

Learn & Serve Midwest

The Newsletter for Health Professionals Learning and Serving Across the Midwest Vol. IV, Iss. 4 Winter 2002

Year One Exceeds Goals

Summary of the Annual Report to the Corporation for National Service: Learn and Serve America: Higher Education

By Annette Canfield, Director, Division of Health Professions Education, Center for Healthy Communities

I am delighted to report, as Program Manager of the Midwest Health Professions Service Learning Consortium, that we have met and exceeded our goals for Year One of our grant. I want to thank each of our consortium members for all their hard work and dedication to Service Learning this past year. It has been a true team effort.

Some of the highlights of the past year include the following:

- ◆ 58,838 people were provided a variety of services through the efforts of 1115 health professions students, which increased access to health education and health care services for the underserved members of our community and in the six-state region.
- ◆ Sixteen faculty curricular mini grants to develop new or expand existing service-learning projects were awarded and we tracked 42 new service-learning experiences established in health professions schools across the region.
- ◆ Twenty-two additional health professionals were trained as service-learning trainers and technical assistance providers. They came from sixteen higher education institutions in eight states. In addition, 32 participants came from six states to

celebrate and network at the MHPSLC Network of Scholars Colloquium held in late September 2001.

- ◆ 304 health professions faculty in 12 disciplines participated in 14 workshops in six states, and were trained to use service-learning.
- ◆ Members of the consortium presented and participated in a number of local, state, regional and national conferences, sharing the information about their service-learning projects and the *Service Learning Protocol for Health Professions Schools*.



Service-learning students

The work continues in Year Two of the Grant, with each Regional Team scheduling at least four workshops in the host state. Look for announcements of these upcoming workshops in *Learn & Serve Midwest* and on the CCPH Midwest List Serve.

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

A Closer Look



Evaluation - Measuring Outcomes: Defining Success, Indicators and Measurements

by Carla Clasen, Associate Director
Center for Healthy Communities

One of the main purposes of evaluation is to determine whether a program or intervention has met its goals. Obviously, then, the first step in evaluating is to identify the goals of the program: what effect was intended? Goals are sometimes expressed in very broad terms. For instance, one goal of introducing service learning into a health professions clinical course may be to "increase students' knowledge of and connection to the community." The first step in effective evaluation is to translate broad goals into concrete, measurable terms. This is often referred to as *operationalizing* the goal.

One way to start operationalizing goals is to ask yourself what successful achievement of this goal would look like. For the goal given as an example above, you might use any or all of the following as indicators of success: students are able to name more community agencies and resources after the service learning experience than they could before, students are able to describe the demographics of the community, students indicate an intention to continue to work and/or volunteer in the community, students self-report that they have more knowledge of community issues. You may choose to include one or several indicators of success for a goal.

The next step, once you have determined what "success" looks like, is to decide how you will measure each of your success indicators. To be useful for evaluation purposes, an indicator must be measurable. Keep in mind, too, that if one of

your success indicators is to show an increase (or decrease) of some dimension, you must have a baseline with which to compare any changes.

In the next issues of this newsletter, we'll talk about different ways to measure outcomes.

Would \$2000 Help Your Service-Learning Project?

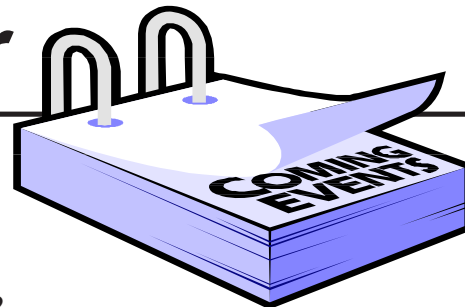
The MHPSLC, through funding from the Corporation for National Service, will be awarding **24 Faculty Curricular Development Mini Grants** for Service Learning Projects in the six state area of Ohio, Michigan, Pennsylvania, Kentucky, Indiana, and West Virginia. All full time fully affiliated health professions faculty are eligible, although there is a limit of one award per faculty per lifetime.

What can the funds be used for? Health related equipment such as blood pressure equipment, blood glucose machines and strips, scales, photocopying, educational materials, faculty stipend, exercise bands, health videos, and more. This equipment is a great investment as it can be used by multiple groups at a variety of sites, allowing service learning to continue and become part of your curriculum.

How can you get an RFP? Simply email Annette Canfield, Director of Health Professions Education at the Center for Healthy Communities at Annette.canfield@wright.edu and the RFP will be sent directly to you!

