

Indiana University School of Medicine Service Learning

Creating a role for Service Learning in
Medical Education

Modified to reflect recommendations of verbiage by CCSC

LSC 2015



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LCME Requirements

The faculty of a medical school ensure that the medical education program provides sufficient opportunities for, encourages, and supports medical student participation in service-learning and community service activities.

LCME Standard 6.6, IS-14-A <http://www.lcme.org/publications.htm>



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LCME Requirements Cont.

"Service-learning" is defined as 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 Standard 6.6, IS-14-A <http://www.lcme.org/publications.htm>



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LCME Requirements Cont.

"Sufficient opportunities" means that medical students who wish to participate in a service-learning activity will have the opportunity to do so.

LCME Standard 6.6, IS-14-A <http://www.lcme.org/publications.htm>



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Self Study 2008

14-A SERVICE LEARNING

All IUSM students are required to achieve both Level 1 and 2 competency in Competency VI—the Social and Community Contexts of Health Care. Students at all campuses may achieve Level 1 competency through successful completion of Introduction to Clinical Medicine (ICM), a required course.

All students achieve Level 2 competency through successful completion of the family medicine clerkship during the MS3 year.

Students desiring Level 3 competency in Competency VI may do so by successful completion of a pre-approved IUSM elective or through an independent study. Students may use leadership roles in service learning projects as a basis for the independent study.



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2014 Medical School Graduation Questionnaire

2014 Medical School Graduation Questionnaire



	Indiana					All Schools
	2010	2011	2012	2013	2014	2014
12. Did you participate in structured service learning (a structured opportunity to examine service in the context of educational goals and personal reflection)?						
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Yes	52.4	45.8	44.9	44.3	39.1	45.6
No	47.6	54.2	55.1	55.7	60.9	54.4
	100.0	100.0	100.0	100.0	100.0	100.0
Number of respondents	143	192	178	167	184	13,975

Current Service Opportunities

Medical Student Service Group (MSSG) - *Formal SL initiatives

- 2014 -SL initiatives
 - 21 Active project/initiatives
 - 731 Points of participation**
- Formal MSSG initiatives, presented and approved by majority vote and reflects the following components:
 - Student Chair(s)
 - Faculty/Staff Advisor
 - Community Partner/Resource
 - Address an identified community need (directly or indirectly)

**Numbers obtained 2014 year end reflection from Indianapolis, Medical Student Service Group, Office for Service Learning



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Current Service Opportunities Cont.

Community Engagement Service –Independent Learning

Cinderella Dress Day

Doctor's Day at Science Central

Erin's House for Grieving Children

Fort-4-Fitness

IPFW Health Fair

IPS Schools

IU Health Strength that Cares

Community Engagement

IUPUI Camps

Matthew 25

Salvation Army

Success through Education Preparation
& Support (STEPS)

The Pour House

United Way of Central Indiana

Wheeler Mission

YMCA

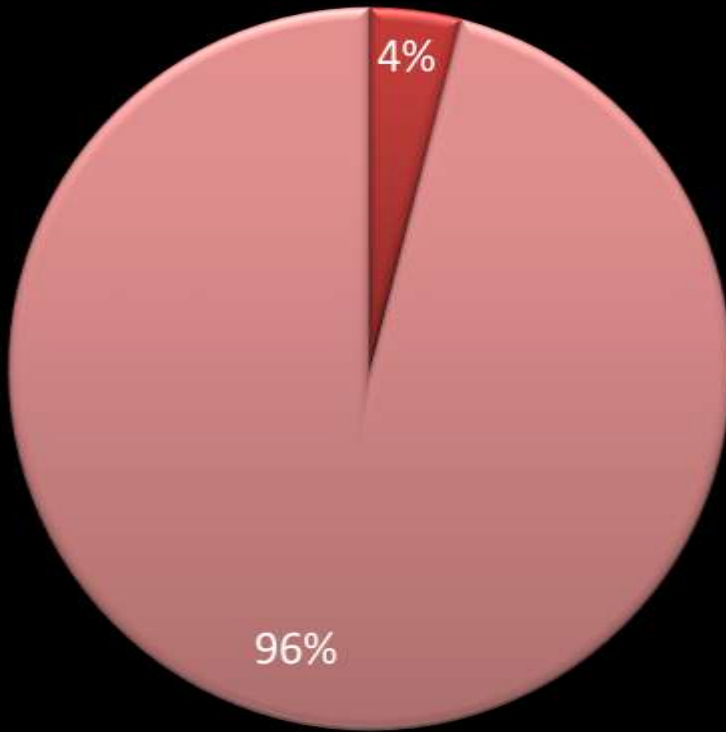
**Numbers obtained 2014 year end reflection from Indianapolis, Medical Student Service Group, Office for Service Learning



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SL Elective Opportunities (self identified courses)



■ Service Learning Electives = 18

■ Total Electives = 425

301

251

201

151

101

51

1

2014-2015

■ MS III, IV
Enrollment

307

■ SL Course
Enrollment
Totals

26

*Course data UME *Enrollment data management system



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Service Learning Electives (course self identified as SL)

