UNIT 5: PLANNING COURSE INSTRUCTION & SERVICE ACTIVITIES

"Perhaps one of the greatest challenges facing faculty in making course transitions from lecture-based classroom discussion to community-based settings is to allow community needs and interests to determine the scope of the course and activities" (Goodrow, et al., 2001).

COMPETENCIES

After completing this unit, you will be able to:
- Identify key components of a service-learning course.
- Review critical elements of service-learning course syllabi.
- Plan for effective service-learning course instruction and activities.
- Select appropriate texts.
- Articulate the role of reflection in linking learning and service.
- Identify strategies for fostering reflection and critical thinking.
- Identify roles for students and community partners in service-learning curriculum development.

HANDOUTS
- Continuum of Community-Based Learning Experiences
- Community Resources and Assets
- Community Asset

KEY COMPONENTS OF SERVICE-LEARNING COURSES

Service-learning courses contain several key elements that set them apart from traditional classes. The main differentiator of a service-learning course is that part of the curriculum is delivered outside of the classroom and within the context of the community. However, service-learning courses possess a greater amount of complexity in terms of the number of stakeholders involved and the quality, resonance, and nature of knowledge transfer and competency building. For example, a service-learning class is much less one-sided than a traditional course in that everyone involved has a "vested interest" in its successful completion. In other words, there are multiple parties responsible for the successful execution of the course as well as multiple beneficiaries of course outputs. The *goals* of service-learning are thus multi-faceted and must be defined in a way that reflects the "*blended value*" that effective service-learning programs can create. For example, within a service-learning course, a student's learning will go beyond topical subject matter to include capacity building around teamwork, leadership, communication, and citizenship—key competencies for any graduate. The reflective component of service-learning courses is unique and deliberate. Lastly, due to the complexity involved, service-learning courses are often more "structured" than traditional courses.

INCORPORATING THE PERSPECTIVE OF COMMUNITY PARTNERS

Research shows that community partners place a high value on the relationships they build with faculty and are often eager to be seen as teachers and experts themselves. Although community partners often report that the benefits of service-learning outweigh the burdens, concerns around the issues of communication, logistics, and needs-based vs. asset-based approaches taken by university or institutional partners are common.

Some of the common problems that occur in service-learning can be proactively addressed by involving community partners in curriculum design. For example, community partners occasionally feel that the work involved in overseeing student projects is overly burdensome compared to the value, quality, and short-term

nature of the contributions made by the students involved. Further, feelings of being "taken advantage of" and "not respected" are also common concerns. Specifically, these concerns can arise when students do not meet their commitments or when university researchers neglect to provide follow-up on research they have gathered through interaction with a community partner's staff or constituencies. Marginalization of this sort can significantly detract from a partner's willingness to participate in future service-learning initiatives. Even when duties are shared equally and commitments are met, tensions can still arise when overall priorities of the parties involved are not aligned.

It is important to anticipate challenges that are frequently encountered in service-learning and consider what approaches might be effective in addressing them. An integrated and interactive approach to curriculum design is helpful in ensuring that expectations are matched, execution of the course is time-efficient, and goals are aligned. Snags frequently occur with evaluation because there is a lack of clarity in regard to accountability. Students are at times confused as to whether they are accountable to the campus or the community partner, and partners can be similarly unclear as to whether they are more accountable to the campus or to themselves. Having the community involved in course design provides each partner with enhanced clarity as to their role and responsibilities, which can alleviate this issue.

Another common problem centers on the perception of the campus within the local community and local social sector. When a campus unilaterally determines "community needs" or when campus representatives employ esoteric language or campus vernacular, it can be off-putting or even alienating to potential community partners. Without a clear and palpable break from an "ivory tower" orientation, universities will find it challenging to develop the deep and meaningful community partnerships necessary to build effective service-learning programs. Thus campus partners should be sensitive to these things when interacting with community organizations. At the same time, community partners must communicate clearly with regards to their mission, goals, timelines, and resource levels. Without this type of effort and focus on both sides, valuable partnerships may never get off the ground.

