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# Community Partner Perspectives of Community-University Partnerships that Support Service Learning

Anne Marie Witchger Hansen

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COMMUNITY PARTNERS' PERSPECTIVES OF COMMMUNITY-UNIVERSITY

PARTNERSHIPS THAT SUPPORT SERVICE-LEARNING



A Dissertation

Submitted to the School of Education



Duquesne University



In partial fulfillment of the requirements for

the degree of Doctor of Education



By

Anne Marie Witchger Hansen



August 2010

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PARTNERSHIPS THAT SUPPORT SERVICE-LEARNING


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ABSTRACT


COMMUNITY PARTNERS' PERSPECTIVES OF COMMMUNITY-UNIVERSITY

PARTNERSHIPS THAT SUPPORT SERVICE-LEARNING



By

Anne Marie Witchger Hansen

August 2010


Dissertation Supervised by Dr. James E. Henderson

Community partner voices are important to understand because they provide the contexts in which occupational therapy students meet course objectives by applying clinical reasoning theory and developing clinical reasoning skills in a natural context (Witchger-Hansen et al., 2007; Provident, et al., 2011). To sustain these community-university partnerships, faculty must understand how community partners are experiencing these partnerships. This understanding provides the faculty with insight on how to adjust, revise or enhance the partnership process that supports the service-learning pedagogy to sustain this community work of meeting community-identified needs while providing students with an opportunity to apply theory and develop clinical reasoning and professional development skills. The purpose of this three year study was to listen to the voices of community partners who participated in community-university partnerships that

support service-learning for occupational therapy students enrolled in a two semester

course on clinical reasoning. Specifically, the objectives of this study were to a)

understand how community partners experienced community-university partnerships that

support service-learning within the department of occupational therapy, and b)

understand how community partners' experiences changed over time. Results of the study

revealed that community partners experienced the partnership itself through the faculty

and the outcomes of the partnership, the service-learning project, through the

occupational therapy students.   Key findings included issues of effective communication

and time when experiencing the partnership itself through the faculty member.  When

experiencing the service learning projects, community partners discussed developing

meaningful relationships, spending time, and communicating effectively.  Community

partners were satisfied with the partnerships when the service learning projects met client

or staff needs.  Community partners were disappointed with the partnership when the

service learning projects did not meet client or staff needs.

# DEDICATION

This document is dedicated to

My husband, Dr. John C. Hansen, Ed D,

To our children,

Elizabeth & Chatham, Sophia & Abraham

Teresa & Nick

Erik, John Robert, Mary, Rebekah,

Matthew, Anna & Rachael

My dissertation research is offered in loving memory of my parents,

Robert W. & Betty Ann Witchger,

Who gifted me with a strong sense of faith and trust in God, and

Taught me to be curious, ask questions, and seek answers.

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CHAPTER ONE

INTRODUCTION

Central Theme

The mission of the Department of Occupational Therapy is "to educate students to be excellent, holistic, practitioners, *practice-scholars,* who serve, do, question and lead occupational therapy" (Department of Occupational Therapy, Duquesne University Mission & Philosophy, 2008). As practice scholars our graduates will demonstrate the requisite skills and habits to use and create evidence to support their practice, to facilitate change as engaged leaders and scholars, to think critically and creatively as practice innovators. The Department of Occupational Therapy's mission is consistent with the mission of Duquesne University and the John G. Rangos, Sr. School of Health Sciences, as it aims to develop graduates who will act responsibly, reasonably, morally, and ethically in their decisions related to personal lifestyle, their profession, leadership, and citizenship within their local, national and world communities.

Developing practice scholars is a guiding component of the occupational therapy curriculum. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist, Muñoz, Witchger-Hansen, Benson & Provident, 2005). Students in this program are consistently challenged to critically reflect on their practice and to embed scholarship activities in their every day practice. They learn and practice knowledge, skills, and attitudes that will allow them to assume leadership roles as practitioners, research collaborators, and advocates. Through the course Clinical Reasoning I & II with a service-learning pedagogy, students apply clinical reasoning theory and develop the skills and attitudes of

a practice scholar by creating an occupation-focused, evidence-based program in the natural context of a community agency in partnership with community agency staff. These projects are notably different from community service, which tends to emphasize "charity" and can undermine the good work by creating "false generosity" (Freire, 1970, p. 58) and which may lead to sustaining the status quo, such as reinforcing stereotypes and emphasizing limitations rather than action toward systemic and social change (Rosner-Salazar, 2003).

