



Service Learning Program Manual

Dalhousie Medicine

MEDI 2612

Manual for Students, Community Partners, and Faculty 2020—21

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Some content in this manual has been adapted (with permission) from the University of Toronto "Community, Population and Public Health - Community-Based Scholarship and Service-Learning (CBS) Placement (Year 2)" manual for community partners.

SECTION 1: SERVICE LEARNING PROGRAM OVERVIEW, DATES AND DELIVERABLES

SERVICE LEARNING PROGRAM INTRODUCTION (MEDI 2612)

Dalhousie Medicine encourages and supports undergraduate medical education students to participate in service learning experiences 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)

Through its social accountability mandate, Dalhousie Medicine offers an optional Service Learning Program (aligned with Professional Competencies 1 and 2) available to pre-clerkship Undergraduate Medical Education students in both Halifax (DMNS) and Saint John (DMNB) campuses. The Service Learning Program includes preparation, orientation, community-based service learning experiences (minimum of 20 hours – includes participation in orientation, completion of a project based on community-identified needs, self and group reflection), student assessment and program evaluation. The Service Learning Program is a learning enrichment program integrated into the established UGME curriculum and facilitated in partnership through the Global Health Office.

The goals of the Service Learning Program include:

1. Enhance students’ learning by enabling them to practice skills and test classroom knowledge through related service experiences in the community;
2. Enable students and community partners to engage in experiences that create reciprocal learning opportunities that are informed by the priorities of the people served by the community partner organization;
3. Create opportunities for students, Faculty, staff and community partners to contribute to the Faculty of Medicine’s commitment to social accountability and the Faculty’s’ strategic pillar of Serving and Engaging Society;
4. Assist faculty in their role as facilitators of service learning and in their engagement with the community;
5. Provide leadership training and scholarly activity to advance service learning in the Faculty of Medicine with our community partner organizations.

Upon completion of the Service Learning Program, 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 a 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)



Information about the program, including the application form, can also be found here on the Global Health website: <http://medicine.dal.ca/departments/core-units/global-health/education/programs/service-learning.html>

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SERVICE LEARNING

Where academic study and volunteer community service unite in the spirit of social accountability

What is Service Learning?
"a structured learning experience that combines community service with preparation and reflection. Medical students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals" (LCME 2013)

At Dalhousie's Medical School, Med 1 students are introduced to the program and related concepts during ProComp I. In Med 2, students in both campuses (Halifax and DMNB) have the option to take part in the non-clinical community-based experience and reflective components. For those who opt to take part in the program, they will complete a minimum of 20 hours in their service learning experience settings contributing to a project based on community-identified needs (October – April). The program appears on the students' official transcript as MED1 2612.

Why Participate?

- Practice skills and test classroom knowledge through experiences in the community
- Be able to describe the social determinants of health encountered and develop a critical analysis of how these determinants affect the health of individuals
- Provide needed assistance to community organizations and to the people they serve

[Service Learning Syllabus \[PDF 819 KB\]](#)

To view available Service Learning opportunities please review the [Experience Summaries \[PDF 622 KB\]](#)

Education

- Medical Students
- OT/PT Students
- Nursing Students
- Pharmacy Students
- Social Work Students
- Dentistry Students
- Other Students
- Medical Residents

Programs

- Tanzania
- The Gambia
- Other Locations
- Advocates in Global Health Certificate
- Local Global Health Elective
- Pre-Departure Checklist
- Global Health Certificate Course
- Queen Elizabeth II Diamond Jubilee Scholarships
- Service Learning

SERVICE LEARNING PROGRAM LEADERSHIP TEAM:

Faculty Leads

- **Dr. Dan Boudreau** is the Service Learning Faculty Co-Lead, DMNS, and is an emergency physician in Dartmouth.
- **Dr Marc Nicholson** is the Service Learning Faculty Co-Lead, DMNB, and is a paediatrician based in Saint John. He is also the Interprofessional Program Director for DMNB. elective.

Administrative Leads

- **Sarah Peddle** is the Program Manager for Service Learning and a Community Psychologist by training who has been in this role since the implementation of the program almost four years ago.
- **Michelle Glaspy** is the Longitudinal Curriculum Coordinator at DMNB. She joined us as part of the leadership team in 2020.

Student Leads

- **Beth MacDonald** is our DMNS Med 2 student representative who has been with us since Med 1 and will be participating in the program herself this year.
- **Kathleen MacMillan** is our DMNB Med 2 student representative who has also been with us since Med 1 and will be participating in the program herself this year.

Med 1 student representatives for 2020-21 will be elected when the fall term begins.