Some helpful points include:
- Institutions should avoid an "ivory tower" orientation in words and in appearance
- Conduct mutual site visits to bring the "academic forum" into "community territory," forcing both sides to venture outside of their comfort zones in the attempt to find a middle ground
- Work together to set clear expectations as to roles, activities, and accountability for all sides
- Resist the temptation to determine community needs and program content unilaterally
- Relationships require regular nurturing. Trust may take years to build, but only one bad project to ruin

DEVELOPING THE COURSE SYLLABUS

A service-learning syllabus should include all of the standard elements including the purpose of the course, faculty information, class schedule, and so on. However, given the complex nature of most service-learning courses, even some of the standard components may need additional explication in the service-learning context. For example, the use of journals in grading should be treated very carefully. For many students, the idea of a qualitative assessment of student work, where there are no absolutely right or wrong answers may be quite foreign. Faculty should be very clear as to what the expectations for journal writing are and exactly what the grading criteria will be. Further, given that service-learning courses may be a significant departure from standard course work, faculty are encouraged to reiterate any accreditation standards of the course as well as the fact that normal institutional standards for work quality, honesty, and the like will be upheld.

More innovative recommendations include using the syllabus to tie the course to the objectives of the entire curriculum, as well as linking the course to the goals of the institution or university. It can be helpful to supplement the syllabus with a discussion or writing project on the rationale behind service-learning as an educational methodology and as an integral piece of the process used to prepare students for graduation. The magic won't just happen on its own—students need to understand the collaborative and symbiotic model that drives service-learning as well the critical role that the students must fill in order for the model to function properly.

Key Takeaways

1. Course syllabi provide an opportunity to set expectations but also to clarify the critical role that service-learning can play in the overall education process.
2. Service-learning classes, with their triad of partners, have complex and multi-faceted goals that set them apart from traditional courses.

TIPS FOR GETTING STARTED

What are the criteria for determining whether service-learning would be useful to your course? What do you need to do to ensure that your course is responsive to community concerns, and reflects the desired outcomes of the course? The following list of tips is presented to ensure that service-learning is appropriate for your course, and is optimal for achieving community-identified concerns in partnership with the community (Cunningham, 2000; Zlotkowski, 1998). These tips may be helpful when converting a traditional course to a service-learning course, or designing a new course.

Establish learner outcome and competencies. If you have not already established the learner outcomes and competencies for the course, you may wish to review Unit 4.

Determine whether the course selected is appropriate in terms of achieving its objectives in a community setting. *Not all courses are meant for or are considered useful for community-based service-learning experiences.* How optimal is the course that you've selected for advancing its objectives through service-learning? Will you be developing a new course? Or will you be modifying an existing course? These questions are important to consider and discuss at faculty meetings, curriculum development meetings, and partnership planning meetings. Involve community partners and students in the discussion around the appropriateness of integrating service-learning into an existing or new course.

Define a service-learning experience. Before course development begins or revisions are made to an existing course, it is important for the partnership to define what is meant by a service-learning experience. Referring to the handout, "A Continuum of Community-Based Learning Experience," the partnership can establish its position on this continuum and design a course that best reflects the group's definition of service-learning for future direction (Bruce & Uranga McKane, 2000).

Select the type of placements, projects, or activities that facilitate the service and learning related goals. What organizations and agencies are potential partners in the service-learning course? Are they appropriate settings for carrying out course content, as well as service and learning activities? What are their limitations, if any, for addressing course content and competencies?

Select texts and other learning resources. Throughout the process, community partners and students are integral to the selection of the learning resources. Once you have established your learning goals, identify

creative learning resources and texts, and think of texts broadly. Experiential learning environments provide excellent opportunities for stretching boundaries and trying new and innovative techniques and resources. In many instances, instructors may rely too heavily on what they are accustomed to using, or may only use what is readily available to them. By drawing upon a rich blend of resources when possible, students learn that building communities occurs through multiple perspectives and approaches. Robert Cole's book, *The Call of Service,* for example, examines the powerful role service plays in our lives, the many ways community service is rendered and the motivations and impulses driving our desire to implement community service efforts. Consider asking your community partners for readings, articles and reports that address the issues in your course.

Determine the appropriate structure and requirements for the service and learning components. Consider the constraints within which the course exists. Do you have a full semester or are you working on a quarter schedule? Is the course part of the mandatory curriculum or an elective? How much time will be spent in the classroom versus the community setting? If the course is short-term, how will you be able, if at all, to ensure that the activities are sustainable? Will students be working solo or in multi/ interdisciplinary teams? The structure and requirements of the course may vary depending upon the nature of the course and the scope of the community activities.

