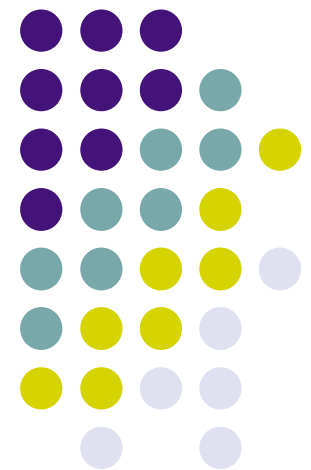


Moving from the Usual One-sided Relationship Common to Academic-Community partnerships: Promoting students' civic engagement

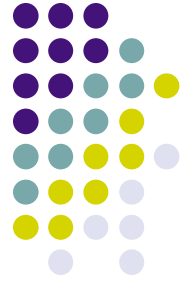
Kari A. Hartwig, DrPH, Global Health Division
School of Public Health, Yale University

17-19 May 2006, Bologna, Italy

The University & Civil Society: Autonomy & Responsibility

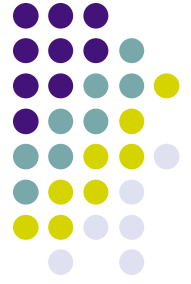


Case study of a public health service-learning course

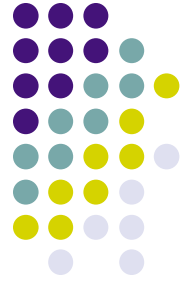


- History of course
- Current structure and goals
- Classroom pedagogy – the local and global connections
- Community agencies and service learning structure
- Negative consequences
- Positive consequences and benefits to students, community agencies, and the university

As differentiated from other teaching, service-learning activities:

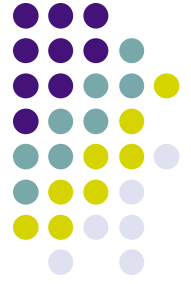


- “Are experiential in nature.
- Address human and community needs via structured opportunities for learning
- Involve thoughtful use of reflection
- Are respectful of the concept of reciprocity between the service-learning experience and the individuals being served.
- Reflection enables students to make connections between service-learning in the community and their learning experiences in the academic setting.”



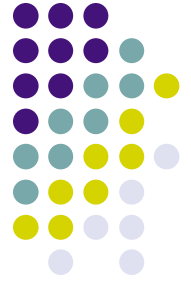
Course history

- Began in the 1960s as a required course for all MPH students – until 2000
- Course title “Community projects”
- Limited classroom time
- Proposals for “projects” requested of area agencies
- Student groups of 3-5 linked with a project
- An agency preceptor and faculty mentor assigned to each project team



Current structure

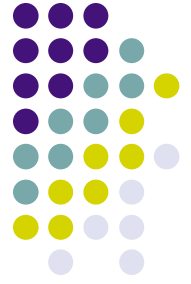
- Course title: “Community Health Planning” taught in Global Health Division
- Elective course
- Two hours/week classroom instruction
- Community projects selected through same mechanism
- Students pre-register and sign MOU with agency
- Student teams of 2-5 spend 4-8 hrs/week on project



Course objectives

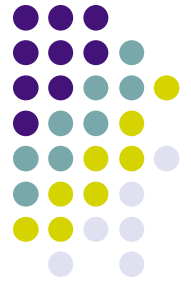
- Learn institutional review board process and submit applications
- Identify and discuss ethics of public health practice and implications for their own projects
- Define “community” and identify its implications for community health planning
- Discuss the power dichotomy between academics/community and who defines the “problem”
- Learn planning & evaluation models used in international and domestic settings
- Clarify one’s own values
- Identify and discuss Freirian principles and implications for practice
- Address community health needs in partnership with local community organization
- Develop basic skills in survey design, focus group and in-depth interview question guide design
- Conduct data collection, analysis and written and oral presentation of data for practicum project with local agency.

Classroom pedagogy and content

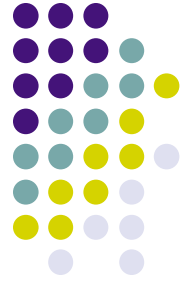


- Values, culture, ethics
- Race and class (US & Int'l)
- Data collection methods
- Community health planning models
- Logical frameworks
- Community-based participatory research
- Community-academic partnerships
- International public health practice
- Capacity building & sustainability
- Class exercises
- Small group discussions
- Lectures
- Group problem-based learning case studies
- Stories from the field (instructor, students, guests)
- Reflection panel (students) on public health practice, ethics and their projects

Sample community projects



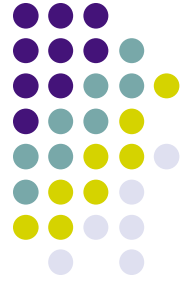
- Assessing post-partum depression in minority teens and women at a local Community Health Center
- Evaluating a public high school specialty program for at risk youth
- Policy advocacy analysis for children with special health care needs for the state of CT
- Community assets map of formal and informal services for Latino residents (local health dept.)
- Strategic plan to promote physical activity in public schools (local health dept.)