Additional Supports

- **Shawna O'Hearn** is the Director of the Global Health Office and has been the main driving force and common thread for all of the service learning planning pre-program and on-going.
- **Christy Simpson** is the Department Head and Associate Professor in the Department of Bioethics and currently serves as the main link to ProComp, including further integration of service learning into this unit.
- **Pam Bourque the Chief Operating Officer** for DMNB and is available to provide advice for all operational aspects of the program for DMNB.

SERVICE LEARNING PROGRAM COMPONENTS

In Med 1, students are oriented to concepts related to service learning during two lectures and tutorials in the Professional Competencies class (ProComp 1): Global Health and Social Determinants of Health. On September 1, 202, the Med 1 class participated in a health Advocacy in Action Panel presentation which included an introduction to the program and the Health Advocate competency. Service Learning Program representatives are elected from the Med 1 class at each campus and serve as an essential link between the Med 1 class and the program. The representatives attend quarterly leadership team meetings and make brief presentations to their classmates in advance of the information session to keep their classmates informed. The information session is typically held with students in March in Saint John (DMNB), and in April in Halifax (DMNS). Materials (application form, program syllabus, available service learning experiences, instructions on how to create their

own experience, and the PowerPoint from the information session) are then posted in the student materials section of ProComp I on Brightspace and on the Global Health Office's webpage. Students are encouraged to develop their own experience using existing community contacts in consultation with the Program Manager and Faculty leads, or to indicate their top three interests based on the available pre-developed opportunities (developed by the community partner in consultation with the Program Manager).

In Med 2, the Med 1 representatives now become our Med 2 class representatives and continue with the leadership team for a second year. It is at this point that students who opt to take part in the program (complete the application form in March- June and register for MEDI 2612) begin the program officially when the new term begins in September. Over the summer, the Service Learning Leadership Team reviews applications and makes recommended matches. We began the matching process earlier last year so that students and community partners could opt to begin the preparations over the summer before the official program launch with the fall term, however, due to COVID-19 impacts this was not feasible. Upon confirmation of a match, students and community partners develop and submit a draft project work plan to the leadership team for review. Students are required to attend a program orientation session in September, complete a minimum of 20 hours in the service learning experience, complete two critical reflections and a small community-informed contribution or project. The mid-program draft critical reflection is submitted to the Faculty leads and the Program Manager for feedback (December) and a final reflection at the end of the unit (April). For the final critical reflection assignment, students are required include three peer-reviewed articles or relevant references to augment their reflective experience and encouraged them to use resources from ProComp I or II. Experiences are typically presented at year-end celebrations (one at each campus) in early May. The Med 1 class are also invited to attend so that they have chance to see what the service learning experience is like before deciding whether or not they would like to apply to the program.

IMPORTANT DATES

FORMAT/TITLE	ASSESSMENT	DATES
MED 1		
Introduction: Service Learning and Community Engagement	Introductory brief presentation – <i>integrated into ProComp on “Day One” and two lectures and tutorials (Global health in November and determinants of health in January)</i>	September 2020, November 2020, and January 2021
Service Learning Information Session		TBD March-April 2021
Deadline for students to submit own Service Learning experience application	<i>Via Program Manager</i>	May 31, 2021
Service Learning experience confirmation	<i>Via Program Manager</i>	July-August 2021
Register for MEDI 2612	--	July – Mid-September 2021
MED 2		
Reflection workshop	<i>during Skilled Clinicians (TBC)</i>	TBD
Orientation activities	Orientation; Project work plan and timeline completion FORMATIVE -Feedback from community partner, Program Manager and Faculty Leads	September 14, 2020 from 10:30am-12:00on on Microsoft Teams Work plan due September 30, 2020 Mid-October
Service Learning Experiences	<i>Attendance REQUIRED – minimum 20 hours FORMATIVE Feedback from community partner provided post-experience</i>	September 2020 – April 2021
Faculty Lead Lunch Time Session	—	November (TBD)

Service Learning mid-year written reflection due	FORMATIVE	December 11-18, 2020
Mid-Unit Check in Meeting (Video conferenced between Halifax and Saint John)	--	Early January 2021 - TBD
Final community project due	FORMATIVE	April 23, 2021
Final Service Learning written reflection due	SUMMATIVE	April 23, 2021
Year-End Celebration and Project Presentations	<i>Presentation of experiences and final projects</i>	TBD May 2021
Remediation	<i>As needed</i>	May-July 2021

DELIVERABLES AND EXPECTATIONS

Students will be focused on completing their service learning project, but they are also expected to engage meaningfully with the community partner organization. As part of the overall goals for service learning, students are expected to participate in activities to support the work of the organization and learn more about the community, what the organization does and why. This experiential component is essential in meeting the learning objectives of the program and drawing links between classroom learning concepts and what they are observing and experiencing in real-life settings.

