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Methods and Strategies for Assessing Service-learning in the Health Professions

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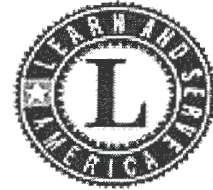
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Methods and Strategies for Faculty Assessment and Reflection

Developed for the Health Professions Schools in Service to the Nation (HPSISN) Program, a national demonstration program of service-learning in the health professions funded by the Corporation for National Service and The Pew Charitable Trusts

From: Shinnamon A, Gelmon S and Holland B. Methods and Strategies for Assessing Service-Learning in the Health Professions. San Francisco, CA: Community-Campus Partnerships for Health, 1999.

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1. “End-of-Program Survey” Program Directors/Faculty

Purpose:

The “End-of-Program Survey” for faculty is intended to describe the perspectives and attitudes of faculty members on several issues related to their experience(s) teaching service-learning course(s). Topics assessed by the survey include the faculty’s view on the impact they perceive service-learning has had on their students, their motivation for incorporating service-learning into their classes, the process of teaching service-learning courses, community involvement and the influence of service on their own professional development.

This tool is useful in describing various perspectives and experiences of faculty members who teach service-learning courses. In addition, the instrument assesses the impact that service-learning has on the faculty. Questions from the survey pertain to the influence that service-learning has on a faculty member’s community involvement, teaching and scholarship. Collection of this data is useful for assessing the impact of service-learning on individual faculty and on the institution.

The faculty survey is based on two scales. The first is a 5-point Likert scale asking faculty their level of agreement with statements regarding their service-learning experience. The second section contains a scale for ranking information based on perceived importance related to the process of teaching a service-learning course.

The instrument was designed as a post-test tool to assess faculty after they have taught a service-learning course. As a post-test, the instrument serves to describe the profile of faculty teaching service-learning courses. The tool, however, has broader applications; by modifying the survey into a pre/post test the researcher can assess changes in faculty members’ perceptions over time.

Preparation:

In preparation for using this tool, the following steps are recommended.

1. Administrators of the tool should determine if they are going to use this tool as a pre-post test to assess change in the faculty's perceptions and attitudes before and after the course, or if they are going to use the tool simply as a way to assess general attitudes of the faculty after they have taught a course.
2. The most appropriate time to administer the survey is contingent on its purpose. It is suggested that pre-tests be given within the first week of the academic term and that post-tests be completed during the last week.

Administration:

1. The consent and support of faculty should be established before they are presented with the survey.
2. Faculty anonymity should be assured to them and maintained throughout the collection of this data.
3. The surveys can be administered through campus or U.S. Mail using a self addressed envelope for return purposes. However, the survey can be administered in person and should take about 15-20 minutes.
4. If administered by mail, the faculty should be allowed 2-3 weeks to return the completed forms. Caution should be taken if mailing surveys during scheduled breaks, as many faculty travel and may not receive the questionnaire in a timely fashion. Additionally, it should be clearly indicated on the form to whom the instrument should be returned.

Analysis:

Data analysis can be conducted through utilization of the Statistical Package for Social Sciences (SPSS) software or equivalent statistical software. In the case of assessing and comparing pre and post service-learning experiences, the analysis could include frequency distributions, descriptive statistics, Chi-squares, ANOVA and Factor Analysis. The descriptive statistics and the frequency distributions can be compiled into a database, providing mean, mode and standard deviation between items. Second, Chi-squares correlate demographic data between student groups. Third, Factor Analysis reduces items into categories that are closely related. Finally, ANOVAs are useful to explore the existence of variation within and among groups on either single items or groups of items that may arise from the factor analysis.

In the case of simply using this tool to assess general attitudes at the end of a program, analysis can be conducted using an EXCEL, or similar, database. The analysis includes frequencies and descriptive statistics that can be compared across sites or student groups.

What has proven most useful to date are the descriptive data that provide a rich profile of the sample both in terms of demographics and responses to individual items.

If using the following instrument, please use the citation below:

Anu F. Shinnamon, Sherril B. Gelmon, and Barbara A. Holland. Methods and Strategies for Assessing Service-learning in the Health Professions. San Francisco: Community Campus Partnerships for Health, 1999.