Through service learning that is integrated with development of skills of a practice scholar, "students are given the tools to effect change and empower communities…and are exposed to the unique contextual systemic, and organizational factors that are typically absent from the classroom lecture" (Rosner-Salazar, 2003, p. 66). Further, through this experience of working with vulnerable populations and developing a deeper understanding of the complex and unique contextual, systemic and economic challenges they face, students learn more about themselves and others, and the tools to engage in effective community action, organizing and advocacy. Students learn through carefully constructed learning experiences how they can effect change and provide the people they serve with a "voice" (Rosner-Salazar, 2003) and the hope for an improved quality of life.

A secondary goal of service-learning in a community context is to develop a cadre of practitioners actively engaged in creating evidence and outcome studies that respond to questions arising from their service-learning project interventions. This academic innovation gave way to many emerging opportunities for community partnerships that informed community partners about the efficacy of occupational therapy practice while

educating the practice-scholars of tomorrow to *bridge-the-gap* between education, practice and research.

Effective community-university partnerships are powerful tools for improving health professional education, civic responsibility and the overall health of communities (Community-Campus Partnership for Health [CCPH], 1999). However, effective partnerships require time and commitment and "have the power to transform the individuals and institutions that are part of them. As such, partnerships are an effective tool in improving health in our communities (CCPH, March 2010). Even when both partners have the best of intentions, however, authentic partnerships are very difficult to achieve. To create effective community-partnerships to support service learning, "Community-University Partnerships for Health" (CCPH), a growing network of communities and campuses that collaborated to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies, developed "Principles of Good Community-Campus Partnerships" (1999). These guiding principles have been widely disseminated and are used in settings beyond health issues to guide good partnership practices. Community-university partnerships for health offer a strategy for social change. To clarify the terms of engagement, in 2006, CCPH adapted a revised version of the 1998 Principles of Good Community-Campus Partnerships. Together with 23 experienced community partners, CCPH board members discussed "what is working" and "what is not working" to develop a framework for authentic partnerships. They created these principles:

1. Partnerships form to serve a specific purpose and may take on new goals over time.

2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.

3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.

4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.

5. The partnership balances power among partners and enables resources among partners to be shared.

6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.

7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.

8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.

9. Partners share the benefits of the partnership's accomplishments.

10. Partnerships can dissolve and need to plan a process for closure.

   (CCPH, 2006)

Table 1.1: Four Core Models of Effective Community-University Partnerships

| Model 1:<br>*Campus Compact Benchmarks for Campus/Community Partnerships*<br>(Campus Compact, 2000, pp. 5-7) | Model 2:<br>*U.S. Department of Housing and Urban Development's Characteristics of Effective Partnerships*<br>Characteristics of Effective Partnerships (Holland, 2001): | Model 3:<br>*Community-Campus Partnerships for Health's Principles of Partnerships (2006)*<br>CCPH Principles of Partnerships (CCPH, 2006): | Model 4:<br>*Council of Independent Colleges' Building Sustainable Partnerships*<br>CIC Core Elements of Effective Partnerships (CIC, 2003): |
|---|---|---|---|
| Stage I: Designing the Partnership Genuine democratic partnerships are:<br><br>• Founded on a shared vision and clearly articulated values.<br><br>• Beneficial to partnering institutions.<br><br>Stage II: Building Collaborative Relationships Genuine democratic partnerships that build strong collaborative relationships are:<br><br>• Composed of interpersonal relationships based on trust and mutual respect.<br><br>• Multi-dimensional: They involve the participation of multiple sectors that act in service of a complex problem.<br><br>• Clearly organized and led with dynamism.<br><br>Stage III: Sustaining Partnerships Over Time Genuine democratic partnerships that will be sustained over time are:<br><br>• Integrated into the mission and support systems of the partnering institutions.<br><br>• Sustained by a partnership process for communication, decision-making, and the initiation of change.<br><br>• Evaluated regularly with a focus on both methods and outcomes. | • Joint exploration of goals and interests and limitations.<br><br>• Creation of a mutually rewarding agenda.<br><br>• Operational design that supports shared leadership, decision-making, conflict resolution, resource management.<br><br>• Clear benefits and roles for each partner.<br><br>• Identification of opportunities for early successes for all; shared celebration of progress.<br><br>• Focus on knowledge exchange, shared learning and capacity building.<br><br>• Attention to communication patterns, cultivation of trust.<br><br>• Commitment to continuous assessment of the partnership itself, as well as outcomes of shared work. | 1. Partnerships form to serve a specific purpose and may take on new goals over time<br><br>2. Partners have agreed upon mission, values, goals and measurable outcomes and accountability for the partnership.<br><br>3. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.<br><br>4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.<br><br>5. The partnership balances power among partners and enables resources among partners to be shared.<br><br>6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.<br><br>7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.<br><br>8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.<br><br>9. Partners share the benefits of the partnership's accomplishments<br><br>10. Partnerships can dissolve and need to plan a process for closure | • Goals and processes are mutually determined, including training for people who will work with community organizations or residents.<br><br>• Resources, rewards and risks are shared among all parties.<br><br>• Roles and responsibilities are based on each partner's capacities and resources.<br><br>• Parity is achieved by acknowledging and respecting the expertise and experience of each partner.<br><br>• Anticipated benefits justify the costs, effort and risks of participation.<br><br>• Partners share a vision built on excitement and passion for the issues at hand.<br><br>• Partners are accountable for carrying out joint plans and ensuring quality.<br><br>• Partners are committed to ensuring that each partner benefits from participation. |