When students are on-site, they should be involved in activities that are of value to the organization. If students have computer/"desk work," they should be thoughtful as to whether that work needs to be done during their service learning experience designated time, or whether they would be better off working on it at another time/location. Given that there is no protected time in the curriculum for students to complete their service learning experiences, it is up to the organization and student to negotiate when the student is available to be on site.

If the service learning project scope is or becomes a concern, you may want to consider:

- Is there a way to break the project into steps or phases, and have your student complete step/phase 1?
- Could next year's students contribute to completing it?
- Can a conversation with a member of the Service Learning Leadership Team help with determining how to manage the scope better?

We encourage the student(s) and community partner to discuss time commitments, expectations and project scope and have added a form to assist you in the completion of this piece and keep you on track. The "Service Learning Experience Timeline and Work Plan" form was sent to you all via email and can also be found on the course Brightspace page. It is due by September 30th, 2020. The Faculty leads and the Program Manager will provide feedback on the proposals and we will check back at the mid-unit meeting to keep everything on track and manage expectations.

SECTION 2: PROJECT TIMELINE & WORK PLAN, ASSESSMENT, AND ONGOING REFLECTION

SERVICE LEARNING EXPERIENCE TIMELINE & WORK PLAN

DUE DATE: September 30, 2020 by midnight

As part of the orientation process, students and their matched community partner are required to co-create and submit an experience and project timeline and work plan proposal. The Program Manager and the Faculty Leads will review and provide feedback with an eye to ensuring that the experience and project scope is reasonable and can be completed within the time allotted. Some students may wish to spend more than 20 hours on their experience but the minimum expected is 20 hours.

Although many of the experience and project ideas are drafted in advance of the application phase, it is expected that the student and community partner will develop a proposal complete with objectives, a timeline and detailed key tasks to be completed and budget considerations clearly outlined.

Tips on creating a work plan:

- **Experience:** To ensure that the project is informed by experience, students will need to schedule time to be in the community-based setting and take part in activities that will help them learn more about the community and ultimately inform their project. We encourage you to build in these experiential components in the first term (September – December) and focus the project implementation in the second term (January – April). For 2020-21, it may not be possible to schedule time in the session due to COVID-19 limitations. We will address this as a program as Public Health Measures, and University Protocols on this evolve.
- **Partnership and collaboration:** To ensure that the experience informs the project, developing and implementing the project must be done in partnership and collaboration with the community partner.
- **Communication:** Set up regular meetings or required check in points. The frequency is agreed upon between the community partner and students but you could explore an in person meeting monthly or bi-monthly with bi-weekly email updates (i.e., the second and fourth Friday of each month). For 2020-21 we have also added phased topics and encourage engagement via scheduled virtual meetings during these theme weeks. Each of the topics are linked to a student critical reflection question.
- **Start with the end in mind:** Begin to look at what you want to accomplish over the year and work backwards. You will want to outline each step and the work required to reach the outcome.
- **Resources:** Once the work plan is developed, take stock of the types of resources required at each stage to reach the desired outcome (i.e., completed project). Consider both human and financial resources.

Creating a budget:

When completing the worksheet and timeline proposal, you will be asked to examine and document and resources that will be required to reach the desired outcome.

- For each step of your work plan, pause to think about both the human and financial resources required. It may be that you can connect with someone within the Faculty or through your community contacts, or even your family or friends who has a certain skill set that can assist with

part of the work. This is part of an asset-based community development approach – taking stock of who you know and pulling in those resources to help reach the desired outcome.

Requesting funding: The program has access to a small pot of funding to assist with small materials costs for the completion of your service learning experiences and projects (maximum allowable request is \$300 with no guarantee of funding). Some things to consider:

- How can you connect the social determinants of health to the request for funding? How will providing funding, i.e., to provide food or cover transportation costs, address a disparity? What about childcare? PPE?
- Consider the financial implications of the project:
 - Providing an honorarium to your participants (cash or a gift card, \$20-100 per person for 1 hour)
 - Light food and refreshments (i.e., movie snacks and beverages for a film screening for 50 people can be purchased from Costco or a similar store for less than \$200)
 - Health or Exercise equipment or supplies (e.g., exercise bands, blood pressure cuff, Naloxone kits)
 - Transportation costs: Provide participants with bus tickets (10 tickets are \$20) or pay for taxis (may need to do this with cash if you don't have access to Taxi chits)
 - Supplies for an after school activity with a youth group
 - Print costs for posters or brochure printing (Depending upon the kind of poster you can get then done at the Dal or UNB SJ Bookstore). For printing, Vista Print can be an affordable option (i.e., 500 tri-fold standard matte brochures would be \$200 plus shipping and tax) www.vistaprint.ca
 - Fundraising incentives (i.e., anyone who donates will be entered into a draw to win a small gift or gift card)

STUDENT ASSESSMENT

Grade breakdown:

- 1) Attendance of the program orientation, lunch time session with the Faculty leads, 20 hours of community-engaged experiences and submission of final project: student must pass all elements.
- 2) Reflections: student must pass both written reflections (mid-program and final), assessed globally on a scale of 1-4 (representing excellent, satisfactory, marginal and does not meet expectations).

