

**NOSM UME MD Program, Phase 2**

**2020-2021 - SERVICE LEARNING HANDBOOK**

**Student and Faculty Handbook**

**Themes 1 and 3**

NOSM Service Learning, Advocacy, and Activism (SLAA) Curriculum Lead:

Dr. Nicole Zavagnin (nzavagnin@nosm.ca)

**(Updated: September 1, 2020)**

**Overview**

Service Learning provides students with the opportunity to gain knowledge of community and patient needs. Service Learning, as defined by CACMS (2015), is a structured learning experience that combines community service with preparation and reflection. 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. Service learning emphasizes reciprocal learning, and recognition of mutual benefit through reflective engagement with the experience as a whole. In service learning, reflection facilitates the connection between practice and theory, and fosters critical thinking.

**Learning Outcomes**

Service Learning and its assessment is intended to ensure students are able to achieve the following outcomes by the end of Phase 2 in the UME MD Program at NOSM:

***Theme 1***

* Apply research skills to identify information that responds to community health problems.
* Identify particular issues faced by northern and rural communities, and health care systems through deep and generous listening to what the community identifies as their health/health service or other community priorities.
* Identify and where possible act on, opportunities to explore and promote policy and other permanent solutions to health inequities.
* Explore reflection and research as methods of professional exploration and growth.
* Identify ways in which they can make contributions in communities and the impact they can have on the life of individuals.
* Integrate principles of ethical decision making to guide the provision of high quality care.

***Theme 3***

* Develop knowledge of the concepts of health, wellness, illness, disease and sickness, and the determinants of health, and the ways in which they affect the health of a population and the individuals it comprises.
* Develop knowledge of the three levels of prevention (primary, secondary and tertiary).
* Identify strategies for community needs assessments, health education, community engagement, and health promotion.
* Outline the physician’s role in promoting health and preventing diseases at the individual and community levels (e.g. prevention of low birth weight, immunization, diabetes, obesity prevention, smoking cessation, cancer screening, etc.).
* Outline how public policy can influence population-wide patterns of behavior and affect the health of a population (e.g.: COVID-19 public health policies).

**Service Learning Project Description**

A Service Learning Project begins with students completing a Project Proposal (Appendix A). The proposal must be developed in collaboration with a community organization (with the Community Site Supervisor) and agreed to by a NOSM faculty member from the CCC community (does not have to be the community SLC), and the NOSM Service Learning, Advocacy, and Activism (SLAA) Curriculum Lead [ Currently Dr. Nicole Zavagnin ([nzavagnin@nosm.ca](mailto:nzavagnin@nosm.ca)) ]. Additional details required for the proposal (such as specific learning objectives, project description and timelines) are clearly outlined in Appendix A. Project Proposals must be approved by all parties by ***October 25th.***

*Note that the community SLC, the community SAC, and the Phase 2 Director must also be made aware of the project. Note that a Service Learning Project MAY NOT begin until it has been APPROVED through this process.*

Upon completion of the Service Learning project, students will be required to prepare a presentation (Appendix B), which will be delivered to the community, with representatives of the community organization in attendance. The presentation will be assessed by the Community Site Supervisor and the NOSM Faculty Supervisor using the presentation rubric (Appendix D). The presentation must occur before no later than ***March 31st***.

In addition to the presentation, students are required to write and submit a final report about their Service Learning projects (Appendix C). It is to be submitted to the two supervisors (Community Site Supervisor and NOSM Faculty member), and to the NOSM SLAA Curriculum Lead *no later than one week after the presentation*. Only once the final report is submitted will the project be deemed complete.

\**Should a student not receive a passing mark on any of the assessment components (i.e., presentation rubric and final report submission) related to their SL project, they will be required to meet with the NOSM SLAA Curriculum Lead, and associated Theme Chairs to determine an appropriate reassessment*\*

An approved Service Learning Project will count towards students Specialty Enhancement Sessions (SES). Students will be required to log their own hours, with 3 hours equating to 1 SES session. Students will then be allowed to submit up to a maximum of 10 SES to fulfil their SES requirements as per the Phase 2 Promotion, Reassessment and Remediation Plan.

|  |  |  |  |
| --- | --- | --- | --- |
| Students completing:   * SES sessions * Service Learning | Minimum SES   * 25 sessions will be completed with physicians/specialist in a hospital setting * 15 sessions will be completed with other health professionals (non-physicians) | Service Learning   * Up to 10 SES sessions can be used for students completing Service Learning Projects | Total SES  Combination must total 50 SES, minimum |