5

Over the past 10 years, institutions of higher education (HEI) have developed a variety of lists of characteristics or criteria for best practices of community-university partnerships (CCPH, 1998 & 2006; Campus Compact, 2000; Holland, 2001) (See Table 1.1). While many of these lists were developed based on unique and contextual factors, Holland (2005) noted a high level of convergence in their recommendations (Sandy, 2007). Six common themes or elements of best practices in community-university partnerships in higher education (Holland, 2005) include:

1. Explore and expand separate and common goals & interests

2. Understand capacity, resources and expectations of all partners

3. Evidence of mutual benefit through careful planning and shared benefit

4. For partnerships to be sustained, the relationship itself is the partnership activity

5. Shared control of directions

6. Continuous assessment of partnership process and outcomes (Holland, 2005)

Scholars claim that engaging in relationships with members from local communities is central to the higher education agenda (Maurasse, 2001). Further, many scholars (e.g., Benson & Harkavy, 2000; Boyer, 1990; Bringle, Games, & Malloy, 1999; Enos & Morton, 2003) advocate for community-university partnerships to become an opportunity for actualizing the service mission of higher education. Higher education institutions recognize service-learning initiatives are key community-university partnerships (Sandy & Holland, 2006), providing both service-learning experiences for students and evaluating the impact of their mission (Bringle & Hatcher, 2002; Dorado &Giles, 2004;

Gelmon, Holland, Seiffer, Shinnarnon, & Connors, 1998; Jacoby, 2003; Jones, 2003).

Without effective community-university partnerships, it is difficult to imagine how

service-learning might even exist (Sandy & Holland, 2006). To sustain strong and

effective community-university partnerships within higher education institutions requires

practitioners and scholars to understand the motivations and perceptions of the benefits of

the partnerships from the partners' perspective (Sandy & Holland, 2006).  Although

reciprocity of benefits is one of the trademarks of the service-learning pedagogy since its

inception (Ferrari & Chapman, 1999; Honnet & Poulsen, 1989; Keith, 1998; Waterman,

1997), service-learning practitioners often do not often know if this is achieved, and if so,

when and how (Sandy & Holland, 2006).

Effective community-university partnerships are key to sustaining community-

university partnerships that support service learning and provide the context for the

development of the skills of a practice scholar.  This component of the Department of

Occupational Therapy's mission is consistent with the mission of Duquesne University

and the John G. Rangos, Sr. School of Health Sciences, whereby graduates of the

occupational therapy program will act responsibly, reasonably, morally, and ethically in

their decisions related to personal lifestyle, occupational therapy, leadership, and

citizenship within their local, national and world communities. Through the service-

learning pedagogy in Clinical Reasoning I & II, students have an opportunity not only to

develop clinical reasoning skills, but also develop the skills of a practice scholar.  To

continue to grow the Practice Scholar initiative in the Department of Occupational

Therapy at Duquesne University, it is necessary to sustain effective community-

university partnerships that support service learning.  Key aspects of effective

partnerships followed by occupational therapy faculty include:

> Taking time to get to know a setting and its different stakeholders,
>
> building a common vision, mutually setting expectations and ground rules,
>
> establishing common goals, and sharing frameworks and ways of thinking
>
> about issues of importance to all involved. (Suarez-Balcazar, Muñoz &
>
> Fisher, 2006, p. 634)

These characteristics of effective community-university partnerships reflect major aspects

included by other researchers and practitioners (CCPH, 1998 & 2006; Campus Compact,

2000; Holland, 2001; CIC, 2003) although they do not include the issue of sustaining

community-university partnerships.