HPSISN Service-learning – Program Directors/Faculty Survey

The Evaluation Team from the Health Professions Schools in Service to the Nation program would like to better understand the impact that service-learning has had on participating faculty. Please assist us by responding to the following questions. The information collected in this survey is anonymous and will only be reported in aggregate. Should you have any questions regarding this study, please contact Anu Shinnamon, Research Associate, HPSISN by phone at 503-725-8354.

I. First, we would like to know some information about you.

1. Name of your institution: _____
2. In what degree programs do you teach? Allied Health Dentistry Medicine Nursing
(Please check all that apply) Pharmacy Physician Assistant Public Health
 Other (please specify): _____
3. How long have you been teaching in this field? _____
4. Was this your first experience with service-learning? _____
5. Please provide the name and a brief description of the service-learning course(s) you taught: _____

II. We would like to gain your perspective about the service-learning courses you teach.

Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. Service-learning helps students to see how the subject matter they learn in the classroom can be applied in everyday life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Service-learning helps students to better understand their lectures and readings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel students would have learned more from my course(s) if more time had been spent in the classroom instead of doing community work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Service-learning should be implemented into more classes and programs at my University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would like to implement service-learning in more of my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Service-learning helps prepare health professions students for their careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Systematic evaluation of the outcomes of the service-learning course(s) was useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. The next set of questions relates to your attitude toward community involvement.

Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. I value working with community partners to structure and deliver the service-learning experience for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I learned something new about the community from my community partner(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Faculty should be role models for students regarding community service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I was already volunteering in my community before we implemented service-learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My participation in service-learning showed me how I can become more involved in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel service-learning benefited the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Service-learning helped me to become more aware of the needs in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I have a responsibility to serve my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Next, we would like to know how service-learning influenced your professional development.

Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. Service-learning helped me to understand my professional strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Participating in service-learning helped me clarify areas of focus for my scholarship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Teaching service-learning courses has resulted in a change in my teaching style(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Participation in service-learning is an important component of my professional portfolio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Next, we would like some of your personal reflections on your experience with service-learning.
Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. I was able to develop a good relationship with the students in my service-learning course(s) because of the community work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Through the service-learning experience, I became more comfortable working with people different than myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Service-learning made me more aware of some of my own biases and prejudices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Participating in the community helped me enhance my leadership skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The work we performed enhanced my ability to communicate my ideas in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I can make a difference in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Finally, we have some questions about the process of teaching service-learning courses.

31. What was your reason(s) for deciding to teach a service-learning course?
Please indicate all reasons that apply and rank them in order of importance (1= most important, 2= next most important, etc.).

Want to try something new	_____	Professional recognition	_____
Desire for increased relevance in courses	_____	Curiosity	_____
Encouragement from colleagues	_____	Institutional mandate	_____
Resources (\$) to support the course	_____	Faculty incentive money	_____
Opportunity to participate in a national demonstration project	_____	Other (please specify): _____	_____

32. How did you handle the logistics of your service-learning course(s)? *Please check all that apply.*

Students handled their own arrangements and placements.	_____	The community partner handled the arrangements and placements.	_____
A student who works with me made the arrangements and placements.	_____	Program faculty/staff made the arrangements and placements.	_____
The students and I worked together on the arrangements and placements.	_____	Other (please specify): _____	_____

33. Based on my experience with service-learning in the HPSISN program, my most serious concern about teaching a service-learning course is:

Please indicate all responses that apply and rank them in order of importance (1= most important, 2= next most important, etc.).

Time constraints	_____	Unpredictable nature of community work	_____
Coordination of placements	_____	Assessment of students learning and work	_____
Supervision of students	_____	Human, fiscal & physical resource	_____
Communication with community partner(s)	_____	Reduced time for classroom instruction	_____
Distinguishing service-learning from clinical skill development	_____	Added burden for students who are already in a very intensive program	_____
Giving up control of the learning experience	_____	Faculty promotion & tenure policies	_____
Other (please specify): _____	_____		

34. Teaching a service-learning course has had a positive impact on the following:

Please indicate all responses that apply and rank them in order of importance (1= most important, 2= next most important, etc.).

My research agenda	_____	My relationships with faculty colleagues	_____
My plans for publications and presentations	_____	My relationships with students	_____
My relationships with community partners	_____	Other classes I teach	_____
My personal service in the community	_____	My relationships with University administrators	_____
My professional service in the community	_____	Other (please specify): _____	_____
Service to my profession	_____		

35. Please add any other comments you have about teaching service-learning courses. *(Please use the back of this paper or attach an additional sheet of paper.)*

Thank you for your insights regarding service-learning.

