



Service-Learning Project

Due: May 1 or 2, 2019

General Description

Service-Learning is a structured learning experience that combines community service with preparation and reflection. In service-learning, students place their roles as health professionals, advocates, and citizens in a larger societal context.

While service-learning includes aspects of volunteerism and has some similarities with traditional clinical education, it is unique in the following ways:

- Service-learning places an emphasis on addressing community concerns and broad determinants of health
- Service-learning involves a principle-centered partnership between communities and health professions schools
- Service-learning emphasizes reciprocal learning - traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred. We all learn from each other.
- Service-learning emphasizes reflective practice - reflection facilitates the connection between practice and theory and fosters critical thinking.
- Service-learning places an emphasis on developing citizenship skills and achieving social change - many factors influence health and quality of life.

Citation: Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. *Academic Medicine*, 73(3):273-277.

The medical knowledge you gain throughout medical school will give you tremendous opportunities to impact the health of individuals and societies. But the provision of health services is not the only factor that influences health and quality of life. A focus on other determinants of health (e.g. housing, food security, employment, education) is key to improving health outcomes. The goal is to meet community needs, while enhancing outcomes of public health indicators.

Project Development

Students as SSOM can pursue Service-Learning projects through a variety of programs and avenues:

- The Center for Community and Global Health and University Ministry offer several year-round service projects as well as service events

- Student Organizations (Pediatric Interest Group, Family Medicine Interest Group, etc) often focus on service activities, either ongoing or episodic events (health fairs)
- The Department of Bioethics and Preventive Medicine promote the Maywood Farmer's Market and the Maywood Health Initiative
- Local, regional and national community service agencies through which you already have experience or would like to establish a relationship

Other project guidelines:

- Projects can be done as a group or an individual.
- Projects that include provision of medical care, health education, screening, or addressing medical complaints must be designed in conjunction with an existing community agency, student organization, or ongoing project at Stritch.
Independent provision of health-care related activities by students are strictly prohibited.
- Professional standards of communication and cooperation are expected during all activities with community service organizations.
- Approval from the PCM-1 Course Directors is required for all independent designs (outside of an established community organization or institutional project). In general, **independently designed (*de novo*) projects will only be encouraged in a small number of cases.**

Objectives and Outcomes

1. To foster community service that is preceded by proper preparation through critical analysis community needs and disparities.
2. To provide students with the opportunity to serve in the community as their roles as a future healthcare providers develop.
3. To begin to understand the complexities and needs of the community surrounding an academic medical center.
4. To begin to foster respectful interactions and communication with communities receiving healthcare services.

Guidelines, Suggested Timeline and Due Dates

We recommend that you have the service project completed by March to allow ample time to include your thoughts into your "Final Reflection Paper".

Final Written Project Guidelines

See Instructions for "PCM-1 Final Reflection Paper". Due the week of your last small group in May. (There are no length or spacing requirements. Estimated length range 4-6 pages.) Your reflection paper should be submitted to your facilitators.