Determine how students will be graded. Grading is something that must ultimately be guided by an instructor's own principles and philosophies. However, exposure to standard practices and examples of grading techniques across the service-learning community is beneficial. Some service-learning faculty grade the service piece of the course on a pass/fail basis-either the students completed the requirements or they did not. Similarly, some grade journal writing or online discussion participation on pass/fail basis based on whether the students made the required number of entries or comments. Others grade the service portion of the course based on an end-of-term portfolio, research project, or community experience portfolio. Make expectations as to length, frequency, quality, and content as explicit to students as possible.

Determine how the partnership may facilitate student learning. What role will members of your partnership play in facilitating student learning? Some examples of the potential role community partners can play include but are not limited to: facilitating reflection discussions, mentoring students in the community, presenting to students on issues related to course content, and guiding or participating in community-based research activities with students.

Incorporate critical reflection activities. Critical reflection is an integral component of service-learning and facilitates the students' making connections between their service experiences and their learning. A variety of unique methods and tools can be used to foster high-level critical reflection, including dialogue, "journaling," story-telling, photo-journaling, and more. The process of critical reflection allows students to explore the broader social, political, economic, and cultural issues affecting society and their civic roles as citizens and professionals. Unit 5 discusses critical reflection in great detail and includes resources to support the development and implementation of reflection exercises.

Determine the appropriate classroom workload for the course. This tip is particularly important if you are transitioning from a traditional lecture-based course to a service-learning course. For example, will there be less or more reading, fewer or more problem sets? Will there be fewer or more cases or tests? What types of learning can the service-related work facilitate that are currently being covered in another way, or that are currently being assessed in another way? What are the grading requirements?

Develop a course that may be structured from past or current student service projects.
Faculty members are encouraged to design service-learning courses that build on past or current student service projects, within the curriculum or outside of the curriculum. For example, findings from a community assessment conducted by students in the fall semester might be used for program implementation or evaluation activities as part of a course offered in the spring semester. Rather than involving students and community partners in a repetitive project, identify ways that the course can set the stage for or complement future student activities!

Consider different strategies for continuing the partnership and course activities during academic breaks. The partnership may wish to explore alternative break activities, student internships or fellowships to serve as a bridge between the academic calendar and summer breaks. Identifying different strategies to continue course activities will limit the disruption and interruption of efforts.

Identify opportunities for student and community orientation to the service-learning. Prior to the implementation of the service-learning course, it is important to create opportunities to orient faculty, students, and community partners to the course and activities. The orientation may provide information about the course content, the community service activities, the roles and responsibilities of each stakeholder, and an overview of the teaching methodology being used.

Identify opportunities to prepare community partners for their role in teaching and supervising students. Depending upon the role that community leaders are playing in the course, it is important to provide support for community partners who will teach and supervise students. How might the campus and community agency support skill development for community partners in this area? Support might come in the form of mentoring, attendance at local or national meetings, workbooks or other useful resources.

Identify appropriate assessment strategies for the course. Unit 7 provides a comprehensive strategy for course evaluation and assessment. Unit 4 provides an overview of student assessment for your review. As part of your assessment strategies, consider using pre and post- tests, journals, work logs, supervisor reports, project deliverables and self-assessments to evaluate students.

Ensure that time, staff expertise, and facilities are available within and outside of the academic institution. Units 8 and 9 provide more information about building and maintaining program infrastructure, including issues related to faculty development, funding, staff and student availability and commitment, community and campus facilities, and more. Ensuring that the necessary time, staff and expertise, and facilities are available is essential before the partnership's activities can be developed and advanced.

Determine if the course is feasible in terms of community expectations. A key reason for involving community partners in the design of the course is to ensure that it meets or is responsive to community expectations. Issues related to expectation-setting can be discussed and resolved in the partnership planning meetings. The most important issue is to have a clear understanding of community expectations *before and while* the course is being designed and community-based activities are established.

Ensure that the course is appropriate in terms of students' learning the content. How will the service-learning course fulfill student learning expectations? Units 2 and 4 provide information related to fostering student competency through service-learning. It is important to involve students in the discussion of the type of course that would help them build their skills and knowledge through real-world experiences.

Ensure that the course incorporates civic/public issues to which the students' community-based activities might lend themselves. Service-learning courses provide excellent opportunities for incorporating issues related to professional responsibility, peace and justice, diversity and stereotypes, public policy and others. Often the discussion of these issues emerges through reflection exercises and the use of related texts and media.