Community partners will be asked for their input during assessments and both students and community partners will be asked to participate in program evaluation activities.

ONGOING REFLECTION

DUE DATES: Mid-Program (December 11-18, 2020), Final (April 23, 2021)

Students will complete both a mid-program and a final critical reflection assignment as part of the requirements for the Service Learning Program. At the mid-point, the Faculty Leads and the Program Manager will provide feedback to help the student enhance their critical reflection, with particular

emphasis being placed social determinants of health and health equity. Students will need to reference and utilize three references from their Professional Competency (ProComp) or related curriculum in their final assignment

Reflection is a key aspect to service learning, and allows students to take their experience with them and apply what they've learned to their future work as physicians.

Students may discuss the reflections with the community partner but if either have questions about this process, please let the Program Manager know.

Experience and Reflection Preparations

In light of COVID-19 restrictions pertaining to in-person activities beyond clinical training, the Service Learning Program is modifying the delivery of the program to enhance our ability to create the community-engagement experience at-distance. We have flipped the phased aspects of program delivery to focus on developing the project (at-distance) in the first term with the intention of spending time in the community-based setting in the second term depending upon Public Health measures and University recommendations. To help augment both engagement, and enrich the reflective experience, we will be releasing four preparation modules throughout the first term. Each module will contain one written resource or video so as to not add a significant amount of additional work or time requirements. Each module will be directly linked to a reflection question and students will be encouraged to schedule a call with their community partner to discuss the topic and begin their reflective practice vs. waiting until the end of the process. The use of this strategy makes the reflective process on-going and allows more opportunity for the students to learn from their community partner's experience while not being able to physically be in community. The Program Manager will facilitate this process.

The topics chosen are based on the past four years of experience providing feedback on the student's critical reflection assignments which have served to augment their reflective quality and demonstrated their ability to connect classroom learned concepts in community-settings with a health advocacy and life-long learning focus. The topics will include:

- a. October 5th, 2020: Community-Engagement and COVID-19 impacts and opportunities (linked to critical reflection question #1)
 - i. Learn about your community partner and determine what kind of community-engagement framework could support your experience.
- b. October 26th, 2020: Social Determinants of Health and Health Equity (linked to critical reflection question #2)
 - i. Enhance your understanding of the social determinants of health, the disproportionate impacts on subsets of the population and how this relates to health equity within your community-based setting.
- c. November 16th, 2020: Intersectionality (linked to critical reflection question #3)

- i. Explore the concept of intersectionality and how it can challenge the status quo and raise questions about the foundations of and relationship between different social positions and intersecting systems of privilege and oppression.
- d. December 7th, 2020: Health Advocacy in Medicine (linked to critical reflection question #4)
 - i. Consider and outline the impacts of your community-service learning experience and how these learnings will inform your future practice and on-going role as a Health Advocate.

Mid-Program and Final Reflection Assignment Requirements

To complete your mid-program and final critical reflection, please answer the following four questions (750 word max for the mid-program and 1000 words max for the final).

1. Describe the population/community served by your service learning placement. What are some of the unique challenges faced by this population/community? What resources are available to help address these challenges and which are missing? How did COVID-19 impact the organization?
2. Describe the determinants of health that may be important or unique to this community. How are these determinants of health different from other populations/communities?
3. How did this experience change your perceptions of this population/community?
4. How will this affect your future practice/career/approach?

For your final critical reflection, students are required to reference and use three references from ProComp cases (or related curriculum) to augment your learning and also build upon your ability to think critically about classroom-learned concepts and what you are seeing in your community-based experiences. You can include these for the mid-program submission but they are not required until the final submission.

*Adapted from:
Rural Week Summative Assignment
(Dalhousie University, Faculty of Medicine)*

It can be helpful to focus your reflections on a particular situation or multiple situations that are connected by a common thread or theme. If you choose to use a particular situation to build on and deepen your reflective practice, please refer to the DEAL method which will help you to...:

- **Describe** a service learning-related experience (objectively and in some detail)
- **Examine** the experience (academic learning) and
- **Articulate Learning** (“I learned that...”, “I learned this when...”, “This learning matters because...”, “In light of this learning...”)

More detail information and prompts can be found on Dr. Patti H Clayton’s Curricular Development website at: <http://tinyurl.com/zfbetem>

SERVICE LEARNING EXPERIENCE AND PROJECT PRESENTATIONS

DATE: TBD – Early May 2021

Service Learning Program projects are the pinnacle of our program. Projects are detailed based on community-identified priorities and assets. Before projects are implemented, they are assessed as part of the submitted service learning experience work plan and timeline proposal. This proposal is completed in partnership between the student and the community partner and then submitted to the Faculty leads and the Program Manager for a feasibility and content review with feedback provided.

