

Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest • Vol. IV, Iss. 2 Summer 2001

MHPSLC Members Contribute to the Community Campus Partnership for Health's Fifth Annual Conference

"Health for All in 2010: Confirming Our Commitment-Taking Action"

Members of the MHPSLC that presented at the conference in San Antonio, Texas in early May are listed below:

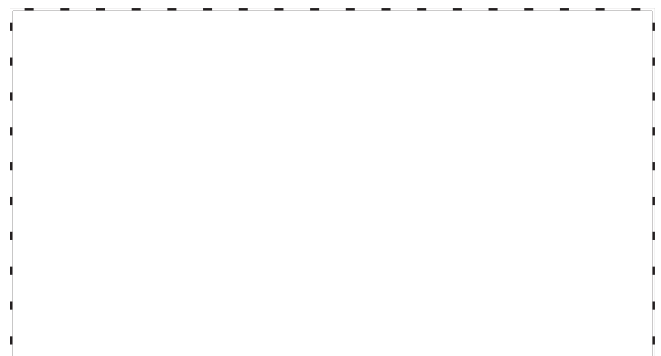
"Service Learning for beginners," an intensive pre-conference workshop presented by Kate Cauley, Annette Canfield, Carla Clasen, Sheranita Hemphill, and Paula Reams.

"Taking action on the Surgeon General's report: Integrating oral health objectives into community health programs" presented as a critical issues forum—Promoting Health for All Through Teaching and Learning by Charlotte J. Wyche, University of Detroit, Mercy School of Dentistry; Karen M. Yoder, Indiana University School of Dentistry; and Sheranita Hemphill, Sinclair Community College, Division of Allied Health.

"Responsible adolescents determine success: A community service/research project to enhance nutrition education and physical activity in schools" presented as a story session—Promoting Health for All Through Access to Education by Rosemarie Cannarella, West Virginia University Rural Family Medicine Residency Program; Donna Printz, Shepherd College; Lynne Albright Brown, Jefferson High School; and Cheryl Stockett, West Virginia University, School of Medicine.

"Using problem based learning methods to identify health issues and service learning" presented as a workshop—Promoting Health for All Through Clinical and Community Based Service by April Vestal, West Virginia University, Office of Rural Health; Rosemarie Cannarella, Eastern West Virginia Rural Health Education Consortium; and Dan Brody, Cabwaylingo Health Education Consortium.

The MHPSLC was well represented at this conference. In addition, Annette and Kate facilitated a CCPH Regional Chapter meeting. Over thirty-eight participants from twelve states attended. Many ideas for the chapter were discussed. Stay tuned for more information about this innovative and exciting partnership between CCPH and MHPSLC.



Seated from left to right: Karen Yoder, Indiana University School of Dentistry and Sheranita Hemphill, Sinclair Community College Allied Health Division. Standing: Charlotte Wyche, University of Detroit, Mercy School of Dentistry

In addition to the direct and in-kind support provided by our academic partners, the Center for Healthy Communities is funded through the AIDS Foundation Miami Valley, the American Heart Association, the Area Health Education Centers (AHEC) Program, the American Medicine Student Association Foundation, the Corporation for National Service, the Susan G. Komen Foundation, the 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

There has been an explosion of service learning programs and literature in the last five to ten years (Bringle, 1999; Eyler & Giles, 1999; Eyler & Gray, 1999; Boyer, 1994; Fertman, 1994). In 1998, 30% of all college undergraduates reported taking a service learning course (Higher Education Research Institute, 1998). The remarkable increase in service learning is in part due to the supportive efforts and funds from the Corporation for National Service and Campus Compact; (Canfield et al, 2000; Bringle, 1999; Hatcher, 1997; Hatcher, 1996). However, even though students involved in service learning are not paid, the law which applies to them has, for the most part, been adapted from existing law which applies to students who are involved in paid internships or other salaried/stipended kinds of experiences.

Within the US each state's law and/or a college or university's internal policies will be in effect when faculty, staff and students are involved in educational opportunities which are held in non-college settings. Although there have been very few difficulties reported in conjunction with service learning, it is important for faculty to be aware of any jurisdictional law or policy that may have an impact on educational experiences outside of the classroom or university sanctioned facilities and learn to practice risk management techniques. Some guidelines to follow when developing a service learning experience for health professions students are outlined in a two part series which begins below. The first section includes a review of legal issues which may be important for the community service organization to consider when working with service learning.

