Service Learning Program (MEDI 2612) SYLLABUS

September 2018 – May 2019

Program Manager: Sarah Peddle, Global Health Office
Email: sarah.peddle@dal.ca; Phone: 494-8054

Faculty Co-Leads:
Dr. Dan Boudreau,
DMNS
Dr. Sarah Gander,
DMINB

Educational Outcomes for the MD Program:
http://undergraduate.medicine.dal.ca/curriculum/goals.htm
# Service Learning 2018-19 Program Syllabus

## KEY DATES

<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 2018, November 2018, and January 2019</td>
</tr>
<tr>
<td>Service Learning Information Lunch ‘N’ Learn</td>
<td></td>
<td>TBD March-April 2019</td>
</tr>
<tr>
<td>Deadline for student’s to submit own Service Learning experience application</td>
<td>Via Program Manager</td>
<td>May 31, 2019</td>
</tr>
<tr>
<td>Service Learning experience confirmation</td>
<td>Via Program Manager</td>
<td>July-August 2019</td>
</tr>
<tr>
<td>Register for MEDI 2612</td>
<td>--</td>
<td>July – Mid-September 2019</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>Orientation activities</td>
<td>Orientation; Project work plan and timeline completion</td>
<td>Orientation - September 7 in Saint John (DMNB) and September 10 in Halifax (DMNS) Work plan due September 28, 2018</td>
</tr>
<tr>
<td>Service Learning Experiences</td>
<td>Attendance REQUIRED – minimum 20 hours</td>
<td>September 2018 – April 2019</td>
</tr>
<tr>
<td>Service Learning mid-year written reflection due</td>
<td>FORMATIVE</td>
<td>December 14, 2018</td>
</tr>
</tbody>
</table>
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 (DMNS) and Saint John (DMNB) campuses. The program includes preparation, orientation, community placements, reflection, debriefing and program evaluation. Students are required to complete orientation and register through DalOnline as well as complete program evaluation activities facilitated by the medical 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

The goals for the Service Learning Program are:

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 the 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;
   \[(Community Contributor 3, Lifelong Learner 3)\]
Service Learning 2018-19 Program Syllabus

SCHEDULE:

Med 1

<table>
<thead>
<tr>
<th>August/September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation week - program highlight</td>
<td>Global Health Lecture - integrated SL content</td>
<td>Social Determinants of Health lecture and tutorial - integrated SL content</td>
<td>Lunch and Learn program information sessions</td>
<td>Applications launch</td>
<td>St Experience selection on-going to July</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who opt into the program at the end of Med 1 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 experiences.

MATERIALS AND PREPARATION:

It is mandatory for students to complete the general orientation provided in September. In addition to general 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 and if not, students should ask their community partner for background reading material to help prepare them for the experience.

You will find other Service Learning materials, such as this syllabus, course manual, and other key resource material on the MEDI 2612 Service Learning Program course page on Brightspace. 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.
Before beginning the service learning project, students and community partners will draft a project workplan and timeline to keep things on track for the next two terms. This will be submitted to the Program Manager and review with the Faculty Leads for feedback. These workplans should be broken into phases:

- Phase one runs from September – December and the focus should be on preparation and orientation;
- Phase two runs from January – May and the focus should be on project implementation.

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 Program course Brightspace.

Substantive written critical reflections are submitted twice for assessment – a draft at the mid-point of the program for feedback and a final reflection at year-end for assessment.

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 partner organization. The project may be completed during your placement hours and it may take many forms. It is intended to be a tangible, an relevant project that is identified by the community partner as a priority piece of work. Possible projects include: organizing and host community talks or panels on a variety of topics, developing needed resource material, fundraising, advocacy-focused social and public media pieces, videos, etc. All final projects must be submitted to the Program Manager who will complete the formal assessment in consultation with the Faculty leads.
# Med 2 Assessment Plan
## 2018-19

**Unit: Service Learning**  
**Unit dates: September 2018-May 2019**

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service placement attendance and engagement</td>
<td>Formative</td>
<td><strong>Placement Attendance</strong> - Students keep a log of hours and submit as part of the experience and project form at the end of the year. Minimum 20 hours required. Pass/Fail</td>
<td>Professional (1A)</td>
</tr>
<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 2019. May be presented at year-end celebration. Pass/Fail</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Written substantive critical reflection</td>
<td>Formative</td>
<td><strong>Substantive mid-year reflection (1)</strong> - 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>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td><strong>Final reflection (1)</strong> - Description of organization, work completed for organization, and discussion of learning referring to scientific literature. Submit for summative assessment by Faculty Lead in May 2019. May be presented at year-end celebration.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Community service learning experiences and assessment take place in Med 2 beginning in September 2018. 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) Orientation, 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.

<p>| Service Learning Related Assessment (through integration with other units) |</p>
<table>
<thead>
<tr>
<th>Elements of Assessment</th>
<th>Formative or Summative</th>
<th>Timing and Frequency</th>
<th>SL Unit Objectives Linked to Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Seminar</td>
<td>Integration w/Skilled Clinician</td>
<td>Med 1 (TBC) <em>formal assessment is responsibility of Skilled Clinician</em></td>
<td>3</td>
</tr>
<tr>
<td>Tutorial Discussions</td>
<td>Integration w/ProComp</td>
<td>Med 2 (mid and year end) <em>formal assessment is responsibility of ProComp</em></td>
<td>4</td>
</tr>
<tr>
<td>ProComp Final Exam</td>
<td>Integration w/ProComp</td>
<td>End of Med 2 – exam content related to SL will be tagged <em>formal assessment is responsibility of ProComp</em></td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX

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

Presented to CASP: July 16\textsuperscript{th}, 2015

Approved by CASP: July 16\textsuperscript{th}, 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). \textit{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>\textbf{The student consistently demonstrates the appropriate skill,}</td>
<td>\textbf{The student demonstrates the appropriate skill, knowledge and/or}</td>
<td>\textbf{The student demonstrates the appropriate skill, knowledge and/or behavior consistently.}</td>
<td>\textbf{The student is unable to demonstrate the appropriate skill, knowledge and/or}</td>
</tr>
<tr>
<td>\textbf{knowledge and/or behavior at a level beyond expectations.}}</td>
<td>\textbf{knowledge and/or behavior at a level beyond expectations.}}</td>
<td>\textbf{behavior in most situations; however, he or she has not fully achieved the standard expected for his or her level}}</td>
<td>\textbf{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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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 2018-19 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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)