

Using the Community as a Classroom:
A Toolkit for Educators Working with Communities

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Sample Community Assessment

Please take a moment to check those topics/medical conditions that you would be interested in learning more about. Your input is important in helping us meet your needs. All responses are anonymous.

Medical Conditions

- | | |
|---|---|
| <input type="checkbox"/> Depression | <input type="checkbox"/> Insomnia |
| <input type="checkbox"/> Osteoporosis | <input type="checkbox"/> High cholesterol |
| <input type="checkbox"/> Arthritis | <input type="checkbox"/> Thyroid disorders |
| <input type="checkbox"/> High blood pressure | <input type="checkbox"/> Stroke |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Alzheimer's Disease |
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Incontinence |
| <input type="checkbox"/> Enlarged Prostate | <input type="checkbox"/> Chronic Obstructive
Pulmonary Disease |
| <input type="checkbox"/> Parkinson's Disease | <input type="checkbox"/> Blood Clots |
| <input type="checkbox"/> Gastroesophageal Reflux
Disease | <input type="checkbox"/> Glaucoma |
| <input type="checkbox"/> Irritable Bowel Syndrome | <input type="checkbox"/> Common colds/flu |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Constipation |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

Lifestyle Management Issues

- | | |
|--|--|
| <input type="checkbox"/> Smoking Cessation | <input type="checkbox"/> Balance assessments |
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Home safety assessments |
| <input type="checkbox"/> Diet/weight management | <input type="checkbox"/> Nutrition counseling |
| <input type="checkbox"/> Blood pressure screening | <input type="checkbox"/> Fall prevention |
| <input type="checkbox"/> Osteoporosis risk screening | <input type="checkbox"/> Depression screening |

Medication Management

- | |
|--|
| <input type="checkbox"/> Drug interactions |
|--|

- ☐ Minimizing medications to avoid taking too many
- ☐ How to talk with physicians (questions to ask them)

Medication Management continued

- ☐ How to talk with pharmacists (questions to ask them)
- ☐ When Drugs and Alcohol Don't Mix
- ☐ Tips to help with taking medications
- ☐ Inappropriate medications to avoid
- ☐ Counseling on calcium supplementation
- ☐ Common herbal products
- ☐ Appropriate use of over the counter products

I would be interested in the following health screenings:

- | | |
|---|---|
| <input type="checkbox"/> Blood pressure | <input type="checkbox"/> Lipid screening |
| <input type="checkbox"/> Diabetes screening | <input type="checkbox"/> Osteoporosis screening |
| <input type="checkbox"/> Cholesterol check | <input type="checkbox"/> Home safety check |
| <input type="checkbox"/> Medication Review | <input type="checkbox"/> Balance assessment |
| <input type="checkbox"/> Depression screening | |
| <input type="checkbox"/> Peripheral Vascular Disease Assessment | |

I would prefer to participate in a program if it were offered (check all that you are interested in):

- ☐ Small group session (10 people or less)
- ☐ Large group session (10 or more people)
- ☐ One to one session (especially for topic _____)
- ☐ At my home

What day and time work best for you?

Day of the Week: _____

Time of Day: Morning (9-11 am)

Afternoon (1-4 pm)

Evening (5:30-8 pm)

We appreciate your responses and will try our best to meet your needs! Please mail in the enclosed envelope.

Thank You

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School Health Needs Assessment

In order to develop a program that targets the needs of the students, we have developed this short needs assessment to help us understand and identify the health needs of the students at the School in order to potentially match mutually beneficial community engagement opportunities conducted by our students. Please complete the following.

In order to make this program a success, please take a moment to indicate health concerns and areas of health education that you feel would benefit your students. Please check as many topics as you feel are important to your students.

- ☐ Asthma
- ☐ Exercise Instruction/Physical Fitness
- ☐ Obesity
- ☐ Diabetes
- ☐ Calcium Counseling (how much for a health diet)
- ☐ Substance use/abuse
- ☐ Tobacco Use Prevention
- ☐ Nutrition/Healthy Eating
- ☐ Building Strong Bones
- ☐ Skin Cancer Prevention/Screenings
- ☐ Coping with Stress
- ☐ Diabetes
- ☐ Proper Hand Washing
- ☐ Health Careers
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

We invite you to comment further on any topics you feel are relevant to the program and your students.

