

# Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest

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## CHC Receives Community-Campus Partnerships for Health Award

**T**he Center for Healthy Communities (CHC) recently received the second annual **Community-Campus Partnerships for Health** award. The award, which highlights the power and potential of partnerships between communities and higher educational institutions, was announced in April at the Community-Campus Partnerships for Health's 7th annual conference in San Diego, California.

The award honors partnerships that are working to improve health professions education, promote civic responsibility, and improve the overall health of their communities. The CHC was selected from a competitive pool of nominations for the award. In announcing the award, CCPH Executive Director Sarena D. Seifer remarked that "the Center's approach to building and sustaining partnerships, with its emphasis on community capacity building, is a model we can all learn from."

CHC is a community academic partnership dedicated to improving access to and utilization of health care services for the underserved, and improving health professions education. Located in Dayton, Ohio, CHC brings together allied health, medical, nursing, social work and professional psychology higher education training programs with public education, health and housing departments, social services and faith based organizations, local and state

government, hospitals and HMOs to better integrate the public health safety net, to better coordinate and utilize existing resources, and to develop additional services as needed.



Back row, left to right: Kate Cauley, Paula Reams. Front row, left to right: Annette Canfield, Rose Dwight, Kay Vorholt, Sheranita Hemphill

CHC was represented at the conference by Kate Cauley, Director; Rose Dwight, Education Director for Planned Parenthood, Annette Canfield, Program Director for Health Professions Education; Sheranita Hemphill, Sinclair Community College; Paula Reams and Kay Vorholt from the Kettering College of Medical Arts, and many regional partners from the Midwest Health Professions Service Learning Consortium states of Indiana, Kentucky, Michigan, Ohio, Pennsylvania, and West Virginia.

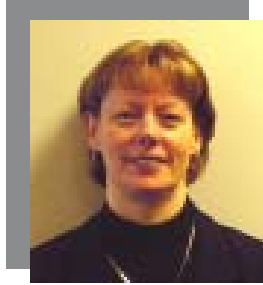
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*In addition to the direct and in-kind support provided by our academic partners, the Center is funded by the American Heart Association, Anthem Foundation, the Area Health Education Center (AHEC) Program, Corporation for National and Community Service, Montgomery County Children's Services Board, Montgomery County Department of Job and Family Services, Ohio Department of Job and Family Services, 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*

## From the Director...

by *Annette Canfield,*  
Program Director,  
Health Professions Education



**G**reetings! As the Program Director for Health

Professions Education and Program Manager for the Corporation for National and Community Service's *Learn and Serve Higher Education* grant that sponsors the Midwest Health Professions Service Learning Consortium (and that is a mouthful!), I have been thoroughly impressed and humbled as I have traveled countless miles over the past two months to visit all six states in the consortium.

The purpose of this trek was to celebrate the wonderful work that is being done through service learning experiences, especially those that have begun or grown with funding from the mini grant program. The stories that have unfolded and the posters depicting the projects have been most impressive, and are a true validation of service learning as a meaningful way to link the academy to the community. Thousands of citizens have been impacted as a result of this work – through health fairs, classroom teaching, in high-rise senior centers, at Head Start programs, in urban areas and in rural areas – this work has no boundaries!

We are, I think, successfully engaging our students and immersing them in civic responsibility to open their eyes to the need to be better citizens of the country, even the world.

We have grown this project – the MHPSLC – from a small seed in Dayton, Ohio to a strong and vibrant sapling in a six state arena... yes, we are like a tree farm, and we hope to grow even more with continued support from the CNCS. Stay tuned!

I want to personally thank all of the Core Consortium Team in Dayton – Sheranita

Hemphill, Paula Reams, Cheryl Meyer and Carla Clasen – without whom this project could have not enjoyed this amount of success. Thanks to the Regional Faculty in the six states – it has been my privilege to work with you and learn from you! Thanks to the entire faculty – community and academic – who participate in our workshops and share their knowledge and wisdom, ask questions, and continue to encourage us to be seekers of knowledge. And especial thanks to the students who do the real work of service learning – wow! Your voice is so much more powerful than all the rest put together. Use that voice wisely, and use it well!

Lastly, thanks to my Director here at the Center, Kate Cauley, whose encouragement and positive support have both empowered and sustained me though this journey.

Yours in Service,  
*Annette Canfield*

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## *Congratulations* to our newest grantees and mini-grant projects!

