Service Learning
SYLLABUS
September 2016 – May 2017

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Faculty Co-Leads:
Dr. Dan Boudreau,
Halifax
Dr. Sarah Gander,
DMNB

Educational Outcomes for the MD Program:
http://undergraduate.medicine.dal.ca/curriculum/goals.htm
<table>
<thead>
<tr>
<th>KEY DATES</th>
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<table>
<thead>
<tr>
<th>FORMAT/TITLE</th>
<th>ASSESSMENT</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MED 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction: Service Learning and Community Engagement</td>
<td>Introductory brief presentation – integrated into ProComp and two lectures and tutorials (Global health in November and determinants of health in January)</td>
<td>September 2016, November 2016, and January 2017</td>
</tr>
<tr>
<td>Service Learning Information Lunch ‘N’ Learn or Community Forum</td>
<td></td>
<td>May 2017</td>
</tr>
<tr>
<td>Deadline for student’s to submit own Service Learning experience application</td>
<td>Via Program Manager</td>
<td>July 2016</td>
</tr>
<tr>
<td>Service Learning experience selection</td>
<td>Via Program Manager</td>
<td>August 2016</td>
</tr>
<tr>
<td><strong>MED 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection workshop</td>
<td>during Skilled Clinicians (TBC)</td>
<td>TBD</td>
</tr>
<tr>
<td>Theme based seminar(s)</td>
<td>Participation required at one, optional attendance in others</td>
<td>Fall 2016, exact dates TBD – scheduled based on experiences</td>
</tr>
<tr>
<td>Service Learning Experiences</td>
<td>Attendance REQUIRED – minimum 20 hours</td>
<td>September 2016 – April 2017</td>
</tr>
<tr>
<td></td>
<td>FORMATIVE Feedback from experience host provided post-experience</td>
<td></td>
</tr>
<tr>
<td>Service Learning mid-year written reflection due</td>
<td>FORMATIVE</td>
<td>December 2016</td>
</tr>
<tr>
<td>Year-end service learning discussion</td>
<td>Will be scheduled in an evening based on availability</td>
<td>Spring 2017, exact dates TBD</td>
</tr>
<tr>
<td>Final community project due</td>
<td>FORMATIVE</td>
<td>Early May 2017</td>
</tr>
<tr>
<td>Final Service Learning written reflection due</td>
<td>SUMMATIVE</td>
<td>Early May 2017</td>
</tr>
<tr>
<td>Community Fair</td>
<td>optional presentation of final projects</td>
<td>May 2017</td>
</tr>
<tr>
<td>Remediation</td>
<td>As needed</td>
<td>May 2017</td>
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INTRODUCTION

The Future of Medical Education in Canada (FMEC) report places a strong emphasis on social accountability, and service-learning is integral to carrying out this mandate: “Central to these social accountability initiatives is the provision of a comprehensive education for physicians that will enable them to respond directly to the ever-changing health care needs of the communities they serve” (FMEC, p. 16).

Ways forward suggested in the FMEC document include:

- Provide greater support to medical students and faculty as they work in community advocacy and develop closer relationships with the communities they serve.
- Provide students with opportunities to learn in low-resource and marginalized communities as well as international settings.
- Service-learning projects can provide students with opportunities to develop many aspects of the CanMEDS competencies in community settings, enhancing our existing classroom and hospital-based curriculum.

Dalhousie Medicine encourages and supports undergraduate medical education students to participate in service learning activities as an opportunity to gain knowledge of community and patient needs.

Service learning is defined as “A structured learning experience that combines community service with preparation and reflection” (CACMS 2015).

SERVICE LEARNING PROGRAM DESCRIPTION

Through a social accountability mandate, Dalhousie Medicine offers Service Learning as a longitudinal unit (aligned with ProComp 1 and 2) available to pre-clerkship Undergraduate Medical Education students in both Halifax and DMNB campuses. The program includes preparation, orientation, community placements, reflection, debriefing and program evaluation. Students will be required to complete orientation and register through One45 as well as complete a debriefing session facilitated by faculty and the Global Health Office.