It is extremely important the finished product be of high-quality and remain with the community partner in terms of ownership and utility. Experience presentations and a year-end celebration will take place in early May. All students, partners, faculty and contributors will receive an invitation to attend closer to the date. Students will be required to either do a verbal podium presentation or a poster presentation at the event. The presentations will summarize the experience and project details with emphasis on what the student (and partner!) have learned, highlight the community partner and the work they do, and share the project that was completed. Students will not be assessed or evaluated on the presentation.

APPENDIX A: FAQs FOR COMMUNITY PARTNERS

Frequently Asked Questions for new community organizations participating in service learning

- **What is a service-learning experience?**

Service learning is a well-established model of engaging students in community-immersed learning experiences. The format of involving students in service-learning involves *preparation* (in our program, community partners educate students on the ways they support community health and students learn about the social determinants of health, population health, and critical thinking in their Professional Competencies lectures and tutorials), *community service* (students spend time directly involved in the work of your organization, and getting to know the community first-hand), and *reflection* (students intentionally process their experiences, applying classroom learning and critical reflection based on their experiences working with you). Service learning emphasizes the importance of first-hand experience as a teaching tool, and of reflection as the way for meaning to be made from experience.

- **What does a Community Partner and Co-Educator have to do?**

As a service learning program partner, you will receive ongoing support from the leadership team including the Program Manager. Through site visits, phone calls and emails, you will work together to establish the parameters of your placement, and craft a description that students will view and apply to, based on their interest in supporting the work you identify for them to engage in. You will host a student(s) in your setting (virtual for 2020-21) for a minimum of 20 hours from September 2020 – April 2021.

During the service learning experience you will:

- Determine an area of need for your organization and project ideas, and work with the Program Manager on a brief description and then flesh out the activity in consultation with the student(s) who will complete their service learning experience with your organization.
- Work together with the student(s) to establish goals for learning, and will revisit and discuss the progress of those goals often.
- Provide the student(s) with an orientation to your organization, and opportunities to engage in the work you do in a meaningful way.
- Evaluate students' demonstrated professionalism using tools developed by the Service Learning Leadership Team. By providing feedback to students and to the leadership team, you will have input into how the program is shaped and delivered.
- Be invited to develop and contribute content to populate the virtual course space on Brightspace. This space will also contain additional reference material to support your work as a preceptor and co-educator. We will also be seeking participation from our community partners on our Service Learning Leadership Team which offers you an additional avenue to inform and influence the direction of the program.

- **I'm not a physician/I don't know if I have the qualifications to supervise medical students**

Service learning experiences are strictly non-clinical in nature, and there is no expectation that preceptors or co-educators for service learning have any training in medicine. The expertise you share with our students will be rooted in your own organization and community, and your knowledge of the people you work for and with. There is no other specific educational or professional requirement to host a student(s) service learning experience.

- **What if my job changes or I leave my organization while I have students completing their service learning experience here?**

Commitments are made on an organizational level. In the event of staff turnover, we ask that organizations make every effort to connect our students to other staff who can supervise and maintain continuity. Please inform the Program Manager of any supervisory changes. Please also connect the Program Manager with any staff assigned to work with the student(s).

- **Can students completing their service learning experience with me conduct research projects?**

Given that students are only in the setting for a minimum of 20 hours, this would not be sufficient time to begin and complete a research project. The service learning experience could however, produce a project based on an on-going research project in your setting. This would need to be vetted through the Program Manager and Faculty Leads for consideration to ensure it meets the criteria. It is possible to develop a project plan that continues from one year to the next with students “passing the torch” until the project is complete.

- **Will students have enough time to complete their work?**

Students are required to do a minimum of 20 hours for their Service Learning Program experience, although, they are able to exceed those hours if they choose too. For larger projects, you may consider breaking up the project between cohorts of service learning students to ensure deliverables and timelines are realistic within the timeline, or host multiple students contributing to different aspect of the project. The Program Manager can help you think through these pieces when you’re setting up the service learning experience descriptions.

- **I don’t know exactly what I would like students to work on**

That’s okay! You’ll be asked to identify potential themes and topics, and we will work together to help build the placement.

- **I don’t have a desk or office for my students**

There is no expectation that our students will have their own designated space. If required, students can bring their own laptops and work in ad hoc workspaces. Students should be actively engaged in supporting your work.

- **Will students submit a project or report to Dalhousie? Am I expected to mark their work?**

There is no expectation that preceptors or co-educators mark student work, though we will seek your input on how they have demonstrated professionalism in their role and will ask you to confirm their hours. Student reflections, projects and project presentations will be marked by Faculty.