Thank you for your time. We look forward to working with you and your students.

Health Outreach Program Contract

Community Partner Contact Information:

Community Partner: _____

Contact: _____

Phone: _____ E-mail: _____

Title of Event: _____

Date of Event: _____

We, representatives from the _____ within the School of _____ at _____, agree to provide the following services as part of the Health Outreach Program.

We agree to provide the following services (see checked items):

- ☐ Osteoporosis Screenings
- ☐ Exercise Instruction
- ☐ Health Equipment Safety
- ☐ Home Safety Education
- ☐ Calcium Counseling
- ☐ Medication Reviews
- ☐ Depression Screenings
- ☐ Other: _____

University Contact Signature: _____

Date: _____

Community Partner Contact: _____

Date: _____

Memorandum of Understanding

This document constitutes a Memorandum of Understanding (MOU) between (name of partner) and the (name of partner) regarding the (title of the project or program).

(Describe the history of the partnership)

Roles and Responsibilities:

Creighton University School of Pharmacy and Health Professions agrees to implement the following:

- Develop and implement an evidence-based and culturally relevant stress management program for the prevention of suicide
- Develop sensory rooms and a traveling sensory workshop for the purpose of stress management as a tool for suicide prevention in the Omaha Nation and Walthill Schools
- Conduct stress management workshops 4 times per year in the community
- Engage in planning and development as needed in partnership with the Omaha Nation Community Response Team
- Provide training to Omaha Nation Community Response Team staff and school staff in the stress management program for sustainability

Planning and Development Contact Person:

- Joy D. Doll, OTD, OTR/L, Assistant Professor, Clinical Education, Department of Occupational Therapy, Creighton University
- Staff/Faculty from the Office of Interprofessional Scholarship, Service and Education (OISSE) as needed

Resources Provided by Creighton University School of Pharmacy and Health Professions:

- Expertise of Dr. Joy Doll, who has an established relationship in the community and experience with program development and implementation in several underserved communities
- Doctor of Occupational Therapy students who have received cultural awareness training to assist in program implementation
- Transportation of students and faculty to the community

I hereby agree to fulfill my sections of this project, and I agree to abide by the terms and conditions contained in this Memorandum of Understanding between the Creighton University School of Pharmacy and Health Professions and the Omaha Nation Community Response Team.

Signature:

Signature:

Community Health Outreach
Community Health Fair Evaluation

Date: _____

Organization: _____

Thank you for participating in this health fair. We are always trying to improve our events and your answers to the following questions will help us do that:

1. How would you rate the health fair?
☐ Excellent ☐ Fair ☐ Poor
 Comments: _____

2. Do you plan any changes in the things you normally do as a result of anything you learned or participated in at the Health Fair, such as exercising or eating better? ☐ Yes ☐ No

3. How do you plan on using any of the Health Fair information received today? Please check all the ways you plan to use the information you received today.
☐ I do not plan to use the information.

☐ I plan to read pamphlets for my own benefit.
☐ I plan to share information with friends, relatives, or neighbors. If so, how many? _____
☐ I plan to see a physician or other health care professional.
☐ I found that I had a health problem I did not know about before.
☐ I found that someone in my family had a health problem we did not know about before.
☐ Other: _____

4. Why did you come to the Health Fair? Check all that apply.
☐ Free screenings ☐ Convenient ☐ Curious about health
☐ Felt sick recently ☐ My family ☐ Chronic health condition(s)
☐ Other: _____

5. If you had any unhealthy ranges detected through screenings, do you plan on getting a follow-up examination with your primary health care provider? ☐ Yes ☐ No

6. I would attend a Health Fair next year. ☐ Yes ☐ No

7. Topics I would like to see at the next Health Fair: _____

8. Other comments/suggestions: _____

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Participant Release

I, _____, the undersigned, agree that I shall release _____ or its representatives from all responsibility in connection with the _____ (name of service learning project).