Institutions of higher learning and community-based organizations both recognize

the importance of effective community-university partnerships. When these collaborators

work together harmoniously, their collective efforts can enhance communities and

empower individuals far more effectively than they could alone (Kretzmann &

McKnight, 1993).  Scholars have identified four stakeholders involved in community-

university partnerships: Students, faculty, educational institutions and community

agencies (Bringle & Hatcher, 2000a). Researchers study student outcomes most often

followed by faculty and institutional stakeholders, and most infrequently, study with

community partners (Eyler, Giles, Stenson & Gray, 2001).  For more than 15 years,

researchers have been calling for more research on community impact and determining

the effectiveness of community-university partnerships (Giles & Eyler, 1998; Giles,

Honnet & Migliore, 1991; Howard, Gelmon & Giles, 2000). Scholars are also calling for

more research to develop theory and provide supporting evidence to document effectiveness of community-university service-learning partnerships (Bringle & Hatcher, 2000b; Cruz & Giles, 2000; Furco, 2000; Gelmon, 2000a; Holland, 2001; Shumer, 2000).

This study responds to the call to conduct more research with community partners and to add to the body of knowledge about building effective community-university service-learning partnerships (Cruz & Giles, 2000). In addition, this study was designed to answer Duquesne University occupational therapy faculty's question of how community partners experience community-university partnerships that support service learning.

The need for this research was identified by the occupational therapy faculty during a faculty meeting in 2007 while discussing future directions for community partnerships that support service-learning (Crist, 2007, personal communication). Before initiating new partnerships with additional community agencies, faculty voiced a desire to understand how current community partners experienced partnerships that support service-learning during the first three years of this revised service-learning pedagogy.

<div align="center">Statement of the Problem</div>

The problem is that although the occupational therapy profession, the mission of Duquesne University and the Department of Occupational Therapy's vision call for effective community-university partnerships to support service learning, little is known about how community partners perceive and experience these partnerships.

<div align="center">Purpose of the Study</div>

The Department of Occupational Therapy at Duquesne University has incorporated the service-learning pedagogy into various courses within the Occupational

Therapy curriculum. This pedagogy is intended to be an effective learning tool not only to meet course objectives and to develop students' personal and professional leadership skills, experience cross-cultural encounters and develop the skills of a practice scholar but also to meet community-identified needs. The Department of Occupational Therapy hopes to strengthen community-university partnerships, address unmet community-identified needs of the un-served and underserved populations in our community, and thus improve their quality of life. However, the faculty does not understand how community partners perceive and experience community-university partnerships, nor do they know how community partners experience these partnerships over time.

The community cannot be regarded as a singular entity when listening to their voices, just as higher education is not one culture. Higher education practitioners have individual and distinct motivations and perceived benefits (Sandy & Holland, 2006; Holland, 2001), just as do the community agency staff involved in community-university partnerships. The goal of this study is to better understand the perspectives of community partners from many different agencies who collaborated with Department of Occupational Therapy at Duquesne University, to better understand how they experienced these partnerships so as to determine how to strengthen these partnerships and the process of service-learning in Clinical Reasoning I & II.

The unit of analysis is the partnership itself, the community partners' perspective of community-university partnerships over the first three years of a revised service-learning pedagogy for Clinical Reasoning I & II. This study explores the community partners' perspectives of the partnership and of the outcomes of the partnership, the service-learning projects.

In conclusion, the purpose of this qualitative, retrospective, longitudinal, descriptive case study is to describe community partners' experiences of community-university partnerships that supported service-learning during the first three years of a revised service-learning pedagogy in a two-semester occupational therapy course, Clinical Reasoning I and II, over three academic years, 2003-2006 study (see Visual 1.1). The objectives of this study were to a) understand the how community partners perceived their community-university partnerships with the department of occupational therapy, and b) understand how community partners perceived the outcomes of these partnerships, the service-learning projects.

Figure 1.1: Overview of Study



An Interactive Model of Research Design
(Adapted from Maxwell, 2005)

Research Questions

The research questions for this study were as follows:

- How did the Duquesne University Department of Occupational Therapy community partners experience community-university partnerships that support service learning?

- How did community partners' experiences of service-learning projects evolve over the three years of the study?

Definition of Terms

For this study, the following definitions were used:

Community: local neighborhoods, the state, national and the world (Jacoby, 1996; Torres, 2000)

Community-based organization (CBO): a non-profit organization or public agency in the community, including government offices and schools (Kendall, 1990)

Community partner: an individual who worked for a community-based organization (CBO) and who held roles and responsibilities for the community-university service-learning partnership

Community-based organization (CBO) staff:  personnel working for the CBO who served in one or more roles at the agency and interfaced with the students during their service-learning project.

Community-university partnership: A cooperative arrangement between the CBO and an institution of higher education (HEI) to fulfill mutual service and student learning goals (Torres, 2000).

Mutuality: Sharing of roles and responsibility between all stakeholders in these partnerships.

Practice Scholar: an occupational therapy practitioner who reflects on and engages in the scholarly application of occupational therapy, uses and creates scholarship to support their occupation- and evidence-based practice, embeds scholarship activities into their every day practice and  desires to lead practice through the roles they assume and through disseminating their acquired knowledge regarding 'best practices' to benefit the individuals served by occupational therapy (Crist et al., 2005).