Course limitations

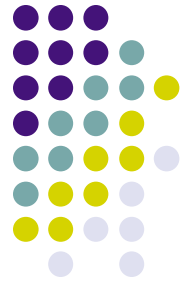
- Timeframe (one semester)
- Institutional review board requirements – and time line
- Quality/quantity of projects (students and preceptors) – defining and changing project objectives
- Level of input/change available for student adaptation/tailoring

Agency costs and benefits



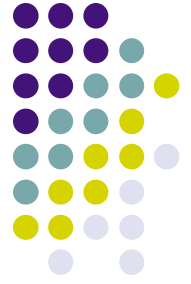
- Time required supervising and mentoring students
- Challenges communicating with students and/or faculty regarding the desired project outcomes
- Occasional lack of professionalism in student behavior
- The timing of the course (January – May) and its timeframe (14 weeks) limit the type of projects they can design
- Working with “the academy” occasionally brings with it encounters of arrogant ignorance as well as lengthy bureaucratic delays (e.g., institutional review board reviews)
- Mentoring the professional development of public health students
- Working with often eager, enthusiastic, hardworking students (enthusiasm can be contagious)
- Agency has a project completed that serves its constituency at relatively high quality and low cost
- Increased networks with university faculty and students for potential future collaboration

Student costs and benefits



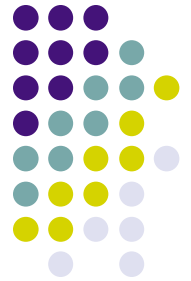
- Working in groups and negotiating role definitions and responsibilities
- Occasional communication challenges with preceptors regarding expectations
- Changing objectives of course of the semester
- Time commitment required of the projects
- Occasional cross-cultural or class issues and “Yale” name
- Dual demands of course work and community project work for the class
- Leaving behind the “safety” of the classroom for the ambiguity and unpredictability of the “real world”
- Learning more about the community in which they live
- Mentoring received from preceptors, faculty and TAs
- Satisfaction with the results of the projects
- Increased self-confidence about their public health practice skills
- Learning to work through conflict with peers and supervisors
- Opportunities for scholarship and professional development through public presentations to policy makers and at conferences

University costs and benefits

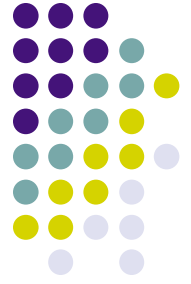


- Financial support for the course: faculty salary, multiple TAs, course supplies, \$400 per project including student expenses (e.g., travel) and project expense (e.g., focus group payment, survey duplication), faculty time.
- Developing incentives for other faculty or staff to engage in the course, i.e., serve as technical resources or group mentors
- Increased positive visibility of the School in the community as “giving to” rather than “taking from”
- Increased competency level of students in practice-based research, and problem-solving
- Students’ increased skills and professional development that reflect well on the university both currently and in the future
- SPH alumni now working in state or local public health agencies who request “community projects” for their agency

Student Reflections



“Before coming to Yale, I worked as a program coordinator for the reproductive health program in my country. We would go into remote villages and hold awareness program on mother and child health and encourage women to come to clinic for delivery. The program was funded by international organization, and we were issued a guideline about what we should be doing and what we should be achieving. Now when I reflect back, after this class, we could have done many things differently, as stated in McKnight’s article we looked at that community as “consumer of services” with nothing to contribute towards our goal and by doing so the community resented our presence, which resulted in a barrier that created friction between us and the community members. Our main focus was assessing the need of the community and while doing that we forgot the strength and the asset that community can offer to enrich their lives and expand our knowledge.”



Preceptor reflections

- *[Our office] has a considerable mandate with minimal resources. The Community Project provides an opportunity for us to dig deeply into an issue and better prepare the Child Advocate to seek improvements in public policy effecting children.*
- *Students benefit as well. The office also offers students an excellent opportunity to experience public policy in action and more importantly, to see their effort serve a purpose. It is a win-win situation.*

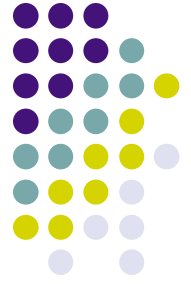
Act Locally, Think Globally

Is it working?



	Disagree	Neutral	Agree	Strongly Agree
I feel the course readings in international settings helped me draw parallels with my community project.	7 35%	6 30%	3 15%	4 20%
I will approach international projects and communities differently as a result of this course.	0	3 15%	11 55%	5 25%
I believe reading and discussing community projects in international settings was a valuable contribution to this course.	1 5%	4 20%	7 35%	7 35%
The work I performed in this course helped me learn how to plan and complete a project both in the US and internationally.	2 10%	2 10%	13 65%	3 15%

Imagining change



“Of all the forms of inequality,
injustice in health care is the most
shocking and inhumane.”

Dr. Martin Luther King, Jr.