I further agree that I will release _____ from any responsibility and liability for loss or damage to property and/or injury to or death of persons caused by or in connection with suggestions made by myself to any individual.

I finally agree to hold harmless _____ harmless from any of my personal actions such as offering suggestions, training, or services and defend _____ from any and all losses, expenses, attorney fees, damages, claims and judgments arising from or growing out of the suggestions, use, operation, maintenance, presence or removal of these bars, supports and other safety features or modifications suggested by myself to anyone.

Signed:

Date:

Witness:

Date:

Experiential Learning: Community Partner Justification Assignment
(Campus students)

Name: _____

Top Choice: _____

2nd Choice: _____

3rd Choice: _____

No Preference (put an X): _____

Why did you choose your top choice?

What are your learning objectives for this experience related to the course? (Write at least 3)

What community partner would you least like? Why?

If you have no preference, why?

Experiential Learning: Community Partner Justification Assignment
(Distance students)

Name: _____

Name of Organization: _____

Organizational Mission: _____

Why did you choose this community partner?

Describe how this organization fulfills the course requirements.

Describe what activity you will do at the community site.

What are your learning objectives for this experience related to the course? (Write at least 3)

Service Learning Preparatory Assignment

Instructions: Answer the following questions prior to your service learning experience.

What are your top 3 anxieties or worries about this experience?

1.

2.

3.

What are the top three things you hope to gain or learn from this experience?

1.

2.

3.

Community Partner Reflection #1: Initial Meeting Reflection

Provide details for the following questions. Post your responses on the course website discussion board.

What were your first impressions of your community partner?

What questions/concerns do you have in working with this partner?

What do you see as the strengths/positives in working with this partner?

What is one thing you already learned from your partner?

Community Partner Reflection #2

Provide details for the following questions. Post your responses on the course website discussion board.

1. What did you do with your service partner the last time you met with him/her? What things did you talk about?
2. Thus far, do you feel successful, effective in what you wanted to accomplish?
3. How are you applying the concepts from class into your experiential learning?
4. How has this experience enhanced your personally?
5. What is it that is frustrating or challenging about this experience?

Community Partner Reflection #3

Provide details for the following questions. Submit your reflection to the Instructor.

Think about your experiences throughout the semester with your community partner. If you were to identify a metaphor/simile that describes your experiences with this service-learning project, what would it be?

My community partner and/or my learning experience is or is like _____

Provide a diagram/picture of your metaphor and in a one-page description of linking your metaphor with your experiences and your text, explain your choice. In doing so, use three text ideas (clearly identifying with page numbers) in your rationale.

Logistics: One-page – typed.

Community Partner Reflection #4

Provide details for the following questions. Submit your reflection to the Instructor.

Bumper Stickers

Purpose:

Now that you have met with your community partner for most of the semester, you should think about what your community partner means to you and how you could characterize your community partner.

Assignment:

Create a bumper sticker that would reflect the essence of your community partner and their culture.

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Additional Reflection Questions

Answer the following questions openly and honestly about this experience. Push yourself to really think and stretch. Do not be afraid of any strong or negative reactions you may be experiencing – let's deal with them through discussion. The reflection responses and discussion is confidential and meant for your learning so let me know what I can do to maximize your learning experience.

1. Why did you choose to participate in this experience?
2. What do you hope to gain from this experience?
3. How do you think this experience will impact you in the future?
4. What have you observed about the culture that was different than you expected?
5. How are you growing and changing from this experience?
6. What do you feel yourself wanting to do? How do you want to help those you encounter? Can you do it or do you feel helpless?
7. What has this experience meant to you?
8. How have you changed because of this experience?
9. What would you keep the same about this experience?
10. What would you do differently about this experience?

International Experience Reflection Questions

These questions were designed and meant for use in international service learning experiences.