Ensure that the course allows students to develop their critical thinking skills. Students who have been involved in service-learning experiences indicate that their problem-solving and critical thinking skills have been improved through working on team projects involving the community. Awareness about their improved critical thinking skills and ability to see themselves within the context of a broader world view can be captured through the practice of reflection.

Identify opportunities for interdisciplinary or multidisciplinary learning among faculty, student and community leaders. Are there opportunities for faculty from a broad range of disciplines to participate in designing a course that fosters interdisciplinary or multidisciplinary experiences for students in the community? Are there opportunities to involve a diverse range of disciplines in the learning experiences such as business, foreign language, technology, physical fitness, or creative arts students? Even if the course is in an early stage of development, it can be useful to consider future opportunities for incorporating interdisciplinary or multidisciplinary learning.

Ensure that the course is capable of fostering inclusive excellence. Service-learning courses can be excellent forums for broadening students' worldviews, and building tolerance and acceptance of others. Unit 2 provides several resources that may be helpful to enhance student understanding of diversity and acceptance.

Ensure that the course is capable of addressing community strengths and assets as well as needs. It is very common for service-learning courses and activities to address a particular "need" in the community. In the process of course development, it is important to consider how the emphasis on "need-based approaches" can hinder good community relations and effective outcomes. Rather than designing courses with an exclusive focus on community needs, place a more balanced emphasis on community assets and strengths in planning the course. For example, a case study describing a community organizing project among the elderly poor in San Francisco's Tenderloin District described a balance between need and asset based approaches to community building, stating:

> *Although the Tenderloin suffers from a plethora of unmet needs, it also has many strengths on which to build, including multiculturalism. The Tenderloin has for years had its own multi-language newspaper. Several large and widely respected churches, a comprehensive and progressive local health center, and an active neighborhood planning coalition and housing clinic were among the 'building blocks' identified by organizers as potential supporters, allies, and advocates in the effort to create an environment in which residents could become empowered (Minkler, 1997).*

Only when the organizers described in this case study considered focusing on both needs and assets were they able to develop activities that truly benefited the local community. This type of approach helps students view communities as multi-faceted entities, not just places with endless deficits. John McKnight and John Kretzman have several books and workbooks that address the asset-based approached and are found in the suggested reading section within this unit.

Identify meaningful opportunities to involve students and community partners in the development of the course and activities or to lend their educational skills during the course. Drawing upon the knowledge and skills of the students and community partners is an excellent strategy for enhancing the learning activities for the course. For example, there may be an opportunity for a community partner to participate in the classroom as a guest speaker. As part of the teaching experience, the community partner may wish to discuss a problem related to the course objectives and develop a role play scenario that reflects a real community situation. Students play different roles and explore some thorny issues that emerge. Community partners can be particularly helpful in assisting students expand their frame of reference and understanding so that they become more comfortable and competent working with members of communities different from their own communities of origin. Students also have key strengths and assets that can be considered; how might the campus student groups and associations contribute to the course and activities? What student leaders can serve as liaisons to the community and campus groups? Tap into both community and student resources and skills!

Develop opportunities within the course for involving students and community partners in planning and implementing community activities. This particular "tip" is really dependent upon the *type of service-learning course* that you are developing. If the identification of community issues is central to the course, then it is important to involve key stakeholders, including students and community partners in this process. The following section provides tips for planning, assessment and priority setting as part of course activities.

Do not wait until the plan is 100% perfect to launch. Pick a reasonable starting point and launch the service-learning course with the goal of making improvements every year. Many of the CCPH partnership principles are "ideals" and may not be possible to achieve within the first year of the program. Instead, the partnership principles should be seen as guidelines for how to refine and improve efforts over time. "Keep a sense of humor," "be flexible," and realize it's "a marathon and not a sprint."

? **REFLECTION QUESTIONS**

- Why do you want to change your course?
- What are your preliminary thoughts on how service-learning can/will affect student learning outcomes? Community outcomes?
- How do you see your role changing as a faculty person in the course, if at all?
- How might course activities address the issue of culture and disparities?
- If planning and assessment activities are part of the course, what steps will be followed to effectively develop them? What role will students, community and faculty leaders play?
- How, if at all, will the course's assessment and planning activities be built upon for future courses?
- How will data from the course's assessment and planning activities be shared with members of the community?