The Community Agency

In the health care arena, advances in technology, risk of exposure to disease, and the highly litigious nature of society may increase the potential for issues to arise when health

professions students are involved in community based service learning experiences. It is important, for example, for students to be well versed in techniques needed to perform required procedures in a manner that is safe for the client and for themselves. Both faculty and students must be oriented to and become familiar with the health care equipment and activities which will be a part of their service learning experience before they actually begin providing service to clients. Additionally, students and faculty should be aware of any potential risks to themselves, the clients, the university and the community service site before entering into the experience.

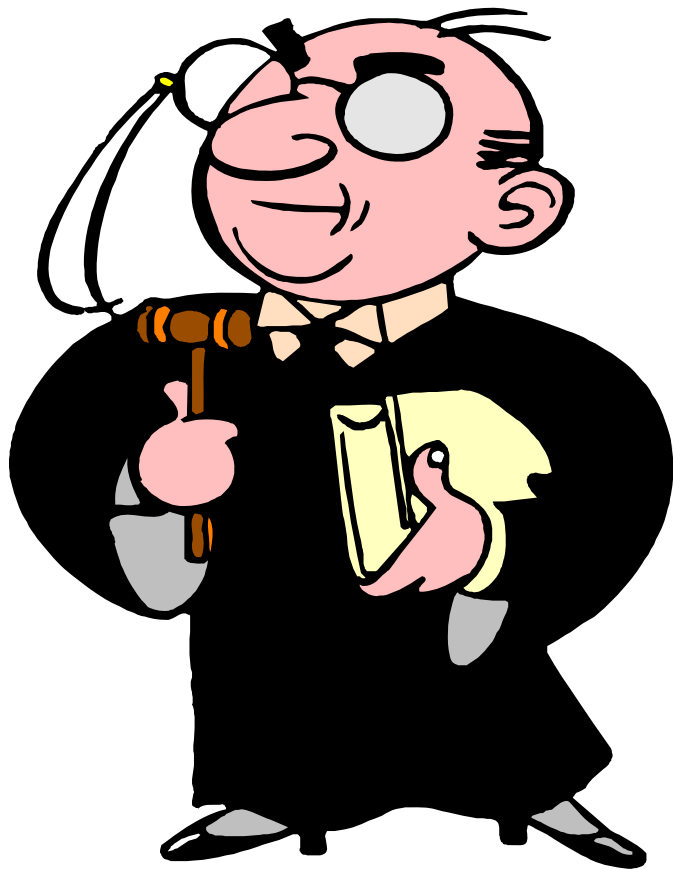
It is also important to orient the community agency to what students in general are capable of doing. However it should never be assumed that the faculty or the agency can or should guarantee the ability of the students to carry out specific tasks. Students and agencies can only be required to act with care and with prudence (Goldstein, 1990). Communication between the student, faculty and the agency is key.

It is highly suggested that the community agency have liability insurance for student activities. When insured, however, an agency can only avoid liability for acts of students if it can show that the students were acting entirely outside the scope of the assignment rather than as agents for the organization (Goldstein, 1990). Injuries to students may also be a concern for the community agencies. If injuries do occur, in a number of states they would be governed by laws related to Workers Compensation. Some states have enacted volunteer protection laws designed to release volunteers from liability for harm they may cause while volunteering with established charitable organizations. Both workers compensation laws and volunteer protection laws should be reviewed by colleges and universities engaging in service learning.

Service Learning and the Law (cont'd)

Incorporation of a community agency can be an important as well. If a community agency is not incorporated, individual officers or members of the organization may be held personally responsible for damages (Goldstein, 1990). The community agency should also consider the question "Is the student an employee?" when working with a higher education institution. This is important to consider when working with students because, as stated earlier, the law sometimes does not distinguish between service and work. Protection of an employee's rights and safety are often viewed differently than those of a student or a volunteer.

****Part Two of this series will be available in the Fall Issue.**



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A Closer Look



Evaluation-What, Why and How?

Whenever a new approach is taken to achieve an end, the questions arise: "Why should we do it this way? How is it better than what we have done before?" You may have been asked these questions, or asked them yourself, about utilizing service learning as a teaching strategy. Evaluation is a way to find answers to these questions.

Evaluation is the process of collecting, analyzing and interpreting information to assess an activity or program. While the value and utility of program evaluation may seem self-evident to us today, modern evaluation research is primarily a development of the latter 20th century, stemming in part from the increased standing of social sciences and support for social research occurring after the end of the second World War.