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**Appendix A:** **Phase 2 Service Learning Project Proposal**

**Students are to complete the following proposal in collaboration with their Community Site Supervisor, and NOSM Faculty Member.**

**Upon completion of this project proposal, students are to submit the proposal to the NOSM Service Learning, Advocacy and Activism Lead (SLAA) and Phase 2 Director for final approval. Students are required to include (cc) their Site Liaison Clinician (SLC), Site Administrative Coordinator (SAC) and Clerkship Coordinator on their submission**

Student Information

|  |  |  |
| --- | --- | --- |
| Student(s) Name (s) |  | |
| Phase 2 Community |  | |
| Student Contact Information | Email | Phone |

Community Organization and Community Site Supervisor

|  |  |  |
| --- | --- | --- |
| Community Organization Name |  | |
| Complete Mailing Address |  | |
| Community Site Supervisor Name |  | |
| Community Site Supervisor Information | Email: | Phone: |
| Community Site Supervisor Signature |  | |

NOSM Faculty Supervisor Information

|  |  |  |
| --- | --- | --- |
| Name |  | |
| Title & Qualifications |  | |
| Is NOSM Faculty the SLC | YES NO | |
| NOSM Faculty Appointment | YES NO | |
| Contact Information | Email: | Phone: |
| Signature |  | |

Does a close personal or professional relationship exist between the student and Community Site Supervisor and/or the NOSM Faculty Supervisor? Yes\_\_\_\_\_ No \_\_\_\_\_

If yes, please describe the nature of the relationship:

# Service Learning Project Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Service Learning Project Learning Objectives:

# Developed in collaboration with Community Site Supervisor and Faculty Supervisor

# Use the SMART criteria – Specific, Measurable, Achievable, Realistic, and Time-specific

**1.**

**2.**

**3.**

**4.**

**5.**

**Project Description\*** (Please see the Notes below):

*Please describe your SL Project in 500 words, or less, using the points below as guidelines.*

* Articulate a basic understanding of the community culture, the population that is being served and the larger community where the project is taking place.
* Provide a description of the topic that is of interest and the need for further investigation of the topic. What is the specific health-related issue facing your CCC community that your project will address?
* What impact do you anticipate the project to have on the community, and how will this be measured?
* Roles and responsibilities of each student must be clearly outlined.
* Describe the communication you have had with the Community Supervisor to start this project.
* How will you deliver feedback to the community partner?
* Please provide a summary of general timelines to attain each of the goals outlined above.

# Responsibilities

**Student:**

1. Fulfill your agreement as to your duties, hours, and responsibilities to the Project to the best of your ability.
2. Attend and participate in all meetings with your Community Site Supervisor and NOSM Faculty Supervisor and notify them of any concerns about the placement.
3. Ensure confidentiality of any information attained in this placement.
4. Be professional - punctual, polite, and respectful of agencies’ policies, rules, and regulations.
5. It is the student’s responsibility to obtain the necessary approvals of this project from the NOSM Service Learning, Advocacy, and Activism Curriculum Lead, and the Phase 2 Director.
6. It is the student’s responsibility to communicate the approval of this project with their Site Liaison Clinical (SLC), Site Administrative Coordinator (SAC), and the Clerkship Coordinator (clerkship@nosm.ca)
7. Students are expected to adhere to the [UME Code of Student Conduct](https://nosm.sharepoint.com/org/ume/Most%20Requested/UME%20Code%20of%20Student%20Conduct.2017%2011%2021.docx?d=we32b4b19a53f4c8ba2cfbcdf67f8d96e&csf=1&web=1&e=JaiDSX).

# Community Organization Site Supervisor:

1. Orientation of the student to the organization and work site, ensuring that the student is made aware of and understands any safety concerns.
2. Provide regular and ongoing direction, communication, and feedback for the student so they can complete the project successfully.
3. Provide the resources noted above that are needed for the project.
4. Meet with the student regularly to review established goals and objectives that have been met according to the established timelines.
5. Provide feedback to students regarding their performance.

# Assess the student presentation and submit the completed rubric to NOSM.

# Community NOSM Faculty Supervisor

# Provide supervision of students regarding their performance.

# Ensure that the student and the community service provider understand and approve of the nature of the work to be undertaken in the project

# Serve as a resource and contact, providing advice on best practices in Service Learning and assist in overcoming any difficulties throughout the project.