- **Am I guaranteed to have students placed with me?**

Although we cannot guarantee that you will be matched with a student(s), we will make every effort to do so and have other university partners that also place student in community that we could link you up with.

- **How will we be matched with the students?**

You will work with the Program Manager to develop a description of your proposed service learning experience which will be advertised to students in April - May of their first year. Students will apply to participate in service learning and will indicate their top three choices in their application with matches being recommended in July-August. The Service Learning Leadership Team will meet to review applications and will determine appropriate matches. Students who successfully match with you will

begin their service learning experience with you in September of their second year but with approval, students can begin preparations and take part in orientation activities as their schedule allows over the summer before the program officially begins. You will have opportunity to talk/meet with the student before they start to ensure a good fit.

- **What kind of forms will we need to sign to participate, and do students have police checks?**

Organizations who partner with us to host students will sign a legal Service Learning Student Experience Agreement between their organization and Dalhousie University, if an agreement is not already in place. This agreement lays out the responsibilities of the University and the placement site, as well as the responsibilities that students must uphold. The Program Manager will guide you through this agreement and be available to you if you have any questions.

Additionally, students will sign any necessary forms with your organization (i.e. confidentiality) when they begin their placement. Our students have provided us with a record of up-to-date immunizations and are required to do criminal record and vulnerable sector checks annually. If you require any additional security or safety measures, please let us know.

- **What if I have a problem with my student(s)?**

We take our responsibility to our partnership seriously, and aim to mediate any conflict in a timely and effective manner, and to find outcomes that are acceptable for all. If you experience an issue with a student, please contact the Program Manager and Faculty Leads.

- **Where does the Service Learning program fit within the medical curriculum?**

Service learning content is connected to a course that runs over the first two years (med 1 and 2) of the 4 year medical school curriculum. The course is called Professional Competencies. In their first year, students are asked to apply and contextualize medical knowledge within health-care systems and practice, including professional ethics, patient care, and lifelong learning. Students become aware of community health complexities and are encouraged to find best practices for the legal, social, and historical elements of medicine. In their second year, students are empowered to consider the interrelationships of culture and society on the health-care system in particular regions and demographics with professional confidence and strong strategies for long-term care.

Please see

https://www.dal.ca/academics/programs/professional/Medicine/what_will_i_learn/undergraduate-curriculum.html for more information about the curriculum.

APPENDIX B: FAQs FOR STUDENTS

Frequently Asked Questions for future and current students participating in service learning

- **What is a service learning experience?**

Service learning is a well-established model of engaging students in community-immersed learning experiences. The format of involving students in service-learning involves *preparation* (in our program, community partners educate students on the ways they support community health and students learn about the social determinants of health, population health, and critical thinking in their Professional Competencies classes), *community service* (students spend time directly involved in the work of your organization, and getting to know the community first-hand), and *reflection* (students intentionally process their experiences, applying classroom learning and critical reflection based on their experiences working with you). Service learning emphasizes the importance of first-hand experience as a teaching tool, and of reflection as the way for meaning to be made from experience.

- **How do I apply?**

The community component of service learning is only available to Med 2 students. To apply, first review the available opportunities which are listed on the Global health website (<https://medicine.dal.ca/departments/core-units/global-health/education/programs/service-learning.html>) and then fill out an application for the Service Learning Program (use the same link as the opportunities to find the form) indicating your top three choices in order of preference.

- **What happens after I apply?**

Once your application is received you will be sent information about how to register for the course (MEDI 2612). If you miss the deadline but get approval from the Leadership team for a late start, you will need to complete and return an add/drop form and return it to the Registrar's office (<https://www.dal.ca/content/dam/dalhousie/pdf/academics/Class%20add%20drop.pdf>). The Program Manager needs to sign this form so there is no way to complete this step without first getting approval. The Leadership Team will then review all of the applications and will notify you and the community partner of a successful match. At this point you are expected to arrange an orientation meeting with the community partner and then submit a draft project proposal to the Leadership Team for feedback and approval. You will be required to submit a mid-point and final reflection and also present your project with your community partner at a community forum at the end of the winter term.

- **What if it's not a match?**

If, after your orientation meeting, either you and or the community partner determine that it isn't a good match, either party can contact the Program Manager and request another match. Sometimes a student may sign up for a project because they like the organization but when they discuss the details of the project, perhaps it doesn't fit their learning objectives or the hours are more than they can allot (over 20 hours to adequately complete the project). It is for these types of situations that we ask the students for their top three choices and we will make every effort to match all involved students and community partners.

- **What if I am volunteering somewhere already - Can this be my service learning setting?**

Potentially! To create your own you will need to complete the necessary paperwork in consultation with the Program Manager, Service Learning (sarah.peddle@dal.ca). Before completing the service learning

application form, please ensure that the proposed service learning partner organization meets all of the service learning criteria by completing this brief checklist.