Though nearly everyone agrees that evaluation is a good thing in principle, not everyone is familiar with the theory and processes of evaluation research. Therefore, we have decided to include a short article about various aspects of evaluation as a regular feature of this newsletter. The first article in this series, which discusses the purpose of evaluation, appears in this issue.

Evaluation-Why?

What is the purpose of evaluation? Not only is this a good question, it should always be the first question asked when considering an evaluation.

Some reasons for evaluation include:

- ◆ Identifying problems and/or needs that may be amenable to some kind of intervention;
- ◆ Assessing the implementation of a program or intervention;
- ◆ Assessing the extent to which a program has met its goals;
- ◆ Identifying the benefits versus the costs of an activity;
- ◆ Satisfying accountability requirements to stakeholders; and
- ◆ Contributing to general knowledge.

Evaluations might focus on all of these questions, or on only one or a few. The focus of the evaluation will help to determine how the evaluation should be done.

(An excellent resource for learning more about evaluation is [Evaluation: A Systematic Approach 5](#) (1993), by Peter H. Rossi and Howard E. Freeman; SAGE Publications, Inc.: Newbury Park, CA.)

Survey: Service-Learning in Health Professions Schools in the Midwest

To what extent is service learning institutionalized in health professions schools in the Midwest region? The Center for Healthy Communities recently surveyed administrators of these schools to find out.

In April, a survey designed to assess the level of development of various aspects of service learning was mailed to over 240 administrators of health professions schools in Indiana, Kentucky, Michigan, Pennsylvania, and West Virginia. The domains of service learning (SL) assessed included philosophy and mission of SL, institutional support for SL, faculty

support and involvement in SL, student support and involvement, and community participation and partnership in SL. Parts of the survey were adapted from the *Self Assessment Rubric for the Institutionalization of Service Learning-Higher Education* developed by Andy Furco.

The response rate for the survey was about 30%. The Center is currently in the process of analyzing the responses. When analysis is complete, we will have a "snapshot" of the integration of service learning into health professions education in our region.

Mark Your Calendar

MHPSLC ANNUAL NETWORK OF SCHOLARS COLLOQUIUM SEPTEMBER 27 & 28, 2001 DAYTON, OHIO

There will be a welcoming reception on Thursday evening, September 27, in the newly renovated Kettering Center Lobby from 6:00-8:00 pm. Come and network with service learning experts from the Midwest.

On Friday, September 28, the day will start at 8:30 am with a continental breakfast. There will be an outstanding panel of renowned speakers who will speak briefly on their area of expertise, after which time will be allotted for questions and answers. Each speaker will then have a short individual break out session during the course of the day.

There will be a new addition to our program this year. All Faculty Curricular Development Mini Grant Awardees who have been awarded a grant during the past academic year will be participating in a poster session. Highlights of their individual projects will be shared.

The colloquium will end around 3:30 pm.

Upcoming Regional Workshops:

- ◆ **University of Kentucky** will host their first workshop on **Friday, September 14, 2001**.
- ◆ **West Virginia Rural Health Education Partnership** will host a workshop during their annual Faculty Development Training on **Friday and Saturday, September 14 & 15, 2001**.
- ◆ **Indiana University** will host their first workshop on **Wednesday, September 19, 2001** from **8:30 am- 1:00 pm**.



◆ **University of Michigan** will host their first workshop on **Monday, September 24, 2001** from **10:00 am- 2:30 pm**.

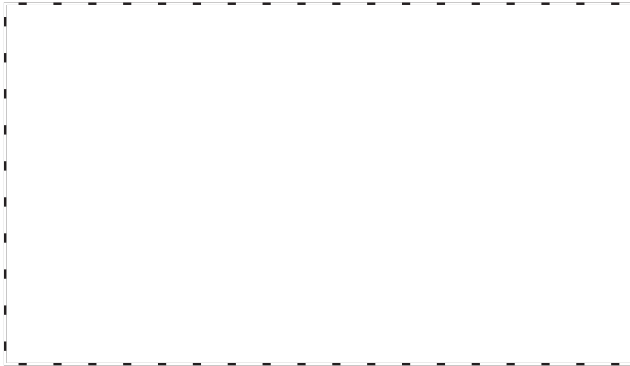
◆ **Case Western Reserve University's Frances Payne Bolton School of Nursing** will host a workshop on **Friday, October 12, 2001** from **8:30 am-1:00 pm**.

If your college or university would like to host a workshop, please contact Annette Canfield at (937) 775-1117. Refreshments, presenters and materials are provided at each workshop. Continuing education credits may also be available.

The workshops and colloquia are free to everyone. For more information or to register, please contact Catrina Baker at (937)775-1114.