Reflection: Learning activities that provide opportunities for students to process the service experience and learn from it.

Service: Tasks in the community related to quality of life, and environmental, social, or political structures that could enhance it (Kendall, 1990).

Service-learning: Service-learning: Community service activities performed by students as part of a for-credit program of study whereby students fulfill learning and service objectives by reflecting on their service experiences, and gain a broader appreciation of the academic disciplines, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996). Preparation and reflection are key aspects of service-learning (HPSISN).

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this literature review is to explore three key bodies of literature that will frame this study: civic engagement, service-learning, and community-university partnerships that support service learning. First, I will explore civic engagement, which is an expected outcome for graduates of higher education as asserted by Boyer (1994). I will explore the role of civic engagement in the educational preparation of health care professionals including occupational therapists and physical therapists.

In the second section, I will explore the basic tenants of service-learning pedagogy. In particular, I will review the service-learning literature that demonstrates the implementation of service-learning pedagogy in the educational preparation of college students, and health professionals and how it impacts students. I will also explore health professional literature to uncover the role of service learning specifically in the educational preparation of occupational therapists and physical therapists. In the third section, I will explore the literature on community-university partnerships that support service-learning and research from the community partners' perspective of community-university partnerships.

This chapter will conclude with an argument for further research on community partners' perspective of community-university partnerships that support service-learning to assure effectiveness and mutuality in these partnerships to support and sustain service-learning, an appropriate educational tool in the educational preparation of occupational therapy students in natural contexts, the community.

Civic Engagement

*Introduction*

A citizen has the responsibility to play an active role in his or her community. A citizen is one who works for change to make the world a better place to live for everyone. Yet how often do the citizens of this democracy take their citizenship seriously? Campus presidents from over 400 colleges and universities expressed their hope that graduates of higher education will indeed take their citizenship seriously in the document *Presidents' Declaration on the Civic Responsibility of Higher Education* (1999). These campus leaders committed themselves "to renew our role as agents of our democracy, [to] catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education" (Campus Compact, 1999, pp. 3-4). This declaration reflects a shift in the way campuses are viewing their civic mission, and the role of service in this mission as evidence in the fact that " in a little over a decade, the ultimate aim has shifted from promoting community service to institutionalizing service-learning, and now to fostering student civic engagement in a diverse democracy" (Battistoni, 2002, p. v).

*Civic Engagement and Higher Education*

This shift in higher education to encourage students to become civically engaged reflects a response to the citizen apathy that runs deep in our culture today. This citizen disengagement parallels this new millennium in which many researchers claim our society is becoming more individualistic and narcissistic than ever before (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1999). Institutions of higher education can become the vehicles to develop the next generation of civic leaders by teaching and encouraging students to take an active role in this democracy (Battistoni, 2002). Citizens take their

role seriously as members of this democracy when they work with others and learn to relate with different people. For Dewey (1938), democracy is "more than a form of government; it is primarily a mode of associated living" (p. 101). Dewey argues that the task of democracy is the creation of a freer and more humane people who share and connect with each other. According to Dewey, education leads to citizenship and without education citizenship cannot emerge.

The concern about civic apathy and disengagement begins with voting (Battistoni, 2002). Voting, the most basic and easiest civic responsibility has been on a 40-year decline in the US. Barber (1998) stated "in a country where voting is the primary expression of citizenship, the refusal to vote signals the bankruptcy of democracy." The concern over youth civic disengagement goes well beyond voting. A number of studies conducted over the past several years state in various voices that traditional college-aged citizens are turned off from politics and public. For example, in a study conducted for the Kettering Foundation, *College Students Talk Politics*, focus groups of college students indicated extreme political alienation and pessimism, many concluding that "politics has nothing to do with my life" (Harwood Group, 1992, p.v). The report of the annual "Freshman Survey" from the Higher Education Research Institute (HERI) in the fall of 2000 showed political engagement at an all-time low in the history of the survey, even though it was an election year where "freshman interest in politics traditionally increases" (Sax, Astin, Korn & Mahoney, 2000). A poll of college students conducted in January 2000 by the Mellman Group for the Panetta Institute echoed these bleak findings about youth political disengagement. A number of studies indicate that youth pay little attention to news reporting on public affairs (Bennett, 2004).