Answer the following questions openly and honestly about this experience. Push yourself to really think and stretch. Do not be afraid of any strong or negative reactions you may be experiencing – let's deal with them through discussion. The reflection responses and discussion is confidential and meant for your learning so let me know what I can do to maximize your learning experience.

1. What is your biggest struggle here?
2. What is your biggest joy here?
3. What have you observed about the culture that was different than you expected?
4. How are you growing and changing from this experience?
5. Share a story from your experience that you will never forget.
6. What do you feel yourself wanting to do? How do you want to help those you encounter? Can you do it or do you feel helpless?
7. What has this experience meant to you?
8. How have you changed because of this experience?
9. What would you keep the same about this experience?
10. What would you do differently about this experience?

Community Partner Reflection Grading Rubric

Name: _____

Criteria	Points Earned	Comments
<p>5 – Reflection demonstrates strong personal connection with reflective ideas including what the experience means to you</p> <p>3 – Reflection demonstrates personal connection with reflective ideas including what the experience means to you</p> <p>1 - Reflection demonstrates personal connection with reflective ideas but lacks connection to student</p> <p>0 – Reflection is poor lacking personal connection</p>	5	
<p>5 – Reflection integrates both positive and negative reactions to the experiences with your community partner along with rationale for your reactions</p> <p>3 – Reflection integrates both positive and negative reactions to the experiences but lacks appropriate rationale for reactions</p> <p>1 – Reflection integrates only positive or negative reactions but not both</p> <p>0 - Reflection is poor lacking expression of reactions</p>	5	
<p>5 – Reflection clearly integrates course concepts including class presentations, class discussion, and course readings</p> <p>3 - Reflection clearly integrates course concepts but is missing representation specifically from class presentations, class discussion, and course readings</p> <p>1 – Reflection unclearly discusses course concepts</p> <p>0 – Reflection lacks integration of course concepts</p>	5	
<p>3 – Reflection demonstrates clear critical thought and commitment to personal</p>		

growth through the community partner experiences 1 - Reflection demonstrates unclear critical thought and commitment to personal growth through the community partner experiences 0 - Reflection is poor lacking critical thought	3	
1 – Reflection lacks grammar or spelling errors 0 – More than 1 grammatical or spelling error exist	1	
TOTAL	/19	

Service Learning In-Class Activity

Community Partner Brainstorming Session

Names: _____

Community Partner: _____

Instructions: Get into your community partner groups. Reflect on the following questions and concerns brought forth by your classmates in the Community Partner Reflection. Identify strategies for addressing these concerns with your community partner.

1. How will the clients apply the health concepts we teach them to their lives? How do we ensure this happens through our activities?
2. How can I be creative and engage the participants in this health information?
3. How do I build rapport with someone who has a drastically different life experience than me?
4. I am nervous to go into this environment because I feel like I might be unsafe. How do I prepare and deal with these fears?
5. How can I make the health information I share appealing to the cultural group I am serving?

Service Learning Pre-Survey

Directions: Please complete the following survey prior to your experience with the Health Report Card Project. Answer openly and honestly. All answers will be kept strictly confidential.

Demographic Information: Please complete the following demographic data for tracking purposes. In any research, your name or any personal identifiers will not be used.

Name:

Year in OT School:

Gender

Have you done service learning before?

☐ YES ☐ NO

If yes, describe what you have done.

Please answer the following questions based on this scale:

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly disagree

1. It is important for me to identify and address the needs of my community.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

2. I believe it is necessary to volunteer my time to provide service.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

3. Service opportunities gave me a different perspective of real life.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

4. I intend to engage in service as part of my professional career.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

5. I will provide community service without financial benefit.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

6. I possess the necessary qualities (i.e. responsibility, accountability, manners, initiative) to provide meaningful community service.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

7. My involvement in serving the community has a positive societal impact.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

8. I think all people should make time to contribute to their community.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

9. The community service requirement is not beneficial to my occupational therapy education.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

10. I believe occupational therapists should participate in community service.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

11. It is a moral obligation for an occupational therapist to provide service.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

12. It is not important for me to participate in service opportunities

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

13. I do community service only because it is required.

☐ 5
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

14. Every person should volunteer time to better society.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

15. Providing service was a positive experience for me.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

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Item Request Form for Health Fair Booth

Student Name(s): _____

Date: _____

Items Requested:

	Item	Price	Quantity
1.			
2.			
3.			
4.			
5.			

