Service-learning:

HOW TO TURN SERVICE INTO LEARNING

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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

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.
Service-learning criteria

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

Putting it together:

- Collaborative partnership
- Reflection and assessment
- Apply academic knowledge

Traditional outreach efforts

- Serves diverse populations
- Oral health instruction mastered
- One shot, short term
- No follow-up or assessments
Framework of Service-learning in Dental Hygiene education

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 vs. Service-learning

<table>
<thead>
<tr>
<th>Community service</th>
<th>Service-learning</th>
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<tbody>
<tr>
<td>No population assessment of need</td>
<td>Need identified by community</td>
</tr>
<tr>
<td>No community interaction</td>
<td>Education delivered to students about need or disparity</td>
</tr>
<tr>
<td>One time delivery of service or education</td>
<td>Care or service delivered</td>
</tr>
<tr>
<td>No education component or evaluation</td>
<td>Reflection of civic responsibility or social justice</td>
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Moving to service-learning

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

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

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
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

NYU Dentistry

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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Next steps?

• Questions

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