Putman (1998) found from his study that young people do not want to be actively involved in the community, they don't see themselves as future community leaders, nor do they want to make their community a better place to live. One of Putman's primary findings is the social disengagement of American society overall, not just the disenfranchisement of youth. Putman describes this societal disengagement with one another as an example of how the culture of bowling has changed: "More Americans are bowling today than ever before, but bowling in organized leagues has plummeted in the last decade or so. Whether or not bowling beats balloting in the eyes of most Americans, bowling teams illustrate yet another vanishing form of social capital" (Putnam, 1998, p. 70). Putnam suspects that this "democratic disarray" in America, may be linked to a broad and continuing erosion of civic engagement that began a quarter-century ago. He asserts that high on our American agenda should be discovering ways to "reverse these adverse trends in social connectedness, thus restoring civic engagement and civic trust" (Putnam, 1998, p. 77).

Higher Education leaders have been concerned about the growing national trend toward civic disengagement as well as Higher Education Institutions' (HEI) failings to engage students as active citizens (Battistoni, 2002). In 1993, for example, the Wingspread Group Report on Higher Education voiced a concern, challenging HEI to assure that the next class of students graduate as "individuals of character more sensitive to the needs of community, more competent to contribute to society, and more civic in terms of thought, speech, and action." In 1993, the Kettering Report *College Students Talk Politics* contended that higher education "appears to leave students without concepts or language to explore what is political about their lives" (Harwood Group, 1993, p. xii).

Five years later, the National Commission on Civic Renewal reported on the state of civic disengagement, without offering a role for higher education as part of the solution. Much like the past, academia was charged with being out of touch with public problems, and thus unresponsive to public needs. Bok (1990) concluded, "communities have problems, universities have departments." Recent efforts to reverse this growing crisis are reflected in the efforts of Campus Compact's sponsorship of the gathering of college and university presidents that produced the *Presidents' Declaration*, as well as the call of prominent scholars for American colleges and universities to return to their earliest mission of educating citizens for democracy. These scholars include Barber (1992), Benson & Harkavy (1997), Bok (1990) and Boyer (1994; 1996).

In seeking to meet this challenge and to reverse the tide of civic disengagement, college and university presidents initially turned to adopting programs that placed students in community-based service activities. Battistoni (2002) reports that his own initial efforts to incorporate civic engagement while teaching at the State University of New Jersey were inspired by the university president, Edward Bloustein (1999), whose 1988 graduation address was a call to action (Battistoni, 2002). Bloustein (1999), "issued a challenge to the graduates and to the entire community, to combat…'twin pathologies', of the 1980's…persistence of racism, sexism, homophobia, religious intolerance, and fear of and animosity toward 'foreigners' and an excessive individualism and lack of civic engagement" (Battistoni, 2002, p, 4). Bloustein viewed these two problems as interconnected and believed that by moving outside the walls of the university through engagement with the members of the local, diverse community, that the university

community would come to appreciate the "strength and great capacities contained in the diverse assemblage, a valued ingredient to a liberal education" (Battistoni, 2002).

*Civic Engagement and Health Professions*

Not only are institutions of American higher education calling for the development of an engaged-citizenry, so too, are the health professions. The Health Professions Schools in Service to the Nation (HPSISN) program encouraged educational institutions preparing health professionals to incorporate community service opportunities that help students understand the social responsibility and the civic purpose of their professions (Health Professions Schools in Service the Nation [HPSISN]), 1999). Today, Community Campus Partnerships for Health (CCPH) follows in the footsteps of its predecessor HPSISN. This nonprofit organization, founded in 1996, promoting health through partnerships between communities and higher educational institutions is a growing network of over 1000 communities and campuses. CCPH members throughout the United States are collaborating to "promote health through service-learning, community-based research, community service and other partnership strategies… [As] powerful tools for improving health professional education, civic responsibility and the overall health of communities" (CCPH, n.d.). CCPH is a sign that health professions' schools are working together with their students and local communities to graduate health professionals whose practice is not only improving the health and wellness of their clients, but whose lives hold the potential of participating in this democracy as engaged citizens for the benefit of all members of our society.

Service-learning

*Introduction*

Although Bloustein (1999) and other leaders in higher education became pioneers in what is now known as the pedagogy of service-learning, service-learning programs can be traced back to 1964 when universities created internships for students in social disciplines.  In 1970, the National Center of Service-learning was opened within the federal government and gave support to the creation of programs that would incorporate experiential learning and community service. The National Society for Experiential Education is often credited with promoting service-learning as a distinct educational process. The Campus Outreach Opportunity League (COOL) was founded in1984 by college students to challenge the common perception that young adults were self-seeking and out of touch with social issues.  COOL focuses on service as a means to unite students of all backgrounds to participate actively in their communities and become actively engaged in the process of building a more just society.

