

Northwestern University Feinberg School of Medicine



Community Engagement and Service Competency & Curriculum

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Outline



During this session I will:

- Define - Northwestern University Feinberg School of Medicine's (NUFSM) Community Engagement Competency (CES) and Standards
 - Discuss simultaneous process implementing a competency based curriculum and a curriculum renewal
 - Define a model of Best Practice for Service Learning
 - Identify where we are currently teaching CES at NUFSM
 - Discuss how we are implementing a CES College Curriculum Focus pilot
 - Recap
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Community Engagement and Service Competency: Definition



Community Engagement and Service Competency (CES) Standards



Our graduates will demonstrate knowledge of community factors that influence individual, community and public health, and will gain both perspective and experience through service-learning activities within local or global community settings.

FSM graduates will:

1. Demonstrate knowledge about behavioral, socioeconomic, and cultural dynamics that can affect individual, community health and public health.	Equity
2. Assess challenges to providing high quality health care for members of vulnerable groups and articulate the role of physicians in working to eliminate barriers.	Advocacy
3. Advocate for individual patients and communities with limited access to quality healthcare.	
4. Promote the health and welfare of a community group by eliciting needs and assets, and collaborating with community partners to deliver sustainable, quality service.	Community Health



Definition of Best Practice

NUFSM's Definition of Best Practice



Many professional organizations (both medical and educational) and community engagement scholars have published definitions of *Service-Learning* as a teaching/learning methodology. Central themes of these definitions that lend to “best practice” in community engagement practices include:

- 1. Curriculum is Built on Partnership(s):** Partnerships with a clearly negotiated mission, vision, values, and identified roles/responsibilities form the basis of the service learning program.
 - 2. Credit Bearing Learning Opportunity:** A credit bearing learning opportunity with a clearly stated purpose, course goals, and objectives. Credit is not given for the service but for the learning activity.
 - 3. Experiential Learning Opportunity:** An experience that:
 - Allows the learner to apply knowledge to a real life problem
 - Allows the learner to explore real life social/civic issues in context
 - Addresses a communities' assets or needs
 - Is relevant to the student, providing local value as the service occurs in the community which the student lives
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NUFSM Definition of Best Practice (Continued)

- 4. **Reciprocal Learning:** A principle of “Reciprocal Learning” is imbedded into the service-learning program. Everybody teaches and everybody learns.
- 5. **Balance between Beneficiaries:** The goal is to create a service learning program that is centered and balanced.

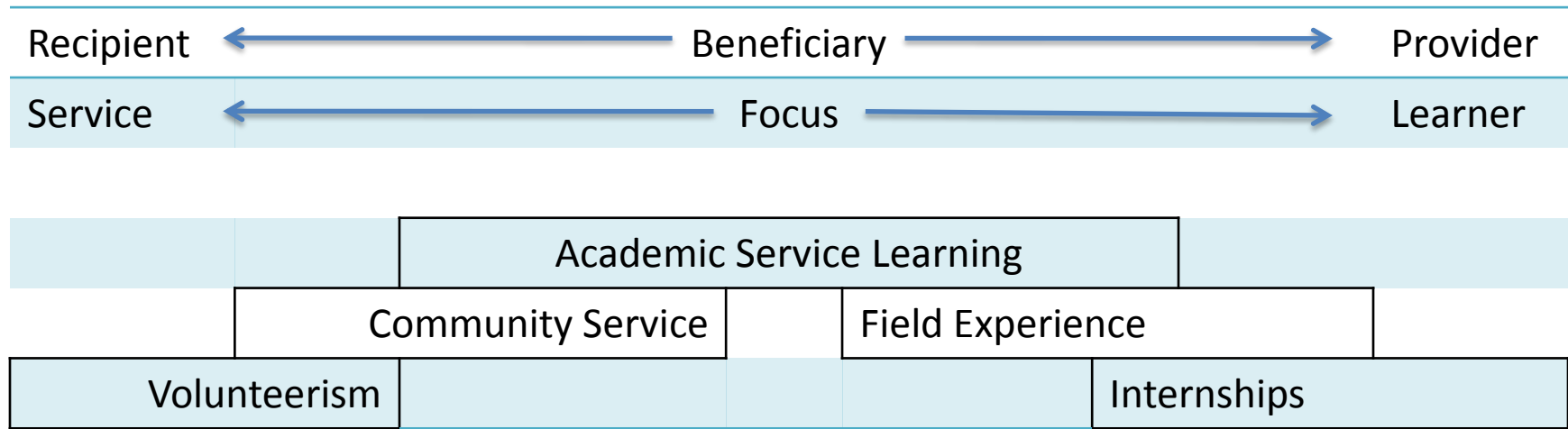
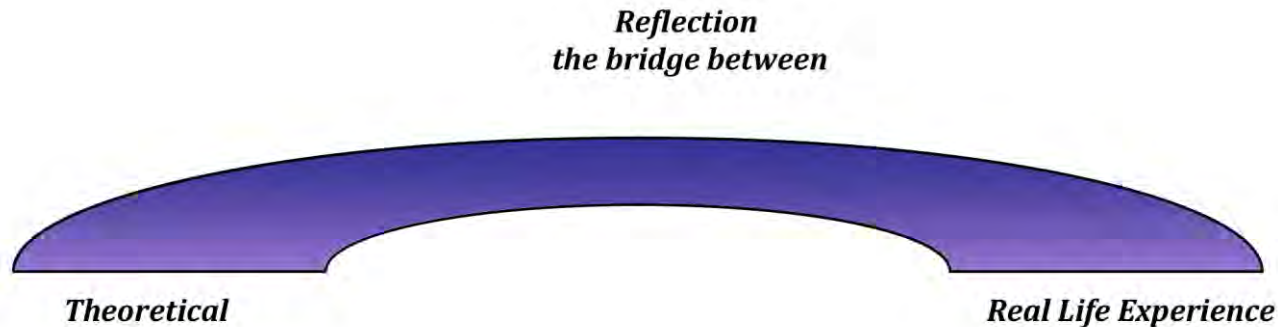


Image: (2003). Introduction to Service Learning Toolkit: Readings and Resources for Faculty (2nd Edition). Providence, Campus Compact. (p. 12).



