

Service-learning:

HOW TO TURN SERVICE INTO LEARNING

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1

Objectives:

- Evaluate opportunities for service-learning
- Differentiate service-learning for community service
- Determine competencies for service-learning
- Share models of service learning and outcomes for evaluation

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Definitions

- ADA: Service-learning for dental educational community – structured experience with specific learning objectives that combines community services with academic preparation
- Community-based experience where students provide care in community-based clinics or private practice.
- Differs from community service to provide preventive techniques in schools or help communities in health fairs.

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Service-learning criteria

- Community identified needs
- Roles in response to community-based problems
- Connect academic coursework to community roles
- Preparation, evaluation and reflection

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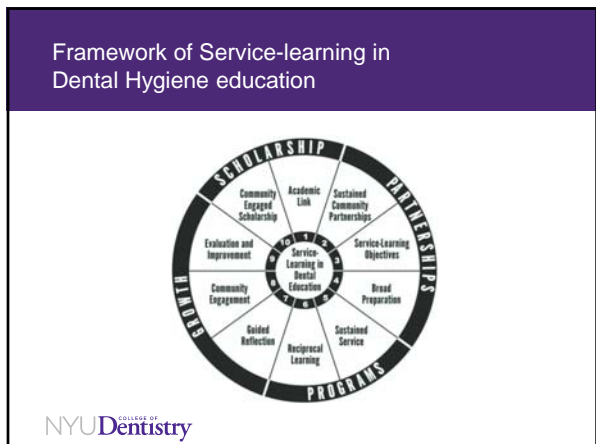
Putting it together:

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Traditional outreach efforts

- Serves diverse populations
- Oral health instruction mastered
- One shot, short term
- No follow-up or assessments

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- Rationale: why do this?
- Promotes health equity and social justice
 - Deeper understanding of access to care
 - Influences health disparities and quality of life for community
 - Hands-on participation
 - Civic responsibility

| Community service | Service-learning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • No population assessment of need • No community interaction • One time delivery of service or education • No education component or evaluation | <ul style="list-style-type: none"> • Need identified by community • Education delivered to students about need or disparity • Care or service delivered • Reflection of civic responsibility or social justice |

Moving to service-learning

- Head Start locations
- Oral Health Education
- NYC elder fairs
- Outreaches - New York and Maine
- Outreaches - Grenada, Mexico, Nicaragua

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Steps needed

- Clear objectives – Beyond clinical
- Identify need of community
- Deliver student education - community need, disparity, rationale for care to be delivered
- Discuss cultural barriers or access to care issues

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NYU assessments

- Reflection -describe essential public service delivered, impressions, and cultural influences
- Changed requirements of one community event to one service-learning event and reflection paper
- Identified rotations and outreaches to become service-learning
- Added lectures on social justice and professional responsibility
- Assessed students in end of year survey

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Suggested assessment topics

- **Community involvement** - beneficial, will continue
- **Abilities** - other cultural groups, age, socio-economic
- **Comfort** - specific populations or settings
- **Communication**- language or present oral health education
- **Awareness** - needs of community- before and after
- **Cultural** bias or prejudices
- **Leadership** to bring more access to care

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NYU outreaches

- Hudson, NY: 62 DH students over **4 years**: **600** children served with dental, PG and faculty
- Poughkeepsie, NY: 9 DH students over **2 years**: **500** children served with dental, PG and faculty
- Maine: 4 DH students over **3 years**: **300** children served with dental, PG and faculty
- Grenada:10 DH students and 4 faculty over **4 years**: **26,000** children with dental, nursing, PG and faculty

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- <http://dental.nyu.edu/globalreach/global-student-outreach-program/grenada-national-school-based-oral-health-program.html>

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Next steps?

- Questions
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