A similar desire to counter the media image of college students as materialistic and self-absorbed led the President of Brown, Georgetown, and Stanford universities and the president of the Education Commission of the States, to establish Campus Compact in 1985 (Campus Compact, 2003), a national coalition of college and university presidents. Campus Compact embraces service-learning as a primary strategy for advancing its mission in support of the civic purposes of higher education.  Today, the presidents of 1,100 two- and four-year, private and public colleges and universities in 46 states and the District of Columbia are members of Campus Compact. Educators for Community

Engagement (ECE), formerly known as the Invisible College, emerged in 1994 as a

vehicle for higher education faculty members to explore issues related to service-learning

in particular issues of pedagogy and responsible community relationships.

*Service learning defined*

Service learning has a variety of features, as well as many definitions, and

unfortunately no single definition is universally accepted (Furco, 2003).  The National

Clearing House of Service-learning describes service-learning as a pedagogy that

> Combines service objectives with learning objectives with the intent that
>
> the activity changes both the recipient and the provider of the service. This
>
> is accomplished by combining service tasks with structured opportunities
>
> that link the task to self-reflection, self-discovery, and the acquisition and
>
> comprehension of values, skills, and knowledge content. (NCCSL, n.d.)

According to the National Commission on Service-learning, service learning is different

from volunteerism in that it is "a teaching and learning approach that integrates

community service with academic study to enrich learning, teach civic responsibility, and

strengthen communities.   In 1990, the Corporation for National and Community Service

described the characteristics of service-learning as follows:

- Promotes learning through active participation in service experiences

- Provides structured time for students to reflect by thinking, discussing and/or

  writing about their service experience

- Provides an opportunity for students to use skills and knowledge in real-life

  situations

- Extends learning beyond the classroom and into the community

- Fosters a sense of caring for others  (National and Community Service Act of 1990)

*Service learning and College Students*

The college journey is one of challenge and potential. Students of traditional college age, while negotiating both new freedoms and responsibilities, feel the potential and calling of young adulthood, and search for something of enduring value worthy of their commitment.  A call for the provision of meaningful service for young adults is not new. Early in the 20th century, James (1910) outlined a vision for promoting the "moral equivalent of war" among young adults.  As an alternative to military conscription, James proposed enlisting youth in challenging community efforts to promote justice while enhancing their own growth: "The military ideals of hardihood and discipline would be wrought into the growing fiber of the people" (James, 1910, p. 24) without dependence on war-based stimulation or adventure. Similar educational visions were inherent in early conceptions of the Peace Corps, originally conceptualized as an additional fourth year among five college years.

The work of Parks (1986, 2000) emphasizes the critical role the college years can play in fostering a search for meaning and commitment.   All persons, especially young adults, seek to understand the larger world, examine their potential roles, and discover what may be worthy of their time and talents. Parks describes this as a search for faith, with a small 'f', though for many it involves identified religious conviction. This is an active process involving both cognitive and affective change: "A central strength of the young adult is the capacity to respond to visions of the world as it might become.   This is the time in every generation for renewal of the human vision" (Parks, 1986, p. 97).

Similarly, college life and the early adult years are salient periods for identity development. Chickering and Reisser (1993) outline the potential for higher education to foster competence, purpose, and integrity, among other positive aspects of identity. They suggest "Finding meaning in life is a by-product of engagement, which is a commitment to creating, loving, working, and building" (Chickering & Reisser, 1993, p. 264). Service learning is a developmentally appropriate, effective pedagogy that can impact college students in a profound way.

*Service learning and Health Professions Education*

In 1995, The Pew Charitable Trusts and the federal Corporation for National Service created The Health Professions Schools In Service to the Nation (HPSISN). The goals of this study were to:

> Strengthen partnerships between health professions schools and
> communities which address unmet health needs; instill an ethic of
> community service and social responsibility in health professions schools,
> students and faculty; and equip the next generation of health professionals
> with community-oriented competencies necessary to practice in a
> changing health care environment. (Health Professions Schools in Service
> to the Nation. [HPSISN], 1999)

The twenty demonstration sites that were selected were funded to integrate service learning into entry-level health profession educational programs. Allopathic medicine, dentistry, fitness, health administration, nursing, nurse practitioner, nutrition, osteopathic medicine, pharmacy, physician assistant, public health, and social work were the health professions programs included in this project. The rehabilitation therapists of physical,

occupational, and speech therapy (Gelmon, Holland, & Shinnamon, 1999) were missing.

To better understand the social responsibility and public purposes of their professions, the HPSISN program challenged the educational institutions preparing health professions to infuse community service into the curricula. As the health care environment becomes more complex nationwide and delivery of basic health care services swings towards community-based and managed care models, the integration of service learning into the educational preparation of health professionals is becoming a more important issue. Some argue that the emersion of the pedagogy of service learning holds the potential of reforming health care professionals' educational programs in a parallel manner to the changing global environment (Gelmon, et al., 1999). HPSISN began an outcome study of the twenty demonstration sites in 1996, using service learning as a method of educational curriculum reform.