Regional Team News

First Regional Workshop held at University of Pittsburgh



Participants of the University of Pittsburgh Workshop

The first Regional Workshop was held at the University of Pittsburgh on May 14, 2001. The faculty included regional consortium partner, Dr. Patricia Kolar from the Department of Social Work, Ohio faculty partner, Dr. Marlene Huff from the University of Akron, School of Nursing, and Core Consortium faculty partner, Annette Canfield, the Director for Health Professions Education at the Center for Healthy Communities.

The participants represented Pharmacy, Medicine, Physical Therapy, AHEC, and Nursing. The discussion was lively and informative. For the group work, we planned an interdisciplinary project at a senior citizens high rise building. Hopefully this project will see fruition in the near future.

We are looking forward to the rest of our regional workshops.

News from the Western Regional Team

- ◆ On March 26, 2001, Patricia Keener, M.D. was honored as the local winner of the Pfizer AAMC Humanism in Medicine Award. She was nominated by the local Organization of Student Representatives because she embodies the finest qualities in a healer—compassion, tolerance, sensitivity, ethics, mentoring and community service activity. Dr. Keener is a Clinical Professor of Pediatrics, Associate Chair of the Department of Pediatrics, and Assistant Dean for Medical Service Learning at the Indiana University School of Medicine.
- ◆ In 2000, Indiana University School of Dentistry Dean Goldblatt named Karen Yoder, Ph.D., director of the newly created Division of Community Dentistry.
- ◆ Over 65 faculty, staff, and community representatives attended the March 23, 2001, Dr. Donald W. Johnson Symposium: Service-Learning in Health Professions Schools, sponsored by the



Dr. Patricia Keener

Indiana University School of Dentistry. Kate Cauley and Janet Eyler, CCPH Mentor Network faculty, served as primary presenters, supported by Patricia Keener, M.D. and Karen Yoder, Ph.D., Western Regional Team faculty.

Congratulations to the Faculty Development Mini Grant recipients!

Carol Savrin, MSN, FNP, CPNP, nursing faculty at the Frances Bolton School of Nursing at Case Western Reserve University, Cleveland, Ohio, was awarded a grant to partner with the Diabetes Association of Greater Cleveland (DAGC). Nurse practitioner students will provide assessments and educational program to the clients of DAGC.

Deborah Lindell, MSN, RN, CS, nursing faculty at the Frances Bolton School of Nursing at Case Western Reserve University, Cleveland, Ohio, was awarded a grant to partner with the Mosdos Day School in Cleveland Heights, Ohio. Community nursing students will provide vision and hearing screenings to students at Mosdos Day School.



Evelyn Duffy, RN, MS, nursing faculty at the Frances Bolton School of Nursing at Case Western Reserve University, Cleveland, Ohio, was awarded a grant to partner with the Golden Age Centers of Greater Cleveland (GAC). Geriatric nurse practitioner students will provide assessments in key areas of function to the older adult members at GAC.

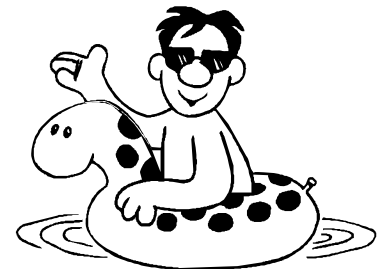
Each recipient received \$2000 for educational materials and other items to assist them in their service learning project. All mini grant recipients are responsible for administering student pre and post tests, community, faculty and student feedback forms, and a faculty course review form.

There are still several mini grants available. Contact Annette Canfield at (937) 775-1117 for more information.

Suggested Reading for Summer by Annette Canfield

Service Learning in Health Education. Edited by: Jerrold Greenberg, EdD.
Published by: The American Association for Health Education, Reston, VA.
ISBN # 0-88314-629-7

Dr. Greenberg has put together an excellent selection of readings that apply to all levels of service learning for educators. The first section of the book includes: introductions to service learning with chapters on the need for doing service learning, what it is and isn't, principles of good practice, theoretical roots, and results of research. The second section is more specific to health education and gives examples as well as chapters on reflection, evaluation and the student perspective. Section three addresses several "burning" issues in academia including service learning as voluntary or mandatory, and how to utilize service learning in merit, promotion and tenure.



Dr. Greenberg ends with information about supporting agencies and provides samples of service learning contracts, as well as continuing education questions that cover the material in each chapter.

All chapters are written by service learning experts, and the book reflects a nice anthology of information.

Read and enjoy!!

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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.