The service learning program objectives are created and reviewed annually by the Service Learning Leadership Team and approved by UMECC. The program goals are framed by the social accountability mandate for the Faculty of Medicine.

The Dalhousie University Faculty of Medicine is committed to meaningfully engaging with, and being socially accountable to, its diverse internal and external stakeholders. In striving to meet its education, research, patient care, population health and advocacy mandates, the medical school actualizes this responsibility through the integrated, practical application of the following four social accountability lenses to its deliberations, decisions and actions:

- Diversity, Inclusion and Cultural Responsiveness
- Equity
- Community/Stakeholder Engagement and Partnering
- Justice-Fairness and Sustainability
Service Learning 2016-2017 Program Syllabus

The goals for the service learning longitudinal unit include:

1. To enhance students’ learning by enabling them to practice skills and test classroom knowledge through related service experiences in the community
2. To enable students to provide needed assistance to community organizations and to the people they serve
3. To ensure students contribute to the Faculty of Medicine’s commitment to social accountability
4. To assist faculty in their role as facilitators of service learning and in their engagement with the community
5. To provide leadership training and scholarly activity to advance service learning in the Faculty of Medicine with our community organizations

LEARNING OBJECTIVES

On completion of a service learning initiative the student will be able to:

1. Describe the social determinants of health encountered and develop a critical analysis of how these determinants affected the health of individuals;
   (Professional 1, 4; Community Contributor 1; Skilled Clinician 1c)

2. Identify the availability of and access to resources for the community or population served by community organization;
   (Community Contributor 3, 4; Skilled Clinician 1d)

3. Demonstrate the ability to learn through experience and reflection;
   (Professional 3, 6; Lifelong Learner 3, 6; Skilled Clinician 1c)

4. Demonstrate the integration of learning in the classroom and community organization context;
   (Community Contributor 3, Lifelong Learner 3)
In 2015-16, the Service Learning Program will be an optional program offered to all students in Med 1. Students will participate in service learning initiatives from September through April during Med 2. The number of hours a student will participate in a service learning placement are based on partner needs and mutual agreement. However, students and partners will participate in minimum 20 hour placements.

MATERIALS AND PREPARATION:

It is mandatory for students to complete the general orientation provided in September and the specialized seminar session for each corresponding theme in which they participate. Theme seminars will be provided by faculty tutors and may be offered with support from service learning community organization partner co-tutors.

In addition to general and specialized orientations, students are expected to complete additional preparations (ex; reviewed anatomy of the foot prior to placements with a foot clinic). Recommended curriculum and preparatory activities are included within service learning placement descriptions.

Orientation materials, partner handouts and background information will be the Service Learning folder in Brightspace, organized by theme. You will find other Service Learning materials, such as this syllabus and the theme orientation materials, in the Service Learning folder in Brightspace.
Service Learning 2016-2017 Program Syllabus

You are also expected to do your own research, to develop your skills and confidence in self-directed learning across the wide range of areas important to the practice of medicine and the communities in which you will be involved.

REFLECTION:

Reflection is an integral component of service learning. It is a process of describing, reflecting, theorising and revisiting your perceptions for professional development. You are encouraged to complete five-minute written reflections after each contact with your community organization. Training on critical thinking and reflection is provided in Clinical Skills. Additional resources will be provided in the Service Learning section of Brightspace.

Substantive written critical reflections are submitted twice for assessment. You may include your five-minute written reflections within your substantive critical reflections. However, substantive critical reflection requires you to revisit your initial findings. You will also participate in two reflective group discussions within your ProComp 2 tutorials.