General criteria for service learning sites:

- ☐ Located in Halifax Regional Municipality or in Saint John
- ☐ Not-for-profit organization
- ☐ Possess a social mission
- ☐ Provide a collaborative supervised setting
- ☐ Provide an opportunity for contact with marginalized/underserved populations
- ☐ Provide a safe learning environment for students

If the organization meets the criteria, contact the Program Manager, Service Learning, Sarah Peddle at sarah.peddle@dal.ca or 902-494-8054 and she will provide you with the forms that need to complete, will guide you through the process with your community partner and will help you draft potential project ideas.

- **Can I conduct a research project as my service learning experience?**

Given that you are only in the setting for a minimum of 20 hours, this would not be sufficient time to begin and complete a research project. The service learning experience could however, produce a project based on an on-going research project in your matched community setting. This would need to be vetted through the Program Manager for consideration to ensure it meets the criteria. It is possible to develop a project plan that continues from one year to the next with students “passing the torch” until the project is complete.

- **Will I have enough time to complete my project?**

You are required to do a minimum of 20 hours for your service learning experience, although, you are able to exceed those hours if you choose too. For larger projects, you may want to recommend that the community partner consider breaking up the project between cohorts of service learning students to ensure deliverables and timelines are realistic within the timeline, or host multiple students contributing to different aspect of the project. The Program Manager can help you think through these pieces when you’re setting up the service learning experience descriptions.

- **Will my community partner mark my work?**

There is no expectation that community partners mark student work, though their input will be sought on how you have demonstrated professionalism in your role. Student reflections, projects and project presentations will be marked by Faculty.

- **What if I have a problem with my community partner)?**

We take our responsibility to our partnership seriously, and aim to mediate any conflict in a timely and effective manner, and to find outcomes that are acceptable for all. If you experience an issue with a community partner, please contact the Faculty Leads and the Program Manager.

APPENDIX D: PROFESSIONALISM POLICY AND CODE OF CONDUCT

Please check the weblink to ensure this is the most up to date version of the policy. The information below was accessed on September 21, 2016.

<http://medicine.dal.ca/content/dam/dalhousie/pdf/faculty/medicine/departments/core-units/undergrad/ProfessionalismPolicyApproved2009.pdf>

Faculty of Medicine Professionalism Policy

Introduction

The Faculty of Medicine is committed to creating an environment that is optimal for learning, teaching, conducting research and providing clinical care. To achieve and sustain this, the Faculty of Medicine expects students, residents, faculty, administration and staff to display professionalism, individually and collectively, in all their interactions with each other, with patients and families/significant others, with colleagues in other professions, and with members of the public when acting under the auspices of Dalhousie University and the Faculty of Medicine.

Physicians and scientists have privileged positions in society. Professionalism is central to the ethos of both the practice of medicine and conduct of research and an expression of our commitment to patients and society.

The following principles of professionalism and examples given below are not intended to be exhaustive. They are articulated and described to guide us in our actions and interactions with others.

Respect for others

Professionals demonstrate consideration and respect for others including patients, their families and support persons, colleagues, classmates, teachers, other professionals and the public.

- We do not allow our conduct to negatively impact on others' learning or clinical activities.
- We do not discriminate against others on the basis of such grounds as age, race, colour, ancestry, place of origin, ethnicity, political beliefs, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or gender identity.
- We demonstrate respect for the dignity and rights of patients and their families or support persons, taking into account their diversities, both in their presence and in discussion with other members of the healthcare team.
- We accept and promote patient autonomy in decision-making, and when the patient lacks capacity, we consult with and appropriately take direction from surrogate decision-makers.
- We respect the personal boundaries of others and refrain from making unwanted or inappropriate romantic or sexual overtures towards others.
- We communicate respectfully with others both verbally and in writing.
- We respect the privacy and confidentiality of those to whom we owe that duty.

Honesty and Integrity

Professionals demonstrate adherence to the highest standards of personal, professional and academic honesty and integrity.

- We communicate truthfully with others verbally and in writing.
- We do not falsify documents or records.
- We acknowledge and manage conflicts of interest appropriately, avoiding conflicts of interest, real or apparent, whenever there is potential detriment to others.
- We admit and disclose errors.
- We make accurate records of conversations, histories, physical findings and other information pertinent to patient care.
- We do not engage in plagiarism nor do we give or receive assistance during an examination or in completion of an assignment unless such is expressly permitted.
- We conduct research in an ethical manner, analyzing and reporting results accurately and fairly.
- We credit the ideas and work of others appropriately and fairly.

Compassion and Empathy

Professionals demonstrate compassion and empathy for those in distress and especially for patients, their families and support persons.