Please describe how the item will be used (this is required to justify to funders as this is a grant funded project): _____

Submit item requests to (name of instructor) by (date) via e-mail or drop off to faculty mailbox. If paperwork is not submitted by this deadline, you will be responsible for the purchase of your own booth items.

Service Learning Health Outreach
Community Health Fair Faculty Survey

Dear Faculty Members~

We have begun an outreach providing community health fairs in our local community. We want to formalize this process. The following survey will help us know what our faculty can offer.

In return, if a site identifies your topic of expertise, we will contact you with the day and time of the health fair to see if you are able to participate. In return for your participation, we will coordinate all the logistics with the community site. We will also take photos and do all the public relations efforts along with evaluation and tracking of faculty, student and community participation.

In an effort to know what the faculty can provide to the community, please complete the following survey. Please return to survey _____ by _____.

Questions? Contact _____

Date: _____

Name of Faculty Member: _____

Department: _____ E-mail: _____

Phone: _____

1. At a health fair, I could provide the following health screenings: _____

2. At a health fair, I could provide the following health information/education: _____

3. How often would you be available to participate in a community health fair?

- ☐ Once a week
 ☐ Twice a month
☐ Once a month
 ☐ Once a semester
☐ Other: _____

4. What resources would you need to participate?

- ☐ Funding for health screenings. If so, estimated cost _____
☐ Copying
☐ Giveaways related to your health topics
☐ Other supplies: _____

5. Would you be able to incorporate student learning into your health booth?

☐ NO

☐ YES

6. If yes, how many students would you need? _____

7. What year of study would the students be? ☐ 1 ☐ 2 ☐ 3 ☐ 4

8. Please identify any other information we should know. _____

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Program Preplanning

Instructions: Identify a community need and analyze its potential for program development.

Community Need: _____

What is the dominant community need(s)?	
Why should this need(s) be addressed?	
Does the community identify with the proposed need(s) as important?	
Is the community ready to address the need(s)?	
What resources are needed to address this need(s)?	
Who will help address this need(s)?	
What factors will impede meeting this	

need(s)?	
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Planning for the Program

Instructions: Prior to initiating formal program development, the occupational therapy practitioner must do some initial planning. This worksheet serves as tool for that planning process.

In each area, brainstorm what resources are needed to lead to the success of the program.

Area of Need	Resources Needed
Staff/Collaborators	
Funding	
Time	
Space/Facilities	

Experts/Consultants	
Advertising/Marketing	
Stakeholders	

Evaluating Health Behaviors

Instructions: Identify the health behavior to be addressed by the programmatic idea. Evaluate the factors impacting this health behavior. For each factor, identify how this is impacted in the community or group with which the program would be implemented. These factors demonstrate what will either facilitate or inhibit health behavior change.

Factor	Community Profile
Health knowledge	
Biological factors (i.e. genetics)	
Family structure	
Culture	
Social supports	
Socioeconomic status	
Education level	
Health care access	
Social stressors	
Health coverage	
Community health practices	
Environmental conditions	

Transportation	
Other: _____	
Others: _____	

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Program Implementation Plan

Instructions: Complete the following table to assist in developing a program implementation plan.

Goal	Objectives	Activities	Team Member	Timeline

Analyzing a Programmatic Idea

Instructions: Complete this form to analyze the quality of a programmatic idea. Got an idea for a program? Use this worksheet to analyze the idea to determine whether it would work as a successful program.

Idea	
What? Describe the idea.	
Who? Who is the target population? Who will this program serve?	
When? When would this idea be implemented?	
Where? Where would this idea occur?	
How? How can this happen? How will it be funded?	

