

<p>Course</p> <p><i>Practicum in Health Science</i></p> <p>Unit III</p> <p><i>Teamwork/ Teambuilding</i></p> <p>Essential Question</p> <p><i>How can you participate as a team member in health care?</i></p> <p>TEKS</p> <p><i>103.205C 5A, 5C</i></p> <p>Prior Student Learning</p> <p><i>Teamwork and Consensus</i></p> <p>Estimated time</p> <p><i>Will vary with project</i></p>	<p>Rationale</p> <p>As future health care professionals, students need exposure to leadership opportunities in the community as well as a safe environment to use their problem solving skills in a meaningful project.</p> <p>Objectives</p> <p>Upon completion of this lesson, the student will be able to:</p> <ul style="list-style-type: none"> • Describe the importance of philanthropic activities • Participate in a service learning project as a team member working to solve problems • Collaborate with community leaders on solutions to impact the community in a positive manner <p>Engage</p> <p>Have you ever been a part of a project that you left feeling like you really accomplished something? (<i>Listen to responses.</i>) Have you ever been part of a project where you felt like you really learned something? (<i>Listen to responses.</i>) We are going to work on a developing a project where we accomplish both.</p> <p>Key Points</p> <ol style="list-style-type: none"> Service Learning is a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth and civic responsibility. <ol style="list-style-type: none"> The true Service Learning concept is often difficult for people to understand, because they may have had personal experience and knowledge with community service and/or volunteerism that stressed the service aspect. While community service is a wonderful thing it is only a portion of service learning. At first, service learning may sound a little like community service or volunteerism. However, in service learning there are objectives for learning as well as for service. There is intent and purpose that the service learning project changes both the student giving the service and the receiver of the service. This is accomplished by combining service tasks with structured opportunities. For the student, these opportunities link the task to self-reflection and self-discovery. Upon completion of the experience, the student will have acquired or strengthened values, skills, and knowledge content. True Service Learning should include the following: <ol style="list-style-type: none"> Academic skills acquired <ol style="list-style-type: none"> critical thinking reasoning
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- 3. problem-solving
 - 4. scientific method and research
 - 5. computer
 - B. Social and personal skills acquired
 - 1. communication
 - 2. teamwork
 - 3. public speaking
 - 4. leadership
 - 5. accountability
 - 6. intangibles
 - C. Characteristics of effective service-learning programs
 - 1. meaningful
 - 2. cooperative, promoting teamwork and citizenship
 - 3. addresses complex problems
 - 4. engages problem-solving in the specific context
 - 5. prioritizes real-world issues
 - 6. promotes deeper learning
 - 7. generates emotional consequences
 - 8. supports social, emotional and cognitive learning and development
- III. Six Key Components to Successful Service-Learning
- A. Investigation -- the first step in planning service-learning: in this phase, community priorities and needs are assessed to determine what type of service would be meaningful. Methods of investigation may include interviews with community leaders, touring the community, surveys, and researching public documents. From the investigation, clear and attainable goals for learning, service, and the growth of participants should be achieved.
 - B. Preparation -- the next component of service-learning: careful and thorough planning will increase the level of success! In this phase, participants set goals for the project, as well as select the service to be rendered. It is also at this time that participants identify learning goals, which are connected to their curriculum. Logistics such as necessary training, needed supplies, and determining evaluation methods are addressed and planned for during this phase. This step is important in ensuring that the project will be an engaging, meaningful, and a positive experience for both students and the recipients.
 - C. Action -- the third component in an effective service-learning program: this is the most visible phase of the project. The students are carrying out their meaningful service to their community or other recipient. At the same time, this is where the core meaning of the project occurs. As service is being provided, students begin to reflect upon their experiences and the foundation for self-growth is set.