CASE STUDIES

The following case studies focus on key themes related to the process of establishing and assessing learning outcomes.

COMMUNITY-BASED PARTICIPATORY RESEARCH: THE BALTIMORE SAFETY NET ACCESS PROJECT

Submitted By Johns Hopkins University

Background:

Medical students in the Soros Service Program for Community Health summer internship are required to conduct a community-based project that treats education, research, or service-enhancement based. For the summer 2001 class, the consortium of community-based organizations that host the students decided to conduct a needs assessment and access to care survey at their eight sites. The goal of this summer's project was to (1) use the surveys to identify the shared needs and issues of safety net providers (homeless shelters, soup kitchens, community health centers, drop-in centers); (2) use this project to promote the collective advocacy interests of the group rather than as fragmented or isolated concerns; and (3) map issues and needs specific to each organization that can be useful to their own fund-raising and internal assessments. The result was a comprehensive report on the availability of services and unmet needs in Baltimore city (www.soros. org/baltimore/assets/2001_access_report.htm).

Project description:

The project itself consisted of three phases: (1) survey development; (2) data collection and analysis; and (3) findings dissemination. The consortium developed a standardized survey that included the option for each community group to add specific questions unique to their organization or population of clients. To create a consistent and effective approach to surveys, students assigned to each community site for the summer were trained by foundation staff on how to conduct the surveys and were supervised by the community mentor at that site. Once the anonymous surveys were completed, they were brought to the foundation where they were entered into a database for analysis. Periodic updates of the descriptive data were circulated electronically to the community consortium for feedback and interpretation; the final report and recommendations were shared prior to its release. During the last two weeks of the internship, the students participated in media training workshops in preparation for a scheduled press conference where they presented the results. Each site also received a report of survey findings collected at their specific site. This was prepared by the assigned students as part of their final project.

Outcomes:

Each student conducted between twenty and thirty interviews over the course of the internship, for a total of 225 surveys. The final report identified significant and multiple medical and mental health co-morbidities and unmet service needs among respondents, described the critical role the safety net organizations play in keeping them alive and functioning, as well as some of the funding challenges facing these groups. The press conference where the findings were presented was covered locally by three television stations and two newspapers, and nationally by NPR and the Associated Press. In addition, the findings were used in congressional testimony later that summer on related proposed legislation.

Case Study Questions:
- This program is a summer program and is not tied to a specific course. Given the limited time frame for the project, describe the roles of students and community members. Are there lessons learned from this case study that could be applied in your course?
- This program utilizes participatory research as a core component. How might this approach be incorporated into the course you are developing?
- How might you make the course policy-relevant? How might the media help and/or hinder this process?
- How might you balance the individual needs of each consortium member with the benefits of a more unified or collective/larger project?

SERVICE-LEARNING, AS TAUGHT BY STUDENTS
Submitted by Allegheny College

Allegheny College, in northwestern Pennsylvania, reaches many students through courses based in service-learning, and also allows for service-learning courses to be led by students themselves. These student service leaders (SSLs) take a two-part course, Service-Learning: Theory and Practice, that first teaches them the basics of service-learning and later requires them to pair with a faculty member interested in integrating service-learning into his/her curriculum. The SSL meets with a faculty member to outline the course objectives, which will later help them work collaboratively to implement service-learning into the syllabus. The SSL is also responsible for seeking out and discussing the project ideas with potential community partners and discussing the goals and objectives of those organizations

Once several community connections have been made, the syllabus is developed and the SSL assists the professor in choosing appropriate methods of reflection, based on individual needs and capacities. Early on in the semester, the SSL leads a class period to introduce the students to the idea of service-learning and discusses the significance of this paradigm. The SSL is also responsible for preparing a student survey and pre- and post-evaluations to document any changes in student opinion or perspective from the time the class begins to the time that it ends.

Case Study Questions:
- What are the potential advantages of having students participate in designing service-learning curricula?
- What do you see as potential resistance or roadblocks to faculty acceptance or participation in this method of curriculum development? How could these be overcome?