# Recommend resources to assist the students or community service provider to ensure successful completion of the project.

# Meet with the student as required to review established goals and objectives that have been met according to the established timelines.

# Assess the student presentation and submit the completed rubric to NOSM.

# I have read and agree to the information in this document.

Disclosure from the Student, Community Site Supervisor, and NOSM Faculty Supervisor: By signing this form, I hereby certify that I have no conflict of interest which may affect work on this project and that the project will be carried out in accordance with all relevant policies and regulations.

Student Name(s) (Please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Site Supervisor (Please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Site Supervisor Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOSM Faculty Supervisor (Please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOSM Faculty Supervisor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Approvals

**OFFICE USE ONLY**

Is the activity beneficial to the student’s medical education? \_\_\_\_ Yes \_\_\_\_ No

Is the activity appropriate for the student’s stage of learning? \_\_\_\_ Yes \_\_\_\_ No

Is the activity properly supervised? \_\_\_\_ Yes \_\_\_\_ No

Have any health and safety concerns been sufficiently addressed? \_\_\_\_ Yes \_\_\_\_ No

Have any perceived or actual conflicts of interest been declared and

addressed? \_\_\_N/A \_\_\_ Yes \_\_\_\_ No

As the NOSM Service Learning, Advocacy, and Activism Curriculum Lead, I have read, and if necessary, discussed the above Service Learning Project application with the student and/or Community Site Supervisor and NOSM Faculty Supervisor, and I approve this activity.

NOSM SLAAC Curriculum Lead: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phase 2 Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B**

**Service Learning Presentation Information**

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**Presentation to the Community**

Students are expected to present their learning to the NOSM Faculty Supervisor, the Community Site Supervisor, and the Service Learning, Advocacy, and Activism Curriculum Lead. The date of your presentation is to be scheduled in consultation with the project supervisors and the SAC. Details and requirements will be communicated prior to the event. The Community Site Supervisor and NOSM Faculty Supervisor are responsible for assessment of the presentation.

Your presentation should include:

**Summary of project:** (Relate back to the SMART goals identified in your Service Learning Project Proposal)

**Evidence of Reflection:** - including the identification of areas for growth related to personal and professional goals. Please note that evidence of reflection is an important component of your assessment.

**Community Organization Input:** comments and feedback received from the community organization.

The presentation may include an electronic component (i.e. PowerPoint) or other visuals. Those attending the presentation will be given an opportunity to ask questions about your project.

**Assessment of the Presentation**

Assessment of the Service Learning presentation will be completed using the rubric found in Appendix D.

After the presentation, it is expected that students seek feedback from those in attendance. It is valuable to view the presentation as an opportunity for dialogue and questions about issues to confirm and support additional learning. This feedback is to be included in the final report.

**Appendix C**

**Service Learning Final Report**

**Now that you have finished your project and presented to the community, you need to submit a final report (750-1000 words). The questions below will help you finalize the project.**

Additionally, please include any final materials from your project (i.e., brochures, videos, infographics)—we would love to see your final products and be able to promote the great work Phase 2 students are doing in the CCC communities!

# Student Name:

# Community Organization:

# Title of Project:

# How did your project help you gain more knowledge about theme learning objectives or the learning objectives that you identified in your proposal?

# Did you meet a community identified need; how do you know?

# What went well? What did not go well? How might you continue to serve in the future?

# Reflecting on the project, what were your top three lessons learned?

**Topics for reflection might include:** professional identify formation, social accountability, community engagement, advocacy for the health care needs of the community, personal and professional positions of power and privilege, northern and rural issues