SWOT Analysis

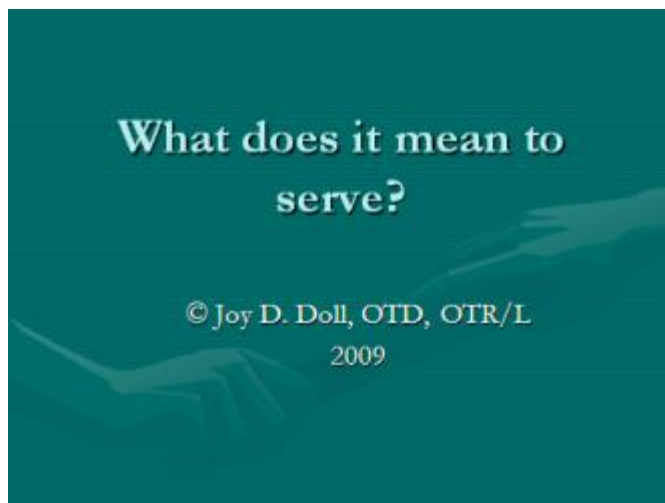
Instructions: Analyze a program idea using the SWOT Analysis format. SWOT = Strengths, Weaknesses, Opportunities, Threats. From this analysis, the team can explore the feasibility of the program idea.

<p>Strengths</p>	<p>Weaknesses</p>
<p>Opportunities</p>	<p>Threats</p>

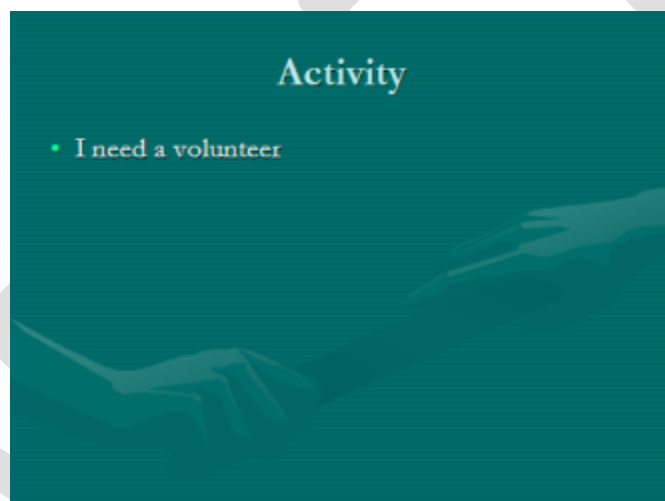
Identifying Community Capacities

Instructions: Identify community capacities using the table below.

Category	Community Capacity
Community stakeholders	
Community partnerships	
Physical spaces	
Funding resources	
Community experts	
In-kind donations	
Other	



Slide Notes: This presentation provides a brief entrée in the meaning and purpose of engaging in service.



Slide Notes: Seek a volunteer from the audience. Place a blindfold on the volunteer. Ask for another volunteer from the audience. That volunteer will help the blindfolded individual fold a piece of paper into a paper airplane.

After the activity, ask the following questions:

Volunteer #1 (blindfolded): How did it feel to need assistance? What was different than being able to do it yourself? Did you feel frustrated? If so, why?

Volunteer #2: How did it feel to help this person? Why do you think it felt that way? How do you think the other person felt?

To the group: Why do this activity? Why is it important to consider how each person in this scenario feels?

To serve...

- Would you want to be served?
- Would you want to be viewed as in need of “service”?
- When we serve, who do we really serve?
 - Our needs or the needs of others?

Slide Notes: These questions are meant to be rhetorical to evoke thought. Allow discussion if audience desires.

Service

- When we serve, service insinuates dependence
 - The dynamic is that someone is in need and the other has something to offer
- We assume that we are needed
- We have to ask ourselves why we serve
- However, I do believe that service can benefit others
- What do you believe?

Slide Notes: Allow the audience to process these thoughts and have some participants share if they so desire.

Today we are discussing...