**Peg DiMarco**, faculty at the University of Akron's College of Nursing in Ohio, will partner with the ACCESS program. Nursing students will provide information and resources to homeless mothers and their children.

**David Price**, faculty at the Kettering College of Medical Arts in Ohio, will partner with Dakota Center. Health professions students will provide children in the Grandparent Grandchild Initiative with a two-week summer camp experience.

**Suzanne Zentz**, faculty at Valparaiso University's College of Nursing in Indiana, will partner with the Hilltop Community Health Center. Nursing students will provide prenatal education to pregnant women at the Center.

**Sherry Farra**, faculty at Sinclair Community College's Nursing Department in Ohio, will partner with a variety of community agencies in the Dayton Area. Nursing students will produce a video chronicling their service learning experiences during their capstone course.

**Connie Lamb**, faculty at Berea College's Nursing Department in Kentucky, will partner with the Berea Health Ministry and Paint Lick Elementary School. Nursing students will provide health education programs at these sites.

**Christopher Surratt**, faculty from Duquesne University's School of Pharmacy in Pennsylvania, will partner with Pittsburgh public schools. Pharmacy students will provide educational programs for students on the effects of drug abuse.

**Gail Smith Estes**, faculty from Ivy Tech State College in Indiana, will partner with The Crisis Center. Nursing students will provide health education programs for the youth temporarily housed at this center.

**Jill Duska**, faculty at the Trinity Health System School of Nursing in Ohio, will partner with the Indian Creek School District. Nursing students will develop and present health promotion and disease prevention programs for students in this school district.

**Pamalyn Kearney**, faculty from the University of the Health Sciences in Philadelphia, Pennsylvania, will partner with the Senior Center at Home and the Special People in the Northeast program. Physical therapy students will provide assessments and services for clients of these programs.

**Hazel Forsythe**, faculty at the University of Kentucky's department of Nutrition and Food Services, will partner with the Salvation Army Clinic. Nutrition students will conduct

nutritional assessments and provide educational programs for patients seen at the clinic.

**Nicole Borges**, faculty from the Northeastern Ohio Universities College of Medicine, will partner with the Center of Hope. First year medical students will assist with daily operations at the clinic, and provide basic screening and health educations for the clients.

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## Ohio Network of Scholars Colloquium: A Day of Sharing

**O**n May 2, 2003 over thirty service learning scholars gathered at the University of Akron for a day of sharing and learning. Dr. Cynthia Capers, Dean of the College of Nursing, gave an inspirational welcome to begin the day. She is very supportive of service learning in her college, and remarked that "service is the highest level of altruism."

The keynote speaker was Dr. Kate Cauley, Director, Center for Healthy Communities. Dr. Cauley led the group through an interactive exercise that was a reflection of teaching – why we do it, how we do it, and how we can do it better. Dyads of participants discussed these questions, and then shared key points with the larger group. It was a lively discussion, and a refreshing way to start the day.

Grantees then shared their stories through ten impressive poster displays and six presentations. Faculty also presented the reflection module, which was transformed into more sharing of ideas and methods with the group.

Special thanks go to Dr. Marlene Huff for making all the arrangements, from snacks to meals to rooms, and to Catrina Baker for providing logistical and administrative support.



## Play Opportunities for Learning: The KenCrest Kensington Preschool Project

by Roger I. Ideishi, JD, OTR/L, Tina Bhatt, OTS, and  
Lena Yuen, OTS

**F**or the health professional, connecting knowledge to real social contexts is a valuable experience that deepens the students' learning and understanding of the complexity of health determinants and health care beyond the medical environment. Learning opportunities that facilitate these connections often tap the students' sense of caring with a social purpose. The KenCrest Kensington Preschool Project provides a real social context for occupational therapy students from the University of the Sciences in Philadelphia. The Preschool Project is a community-campus partnership between a Head Start and Early Intervention Preschool and an entry-level Master of Occupational Therapy education program. The goal of the project is to design developmentally appropriate novel and innovative play opportunities for children to promote exploration of the environment and play.

The occupational therapy courses that are linked to this project include courses in human development, learning theory and concepts in human occupation. The course goals related to this project are to understand and apply principles of human occupation and the development of children in naturalistic settings. Play is one of the primary occupational roles of children. Therefore, a setting in which OT students have opportunities to observe human development and engage with children participating in daily routines and occupations is an optimal location for a deep learning experience.