CHECKLIST FOR THIS UNIT
The following checklist provides key components or "action" items for selecting your learning resources and texts. Have you designed a course that:

- ❑ Is built based on a shared definition of a service-learning experience among program partners?
- ❑ Is built on a shared understanding of the service-learning among program partners?
- ❑ Incorporates reflection as an active and effective learning component in the course?
- ❑ Has the type of placements, projects or activities that facilitate the service and learning related objectives of your course?
- ❑ Is appropriate for achieving specific and selected course objectives in a community setting?
- ❑ Has an appropriate format for the service and learning components?
- ❑ Incorporates appropriate assessment strategies?
- ❑ Is feasible in terms of time, staff expertise, and facilities available within and outside of the school?
- ❑ Is feasible in terms of community expectations?
- ❑ Is optimal in terms of students' learning the content?
- ❑ Allows students to develop their critical thinking skills?
- ❑ Is capable of fostering in students openness to new experiences, tolerance and acceptance for diversity?
- ❑ Is capable of allowing students and the community to address community interests?
- ❑ Provides meaningful opportunities for involving students and community partners in contributing to the development of the course and activities?

❑ Includes opportunities for involving students and community partners in planning and implementing community activities? (This applies only to courses that include planning and implementation activities).

❑ Incorporates the necessary activities for setting priorities? (This applies only to courses that provide opportunities for setting priorities.)

🗔 SUGGESTED WEBSITES AND ONLINE RESOURCES

W.K. Kellogg Foundation Logic Model Development Guide

Student Focused Service-Learning Course Design
Mott Community College

A Service-Learning Approach to Developing Skills to Assess Community Health Needs
Illinois State University

Asset-Based Community Development Institute (ABCD). The ABCD, established in 1995 by the Community Development Program at Northwestern University's Institute for Policy Research, is built upon community development research by John Kretzmann and John L. McKnight. The Institute spreads its findings on capacity-building community development in two ways: (1) through extensive and substantial interactions with community builders, and (2) by producing practical resources and tools for community builders to identify, nurture, and mobilize neighborhood assets. http://www.ccph.info

Break Away. Break Away trains, assists, and connects campuses and communities in promoting alternative break programs.

Community-Campus Partnerships for Health (CCPH). The CCPH website provides a comprehensive selection of resources and publications that are dedicated to service-learning, partnership building, community-based research and more.

Campus Compact. Campus Compact supports campuses and individual faculty members as they develop their capacity to design courses, programs, and projects that produce and transmit knowledge as they serve the public good. Their knowledge resources help campuses build infrastructure to enable and encourage teaching and scholarship that serves communities.

Narrative Medicine. The goal of the Narrative Medicine Program at Columbia University is to fortify medicine with ways of knowing about singular persons available through a study of humanities, especially literary studies and creative writing. To reach this goal, the Program attempts to train physicians and medical students in such narrative skills as close reading of literary and clinical texts, writing about patients in ordinary human language, and reflective autobiographical writing to reveal the self.

📖 SUGGESTED READINGS

Coles, R. (1993). *The Call of Service: A Witness to Idealism*. New York, NY: Houghton Mifflin Company.

Connors, K., Seifer, S., Sebastian, J., Bramble, D., and Hart, R. (1996). Interdisciplinary collaboration in service-learning: Lessons from the field. *Michigan Journal of Community Service-learning*, 3: 113-127.

Driscoll, A., Holland, B., Gelmon, S., Kerrigan, S. (1996). An assessment model for service-learning: Comprehensive case studies of impact on faculty, students, community, and institutions. *Michigan Journal of Community service-learning.* 3, 66-71.

Eyler, J., & Giles, G. (1999). Program characteristics of effective service-learning in *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

Eyler, J., Giles, D., & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning:Student voices and reflections.* Nashville, TN: Vanderbilt University.

Goldsmith, S. (1995). *Journal reflection: A resource guide for community service leaders and educators engaged in service-learning.* Washington, DC: American Alliance for Rights and Responsibilities.

Hak, T., Maguire, P. (2000). Group process: The black box of studies on problem-based learning. *Academic Medicine*, 75: 769-772.

Kolb, DA. (1984). *Experiential learning: Experience as the source of learning and development.* Engelwood Cliffs, NJ: Prentice-Hall.

Kretzmann, J. & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets.* Chicago, IL: ACTA Publications.

HANDOUT: CONTINUUM OF COMMUNITY-BASED LEARNING EXPERIENCES

This matrix has been designed in order to assess which courses and learning experiences have the potential to promote student learning and community benefits. Advancing towards the end of the spectrum – column 5 – increases the potential for creating meaningful student learning experiences and community partnerships. This matrix can be used during partnership planning and curriculum development meetings. This matrix has been adapted from Community-Based Public Health: A Partnership Model, edited by Thomas Bruce and Steven Uranga McKane. Copyright, 2000. Permission granted by the American Public Health Association.

