HOPES & HURDLES: DEVELOPING A SERVICE-LEARNING COURSE IN ATHLETIC TRAINING EDUCATION

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Introduction to Developing a Service-Learning Course in AT Education

“…it has given me so much confidence in my work…”

“This experience has taught me how to respect and understand people from all different cultures and socioeconomic backgrounds”

“I can say clinically it has made me amazing at taking vitals….socially it has made me become more accepting and understanding…”

“I go home everyday feeling like I have made a difference in someone’s life.”
Workshop Objectives

By the completion of the workshop, participants will:

1. Understand the basic concepts and benefits of service-learning (S-L) pedagogy.
2. Reflect and discuss the current nature of athletic training experiential learning within the S-L framework.
3. Identify possible campus resources and S-L partnerships in own communities.
4. Understand logistics / planning considerations in order to develop a direct S-L course.
5. Differentiate potential S-L benefits and challenges for stakeholders and identify strategies to minimize problems through careful course preparation.
6. Collect tools such as student reflection questions, course assessment, and partnership agreement forms which are useful when developing a S-L course.

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Definitions of S-L

“...service-learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.¹”
Introduction to Service-Learning Pedagogy

- Experienced-based pedagogical approach
- Educational objectives linked with service-based, authentic experiences within a community
- Meets a community need
  - As defined by community or someone representing; NOT defined by Institution / Instructor / Students
- Reflection is a key component

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Representative Effects of Service-Learning

• Community
• Institution
• Faculty
• Students

• Profession?
Effects of Service-Learning\textsuperscript{2}

- Community
  - Students help meet a community need (i.e. useful service)
  - Community partners satisfied with student participation
  - Enhanced university relations
Effects of Service-Learning

• Institutions
  • Positive outcomes specific to general education goals & curriculum specific goals
  • Increased student retention
  • Enhanced community relations
Effects of Service-Learning

• Faculty
  • Satisfied with quality of student learning
  • Increased communication with students
  • Greater retention in disciplinary programs
Effects of Service-Learning

• Students
  • Positive impact on academic learning
    • Mixed results re: impact based on grades or GPA
  • Improves students ability to apply theory with real-world practice
  • Facilitates career development
    • Efficacy
    • Communication Skills
  • Increased communication with faculty
  • Greater satisfaction with college overall
  • Moral development
    • Mixed reports
  • Citizenship development
    • Growing body of research

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What about the professions?

- Are there benefits for professional education?
- Does S-L influence the professional development of pre-service students?
- Personal or professional values?
- Does adding a dimension of civic responsibility through S-L curricular efforts benefit the related profession in some way?
- How does S-L differ from traditional experiential education during professional preparation?
Service-Learning & Professional Education

• Medicine & nursing report benefits\textsuperscript{3,4}
• Advocate for community-based education in health professions education\textsuperscript{3}
• Embrace “Civic Professionalism” by adding dimension of civic responsibility to professional preparation \textsuperscript{5,6}
  • Use professional knowledge & skills to benefit community
  • Facilitates professional socialization & teaches civic responsibility
Food for Thought…

- How does S-L fit under the umbrella of Experiential Education?

- How (if at all) does “traditional” AT Clinical Education fit within this paradigm?
Service-Learning: a Balanced Approach to Experiential Education

Service Learning

Recipient

PRIMARY INTENDED BENEFICIARY

Provider

Service-Learning

Community Service

Volunteerism

Field Education

Internships

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### Service-Learning Typology

*Where does traditional AT clinical education fit?*

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Service-LEARNING</td>
<td>Learning goals primarily; service outcomes secondary</td>
</tr>
<tr>
<td>SERVICE-learning</td>
<td>Service outcomes primary; learning goals secondary</td>
</tr>
<tr>
<td>service learning</td>
<td>Service and learning goals completely separate</td>
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<tr>
<td>SERVICE-LEARNING</td>
<td>Service and learning goals of equal weight and each enhances the other for all participants; must integrate academic context (knowledge, skills, values); Linked with an “ethic” of service. <em>(based on a community need)</em></td>
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</tbody>
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THINK – PAIR - SHARE

1. Please write down how you feel traditional athletic training clinical education (i.e. experiential learning) fits into the service learning paradigm presented.