- D. Reflection -- the fourth component of the process: effective reflection encompasses more than summarization and talking. Students will need to think deeply about their experiences: analyze, reason, and problem-solve along the way. The reflection needs to be structured to assist students in integrating their service experiences into their knowledge and being able to see their experiences in a broader sense. This reflection should occur throughout the process, and part of the learning process.
 - E. Demonstration and Celebration -- this next component is demonstration and celebration: there is value of designating demonstration as a distinct component of service-learning. Through demonstration, students can show how they integrated their learning goals with their service. Demonstration also helps developing youth leadership and voice. Sharing this demonstration with all participants, administrators, community leaders and media may likely lead to the project having even broader impact and further action. Negative stereotypes of youth are overcome by sharing and publicizing the work of the students. As all stakeholders participate in this demonstration, recognition and gratitude are expressed, and the event becomes a celebration. This culminating celebration helps “cement” the experiences in the lives of all involved.
 - F. Sustainability -- the final component is sustainability -- to keep the work going, both in the school and community, AND in the students. Many times the continuation of these initiatives depends upon one or two individuals. By focusing on sustainability, you can work with school and community leaders to make the commitment to service-learning an integral part of schools and organizations. Encourage future service-learning projects to continue where former ones stopped – build on the accomplishments. Help students continue their role of service by encouraging them to use their natural gifts and talents in work in their own organizations and communities.
 - 1. Service and civic commitment
 - 2. Build on accomplishments
 - 3. Assist students in use their gifts and talents
- IV. Students must see the relevance -- to have meaningful service in a service-learning project it must be personally interesting and engaging to students. They must be able to see the connection, or relevance, from their class work to their experiences in service. Teachers must determine appropriateness of the activities based on age and ability levels. Certainly, the service must address the needs of the recipient. Many well-intended groups provide service to others based on what is “thought” is needed. A quality service-learning project should be based on outcomes valued by the recipient of the service.

Activity

- I. Develop and participate in a Service Learning Project. See Service Learning Project Template and Student Reflection Questions.

Assessment

Varies with activity

Materials

Copies of guidelines for service learning project

National Dropout Prevention Center www.dropoutprevention.org -- sponsors the guide, *Reflection: A Guide to Effective Service-Learning*, which offers tools and ideas for creating learning environments and facilitating reflection during each step of a service-learning project.

National Service-Learning Clearinghouse www.servicelearning.org -- A collection of books, research, tools, program descriptions, and many other ideas for planning and implementing service-learning projects.

National Youth Leadership Council www.nylc.org -- one of the most well established organizations in K-12 service-learning: website offers many types of training resources, books and technical assistance opportunities for teachers, including an annual conference.

Students in Service to America www.studentsinservicetoamerica.org --collection of resources and tools for designing and implementing service projects and service-learning programs, also contains *Students in Service to America (SISTA): A Guidebook for Engaging America's Students in a Lifelong Habit of Service*.

Service Learning Texas www.servicelearningtexas.org/ -- Offers several resources to help teachers plan service-learning projects.

U.S. Department of Education
www2.ed.gov/students/involve/service/edpicks.jhtml -- Offers several resources to help teachers plan service-learning projects.

Accommodations for Learning Differences

For reinforcement, the student will participate in a community service project.

For enrichment, the student will Participate in the Barbara James Service Award.
<http://www.hosa.org>

National and State Education Standards**National Health Science Cluster Standards****HLC07.01 Leadership and Teamwork**

Health care workers will understand the roles and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care.

TEKS

130.205(c)(5)(A) participate in team teaching and conflict management such as peer mediation, problem solving, and negotiation skills;

130.205(c)(5)(C) engage in leadership opportunities in the community.

College and Career Readiness Standards**Cross-Disciplinary Standards****I.C. Problem Solving**

1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solving a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

SERVICE LEARNING PROJECT TEMPLATE

PROJECT/ACTION: There are hundreds of projects out there. It is important that students do the research to discover needs in the community that they want to learn about, and then also research to find solutions. A couple of examples are listed below.

The students will provide one-on-one attention to nursing home residents by adopting a grandparent and addressing their needs for socialization by setting up and running social events.

Peer teaching elementary students about safety and helping to set up an after school program for latch-key kids.

Peer teaching middle school students about the dangers of meth and helping middle school counselors with at risk students by acting as positive peer mentors.

TEKS

103.205(c) 5C

MATERIALS

List all materials needed

REFLECTION

Student questionnaire

Journal Writing

Video presentations on the interaction between students and clients

Oral presentations to other students

CELEBRATION

Party for clients

Certificates of participations

ASSESSMENT

Relate to specific essential elements

Design rubrics for reflective items

Observation of students actually tutoring

STUDENT REFLECTION QUESTIONS

What do you now understand about the issue you tackled with your service-learning project?

What questions do you still have?

What was the most effective part of your project?

What was least effective?

What would you do differently next time?

What are you most proud of?

What are you most disappointed in?

In what ways can you tell what you've learned over the course of the project?

How does what you learned in this project connect to other learning?

Has this service learning project changed your opinion or way of thinking?

What follow-up work is need?