Criteria	1	2	3	4	5
Course goals	Community-based competencies are mentioned in course goals and objectives	Strategies to develop community-based competencies are described	Strategies to develop community-based competencies are strongly emphasized	The development of community-based competencies is a central component of the course	Primary goals of the course are to develop community-based competencies
Partner	Primary Care Treatment Facility, e.g., hospital	Primary Care Prevention Center, e.g., community health center	Agency working with community members	Community group in coordination with an institution	A grassroots group, serving vulnerable populations
Exposure	In the community one time to observe	In the community partial time, e.g., a section of the class	Frequent visits to the community	On-going regularly scheduled visits to the community	In the community full time in order to enhance partnerships
Product	A single presentation to community members	A student-initiated report to be used by a community organization or institution	A report, tool, or educational material to be used by the community, developed with some community input	A report, toolkit, or educational material developed with substantial community input	A community-initiated product with sustainable value, reflecting an understanding of local assets, created in partnership with students

Classroom	Focus of class is community-based issues and work, but no time spent with community members	Course occasionally brings people of the community into the classroom to participate	Course regularly brings people of the community into classroom to participate	Faculty and community members together develop and plan a course that includes regular community participation	Faculty and community members in partnership to teach an interactive class, integrating students from several departments
Disciplines	One faculty teaching community issues from the perspective of a single discipline	One faculty member teaching a multidisciplinary approach focused on community-based health	Joint teaching by faculty from at least two disciplines	Faculty from different disciplines structure a course with content from different disciplines	Faculty from different disciplines structure a course that goes beyond the parallel use of different disciplines to engage in multidisciplinary inquiry

HANDOUT: COMMUNITY RESOURCES AND ASSETS

This handout provides a list of possible community resources that may be helpful in defining the assets and capacities of your community health and planning efforts. It will assist in setting the criteria for your objectives as well as prevent duplicate efforts. Additionally, it will identify strengths that may be used to your advantage and weaknesses that may need addressed. We strongly encourage you to visit the site of the Asset-Based Community Development Institute, located at the Institute for Policy Research at Northwestern University. A variety of workbooks and publications are available that provide direction in developing asset-based approaches toward community solutions.

PRIMARY BUILDING BLOCKS

Individual Assets
- Skills, talents, and experience of residents
- Individual businesses
- Home-based enterprises
- Personal income
- Gifts of labeled people (handicapped, mentally ill, etc.)

Organizational Assets
- Associations of businesses
- Citizens associations
- Cultural organizations
- Communications organizations
- Religious organizations

SECONDARY BUILDING BLOCKS

Private and Non-profit Organizations
- Higher education institutions
- Hospitals
- Social services agencies

Public Institutions and Services
- Public schools
- Police
- Libraries
- Fire departments
- Parks

Physical Resources
- Vacant land
- Commercial and industrial structures
- Housing
- Energy and waste resources

POTENTIAL BUILDING BLOCKS

- Welfare expenditures
- Public capital improvement expenditures
- Public information

HANDOUT: COMMUNITY ASSET MAP

This Community Asset Map can be used throughout the process of community planning and assessment. This map highlights the possible resources and assets that you may involve in the community and planning process. We strongly encourage you to visit the site of the Asset-Based Community Development Institute, located at the Institute for Policy Research at Northwestern University. A variety of workbooks and publications are available that provide direction in developing asset-based approaches towards community solutions. This handout showcases the many different assets that may be based in your local community.

INVOLVED INSTITUTIONS

Well-attended community-based churches   Service clubs

Interactive neighborhood theatres and   Business associations
cultural museums

INVOLVED COMMUNITY

Phone trees   Newsletters

Regular meetings of the neighborhood association

Relationship between neighbors and police

INVOLVED RESIDENTS

Block captain   Garden/book clubs, etc.

Strong P.T.A.   Interest in block parties

Neighborhood co-ops   Active neighborhood watch

Intergenerational activities   Community bulletin board

Relationship between neighbors, cities and elected officials

School-to-community relationships   Thriving neighborhood-oriented
                                                              businesses
Hospitals dedicated to community interests

Community centers with diverse participants and activities