2. Compare ideas with a partner

3. Group Discussion
PLANNING for a S-L Course in AT Education

1. Consider your objectives for developing a S-L course
   • Diverse patient population?
   • Increased gen med exposures?
   • Patient communication exposures?
   • Broaden students view of ATs as allied health care providers
   • Develop values of “civic professionalism” other civic-oriented values?
• Does your institution have curricular or co-curricular service initiatives that you should first identify?
• Can Campus resources help you meet your objectives?

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2. Identify Potential Campus Resources

- Provost’s office / Vice-Provost of U-G Education? *(Curricular)*
- Dean of Students / Office of Student Life and Learning *(Co-curricular)*
- Office of Community Service / Civic Engagement
- Faculty Teaching & Learning Center / Campus Instructional Consultants?
- Faculty Learning Communities
- Other Service-Learning Course Instructors
  - Designation in University Course Bulletin?
- Campus Community Civic Engagement Stakeholders Group
- School of Education / Pedagogy faculty
Other potential resources to help you get started....

- National & State Campus Compact
  - Offer significant matching funds
  - Especially interested in start up programs
- National S-L Clearinghouse
- United Way
- Volunteer Networks (Community / City)
Resources @ IU-B

- Office of Vice Provost for Undergraduate Education
- Center for Innovative Teaching and Learning
- Service-Learning Program

- http://citl.indiana.edu/programs/serviceLearning/importantDocumentsFaculty.php
## 2009 Project Engage Fellows

### General Medical Issues & Athletic Training

<table>
<thead>
<tr>
<th>Name</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Dr. Grove and Dr. Klossner are revising an existing course, *General Medical Issues and Athletic Training*, that is taught to first year students in the Athletic Training Education Program (ATEP). The aim is to broaden the students' knowledge, experiences and skill sets through a service-learning partnership with Volunteers in Medicine (VIM), a free community-based medical clinic in Bloomington. The service-learning component not only gives students the opportunity to gain a better understanding of comprehensive healthcare and appreciate coexisting conditions or comorbidities beyond orthopedic problems, but also gives students experience in working with a diverse patient population within the community.
3. Identify & Consider Partnerships

• Consider potential partnerships in your community that can help you meet your objectives?
Partnerships in the Community?

• List 3 types of community partners you think may exist in your own community.

• Examples?
Partnership Examples

• Free Medical Clinic
• Local Schools (Magnet Schools / Head Start)
• Dept. of Parks & Recreation
• Community Center
• Campus / Local Children’s Center
• Boys’ / Girls’ Club
• Other Non-Profit Agencies

IU-B Partnership Examples:
http://citl.indiana.edu/programs/serviceLearning/communityPartners.php

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Partnerships

• Keep partnerships to a minimum for one class
  - Time-consuming for instructor or Clinical Education Coordinator
  - Are there campus resources to help?
  - Any Graduate Students?
  - Can you offer an “independent study” or “internship” for upper class student?
  - Do you have a class or program resource “portal”
    - ATrack; Class/Program Website; Class Management System (Blackboard)
3. Manage Partner Expectations & Student Performance

- Remember S-L relationship should be mutually beneficial!
  - What do you want your students to gain from the S-L experience?
  - What does the community partner want to gain? What’s the benefit to them? What realistically can your students provide?
  - What do you/your students need from the partner to make this successful?
Managing Community Partner Expectations

• Meet with client / potential community partner
• Consider Location
• Identify your goals for S-L Course / Client education about AT as necessary
• Discuss client needs / general operations
  ➢ Is there a potential match?
• Review sample syllabus
• Discuss time commitment / related personnel to meet needs on both sides
  ➢ # of students?
  ➢ Willingness of Preceptors
Managing Client Expectations

• Discuss logistics
  ➢ Hours of operation / student service
  ➢ Immunizations
  ➢ Background Check
  ➢ Where to park

➢ Uniform
➢ Preceptor
➢ Scheduling
➢ Communication
  ➢ Before, During, After with AT Program
  ➢ Preferred Student Communication

• See Partnership Agreement Form
• Revise and Review student assignments/syllabus & related assignments

• Develop Memorandum of Understanding (Handout) / Clinical Affiliation Agreement

• Provide Proof of Immunizations / Professional Liability Insurance

• Set up student Orientation
Managing Student Performance

• Explain ALL objectives to students
  ➢ Authentic, real-world experience
  • Benefits & potential drawbacks
  ➢ Infuse throughout other elements of program?
Managing Student Performance