How best to respond to this RFP? Schedule or attend our cost free faculty development workshop, *Integration of Student Learning Objectives with Community Service Objectives: The Service Learning Protocol for Health Professions Students*. This 4 ½ hour workshop reviews the basics of service learning, the benefits for all stakeholders, the best practices, how to write Service Learning objectives, and provides a comprehensive bibliography and resource list. The workshop is being offered in Ohio, West Virginia, Kentucky, Pennsylvania, Michigan, and Indiana. Contact Annette Canfield (see above) and she will connect you to the nearest Regional Team! We are currently scheduling workshops through August 2002.

Mark Your Calendar



Upcoming Regional Service Learning Workshops

The faculty development workshop entitled *The Integration of Student Learning Objectives with Community Service Objectives: The Service Learning Protocol for Health Professions Schools* will be offered at several institutions in the coming months:

University of Toledo will be hosting a workshop on Friday, February 8, 2002 from 9:00AM to 2:30PM in the Maple Room of the Student Recreation Center. To register, contact Catrina Baker at (937) 775-1114 or email catrina.baker@wright.edu

Indiana University Purdue University Fort-Wayne, Indiana will be sponsoring a workshop on Friday, February 8, 2002 from 8:00AM to 12:45PM at Walb Union in the Fairfield Room. Contact Steve Kirchhoff at 317-630-6188 to register or for more information.

Xavier University, Cincinnati will host a workshop on Friday, March 15, 2002 from 12:00PM to 4:30PM. Contact Catrina Baker (see above) for details.

Upcoming Events and Conferences

March 16-19, 2002

The National Conference on Higher Education American Association for Higher Education Chicago, Illinois

<http://www.aahe.org/conferences.htm>

For more information: (202) 293-6440, information@aahe.org or www.aahe.org

March 20-23, 2002

The 13th Annual National Service Learning Conference, *Reflecting on the Past, Envisioning the Future: Service Learning in the Home Land* Seattle, Washington

For more information: NSLC@nylc.org

May 4-7, 2002

6th Annual Conference, Community Campus-Partnerships for Health
The Partnership as the Leverage Point for Change
Miami, Florida

For more information: <http://futurehealth.ucsf.edu/ccph/projects.html#natlconf>

June 15-18, 2002

Campus-Community Partnerships for Health
Introductory Service-Learning Institute
Leavenworth, Washington

Advancing Educational Innovations for Improved Student Learning and Community Health
Application Deadline: May 15, (415) 476-7081, or contact Piper Krauel, CCPH Program Director, at piperk@itsa.ucsf.edu or (415) 502-7933.

Upcoming presentations at National Conferences by MHPSLC Members

Kate Cauley, Carla Clasen and Paula Reams will be presenting at the **CCPH National Conference**. Their session is entitled "Faculty-Community Development Workshops: An Effective Strategy for the Diffusion of Curricular Based Service Learning & Enhancement of Partnerships in the Community." This workshop session is scheduled for Monday, May 6, 2002 at 10:30AM-12:00PM.

Paula Reams and Cheryl Meyer had a workshop proposal accepted at the **AAHE National Forum on Faculty Roles and Rewards Conference** in January. "Service Learning and the Law" will be their topic.

"Service Learning in Health Care Higher Education and the Law: Risk or not to Risk" will be presented at the **13th Annual National Service Learning Conference** in Seattle, Washington on March 20-23, 2002. Workshop session presenters include Paula Reams, Annette Canfield, and Cheryl Meyer.



*Patricia A. Keener, M.D.,
Director for the Social and
Community Contexts of Health
Care Competency, Associate
Chairman of the Department of
Pediatrics, Clinical Professor of
Pediatrics, and Assistant Dean
for Medical Service-Learning at
the Indiana University School
of Medicine*

Dr. Keener Recognized

Dr. Patricia A. Keener has been nominated to receive the *Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach*, to be presented at the AAHE Conference on Faculty Roles and Reward, January 25-27, 2002 in Phoenix, Arizona. Dr. Keener's various titles speak to the many areas of health care and service learning that she has been involved with over the past thirty years. Thousands of students, peers,

community organizations and individuals have been touched by the efforts that she has either led or worked to establish, such as: the Indianapolis Campaign for Healthy Babies, First Medical Director of the Wishard Memorial Hospital Community Health Centers, the Hispanic/Latino Health Access Initiative, the Hispanic Pediatric Clinic and Immunization Outreach, Safe Sitter, Inc., Laptop Kids, and the Office of Medical Service Learning.

Dr. Keener created Safe Sitter, Inc in 1980 as a national community-based resource for child-care/parenting education, now available at over 800 sites with over 4,000 trained instructors. The fact that over 300,000 young adolescents have successfully completed the training is evidence of the impact of this program. Each of the programs cited above have similar stories to tell of the dramatic and long-lasting outcomes resulting from Dr. Keener putting her professional service to work in her community. As noted by her nominator, "her career could serve as a template for connecting the medical school to the university at large, for connecting the university to the local community and in the process forging a vital connection between herself and the community."



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