- *Service...*
Giving what you don't have to give.
Giving when you don't need to give.
Giving because you want to give.
 - *Damien Hess*

Slide Notes: None

Learning Objectives

By the end of this session, participants will be able to:

- Define components of engagement with a community partner
- Identify the value of service for you and others
- Discuss the importance of reflection related to service

Slide Notes: None

What is service?

- Community service – service a person performs to benefit a community
- Service learning – the combo of academic curriculum with service with guided/structured reflection
 - Also known as civic responsibility

Slide Notes: Defining these terms is an important part of helping students understand their role in the dynamics of service context. The difference in these terms is key for the student to understand because students do not automatically understand the purpose and learning objectives of service learning experiences. Service learning is reciprocal with the community members acting as the teachers of some invaluable life lessons. Service learning is more than community service because it has specific learning objectives associated with it and is done within the context of a specific course.

Community-based Learning

- Learning that occurs in the community
 - Community as classroom
 - Brings course to life
 - Real world preparation
- Community members are the instructors

Slide Notes: Community-based learning is learning that occurs outside of the classroom context in the community context. It offers application of course materials and real world preparation and experiences with the course material. In this model, community members are the instructors offering the opportunity for students to learn in the community.

Community engagement

- Simply means working *with* the community (in a sense, becoming part of it)
- Ideally, you are a part of the community
 - Why do you think this is important?

Slide Notes: Community engagement is another term often used in community settings. It simply means an individual works with the community to address some sort of community need. Examples include politicians or researchers who work with the community to aid in policy or research outcomes.

The Community's Perspective

- Communities define the need
- Community assessment
 - Addresses both needs and assets (or capacities) of community
- As a person in service, you must recognize the work required by the community to have the service opportunity
- Community partnership

Slide Notes: Taking on a community-centered approach is key to being successful in service learning experiences. Despite the fact that the experience is about student learning, it is geared and developed around the community need. Students cannot forget that without the community, the service experience does not exist. After the community defines the need, a community assessment may be performed to determine what students can offer to the community. Community assessments should explore both the needs and the capacities of the community in order to determine what role students will play. Students need to acknowledge and understand community work requires an investment by the community itself including time and resources. The purpose of community-based service learning is a partnership where both students and communities benefit.

Reciprocity

- An exchange of learning
- Bridges theories to practice
- Relationship-based
- “Server and served provide & receive” (Greene, 1998, p. 411)
- Without reciprocity, your work is charity or a nice thing to do

Slide Notes: Service learning needs to be reciprocal and a partnership as previously mentioned. Reciprocity makes service learning authentic and meaningful. Without reciprocity, a community may actually be violated and only the student benefits, which is unethical and violates social justice principles.

Service & Culture

- Things to keep in mind
 - Service is defined differently in different cultures
 - Needs vary based on cultural values
 - Health & healing is defined by the cultural values
 - Be aware of your culture and biases

Slide Notes: Service does not mean the same thing for everyone. Culture and social beliefs can influence services. In some cases, some groups are open to service but in others, it is not something to be done. Some groups feel they have been taken advantage of and do not value service learning. However, if principles of reciprocity and community centeredness are followed, then success is likely.

Strategies for success

- | | |
|-----------------------|-----------------------|
| • History | • Shared vision |
| • Trust | • Unique skill set |
| • Mutuality | • Build on assets |
| • Community ownership | • Funding |
| • Flexibility | • Compromise |
| • Open communication | • Sustainability plan |
| • Cultural awareness | |

Slide Notes: To be successful in service learning, specific factors need to be considered. 1) History – an established history with a community can help in developing relevant community activities both for the community and the students; 2) Trust – in a partnership, trust is important to maintain relationships and for each person in the relationship to be able to express their concerns; 3) Mutuality – in a partnership, all members should receive mutual benefit. If mutual benefit is not attained, something is wrong and the partnership and activities need to be re-evaluated; 4) Community ownership – the community owns the project and should make the decisions on how the project is implemented; 5) Flexibility – flexibility is key to community work as the context is different and less controlled than the traditional classroom.