Course Number/Title	Campus	Enrollment (NA-indicates inactive course ID)		
		2014-2015	2013-2014	2012-2013
02YF709 - PRIMARY CARE - UNINSURED AND UNDERSERVED	Fort Wayne	1	NA	NA
20NR701 - CLINICAL NEUROSCIENCES IN THE COMMUNITY SETTING	South Bend	0	0	0
46EN722 - OTOLARYNGOLOGY IU HEALTH	Northwest	0	NA	NA
49YX702 - AMBULATORY CARE IN A FAMILY MEDICINE CENTER	Indianapolis	6	2	2
84LA733 - ORTHOPAEDICS	Terre Haute	0	2	0
84YF773 - RURAL FAMILY PRACTICE PRECEPTORSHIP	Terre Haute	0	1	0
93MI910 - WOMEN'S WELLNESS ON WHEELS	Indianapolis	0	NA	NA
93PS780 - INTRODUCTION TO CLINICAL AND PATIENT-ORIENTED RESEARCH	Indianapolis	4	4	6
93PS910 - CRISIS INTERVENTION SERVICE	Indianapolis	0	NA	NA
93QM730 - MEDICAL GENETICS / BIOCHEMICAL GENETICS	Indianapolis	9	5	7
93ZH790 - HEALTH CARE IN DEVELOPING COUNTRIES	Indianapolis	3	4	14
93ZH870 - SUN YAT-SEN UNIVERSITY SCHOOL OF MEDICINE: INTERNATIONAL HEALTH CARE SYSTEMS	Indianapolis	1	4	2
93ZH880 - GLOBAL REPRODUCTIVE HEALTH SUB-INTERNSHIP	Indianapolis	2	2	2
93SO701 - STUDENT OUTREACH CLINICS (INDIANAPOLIS): VOLUNTEER	Indianapolis	0	NA	NA
71SO700 - STUDENT OUTREACH CLINICS (SOUTH BEND): LEADERSHIP	South Bend	0	NA	NA
71SO701 - STUDENT OUTREACH CLINICS (SOUTH BEND): VOLUNTEER	South Bend	0	NA	NA
84SO700 - STUDENT OUTREACH CLINICS (TERRE HAUTE): LEADERSHIP	Terre Haute	0	NA	NA
84SO701 - STUDENT OUTREACH CLINICS (TERRE HAUTE): VOLUNTEER	Terre Haute	0	NA	NA

*Course data UME *Enrollment data management system



Purpose

New competency organization for current curriculum starting with the 2014-15 academic year.

2014 Competency

(PC) Patient Care

(ICS) Interpersonal Communication Skills

(MK) Medical Knowledge

(P) Professionalism

(PBLI) Practice Based Learning and Improvement

(SBP) Systems Based Practice

Prior Core Competency

(2) Basic Clinical Skills

(1) Effective Communication

(3) Using Science to Guide Diagnosis, Management, Therapeutics & Prevention

(7) Moral Reasoning & Ethical Judgment (9) Professionalism & Role Recognition (5) Self-Awareness, Self-Care & Personal Growth

(4) Lifelong, Learning (5) Self-Awareness, Self-Care & Personal Growth (8) Problem Solving

(6) Social & Community Contexts of Health Care

UME announcement 8/2014



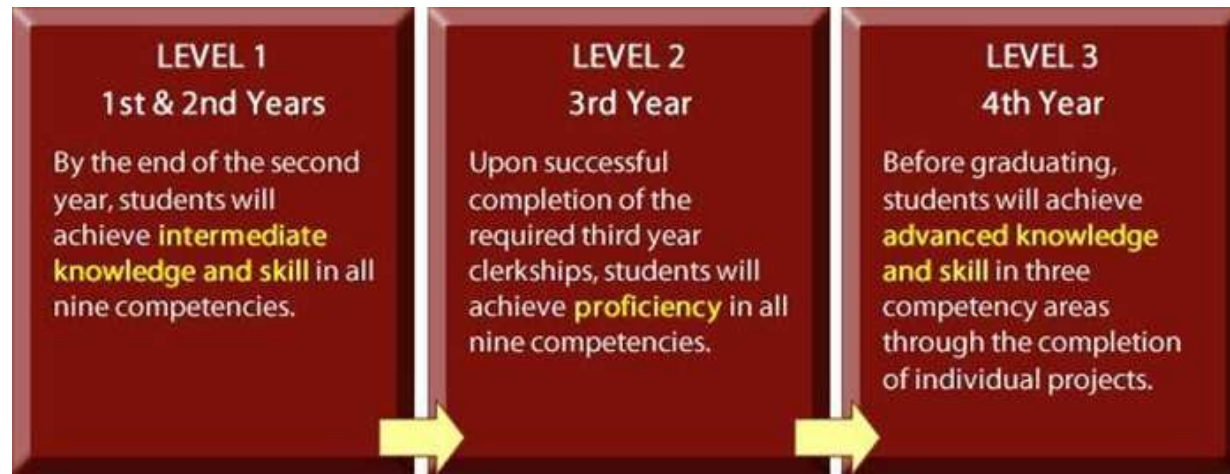
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Purpose Cont.