Your reflections should:

- Include observable facts, thoughts, feelings, and wants
- Include insight and learning in use of reflection as tool for learning
- Incorporate class curriculum in reflection (literature)
- Identify areas for improvement or lessons learned from SL experience
- Connect learning from class and experience

FINAL PROJECT:

A project for each placement is identified in partnership with your community organization. The project may be completed during your placement hours and it may take many forms. It is intended to be a tangible, needed project provided for your community organizations. Possible projects include: research paper, marketing material, mural, video, grant application, workshop curriculum etc. All final projects must be submitted to the Faculty Lead for formative assessment.
Med 2 Assessment Plan
2016-2017

Unit: Service Learning
Unit dates: September 2016-May 2017

Unit Head: Faculty Lead TBD

Date prepared: July 6, 2015

<table>
<thead>
<tr>
<th>Elements of Assessment</th>
<th>Formative or Summative</th>
<th>Timing and Frequency</th>
<th>Unit Objectives Linked to Assessment</th>
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</thead>
<tbody>
<tr>
<td>Theme Seminar</td>
<td>Formative</td>
<td>Completion/participation in one Seminar (must be placement theme) in Med 2 (dates vary, fall 2016). Pass/Fail</td>
<td>1, 2, professional (1A)</td>
</tr>
<tr>
<td>Community Service placement attendance and engagement</td>
<td>Formative</td>
<td>Placement Attendance - Students log hours in One45. Year-end/post placement. Minimum 20 hours required. Pass/Fail</td>
<td>Professional (1A)</td>
</tr>
<tr>
<td></td>
<td>Formative</td>
<td>Agency assessment - Med 2, year-end/post placement. Community org provides formative professionalism assessment and confirms students’ attendance/minimum hours met, signs off on student hours in One45. Reviewed by Faculty Lead.</td>
<td></td>
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<tr>
<td>Final Project</td>
<td>Formative</td>
<td>A project or area of work completed in agreement with the community organization (e.g., workshops, brochure, web work, etc.). Provide project to Faculty Lead for formative assessment in May 2017. May be presented at Community Fair. Pass/Fail</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Written substantive critical reflection</td>
<td>Formative</td>
<td>Substantive mid-year reflection (1) - Mid placement in Med 2, submit to Faculty Lead for formative assessment. Pass/Fail</td>
<td>The Substantive Critical Reflection Rubric will assess the Service Learning Unit objectives 1, 2, 3, 4.</td>
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<tr>
<td></td>
<td>Summative</td>
<td>Final reflection (1) - Description of organization, work completed for organization, and discussion of learning referring to scientific literature. Submit for summative assessment by Faculty Lead in May 2017. May be presented at Community Fair.</td>
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Please add any comments needed to clarify unique features of your assessment:

The Dalhousie Service Learning Program is an optional two-year longitudinal unit and learning enrichment program, integrated into the established UGME curriculum and facilitated in partnership through the Global Health Office.

The proposed pilot offers interconnected learning objectives through ProComp. Community service learning experiences and assessment take place in Med 2 beginning in September 2016. The primary evaluation mechanism is students’ written substantive critical reflection and the final project. Each of the above elements of assessment are reviewed/assessed by the Faculty Lead. There are no examinations.

The Substantive Critical Reflection Rubric is used in assessing written reflections. See appendix for details.
Grade breakdown:
1) Seminar, community service, final project: student must pass all elements
2) Reflections: student must pass both written reflections (mid-year and final), assessed globally on a scale of 1-4 (representing excellent, satisfactory, marginal and does not meet expectations).

Remediation:
Usually consists of remediation meeting and/or reflection with Faculty Lead (if needed). An un-remediated Fail on one element results in a MP for the course.

Additional assessments related to the objectives of the service learning program are included through points of integration with ProComp and Skilled Clinician. These area are identified below, however, all formal assessment is the responsibility of the unit delivering curriculum.

<table>
<thead>
<tr>
<th>Service Learning Related Assessment (through integration with other units)</th>
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<tbody>
<tr>
<td>Elements of Assessment</td>
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<tr>
<td>------------------------</td>
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<tr>
<td>Critical Thinking Seminar</td>
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<tr>
<td>Tutorial Discussions</td>
</tr>
<tr>
<td>ProComp Final Exam</td>
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APPENDIX

Substantive Critical Reflection Rubric and Assessment Guidelines – FACULTY
Service Learning Unit

Presented to CASP: July 16th, 2015
Approved by CASP: July 16th, 2015

*For assessment of mid-year and final written substantive critical reflections*

Students are assessed on four areas: critical thinking, equity, reflection and integration of learning. For each area, assess globally on a scale of 1-4 (representing excellent, satisfactory, marginal and does not meet expectations). General goals to guide your assessment are present for each area.