Please return the survey in the enclosed envelope by date to:

2. Focus Groups Program Directors/Faculty

Purpose:

To generate an open interactive discussion about community-based learning among faculty from multiple institutions (or multiple academic units) who participated in service-learning programs. The goals of the focus groups are to discover patterns of experience and to generate suggestions for improvement in organizing and supporting the courses/programs. Additionally, this tool should produce data regarding impact on students according to study variables.

Preparation:

Focus groups should be arranged early. An external representative (either the evaluators or trained facilitator) should facilitate the group, not an institutional administrator. Arrange for a quality tape recorder (be sure to test the device prior to the focus group to ensure that it is working). One facilitator will be needed for each group of 8-12 faculty. If the group is larger it will be necessary to conduct two separate discussions. Each focus group should have a note-taker to accompany the facilitator. The note-taker is responsible for operating and monitoring the recording equipment throughout the focus group and for taking notes of non-verbal communication.

Administration:

- Begin and end on time. Arrange the group in a circular form.
- Read the introductory message on the focus group script that follows to participants before beginning the questions. Remind the faculty of the introductory guidelines as needed.
- Facilitators and note-takers should be introduced and their role explained. The facilitator does not participate, rather s/he guides the discussion ensuring that no one person dominates conversation and encourages comments from those who hold back.
- The discussion should be taped and notes should be taken in case of equipment failure.

Analysis:

Tapes and notes from the focus groups must be transcribed as soon as possible after the session. Additionally, the transcript should be reviewed by both the facilitator and the note-taker to ensure completeness and accuracy. Focus groups generate a large body of rich, contextual data. Analysis consists of organizing the data into meaningful subsections. One can begin organizing the data according to the questions posed. The analysis can be further narrowed by identifying the key words and themes; highlight and organize these by the study variables or indicators outlined in the research design.

For more information on the administration of focus groups, see the following resources:

Morgan, David L. (1997) *Focus Groups as Qualitative Research*. Newbury Park, CA: Sage Publications.
Morgan, David L., editor. (1993) *Successful Focus Groups*. Newbury Park, CA: Sage Publications.

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HPSISN FOCUS GROUPS: PROGRAM DIRECTORS/ FACULTY

Introduction

Thank you for joining us for this focus group. All of the participants are program directors or their designates with HPSISN grantees. We have structured the groups so that the program directors are in a group with the facilitator from the evaluation team who participated in their site visit. This gives us some additional background knowledge about your work, and will enable us to focus the conversation here on some key issues. We do not want to ask you redundant questions, so we have developed a very specific set of questions for today.

You have participated in previous focus groups, and are aware of their purpose and method of operation. Our goal today is to capture some very specific information to help us with respect to the HPSISN program. The discussion is recorded for the purposes of capturing detail, but all comments are confidential and are never attributed to individual participants. As participants, you can make the focus group successful by being both candid and as specific as possible when discussing different issues. A candid focus group will help us document the effects of the HPSISN efforts, recognize strengths and weaknesses, and identify areas for improvement.

As facilitator, I will offer no opinions; my role is to guide you through a conversation based on a set of relevant questions. I will try to make sure that everyone participates and that no one dominates the discussion. Please be sure to speak one at a time so that the tape will be clear. During this discussion, please be brief and specific. Where there is disagreement, you should talk about your different perspective, but we will not spend time pressing for consensus or reaching agreement. The purpose is not to reach a common view, but to learn about all the possible views.

Questions

1. Please introduce yourself, indicating which HPSISN grantee you are from and your role. (10 minutes)
2. What is one of your greatest accomplishments during the HPSISN program? (5 minutes)
3. Will your participation in service-learning change after the HPSISN grant has ended? How? (5 minutes)
4. What is your perception of the sustainability of service-learning at your institution? In what ways is your university promoting service-learning? Why do you think service-learning will or will not be continued? (10 minutes)
5. What do you know now about service-learning that you did not know before the HPSISN program began? (10 minutes)
Probe for: Concept Implementation Student responsiveness
 Challenges Institutional commitment/interest Faculty responsiveness
6. How does your program expect to disseminate information about your experiences with service-learning? In what ways will you involve students and community partners? (5 minutes)