The KenCrest Kensington Preschool Center serves approximately 150 children, aged 3-5

years old, in eight classrooms. The preschool uses the High/Scope Preschool curriculum emphasizing active learning, independent thinking and creativity in a rich learning environment with daily routines (Gerecke, 1998). The OT students were oriented to the preschool curriculum and education inclusion concepts for early intervention services.

Following the orientation, for three weeks the students initially spent three hours per week observing the classroom routines and interactions as well as assimilating themselves within those routines and interactions with the teachers and children. The students were provided with observation guidelines of play as well as for specific developmental behaviors. At the end of each week, students wrote their reflections on an online discussion board. The students posted their observations, thoughts and questions about their community experience. Other students offered support, alternative perspectives, or validation. Since the service project required collaborative teamwork, this reflective format promoted student cohesion and trust.

Following the initial observation period, the students designed, planned and implemented developmental and play activities in collaboration with the center director, occupational therapist and teachers. The activities included: leaf identification; spring mural drawing; scavenger hunts; spring bulb planting; grass seed germination; and a butterfly lifecycle role-play. The students analyzed each activity for its developmental and play qualities. These activity analyses were uniformly formatted and provided to the teachers in an activity notebook. For example, the leaf identification activity promotes large muscle movement (searching for leaves on the playground), memory (recall leaf



*Leaf identification*

characteristics), matching (same versus different leaf shapes), sensory experience (crackling leaves, texture, color), hand tool and crayon manipulation (leaf rubbing drawings), sense of competency (easy to find leaves), and contextual awareness (seasonal, time and nature).

Through the activity projects, the students developed a deeper understanding of children's play interests, patterns and abilities and were able to propose and design two terminal projects from their participation with the teachers and classrooms.

The first project, student-designed equipment for the existing playground, emerged from the students' Fall Human Development course. This playground equipment is called the "versatile pole in the hole." The poles are four feet above ground, approximately six feet apart, and removable. The poles can be used with a sport net for social play promotes (large muscle movement and visual perceptual skills); with a clear acrylic board for finger painting (promotes creativity play, hand skills, and visual perceptual skills); with ribbons for a May Pole (promoting turn taking or sequencing); or with painted dramatic play scene boards (promotes creative play, cognitive and language skills, and social skill experimentation). A playground designer provided safety and design consultation.

The second project, emerging from the students' Spring Human Occupation course, was the designing and building of a children's learning garden at the preschool, featuring eight garden boxes and a butterfly habitat. Vegetables, fruits and flowers were planted in the garden boxes. Caterpillar larvae were obtained to complement the children's butterfly lifecycle activity and will be released into the garden area upon full maturity as a butterflies. The teachers are planning additional garden and nature activities for their classrooms to implement over the summer. A landscape architect provided planting and design consultation for garden.

This community service learning experience provided an opportunity for the occupational therapy students to apply their classroom knowledge to solve real situations in a preschool environment. The students collected personal observation data of the children's developmental and occupational behaviors, organized the data into a framework, interpreted and analyzed the data to prepare a service project proposal, and then validated their data hypothesis and outcomes with the children, teachers, therapists, consultants and their own follow up observations.



*Building the learning garden*

The student response was overwhelmingly positive (see *Student Perspectives*). The project outcomes include the students concern for, in

their own words, “how will what we built be incorporated in next year’s course?” In addition, two students are volunteering at the center through the summer to continue developing the projects into summer activities.

The community partner response was also positive. Siobhan Kelly-Ideishi, OTR/L, Clinical Specialist Occupational Therapist at the Preschool, expressed, “The OT students created new and challenging opportunities to foster growth for all of the children. The children and teachers were excited and motivated by the challenges. Many of the OT students’ ideas have been incorporated into the daily routine of the center.” Jeanne Baker, the Director of KenCrest Kensington Center, observed the activities and projects “allowed for learning throughout the children’s daily routine and the children’s gardening interest is reflected in the stories they choose, in their artwork, and in their make believe play.” Communications continue about how the new environments will be used and expanded in the future.

### **Student Perspectives, by Tina Bhatt, OTS and Lena Yuen, OTS**

Ultimately, the success of the service learning experience can be found in the words of the students. During the past two semesters, we gained valuable knowledge about the importance of reaching out to communities, professionalism, and self-reflection. We would not have been able to truly appreciate the qualities of service learning without the proper resources and guidance from the university and community. We met the challenges of entering a new community, utilizing information acquired in the classroom setting and applying the information to a real life situation.