**Appendix D**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service Learning Presentation Assessment Rubric** | | | | | |
| Name of student (s):  Name of assessor (s): | | | | | |
| **GLOBAL ASSESSMENT:** □ unsatisfactory □ satisfactory □ above average □ exceptional  **GRADE:** □ **Pass** □ **Fail\***  ***\*A ‘fail’ grade signifies at least four criteria marked as “Unsatisfactory”*** | | | | | |
| **Assessment Construct** | **Unsatisfactory**  **(FAIL)** | **Satisfactory**  **(PASS)** | **Above Average**  **(PASS)** | **Exceptional**  **(PASS)** | **Comments** |
| Organization and Reasoning | Introduction and/or conclusion incomplete or not included  Body of the presentation does not follow logically from the introduction  Arguments and conclusions do not follow logically from the experience | Presentation includes an introduction and conclusion  Body of the presentation follows logically from the introduction  Some of the arguments and conclusions follow logically from the experience | Introduction and conclusion are logical and clearly stated  Body of the presentation follows logically from the introduction and focuses on the service learning  All of the arguments and conclusions follow logically from experience | The introduction and conclusion are presented thoroughly and in an original way  The body of the presentation follows logically from the introduction, is well linked to the content and has excellent focus and coherence  All arguments and conclusions are thoroughly and logically derived from experience |  |
| Rhetoric | Does not engage with the audience | Adds emphasis where appropriate  Somewhat engages with the audience (rather than notes) | Adds emphasis where appropriate  Engages with the audience (rather than notes) | Adds emphasis to enhance the presentation to a great extent  Engages with the audience (rather than notes) to a great extent |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Evidence of Reflection | Little or no evidence of reflection | Some evidence of reflection on a few elements of experience | More deep reflection, providing links to before and after in terms of personal and professional development, as well as impact on community | Evidence of a critical reflective stance with respect to major elements of the project and stakeholders. |  |
| Audio Visual | Does not use audiovisual material appropriately to support the presentation | Uses audiovisual material to add to the understanding of the presentation | Uses advanced audiovisual material to add to the understanding of the presentation  Material is well-prepared and not distracting | Uses advanced audiovisual materials in a thought-provoking way to add to the understanding of the presentation  Materials are very well-prepared and not distracting |  |
| Professionalism | Does not exhibit professionalism | Exhibits professionalism during the presentation |  |  |
| General Comments: | | | | |  |

*Completed Rubric to be submitted to* [*clerkship@nosm.ca*](mailto:clerkship@nosm.ca)

**Appendix E**

Examples of Previous Service Learning Projects and Associated Organizations

|  |  |  |
| --- | --- | --- |
| **Name of Organization** | **City** | **Brief Description of Service Learning Project** |
| Northwestern Ontario Health Unit | Kenora and Fort Frances | **Healthy Eating and Physical Activity Framework** - provide guidance to staff with client interaction to support individual behaviour change related to healthy eating and/or physical activity - increase behaviours that prevent chronic disease (i.e. healthy eating and physical activity) - develop CanMED competencies as learner and researcher |
| Kapuskasing Hockey Team | Kapuskasing | 2 students worked with a local MD and the local junior hockey team to provide acute medical care for sport injuries at all home games, including follow up care as needed; raising awareness within the hockey organization and player parents re: concussions and post-concussion syndrome as per guidelines using the Sport Concussion Assessment Tool (SCAT3) |
|  | North Bay | Student worked in French secondary school, teaching health related topics to grade 11 students in the Health and Wellness Program; she hopes to act as a mentor for any students interested in a career in healthcare and will also provide an information session on NOSM |
| Kapuskasing Hockey Team | Kapuskasing | 3 students worked with a local MD and the local junior hockey team to provide acute medical care for sport injuries at all home games, including follow up care as needed; raising awareness within the hockey organization and player parents re: concussions and post-concussion syndrome as per guidelines using the Sport Concussion Assessment Tool (SCAT3) |
| Near North Student Robotic Initiative | North Bay | Engaging and empowering high school-aged students in their health (nutrition, fitness, sleep, balancing school and extracurricular activities, adolescent health, etc) and health care determinants; developing a plan for students’ improved health; and introducing them to health care as a career option and the importance of science in medicine |
| Muskoka Algonquin Health Care (MAHC) – ER department | Huntsville | Investigate the potential for a patient scheduling system in the ED for non-emergent patients with the goal of reducing wait times and length of stay. Conduct a feasibility study examining patient scheduling in the emergency department (current systems, system configurations, technology, personnel and infrastructure), detailed literature review, costing model, plan for implementation and summary document to present to MAHC staff |
| Diabetes Education Centre | Huntsville | Develop a free exercise program, consisting of walking and resistance training for the clients of the Diabetes Education Centre (DEC); implement the exercise program and monitor clients as appropriate; plan to run two 8-week sessions (Nov-Dec and Jan-Feb); assist with program sustainability for DEC |
| HANDS Family Help Network | Bracebridge | Creation of an educational website aimed at Canadian medical learners, with the goal of generating interest and proficiency in the care of adults with developmental disabilities. |