Student must pass both written reflections (mid-year and final), as well as all other elements (seminar, community service, final project) to pass the unit.

Substantive Critical Reflections should:

- Include observable facts, thoughts, feelings, and wants
- Include insight and learning in use of reflection as tool for learning
- Incorporate class curriculum in reflection (literature)
- Identify areas for improvement or lessons learned from SL experience
- Connect learning from class and experience

For each of the areas of assessment for the substantive critical reflections, the following guidelines may be helpful:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginally meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student consistently demonstrates the appropriate skill, knowledge and/or behavior at a level beyond expectations.</td>
<td>The student demonstrates the appropriate skill, knowledge and/or behavior consistently.</td>
<td>The student demonstrates the appropriate skill, knowledge and/or behavior consistently; however, he or she has not fully achieved the standard expected for his or her level.</td>
<td>The student is unable to demonstrate the appropriate skill, knowledge and/or behavior in question.</td>
</tr>
</tbody>
</table>
1. **CRITICAL THINKING and SDH**

_Did the student describe the social determinants of health encountered and develop a critical analysis of how these determinants affected the health of individuals?_

Our goals are that students should develop skills and attitudes that support their ability to:

- Raise pertinent, important, and even insightful questions about medical practice, patient experience and community context
- Identify, gather, and assess the right kind of evidence for the questions that are raised
- Work through issues in a structured and rigorous manner, when appropriate, and use lateral, creative and empathic thinking when these are appropriate.

The student consistently brings critical thinking to bear on issues explored related to the social determinants of health and the community of focus during their participation in this unit:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginally meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
</table>

Comments/Suggestions (describe at least one strength and at least one area for improvement):

2. **EQUITY and RESOURCE DISTRIBUTION**

_Did the student identify the availability of and access to resources for the community or population served by community organization?_

Our goals are that students should develop knowledge and attitudes that support their ability to empathize with and serve marginalized populations. Including:

- Demonstrates an understanding of interdependence between health and social issues
- Demonstrates an understanding of challenges to access for the community/population served by the community organization
- Offers recommendations of skills, or services required to better support community
- Demonstrates understanding of the complexities of addressing challenges

The student identifies resources and accessibility issues and/or successes related to the community served during their service learning placement:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginally meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
</table>
3. REFLECTION

Did the student demonstrate the ability to learn through experience and reflection?

Our goals are that students should demonstrate their ability to reflect on and continually improve their own approach to critical thinking and community engagement. Important skills and attitudes for this include:

- Exploration and critique of assumptions, values, beliefs or biases
- Including multiple perspectives, exploring alternative explanations and challenging assumptions
- Identifying appropriate standard (for critical thinking) and reflecting on these to improve performance
- Insight and awareness in use of reflection as tool for learning

The student is making appropriate progress in developing the necessary capacity for self-reflection as a means to monitoring and improving performance:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginally meets expectations</th>
<th>Does not meet expectations</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Comments/Suggestions (describe at least one strength and at least one area for improvement):

4. INTEGRATION OF LEARNING

Did the student demonstrated integration of learning in the classroom and community organization context?

Our goals are to enhance students’ learning by enabling them to practice skills, test classroom knowledge through related service experiences in the community, and to learn from the community. Indicators for this include:

- Incorporate class curriculum in reflection (literature)
Service Learning 2016-2017 Program Syllabus
- Identifies relevance of experiential learning to topics covered in curriculum
- Demonstrates connections between learning from class and experience

The student demonstrates integration of learning from the classroom and community organization context:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginally meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
</table>

Comments/Suggestions (describe at least one strength and at least one area for improvement):

Adapted from:
Tutorial Engagement and Critical Thinking, with Self-Reflection (TECT-sr) rubric
Professional Competencies
(Dalhousie University, Faculty of Medicine)

Rural Week Assessment Guidelines – Faculty
(Dalhousie University, Faculty of Medicine)