Participation in this service-learning project was a great asset to our learning experience. A classroom lecture does not provide the same kind of information. We were able to understand the meaning of professionalism and



*Planting the learning garden*

interact with other professionals rather than only interacting with faculty and our peers. This growth is portrayed in our peers’ reflections:

*“I learned the importance of laying down a foundation in order for greater things to happen and how much we say as students can make an impact.”*

*“(The experience) taught me a lot about myself and improvements I need to make for interaction with others.”*

*“I feel that future classes would greatly benefit from an experience like KenCrest. I feel service learning is just as beneficial if not more in one’s learning process and I would like to see and hear next year that our efforts were beneficial, worthwhile and continuing to expand and benefit others.”*

Through our experiences, we discovered that a therapist must always be prepared for all situations and acknowledge that communication among colleagues is key when creating environments and activities for children or clients to engage in. These lessons learned enhanced not only the academic experience but also into our personal lives. The richness and depth of the experience is expressed in the following reflections:

*“I’ve really learned how to take a better initiative and collect information from the environment to see which activities work well.”*

*"I feel I learned the most this semester than any so far because of the learning methods available."*

*"My learning has transformed. If I had not changed at all, I would not be getting anything out of this semester because it is so different. There is a lot more self-directed learning. I have never asked a teacher a question and have him tell me 'whatever you think'. I have really had to explore and use my own knowledge. I think it has been really beneficial for me to have to think on my own. I like the fact that it is not all lecture, we all contribute to each others' learning."*

*"I think this semester definitely made me realize that I have come a long way personally and that this is truly what I want to do. I think that this has been the most important semester yet because like it has been said before all we had to do is memorize things and then apply it. But I think what we have been doing this semester is much deeper than that, not only were we exploring the possibilities of the children, but we did a lot of exploring of ourselves as well."*

*"I think that it is a little easier for me to look at things in different ways. Or try to picture things from others perspectives. And I definitely realize how different things can have importance to some people and not to others, so it is unique to everyone. I also am learning that I really need to understand myself and my ideas before I can really understand someone else's, and not to judge someone just because they are different from mine."*

We hope we have created new opportunities for the children, parents, teachers, and therapists at the KenCrest Kensington Center. In hopes to ensure the project continues, we are volunteering our time this summer to develop additional activity projects and to measure how our work influenced the children.

### References

Gerecke, K. (1998). Classroom adaptations for children with special needs. *Extensions: Newsletter of the HighScope Curriculum*, October 1998.



## MHPSLC Network of Scholars Colloquia Reports

### Kentucky

The **Kentucky Service Learning Colloquium: Network of Scholars** was held in Lexington, Kentucky at the University of Kentucky on April 24, 2003. The keynote speaker, Dr. Ellen Beck, Associate Clinical Professor and Director of Community Education for the Department of Family and Preventive Medicine, University of California, San Diego, gave a motivational speech about addressing the needs of the underserved and discussed her student-run free clinic in San Diego that is a true inspiration to service learning.

Following Dr. Beck's address, MHPSLC faculty presented the basics of service learning. Students and faculty then shared their many service learning projects currently occurring throughout Kentucky.

Dr. Wanda Gonsalves, who has been the lead regional faculty for Kentucky, will be leaving this spring. She has taken a position in Charleston, South Carolina. Thanks Wanda, you did a wonderful job, and we wish you all the best in your new position!

### Michigan

On April 10, 2003 the **Michigan Network of Scholars** took place in Ann Arbor, Michigan. Jeffrey Howard, editor of the *Michigan Journal of Community Service Learning* led the group in discussing the importance of publishing the work of service learning scholars. He shared ideas of what his journal was interested in publishing and explained the submission process. In addition to Mr. Howard's address, the event featured presentations of the advanced modules on reflection and risk

management. Special thanks to Dr. Judy Lynch-Sauer from the Michigan team for making the arrangements to make this event a success!

## **Pennsylvania**

The **Pennsylvania Network of Scholars Colloquium** was held at the University of the Sciences in Philadelphia on May 6, 2003. Diane Cornman-Levy PT MS gave an inspirational keynote address about her service learning project with the homeless population through her organization, *Journey Home*. Several grantees shared their projects during the course of the day (see Roger Ideishi's article in this issue). In the afternoon session the Risk Management and Reflection modules sparked enthusiastic discussion with the participants.

We would like to acknowledge the participating regional training faculty who traveled to Philadelphia, and the University of the Sciences faculty and staff for their warm welcome, lovely facility, and support for service learning.



*Pediatric Health Fair Poster - Ohio Colloquium*

