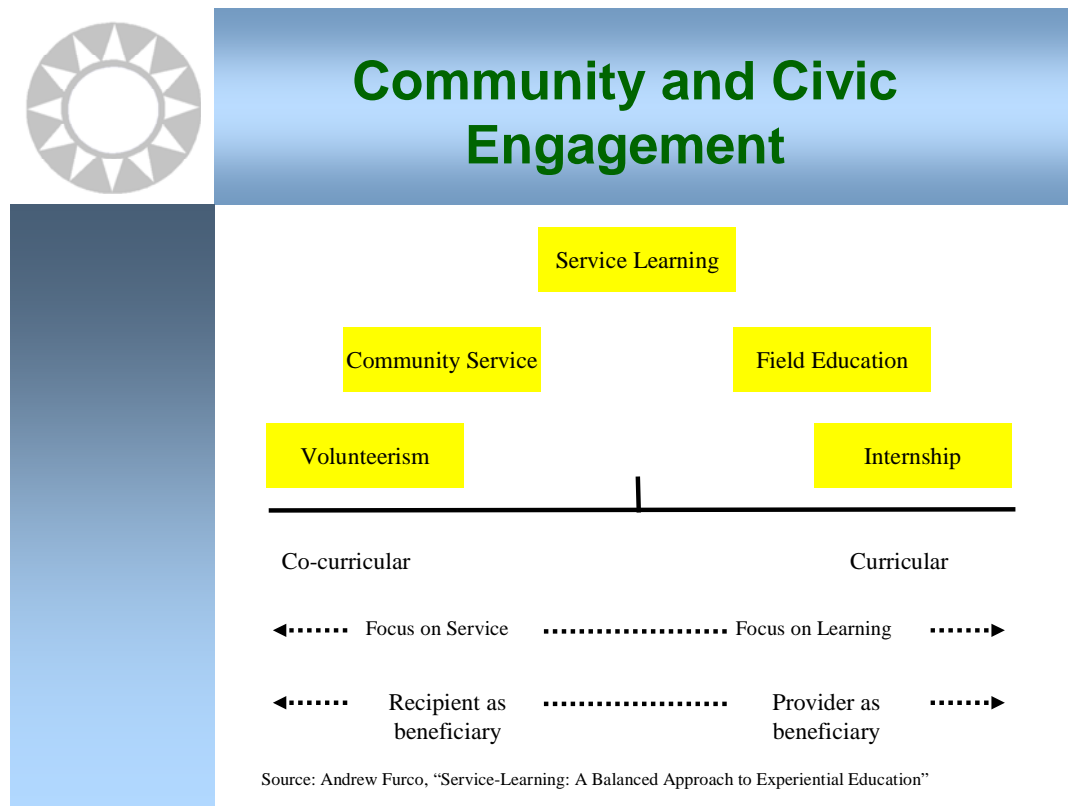


# Introduction to Service Learning Pedagogy

1. How is service learning different from volunteering, community service, clerkships/internships, field experience, applied learning, etc.?

## Service Learning Pedagogy



Service	Service Learning	Learning
Type of service is typically volunteering, community service	Service involves responding to service recipient-identified need/issue and learning involves responding to student-identified learning need/issue—equal value placed on both	Type of service is typically field education practicum clerkship internship
Emphasis is primarily on responding to client/patient/organization identified needs	Emphasis is on both the client-identified need and the student learning objectives equally	Emphasis is primarily on student learning goals/objectives
Benefits the service recipients primarily	Benefits both service recipient and student equally	Benefits the students primarily

## 2. What does service learning look like in health professions schools?

The **Service Learning Protocol for Health Professions Schools** recommends the following steps for developing a service learning component in health professions schools:

*Develop **Ongoing Relationships** between faculty and service sites that ensure educational training of students and continuous service in response to community-identified needs.*

- Start preparing for the SL experience between three and six months prior to the start date
- Work in partnership with academic faculty and community site faculty/site based supervisors to develop the SL experience, ensuring that there is equal emphasis on the learning objectives of the service recipients and the learning objectives of the student
- Establish a clear understanding about student, faculty and community site responsibilities related to interactions with clients/patients, work to be accomplished, time frame within which to accomplish the work, schedule for student attendance on site, and supervision before beginning the SL experience

*Develop an **Orientation** component to clinical learning that focuses on the Population being served and the community in which the service is provided.*

- Students and academic faculty need to help the community faculty and site supervisors understand the skill level of the students, their education to date, and their proposed learning goals/objectives for the SL experience
- Community faculty and site supervisors need to help the academic faculty and students understand the client/patient population served, the services provided at the community site, and the client/patient/site identified needs

*Develop a **Reflection** component in which students have an opportunity to integrate the service and learning aspects of their experience.*

- Structure time both in writing and verbally to reflect on the site specific SL experiences—good questions to ask have to do with things that were unexpected or a surprise; attitudes about people from different cultural backgrounds; the role of the physician in social/political change aimed at improving the health of the community; the role of the physician in caring for health uninsured; the role of the physician on a multi-disciplinary team; the integration of medicine and public health or medicine and social/human services to improve the health of the community, etc.

*Actively promote the **Ethic of Service** as an integral part of professional practice.*

- As a member of a profession, the professional by definition has been afforded significant privilege and has access to resources and power they are expected to use responsibly and in service to others. One of the purposes of integrating the SL pedagogy is to stimulate thinking and action in future medical professionals to build into their professional practice a specific service component where they provide their training and expertise to people outside of the conventional compensation system in health care.
- Academic and community faculty are encouraged to model the Ethic of Service for students and to engage students in conversations about the importance of a service commitment in their practice communities.

- Students are encouraged to begin considering the various ways they anticipate using the privilege of their education and experience in service to the communities in which they live and work

**3. How can one be sure there is a good balance between the needs of the community for service and the needs of the students for learning in a service learning module?**

To ensure balance between the needs of the community for service and the students for learning, one needs to develop **service learning objectives**, in a partnership between the academic faculty, the site-based community staff and the student. Service learning objectives incorporate service and learning to achieve goals equally of benefit to the community and the student.

**Service Learning Objectives**

***Learning Objectives***

Three general categories of learning objectives in B-I SL electives would include:

1. Skills related to interacting with people from diverse cultural backgrounds
2. Knowledge of barriers and facilitative factors which impact accessing needed health care services/resources
3. Site and patient/client specific learning objectives

***Service Objectives***

Three general categories of service objectives in BI SL modules would include:

1. Providing education
2. Assessing the need for and accessing services
3. Site and patient/client specific service objectives

***Service Learning Objectives***

Students completing the SL elective will learn (insert appropriate learning objective) while (insert appropriate service objective) at the (insert community based site).

**SERVICE LEARNING OBJECTIVE EXAMPLES:**

- LO: Students will demonstrate skills needed to provide health education presentations appropriate to specific age level.
- SO: Dayton Public School children need education related to hand washing and other hygiene issues.
- SLO: Students will demonstrate skills needed to provide health education presentations to third graders while providing Dayton Public School children education related to hand washing and other hygiene issues.