

Assessing the Impact of Community-Based Learning among Drexel University MPH Students

A M Villanueva, PhD

M E Hovinga, PhD

J L Cass, MPH

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Core Values

- Human rights & social justice
- Population health improvement
- Analytic & systems thinking
- Effective communication
- Sensitivity to cultural & human diversity
- Community respect & partnership
- Commitment to quality learning
- Continuous self-assessment, evaluation, & improvement



Key Curricular Features

- ❑ Human Rights framework
- ❑ Problem-based Learning pedagogy
- ❑ Service-Learning ethos
- ❑ Community-based Learning (600+ on-site hours)
- ❑ Interdisciplinary approach



Year 1 Community-Based Practicum (120 hours)

- ❑ Partner agencies (N=200+) forward potential list of projects
- ❑ Weekly supervision by faculty & site preceptor
- ❑ Weekly development of goals & objectives
- ❑ Poster session & deliverables to preceptor & faculty



Year 2 Community-Based Master's Project (500+ hours)

- ❑ Twelve hours on-site p/week (9 mo.)
- ❑ Weekly meetings w/ site preceptor
- ❑ Monthly meetings include student, site preceptor & faculty advisor
- ❑ Project defense, poster session & deliverables to preceptor & faculty



Year 1 Practicum Findings (N=68)

Question Number	Question	Mean Pre	Mean Post	Difference
9* *(p=0.026)	"...Learned more from courses if more time spent in the classroom.."	3.030	2.462	-0.569
24	"...Developed good relationship w/ Service Learning instructors."	3.848	4.111	0.263
12	"...Community service should be voluntary rather than course requirement."	2.758	2.538	-0.219
19	"...Service Learning helped me become more aware of community needs..."	3.727	3.923	0.196

1 = strongly disagree; 5 = strongly agree / 1 = highly ineffective; 5 = highly effective



Year 1 Practicum Findings (N=68)

Question Number	Question	Mean Pre	Mean Post	Difference
16* (p=0.015)	"I will continue involvement specifically with my Service Learning site."	3.52	2.92	0.592
18* (p=0.000)	"I probably won't volunteer or continue community involvement after this course."	3.53	2.00	1.353
29	"I can make a difference in the community."	4.286	4.259	-0.026
1	"...Overall effectiveness of practicum as a learning experience..."	4.086	4.125	0.039

1 = strongly disagree; 5 = strongly agree / 1 = highly ineffective; 5 = highly effective



Community-Based Master's Project Findings (N=45)

Question	Mean Post
"...Overall effectiveness of community-based master's project (CBMP) as learning experience...."	3.95
"...Learned more from courses if more time spent in the classroom.."	2.28
"...Community service should be voluntary rather than course requirement...."	2.59
"...Probably won't volunteer or continue community involvement after this course."	1.56

1 = strongly disagree; 5 = strongly agree / 1 = highly ineffective; 5 = highly effective



Community-Based Master's Project Findings (N=45)

Question	Mean Post
"I have a responsibility to serve the community."	4.49
"I will integrate community service into my future career plans."	4.31
"I developed a good relationship with my Service Learning instructors."	4.23
"I can make a difference in the community."	4.28

1 = strongly disagree; 5 = strongly agree



Year 1 Universal Competencies

- ❑ Problem solving, critical thinking & synthesis skills
- ❑ Communications skills
- ❑ Collaborative learning
- ❑ Self-direction & self-assessment
- ❑ Professionalism working with & in communities respectfully & collaboratively



Year 2 Universal Competencies

- ❑ Links & applies concepts to concrete community needs
- ❑ Develops idea from conception to completion of substantive project
- ❑ Balances depth & breadth to achieve academic & community objectives
- ❑ Applies knowledge & disseminates it to different audiences



Impact of Practicum & Community-Based Master's Project

- ❑ Engage in the lives of real people
- ❑ Develop deeper interest that fuels commitment to learning
- ❑ Practice in complex settings, often faced with tough issues, fosters curiosity & understanding
- ❑ Motivation to learn & balance breadth & depth stimulates additional learning