Former Competency Level Model – Service Learning Connection to LCME requirements:

Service Learning was incorporated into curriculum through Level 3 in competency VI as an option for students involved in a project based service learning experience.



Scope of project to date:

- ✓ Task force established to develop the IUSM Service Learning definition
- ✓ Literature Review of Service Learning in Medical Education
- ✓ Reviewed current UME curriculum
 - Self identified SL courses
 - Other curriculum that meet criteria but not necessary identified as SL
- ✓ Developed a rubric for faculty to measure identified courses and components needed for SL component



Service Learning Task Force

Lisa Christy

Community Based/Co-Curricular Learning
IUSM, Medical Student Affairs

Dr. Carla Downing

Clinical Sciences Curriculum Specialist
IUSM, Undergraduate Medical Education

Dr. Antwione Haywood

Assistant Dean
IUSM, Medical Student Affairs

Matthew Holley

Assistant Director for Medical Student
Education, Curriculum and Instructional Design
Director, Department of Family Medicine

Dr. Aloysius (Butch) Humbert **(beginning advisory role)**

Assistant Dean for Curriculum in the Clinical Sciences
Associate Professor of Clinical Emergency Medicine
IUSM, Undergraduate Medical Education

Dr. Ken Lazarus

Curriculum Implementation Fellow
IUSM, Undergraduate Medical Education

Mary Price

Faculty Development Director
Center for Service and Learning IUPUI

Leah Van Antwerp

Graduate Assistant
IUSM Medical Student Affairs
MS Student, IU OT Department



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IUSM's Definition of Service Learning*

IUSM defines Service Learning as a structured learning experience that actively engages students, faculty, and community members in a dynamic partnership that intentionally connects community-identified concerns with institutional learning objectives.

*Purposed



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Service Learning Definition Cont.*

Each structured learning experience must have the following components to be considered Service Learning:

- Identified community partner and/or need
- Pre-experience orientation
- Service experience
- Post-experience reflection

*Purposed



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SL Self Assessment Faculty Tool

Domains of Service Learning	High	Medium	Low
Pre-Experience Orientation	Orientation to service experience that includes both logistical, skill-based orientation as well as orientation to community needs.	Orientation to service experiences that is primarily logistical and skill-based with minimal orientation to community needs.	Orientation to service that is only logistical and skill-based.
Meets Community-Identified Need(s)	Need(s) identified by, or in collaboration with, community partner.	Needs determined by faculty and/or students through current research.	Faculty and/or students presume community needs.
Collaboration with Community Partner	Regular, equal collaboration between faculty, students, and community partners.	Intermittent collaboration between faculty, students, and community partners.	Limited collaboration between faculty, students, and community partners.
Integrated into Academic Curriculum	Institutional learning objectives are achieved through preparation for, participation in, and reflection of required service.	Institutional learning objectives are achieved through preparation and participation in required service, with limited reflection requirements.	Institutional learning objectives are primarily classroom-based, and required service and reflection is supplementary.
Reflection	Structured reflection of students' learning through service that occurs before, during, and after service experience. This reflection is assessed and part of course grade.	Structured or semi-structured reflection of students' learning through service that occurs before and after service experience. This reflection is assessed and part of the course grade.	Informal reflection of service experience that occurs at some point before, during, or after service experience. Service learning portion of course grade is based on completion of service experience only.



Examples of Reflections

Reflection should occur at multiple points during the service experience. A variety of reflective formats may be utilized, such as:

- Poster presentation
- Journal entries
- Individual or group verbal discussion
- Essay responses to prompts
- Forum/discussion responses



Assessment tool In Use

Using the rubric provided, members of Family Medicine faculty/staff were asked to self assess actual courses to help identify Service Learning components that are already embedded into the curriculum.

- These courses are not currently self-identified as SL
- Components naturally exist even within required Clerkships
- Providing tools for faculty can create intentional learning through service in many core and elective courses

Family Medicine, Global Health Self Assessment

Domains of Service Learning	High	Medium	Low
Pre-Experience Orientation	Orientation to service experience that includes both logistical, skill-based orientation as well as orientation to community needs.	Orientation to service experiences that is primarily logistical and skill-based with minimal orientation to community needs.	Orientation to service that is only logistical and skill-based.
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Course # 93ZH850/93ZH900



Family Medicine Clerkship, Family & Community Project Self Assessment

	High	Medium	Low
Pre-Experience Orientation	Orientation to service experience that includes both logistical, skill-based orientation as well as orientation to community needs.	Orientation to service experiences that is primarily logistical and skill-based with minimal orientation to community needs.	Orientation to service that is only logistical and skill-based.
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Course # 93YF690-IU Y730



Findings:

- Many opportunities currently exist for intentional learning through service
- Components naturally exist even within current curriculum
- Some of the strongest connections are not identified as SL
- Providing tools for faculty can create intentional learning through service in many core and elective courses