

Service Learning

- The Community Pediatrics Training Program
- Committed to partnering with families and communities



What Service-Learning Is

- A structured learning experience that combines community service with explicit learning objectives, preparation, and reflection.
- Residents engaged in this not only provide direct service but are expected to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their role as citizens.

Later in this discussion, we will discuss a specific service-learning experience and apply the above.

How does service-learning differ from traditional clinical education?

- Balance between service and learning objectives
- Emphasis on reciprocal learning
- Emphasis on developing citizenship skills and achieving social change
- Emphasis on reflective practice
- Emphasis on addressing community-identified needs and the integral involvement of community partners

The balance between service and learning objectives - clinical education emphasizes student learning as the primary objective and service, if it is an objective at all, is secondary. Negotiation of needs between health professional school and community partners.

Emphasis on reciprocal learning - in service-learning, the traditional definitions of “faculty,” “teacher,” and “learner” are intentionally blurred.

Emphasis on developing citizenship skills and achieving social change - s-l experiences enable residents to place their roles as health professions and citizens into a larger societal context.

Emphasis on reflective practice- traditional clinical education emphasizes observing and doing, but does not typically emphasize or include opportunities for critical reflection. Opportunities for critical reflection (dialogue, journals, stories etc...) encourage residents to consider the larger, political, economic, and cultural contexts of the community concerns being addressed through s-l

Emphasis on addressing comm-identified needs and the integral involvement of comm. partners. - partnering with comm. members in s-l can help faculty and residents focus on the strengths and assets of a community and how they can be mobilized for a community’s benefit rather than focusing narrowly on a community’s needs.

What Service-Learning Is Not

- It is NOT required volunteerism
- The learning that occurs through volunteering is not structured and may be quite accidental
- Importance of the reflective component of service-learning

Volunteerism is the engagement of individuals in activities where the primary emphasis is in the service being provided and the primary intended beneficiary is clearly the service recipient. There's no attempt to balance the service and the learning.

Without a reflection component, there may be no explicit connection made between the volunteer activity, the resident's educational activities, or the resident's future roles as physician and citizens.

Why Service-Learning

- Importance of switching the focus of education and research from the campus into the community
- We have often overlooked the potential for the community to meaningfully contribute to resident education, research, and the development of knowledge.
- The creation of community-campus partnerships to address this

Potential outcomes of service-learning

- Can benefit all stakeholders:
 - *Prepare residents for their roles as health professionals and citizens*
 - *Change the way faculty teach*
 - *Change the way health professions institutions relate to their communities*
 - *Enable community organizations and members to play significant roles in how health professionals are educated*
 - *Enhance community capacity*

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Description of a community-campus partnership at Children's Hospital of NY

- Description of the partnership
 - Goals and objectives created with the partner
 - Preparation
 - The experience
 - Reflection
 - Potential outcomes
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This discussion should take all that been discussed (mostly in the abstract) and make it more concrete.

Pick any of the partnerships (likely the one where the resident will be spending the most time) and go through each of the above.

This is the most important part of the discussion - should drive home what we're trying to accomplish and motivate the resident (audience) as well.

It may be interesting to take notes on this discussion and then reflect on them at the end of a resident's rotation. Were the potential outcomes actual outcomes. If not, what were outcomes.