• Preliminary skill development
  ➢ Assessment (Pre-test?)
  ➢ VIDEO

• Consider pre-service focus group
  ➢ Expectations? Biases? Values?
• Student orientation with community partner
• Discuss logistics
  ➢ Where to park, who to contact, uniform, immunizations, Preceptor, Scheduling
• Review student assessment methods/Preceptor evaluation; Reflective journals? Other course assessments?
  ➢ See handouts / resource links
• Opportunity for feedback
  ➢ Built into journals
  ➢ Student Clinical Education Evaluation of Site
4. Evaluate Outcomes

• Determine in advance how you will evaluate outcomes
• Build into syllabus
• Consider SoTL or other research project
• Review outcomes, revise & reconsider as necessary
  ➢ Benefits & Challenges for stakeholders
    ➢ Students
    ➢ Community Partner
    ➢ Others
Benefits & Challenges for Stakeholders – Small Group Activity

1. Get into a small group

2. Consider S-L setting which reinforces gender objectives (or pick another of your choice)

3. Consider potential benefits and challenges
   a. For Students
   b. For Community partner
   c. Others?
Some Benefits We Experienced

- Improved patient intake and interpersonal communication skills
- Legitimation by patients and staff which ultimately improved AT student self-efficacy
- Increased feelings of civic responsibility and cultural sensitivity
- Intrinsic fulfillment and personal growth of ATSs
- Positive view of AT in general and AT Program by community partner *(unofficial finding)*

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Early &/or Continuing Challenges

- Lack of patient follow-through and engagement in advanced learning about disease.
  - Inconsistencies of duties
  - Lack of Time/ Physician Commitment @ VIM

- Uncertainty of service purpose and its direct relationship to athletic training
- Ambiguity related to professional values (Responsible citizen vs. Social responsibility)
- Lack of class reinforcement (i.e. time in 2 cr. Hr course)
Tools

Course Development
• Partnership Agreement—Word Format or in PDF Format
• Reflection Questions
• Work Involved in Successful Service-Learning Partnerships
• Student Service-Learning Course Assessment
• Student Service-Learning Time Sheet

Informed Consent Forms
• Supervised Service-Learning Consent Form
• Unsupervised Service-Learning Consent Form
More Tools to Checkout

- **Civic Engagement Rubrics** (arts, sciences, humanities):
  [http://openedpractices.org/resources?op0=OR&filter0%5B%5D=**ALL**&op1=OR&op2=OR&filter2%5B%5D=1](http://openedpractices.org/resources?op0=OR&filter0%5B%5D=**ALL**&op1=OR&op2=OR&filter2%5B%5D=1)

- **AAC&U Value Rubrics** (includes 12 meta-rubrics for the essential learning outcomes, similar to our PULs, includes one for Civic Engagement):

- **Community-Campus Partnerships for Health: Assessment Tools**
  [http://depts.washington.edu/ccph/links.html#Assessment](http://depts.washington.edu/ccph/links.html#Assessment)

- **Compendium of Assessment and Research Tools (CART)**

- **Campus Compact: Assessment Resources**

- **National Service Learning Clearinghouse: Resources**
Resources

• National Campus Compact
  • http://www.compact.org/faculty/

• IUPUI Office of Service Learning
  • http://csl.iupui.edu/osl/index.cfm

• Indiana University Bloomington Service Learning Program
  • http://citl.indiana.edu/programs/serviceLearning/index.php
  • http://citl.indiana.edu/programs/serviceLearning/importantDocumentsFaculty.php
Additional Resources*
*All links can be found at  http://csl.iupui.edu/osl/2d.asp

The National Service Learning Clearinghouse

Community-Campus Partnerships for Health

International Partnership for Service Learning and Leadership

The Corporation for National and Community Service

American Democracy Project

American Association of Colleges and Universities

Imagining America: Artists and Scholars in Public Life

The Civic Practices Network

The Center for Civic Education

Civics Online

The Democracy Collaborative: Engaged Scholarship and Informed Practice for a Democratic World

Michigan Journal of Community Service Learning

National Review Board for the Scholarship of Engagement

State Education Agency K-12 Service-Learning Network
References


2. Introduction to Service-Learning Toolkit: Readings and Resources for Faculty (2nd Ed); Campus Compact, 2003.


References


THANK YOU!

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