

## Incorporation of Service-Learning into Student Research Requirements in Physician Assistant Education

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## Objectives

- At the conclusion of this presentation, the participant will be able to
- Define the concept of service learning in relationship to theoretical foundations and current practices
  - Describe the incorporation of service-learning, student research requirements and the mission of physician assistant education
  - Discuss the role of qualitative and quantitative models in the assessment of service learning projects

GVSU educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.



.....educate individuals to become Physician Assistant's who possess integrity, are service oriented, appreciate a diverse multi-cultural society, and develop the skills and competence for medical practice.....

## What is Service-Learning ?

- How have you served the community?
- What did you learn?
- \*\*Reflection



## What is Service-Learning ?

“...a teaching and learning approach that integrates community service with academic responsibility, and strengthen communities.”

-National Commission on Service-Learning



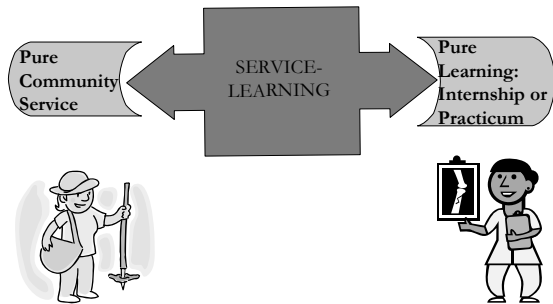
“Tell me and I forget.  
Teach me and I may remember.  
Involve me and I will learn.”

## What is Service-Learning ?

- Credit bearing educational experience where students participate in organized service activities
- Meets identified community needs
- Reflects on the activities
- Gains further understanding of course content
- Enhances a sense of civic responsibility

Bringle and Hatcher

## What is Service-Learning ?



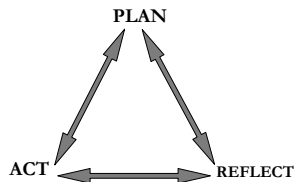
## Why Incorporate Service-Learning in PA Education ?

- Deeper understanding of complexity of social issues
- Ability to apply content to real problems
- Increased leadership skills
- Increased tolerance for diversity
- Increased connection to community
- Greater self knowledge

Eyler and Giles

## Steps to Incorporate Service-Learning

- Planning (Preparation)
- Action (Implementation)
- Reflection (Results/Discussion)



## Steps to Service-Learning

- Planning (Preparation)
  - Identify area of interest
  - Develop a community partner
  - Development of:
    - Mentorship criteria
    - Evaluation process

## Steps to Service-Learning

- Planning (Preparation)
  - Identify area of interest
    - Schools at risk
    - Children at risk



## Steps to Service-Learning

- Planning (Preparation)
  - Develop a community partner
    - Mazizi Maji Mentoring Program
    - Baxter Community Center



## Steps to Service-Learning

- Planning (Preparation)

- Development of :

- Mentorship criteria
  - Mentorship guidelines
  - Weekly/biweekly meetings
  - One hour: academic tutoring
  - Two hours of activities (guest speakers, job interviewing skills, field trips, etc).
  - Each mentee is assigned a mentor.
  - Responsibilities of the mentor:
    - Spending time with the mentee
    - Verbal communication via phone



## Steps to Service-Learning

- Planning (Preparation)

- Development of :

- Evaluation process
  - Goals of mentorship program:

EDUCATION  
EMPOWERMENT



## Steps to Service-Learning

- Planning (Preparation)

- Development of :

- Evaluation process
  - Questions:
    1. Is there a change in the **educational** goals of individuals who participate in a mentoring program?
    2. Is there a change in the sense of **empowerment** in an individual who participates in a mentoring program?



## Steps to Service-Learning

- Planning (Preparation)

- Development of :

- Evaluation process
  - Tools:
    - Self Description Questionnaire (SDQI and SDQ2)



## Steps to Service-Learning

- Planning (Preparation)

- Development of :

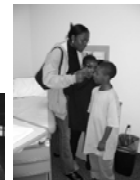
- Evaluation process
  - Procedure:
    - Human Subject review
    - Administer the SDQ survey every 3 months



## Steps of Service-Learning

- Action (Implementation)

- Mentorship
- Administration of the survey



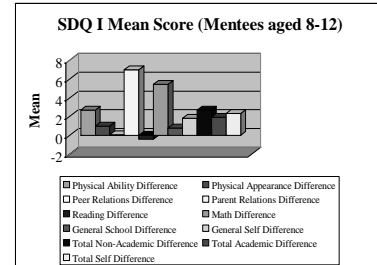
## Steps of Service-Learning

- Reflection (Results/Discussion)
  - Were the goals met?
  - In which ways can assessment of the mentorship program improve?
  - How has this experience influenced the mentors?



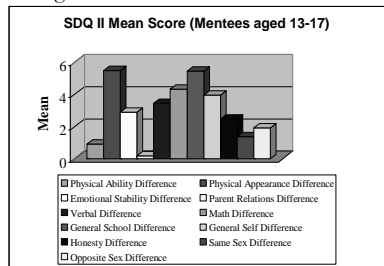
## Steps of Service-Learning

- Reflection (Results/Discussion)
  - Were the goals met?



## Steps of Service-Learning

- Reflection (Results/Discussion)
  - Were the goals met?



## Steps of Service-Learning

- Reflection (Results/Discussion)
  - In which ways can assessment of the mentorship program improve?
    - Reflection led to the conclusion that subjective information (I.e. perceptions of self) would be more accurate through use of focus groups.
    - A **qualitative** tool was developed which mirrored the areas of assessment of the SDQ1 and SDQ2.
  - Focus groups also assess mentor/mentee relationship



## Steps of Service-Learning

- Reflection (Results/Discussion)
  - How has this experience influenced the mentors?
    - Short term assessment (Completion of research project)
    - Long term assessment-pending (3 years post graduation)



## Steps of Service-Learning

- Reflection (Results/Discussion)
  - How has this experience influenced the mentors?
    - Short term assessment
      - Qualitative/Quantitative assessment upon completion of Service-Learning.

“Mentoring can be used as a tool in the development of a healthy society.”

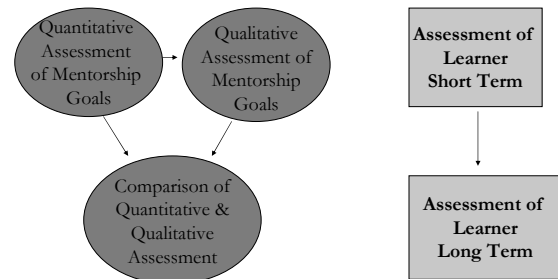
“When a community is able to help their youth grow physically and emotionally, they are much better equipped to face life’s challenges.”

“We have a responsibility to help those around us, children and adults.”

## Steps of Service-Learning

- Reflection (Results/Discussion)
  - How has this experience influenced the mentors?
    - Long term assessment-pending (3 years post graduation)
      - Qualitative/Quantitative assessment
      - Type of practice
      - Involvement in community

## Summary of Service-Learning Research Outcomes



## IRB CONSIDERATIONS

- Get familiar with the process.
  - Consent/ Assent (Pictures)
  - Affiliation Agreements
  - Components of Consent
- 
- Copies of IRB proposals, consent forms, assent forms, and affiliation agreements available

## Conclusion

Service-Learning opportunities:

- allow learners to become engaged citizens.
- provide awareness of civic, cultural, and social issues faced by the patients they serve.
- can be incorporated into the learners research requirements.



## Thanks to:

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