(Program directors/faculty focus group continued)

7. Please describe the communication and networking opportunities you had with other grantees during the project. What role did the HPSISN administrative staff have in facilitating these opportunities? (10 minutes)
8. How would you describe the benefits and burdens of your community partnership(s)? (10 minutes)
Any economic benefits? Any new insights into operations? What was the value of the outcome?
Demands on time or staff? Obstacles or barriers affecting the partnership? Coping strategies?
9. In future partnership activities, what would you do differently? What might the community partner do differently? (5 minutes)
10. How would you describe your experience with service-learning to a colleague in another academic unit or institution? (10 minutes)
What would you emphasize?
11. What difference has becoming involved in service-learning made for you -- both personally and/or professionally? What about for other faculty? (5 minutes)
12. What kinds of opportunities or consequences has the HPSISN program led to for you and others involved with the program, that you feel are important to share with others? (5 minutes)

Total time: 1.5 hours **Thank participants.**

3. Reflection Exercises Program Directors/Faculty

Purpose:

Service-learning is an educational methodology that relies heavily on incorporating structured reflection opportunities into the learning process. Faculty frequently talk about the value of student reflection. However, many faculty have never learned to lead or participate in reflective activities. Successful participation in scholarship and service requires faculty to be reflective and prepared to engage in the activity of reflection. Such faculty may be the best prepared to engage in building improvements in teaching and learning, because they have a systematic framework for observing, processing and generating information. Moreover, critical reflection is important in order to be able to take informed action, to develop a rationale for practice, to enliven our classrooms and workplaces, and to increase democratic trust. In theory, reflection sounds like an activity that would be expected of faculty and that they would accept as an integral part of their professional role.

The following exercises can be used to introduce faculty to the concept of personal critical reflection and facilitate the development of a reflection practice. Where appropriate, the data gathered through reflection activities can be used to supplement reporting requirements for grants.

Preparation:

Reflection exercises should be arranged early. The exercises should correspond to faculty activities/course work/professional development. An external representative (the evaluators/researchers) should conduct and analyze the reflection exercises.

Administration:

1. Forward an introductory letter to all participating faculty explaining the purpose and background of the reflection exercises.
2. E-mail the individual reflection exercises to each faculty member. Fax can also be used if a faculty member does not have Internet access. Remember to remind the faculty that they can complete the exercises by “phone interview” or e-mail (refer to protocol).
3. The phone interview can take 20-60 minutes. Remind faculty that the exercise should be taken seriously as the information can be used to augment reporting requirements and/or inform improvements in the course. For those reflection exercises completed by “phone interview” the conversation can be recorded or the interviewer can take notes. Either format should be followed up with a complete transcription for review by the faculty member.
4. Post a synthesized (and blinded) version of the findings on a listserv for all faculty to access.

Analysis:

Tapes and/or notes from the phone interviews must be transcribed as soon as possible after the session. Additionally, the transcripts from the interviews should be e-mailed (by **private** e-mail) to the respondent as an opportunity to check completeness and accuracy. The interview transcripts and hard copies of the e-mails serve as the raw data. Reflection activities generate a large body of rich, contextual data. Analysis consists of organizing the data into meaningful subsections. One can begin organizing the data according to the questions posed. The analysis can be further narrowed by identifying the key words and themes; highlight and organize these by the study variables or indicators outlined in the research design. The synthesized findings

For more information on designing reflection exercises refer to:

Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.

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STRUCTURED REFLECTION FOR HPSISN PROGRAM DIRECTORS

EXERCISE ONE

Welcome to the first of the four structured critical reflection exercises. Please review the following material. Should you have any questions or concerns, you are encouraged to contact Anu. These exercises should be completed in two weeks.

Purpose

The goal of this project is to conduct a series of reflective exercises with each of the HPSISN program directors. Each director will have the opportunity to practice several applied techniques involving critical reflection. These reflection exercises aim to augment and parallel the efforts of the program directors as they continue to synthesize the meaning and experience of their respective service-learning programs.

