**Center for Community Engagement**

**Service Learning/Training Overview**

**September 22, 2016**

**Draft**

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| Definition | Service Learning: A structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students engaged in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens. (Creating Community-Responsive Physicians: Concepts and Models for Service-Learning in Medical Education) |
| Past Key Activities | * Community Partnership Resource Center (CPRC) developed Service Learning Strategic Plan in 2008
* 2006 – 2008: University Community Partnerships (UCP) convened Service Learning Working Group
* 2012-2013: Development of Academy of Medical Educators (AME) funded Online Community Engagement Curricular Modules (online resource)
* 2012 – 2014: UCP Partnerships Grants Program on Service Learning funded 26 grants and provided 2 sessions of service learning training for grantees (include community members, faculty, staff and students).
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| Current Work | * CTSI Community Engagement & Health Policy: Didactic, linkage/matching, experiential and mentorship services for:
* Program in Medical Education for the Urban Underserved (PRIME-US)
* Family Community Medicine Residency Program
* General Internal Medicine Primary Care Residency Program
* Pediatrics Leadership for the Underserved (PLUS) Residency Program
* Global Health Sciences Program
* School of Medicine General
* School of Nursing Advanced Public Health Nursing Masters Program
* MPH Programs from USF, SFSU, SJSU
* CTSI Training in Clinical Research (TICR) – faculty taught and paid:
* Community Engaged Research
* Designing Organizational-level Implementation Strategies
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| Opportunities | * School of Medicine Community Engagement Orientation Committee: 2016 School of Medicine new student orientation on Community Engagement
* New School of Medicine Bridges Curriculum – scholarly project requirement
* Differences Matter Group 3: Cultivate the highest quality, most inclusive learning environment
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