Tuesday, May 6, 2003 at the University of the Sciences in Philadelphia. Program includes a keynote speaker and two advanced training modules. Contact Pam Reynolds for information at reynolds011@gannon.edu.

The University of St. Francis in Fort Wayne, Indiana will present the Evaluation and Risk Management advanced training sessions on May 8, 2003 from 9:00am to 1:00pm. Contact Steve Kirchhoff at skirchho@iupui.edu.

Wheeling Jesuit University in West Virginia will host the Introductory Workshop and Scholarship module on May 14, 2003, 9:00am to 5:00pm. Contact Mary Kay Stephens for more information, marykay312@attbi.com.

Wayne County Community College, Detroit Michigan, will host the Introductory Workshop on May 16, 2003 from 9:00am to 1:00pm. Contact Judy Lynch-Sauer for more information at jmls@umich.edu.

The Indiana Network of Scholars will be held at Southeast Community Services, 901 Shelby Street, Indianapolis on May 22, 2003 from 8:30am to 4:00pm (CST). Contact Catrina Baker for more information, catrina.baker@wright.edu.

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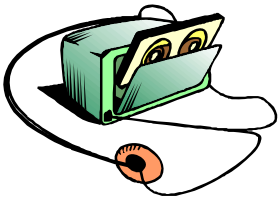
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Road Worthy Audio Books



Elizabeth I CEO: Strategic Lessons from the Leader Who Built an Empire

*Written by Alan Axelrod, Narrated by Nelson Runger, Recorded Books, Inc. Six cassettes, eight hours.
Reviewed by Paula Reams*

If you like history and learning about leadership and management, this is the book for you. Axelrod gives a brief but clear history of Elizabeth I and her rise to power, starting with the times before her birth. Axelrod is a respected authority on business and management topics, as well as historical biographies. He does a wonderful job of illustrating an historical figure within the framework of leadership and management theory.

After describing Elizabeth's reign as queen of England, Axelrod uses parallels of her leadership and management qualities to illustrate leadership and management principles. Although informative and at times entertaining, the numerical style the author uses feels somewhat textbook-like. Each point is numbered and some points seem to be very similar and repetitive. However, many parts of the book would assist a beginning manager and could be incorporated into introductory leadership and management classes.

Nelson Runger, a veteran of recorded books, narrates. His unfaltering, even pace allows the reader to understand and remember important elements of leadership and management.

Send a summary of your favorite audio book along with descriptive details to annette.canfield@wright.edu



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