- We demonstrate effective listening.
- We are aware of and respectful of others' differences and respond appropriately to their needs.
- We show compassion and provide support for patients, their families and support persons dealing with illness and/or dying and death.

Duty and Responsibility

Professionals acknowledge their duties to patients, their profession and society and accept the responsibilities that flow from these duties.

- We attend to patients' best interests and well-being as the first priority.
- We work cooperatively with others for the benefit of our patients and contribute to a healthy working environment for all.
- We make equitable and prudent use of healthcare resources under our control.
- We are responsible to society for matters relating to public health.
- We recognize and adhere appropriately to policies, codes, guidelines, and laws that govern us and our work.ⁱ
- We participate in the process of self-regulation of the profession.
- We address misconduct, incompetence, or behaviours that put patients or others at risk.
- We share resources and expertise, and assume responsibility for our portion of a fairly distributed workload. Where issues of fair distribution arise, we act most immediately in the patient's best interests, and seek to resolve issues of fairness through appropriate channels.

- We respond in an appropriate, non-judgmental and non-demeaning manner when our expertise is sought.
- We do not take advantage of colleagues, learners, patients, their families or support persons, or others for emotional, financial, sexual or other personal purposes, and we conduct research and educational activities with these groups only with appropriate informed consent.
- We fulfill commitments, meet deadlines, and are punctual particularly where these behaviours have significant impact on others. Where we are unable to do so, we communicate appropriately to mitigate any negative impacts.
- We engage in lifelong learning, maintain clinical competence, and strive for continuous quality improvement.
- We take appropriate and necessary responsibility for our personal health and well-being.
- We recognize our own limitations and seek assistance appropriately.
- We display dress, behaviour and demeanor in the educational and healthcare setting in keeping with appropriate pedagogical, clinical, or safety standards.

Approved by Faculty Council February 3, 2009

ⁱ This policy is intended to complement Canadian law, policies, guidelines and codes of conduct established for the profession of medicine, and other policies, regulations and ethical standards that govern students, residents, faculty and staff of Dalhousie University, the Faculty of Medicine, the Undergraduate Medical Education program and all Postgraduate (Residency Training) Medical Education programs.

For reference, these documents and resources include but are not limited to the following:

- Royal College of Physicians and Surgeons of Canada CanMEDS Physician Competency Framework: <http://rcpsc.medical.org/canmeds/index.php>
- College of Family Physicians of Canada Four Principles Family Medicine: <http://www.cfpc.ca/English/cfpc/about%20us/principles/default.asp?s=1>
- Policies and Guidelines of the College of Physicians and Surgeons of Nova Scotia: <http://www.cpsns.ns.ca/publications/index.html#1>
- Canadian Medical Association Code of Ethics: <http://policybase.cma.ca/PolicyPDF/PD04-06.pdf>
- Dalhousie University's Student Code of Conduct, Policy on Scholarly Integrity, and other relevant Dalhousie University policies: <http://www.registrar.dal.ca/calendar/ug/UREG.htm#15>
- Dalhousie University Office of Human Rights, Equity, and Harassment Prevention: <http://hrehp.dal.ca/index.php>
- *On Being a Scientist: Responsible Conduct in Research* http://www.nap.edu/openbook.php?record_id=4917
- *Teaching the Responsible Conduct of Research in Humans (RCRH)*: <http://www.medsch.ucla.edu/public/korenman/chapter1>

Acknowledgements are owed to the previous Faculty of Medicine Working Group on Professionalism for their extensive work in developing a first draft of this policy. This policy draws as well upon policies in other faculties of health professions across the country and more particularly upon a University of British Columbia policy entitled "Professional Standards for Faculty Members and Learners in the Faculties of Medicine and Dentistry at the University of British Columbia", 2005.

Code of Conduct

<http://medicine.dal.ca/content/dam/dalhousie/pdf/faculty/medicine/departments/core-units/undergrad/CodeofConductMedicine.pdf>

Assessment of behavioural and ethical performance will be related to the following standards:

1. The student should display skill at communicating and interacting appropriately with patients, families, fellow students, faculty, allied health care personnel and staff.
2. The student should demonstrate:
 - respect, empathy and compassion for patients and their families;
 - concern for the needs of the patients and their families to understand the nature of the illness and the goals and possible complications of investigations and treatment;
 - respect for, and ability to work harmoniously with, other allied health care personnel, and medical colleagues;
 - recognition of the importance of self-assessment and of lifelong learning for the maintenance of competent performance;
 - a willingness to teach others, including colleagues, as well as other allied health care professionals;
 - an understanding of the appropriate requirements for involvement of patients and their families in research;
 - an awareness of the effects that differences in cultural and social background have on the maintenance of health and the development of and reaction to illness; and
 - respect for the patient as an informed participant in decisions regarding his/her care, wherever possible.