NUFSM Definition of Best Practice (Continued)

- 6. Reflection:** Reflective practice is utilized to clarify and advance individual/group knowledge, personal values and civic responsibility.



- 7. Public Dissemination:** Results from the student's service learning experience should be shared with the community. The format for disseminating findings is flexible (oral report, written report, publication newspaper/journal article etc...) but results need to be shared and public dialog fostered with the community.
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Current Curriculum



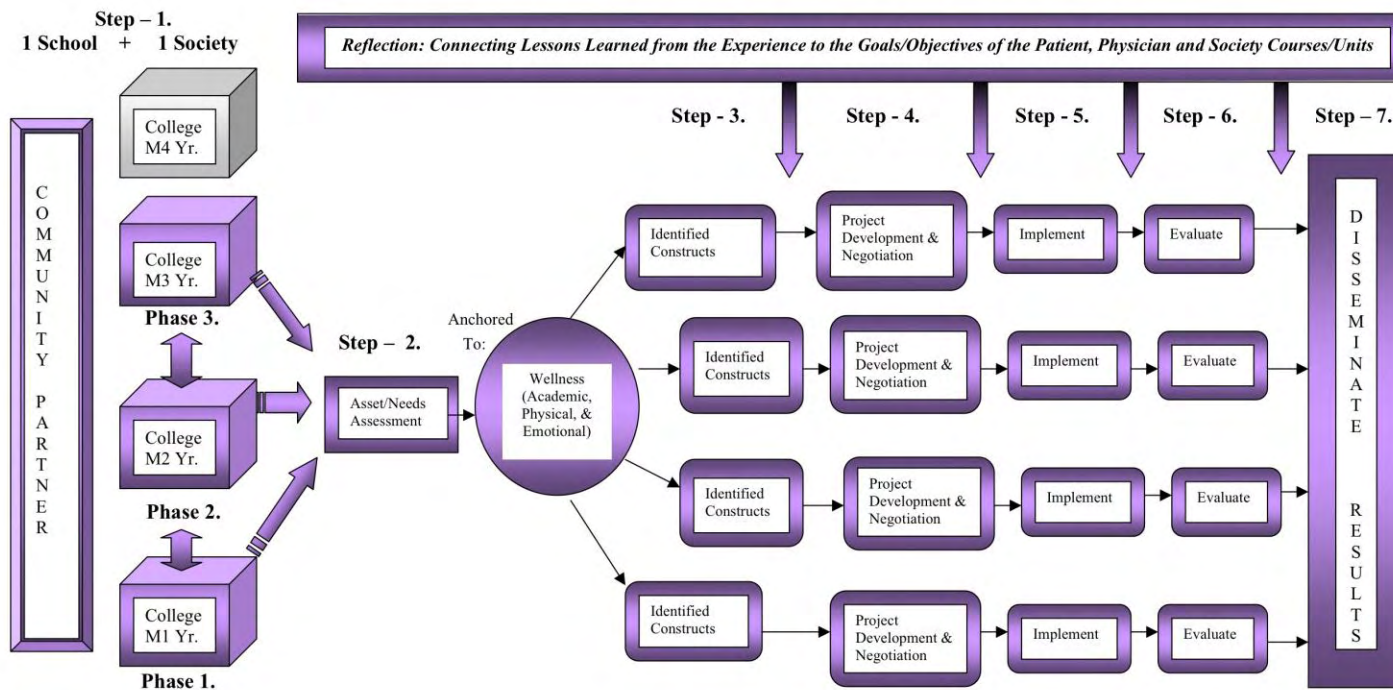
Current Areas of the Curriculum CES is Directly Taught

Course	Required	Level of Learner	Length of the Curriculum
Patient Physician and Society M1 & M2 Units:			
Cultural Dynamics in Medicine	Yes	M1	6 Weeks
College Curriculum Focus	Yes	M1	6 Weeks
Organization and Economics in Medicine	Yes	M2	6 Weeks
Vulnerable Groups	Yes	M2	8 Weeks
Interdisciplinary Medicine - Community Engagement and Service Unit	Yes	M3	4 Lecture Hour Time Blocks

College Curriculum Focus Pilot Implementation Model (Standard #4):



*Community Engagement and Service Curriculum Pilot
College Curriculum Focus Project Process/Relationship Conceptual Framework*





Recap



Summary

Feinberg School of Medicine is simultaneously implementing :

- A Competency Based Curriculum
- Curriculum Renewal

Definition of Best Practice for Service Learning:

1. Curriculum is Built on Partnership(s)
 2. Credit Bearing Learning Opportunity
 3. Experiential Learning Opportunity
 4. Reciprocal Learning
 5. Balance between Beneficiaries
 6. Reflection
 7. Public Dissemination
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Thank You