Both faculty and students need to be flexible in community interactions. 6) Open communication – communication needs to occur between all parties including the faculty and community, the faculty and students, and students and the community. Open communication can avoid conflict or challenges; 7)

Cultural awareness – in any cross-cultural interaction, cultural awareness is key to success. Being open and reflective ensures cultural conflicts do not arise. 8) Shared vision – similar to mutuality, the partners must have a shared vision with collective buy-in to this vision for successful outcomes. 9) Unique skill set – Service learning often requires skills that are unique including the ability to communicate on multiple levels, identify challenges and amend these challenges, and the ability to reflect to identify best practices in ongoing partnerships; 10) Build on assets – Any partnership should build on the assets of each partner. What can each partner provide? These assets ensure that resources are maximized and used wisely. 11) Funding – Resources may include funding. In some cases, funds may come from either partner or be garnered through grants; 12) Compromise – each partner must learn to give a little to work together successfully; 13) Sustainability plan – the partnership must work together for sustainability to make a real difference both for the community and students.

Professionalism

- You must recognize that your knowledge as a health care provider may cloud your vision & differ from the community

Slide Notes: Professionals learn to think in a certain context. However, this context can be damaging when we only take that lens into context. We need to think broadly in communities considering their needs and not just needs we find important. Remember, professional views can cloud your vision of a community and its needs and capacities. This challenge is important to remember in the context of service learning and can be potentially damaging to a partnership.



Slides Notes: This cartoon demonstrates a disconnect between the community and an organization. Obviously, these differences in identified needs can have a damaging impact on a community.



Slide Notes: In most examples of service learning, the student is the individual with power. Power can be intrusive and damaging to a partnership. This can occur in 2 contexts: 1) the student feels like their experience matters only and exhibits their power or 2) the community members perceive students as powerful and follow their lead without a voice. Either scenario is damaging to a community and does not allow needs to be met. Students also need to recognize the challenge of privilege. White individuals are privileged simply by the color of their skin. If working in a cross-cultural context, students need to be aware of their privilege and discuss its potential impact.



Slide Notes: Reflection is a key component of service learning. Reflection connects the experience with the learning objective and frames the context of the service learning activities. Reflection should be ongoing and clearly connected to the activity. In other words, reflection questions should surround both the experience and the didactic learning outcomes desired. In this sense, reflection should be contextualized. Reflection should also be challenging forcing the student to explore their personal beliefs and challenge themselves to grow.

Personal Biases & Service

- You have to be aware of your biases including:
 - Your definition of community
 - Your values/beliefs
 - Do you have bias/prejudice?
- In service, you will not only face the beauty of your being but also, sometimes, the darkness.
- BUT...this provides growth

Slides Notes: Service learning can provide intense learning experiences. Students struggle with poverty, privilege, racism, bias, and their own beliefs about social issues. These need to be handled with care so students can grow and not simply shut down when faced with these challenges. Students should be made aware of the challenges of service learning and be able to grow from the experiences.

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Community Engagement Request Form

Greetings~ I am following up to confirm your interest in having students participate in a maximum of 10 hours of service learning for a course. I want the students to learn the importance and impact of _____. These are _____ (identify type of student) students. The purpose of this service will be to help the students: _____. Please identify a small project the students could assist you with by answering the questions below. Please feel free to contact me with any questions/concerns. Thank you and I look forward to working with you.

Contact Name: _____

Name of Site/Program: _____

Population Description: _____

Program Description: _____

Date/Time of Activity for (semester and year): _____

of Students Requested: _____

*Service Learning Focus Group Questions
Post-Experience*

1. Describe your role in this experience? *e.g. Explain what you learned about yourself by participating in this activity ...*

2. How do you feel you have influenced the community participants who received the service?

3. Although various definitions exist, how do you define an underserved population? What is your understanding of what being underserved means?

4. Describe how this experience has changed your perception of the role physical therapy plays in health promotion, wellness, and promotion?

5. Using an image or metaphor, share how you felt immediately after this experience. Please explain.
At the end of this experience, I felt like _____