Benefits

The primary benefit of this project is to develop skills for critical reflection. There are many barriers that inhibit reflection -- our cultures of silence, of individualism, and of secrecy. Participation in these exercises will confront these barriers and should increase your comfort level with critical reflection. Ideally, these activities should serve as creative mechanisms to stimulate productive thinking about your service-learning programs. As a result, not only will you be better able to systematically approach structured critical reflection with future projects, but you will have generated rich detailed information about your service-learning programs. Such information can readily be used in the completion of your final case study reports. Thus, this proactive opportunity for reflection may ultimately make the final reporting process easier.

Time Line

There will be four critical reflection activities to be completed over the course of the next year. You can expect these activities in November, February, April, and June. All activities will be posted on private e-mail. Upon receipt of each reflective exercise, please notify Anu by e-mail: psu20644@odin.cc.pdx.edu indicating the manner in which you have chosen to complete your response: e-mail or telephone interview. You may also contact her by telephone at (503) 725-8354. For those choosing to complete the project via telephone, Anu will contact you to set up a convenient time for the conversation. Hard copies of the exercises prepared on e-mail will be retained by the evaluation team. In addition, notes gathered by Anu over the phone will also be retained. It should be noted that the information you share in this project will never be reported in a way that violates the confidentiality of your response. Information collected through these exercises will be integrated into our overall findings. A synthesis of each evaluation exercise will be posted on the HPSISN listserv. We hope that this project will help us better understand what faculty are experiencing, and further our understanding of the evolution and impact of your service-learning programs.

FACULTY REFELCTION EXERCISE ONE

Part One: Conversation Starters

Instructions: Please think over your experience as a program director and answer the following questions as honestly as possible.

1. What are you most proud of in your experience with your work in this program?
2. When do you know that the program has done good work?
3. What would you like people to say about the program behind your back?
4. What is the mistake from which you have learned the most?
5. As program director, about what do you worry most?

Part Two: Learning Audits

This exercise will help you to identify the skills, knowledge and insight you have developed in the past year.

Instructions: Please think back over your past year as program director and complete the following sentences as honestly as you can.

1. Compared with this time last year, I know now that our program...
2. Compared with this time last year, I am now able to...
3. Compared with this time last year, I could now teach a colleague how to...
4. The most important thing I have learned about this program in the past year is...
5. The assumptions that I had about this program that have been most confirmed for me in the past year are...
6. The assumptions that I had about this program that have been most challenged in the past year are...

(Learning Audit continued)

Based on your responses to the above questions, please ask yourself the following questions and share your answers.

1. Do you describe your learning as deliberate?
2. How much of your learning is in an entirely new area, and how much of it is a refinement, rethinking or adaptation of something you already knew?
3. Is the learning you report of no great significance, or does some of it appear to be transformative?
4. Try to think about what triggered what you have learned: a crisis, a directive from an external source, a personal feeling of dissatisfaction with the present practice, a desire to experiment, identification of a gap that needed to be filled, a chance event or some other cause.
 - 4a. What methods did you use -- trial and error experimentation, personal reflection, observation of colleagues, private individual study, or something else?
 - 4b. To what extent was your learning serendipitous and to what extent was it planned?

STRUCTURED REFLECTION FOR HPSISN PROGRAM DIRECTORS

EXERCISE TWO

Welcome to the second of the four structured critical reflection exercises. Please review the following material. Should you have any questions or concerns please contact Anu. These exercises should be completed in two weeks.

Time Line:

Just as a reminder: Upon receipt of this exercise, please notify Anu by e-mail: psu20644@odin.cc.pdx.edu indicating the manner in which you have chosen to complete your response: e-mail or telephone interview. You may also contact her by telephone at (503) 725-8354. For those choosing to complete the project via telephone, Anu will contact you to set up a convenient time for the conversation. Hard copies of the exercises prepared on e-mail will be retained by the evaluation team. In addition, notes gathered by Anu over the phone will also be retained. It should be noted that the information you share in this project will never be reported in a way that violates the confidentiality of your response. Information collected through these exercises will be integrated into our overall findings. A synthesis of each evaluation exercise will be posted on the HPSISN listserv. We hope that this project will help us better understand what faculty are experiencing, and further our understanding of the evolution and impact of your service-learning programs.

Critical Incidents

These exercises should help to identify some of the key highlights and problems of your service-learning programs. Issues identified in this activity may warrant further critical investigation.

Instructions: Please reflect upon your experience as program director and answer the questions as honestly as you can.

1. Think back over the past year. Choose an incident that made you say to yourself “This is what service-learning is really about” or “This made me understand why I do this”. Be sure to note where and when the event happened, who was involved, and what made the event so significant for you.
2. Think back over the past year. Choose an event that caused you to have the greatest distress in your time as program director, the kind of event that kept you awake at night thinking about what you should have done. Be sure to note the specifics of the event, when and where it occurred, who was involved and what it was about the event that was so distressing to you.
3. Think back over the past year. Choose a moment when you felt the greatest connection with your community partner. Be sure to note when the event happened, who was involved and what made this moment so significant.

STRUCTURED REFLECTION FOR HPSISN PROGRAM DIRECTORS EXERCISE THREE

Welcome to the third of the structured critical reflection exercises. **This exercise is different from the first two.** Your assignment is to think about the questions listed below as “homework” for the grantee workshop in which you will participate prior to the CCPH conference. Please be prepared to discuss your responses as part of a group activity with your HPSISN colleagues. You are encouraged to contact Anu with any questions via e-mail: psu20644@odin.cc.pdx.edu or at (503) 725-8354.

Role Model Profiles

This exercise challenges you to think about other service-learning programs and directors with whom you have had contact/experiences. Completion of this activity will help you to identify your assumptions, biases and agendas.

Instructions: Please answer the following questions:

1. Who have been your role models/mentors in your service-learning work?
2. What characteristics of these programs make them so admirable?
3. As you think about these role models and/or programs, which of their actions most encapsulate and typify what it is that you find so admirable about them?
4. As you think about these role models and/or programs, which of their abilities would you most like to borrow and integrate into your own program?
5. As you reflect on your experience with service-learning, in your opinion which HPSISN programs best represent what a service-learning program should be?

Proposal for reflection part of the workshop:

- ◆ Questions 1 & 2 group brainstorm 10 minutes
- ◆ Questions 3 & 4 small groups 20 minutes
- ◆ Feedback from groups 10 minutes
- ◆ Question 5 group discussion 10 minutes
- ◆ Based on the preceding discussions,
What is your personal agenda? 10 minutes

STRUCTURED REFLECTION FOR HPSISN PROGRAM DIRECTORS EXERCISE FOUR

Welcome to the last structured critical reflection exercises. Please review the following material. You are encouraged to complete this activity within the next month. Should you have any questions or concerns please contact Anu.

Time Line:

Just as a reminder: Upon receipt of this exercise, please notify Anu by e-mail: psu20644@odin.cc.pdx.edu indicating the manner in which you have chosen to complete your response: e-mail or telephone interview. You may also contact her by telephone at (503) 725-8354. For those choosing to complete the project via telephone, Anu will contact you to set up a convenient time for the conversation. Hard copies of the exercises prepared on e-mail will be retained by the evaluation team. In addition, notes gathered by Anu over the phone will also be retained. It should be noted that the information you share in this project will never be reported in a way that violates the confidentiality of your response. Information collected through these exercises will be integrated into our overall findings. A synthesis of each evaluation exercise will be posted on the HPSISN listserv. We hope that this project will help us better understand what faculty are experiencing, and further our understanding of the evolution and impact of your service-learning programs.

Survival Advice Memos

This exercise should help to identify your foundational knowledge and assumptions.

Instructions: Please think over your experience as a program director and answer the following questions as honestly as possible.

1. Imagine it is your last day at your current job. Your replacement is coming in tomorrow to begin work; you will have left the building before she arrives. You want to help your replacement avoid the pain and stress you endured as you learned your role. You have decided to write a memo to your successor, outlining your most essential survival advice. Your memo contains your best take on (1) what the director needs to know to survive in this job, (2) what she needs to be able to do to stay afloat, (3) what you know that you wish someone had told you as you began in this position, and (4) things your successor must make sure she avoids thinking, doing, or assuming. Write the memo as honestly as you can. Since you have just won the \$10 million lottery, you have no worries about anything you write coming back to harm you later.
2. Now choose what you think is the most important piece of advice you have offered. How do you know your advice is good advice? Write down the most convincing evidence you can think of in support of what you are telling your successor to do or not to do. What has happened in your own experience to make you believe that your advice is well grounded? What is the best example of your own advice working well in action

Please note the reflection exercises used for the HPSISN evaluation were adapted from: Brookfield, S.D. Becoming a Critically Reflective Teacher. San Francisco, CA: Jossey-Bass Publishers, 1995.