Under the direction of Gelmon, a team was organized to design an evaluation plan to explore the effectiveness of service learning as a pedagogical approach to health care professional education. Another step in this evaluation plan was to evaluate the impact of service-learning experiences on the various stakeholders who participate in these university-community partnerships. Utilizing a comprehensive qualitative case study approach, developing a portfolio of reliable evaluation instruments that could complement each sites' own evaluation strategies, the researchers set out to collect data on the impact of service-learning on students, faculty, communities, and institutions. Through telephone interviews, site visits, focus groups, observation opportunities, review of existing documents, and the biannual progress reports from the project sites, data were collected and analyzed, guided by five HPSISN research project questions.

The final HPSISN report reveals that service-learning impacted students' sense of self-perception as a provider of health services and community participant (Gelmon, et al., 1999). Further, the results showed that when a service-learning project was connected to program or course goals it had a greater impact than an activity added on to an already full curriculum. Overall, all students involved in course-based service learning were positively influenced.   Some variability, however, was noted across sites on development of awareness of determinants of health, sensitivity to diversity, and understanding of health policy. These results were further influenced by the service activity. When an HPSISN-funded service-learning activity was optional, fewer students and faculty participated, and of these, smaller numbers of students could identify a link between the activity and their professional education and preparation.

The impact of service learning on students was more evident at sites where the service-learning was required, course-based, and did not involve an exclusive focus on community- based clinical work. Students' perceptions were strongly impacted when they worked with persons in non-clinical settings and learned about the context of their daily lives and how they navigate the complex and delicate network of support services (Gelmon, et al., 1999).  When students become cognizant of the many challenges potential clients had in their ordinary life experiences, it led to the most notable transformation of students' views about their professional role and service.  Students expressed satisfaction with the ability to be involved in a community and experience the context of their clients' lives. Students in non-course-based or clinical education service commitments still had positive responses on variables of community involvement, commitment to service and career choice. However, often these students also had a prior

service oriented inclination.

Lastly, the HPSISN study found that many faculty members in this study were still unable to make the distinction between service learning and other community-based experiential placement (Reynolds, 2000). The confusion appears to lie in distinguishing between the concept of service that meets a community's needs and a response to community institutional assets (Gelmon, et al., 1999).

As designed, the HPSISN program ended in December 1998. Community-Campus Partnerships for Health (CCPH) was founded in 1996, in anticipation of the conclusion of the HPSISN program and study. Community-Campus Partnerships for Health (CCPH) is a nonprofit organization that promotes health through partnerships between communities and higher educational institutions. CCPH is a growing network of over 1000 communities and campuses that are collaborating to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies. These partnerships are powerful tools for improving health professional education, civic responsibility and the overall health of communities. CCPH advances its mission through information dissemination, training and technical assistance, research and evaluation, policy development and advocacy, and coalition building.

Another example of a service-learning initiative is the Rush Community Service Initiative Program (RISIP) in the medical school at Rush University in Chicago, Illinois. It began with a group of nine students and their community health professor, Dr. Edward Eckenfels (1997). Students were concerned that they were losing their enthusiasm for what originally motivated them to become physicians. "They wanted situations where

empathy, sensitivity to culture, kindness, and other 'virtues' would be cherished and considered an integral part of their medical socialization" (Eckenfels, 1997, p. 1048). Today seventy-five percent (75%) of Rush's medical students are involved in its broad spectrum of voluntary service programs.

RCSIP activities include medical clinics and AIDS related projects, and various tutoring services for children ranging in age from 6 to 18. They also provide mental health and psychological services to Bosnian and Guatemalan refugees in Chicago whose native countries have been torn apart by wars. Showstack et al (1992) reports that collectively, the outcomes of RCSIP projects embrace Kendall's (l991b) service-learning principles. Further, "disadvantaged communities are served, fundamental values are learned and reinforced, partnerships are fostered, and a community-population perspective is acquired" (Eckenfels, 1997, p. 1046 -1048). Contrary to the study by Gelmon, et al. (1999), Eckenfels (1997) believes that the voluntary nature of RCSIP is its essence. He asserts that if it became a required part of the curriculum, it "would be fatal to the idealism that the program nurtures" (Eckenfels, 1997, p. 1050).

Integrating professional health sciences education with community engagement is becoming more common across health professional disciplines (Flecky, 2011). Scholars report both the benefits and the challenges of integrating service learning into their curriculum and creating interdisciplinary experiences (Hodges & Videto, 2008; Gitlow & Flecky, 2005; Gutheil, Cheraesky, & Sherratt, 2006; Kearney, 2008; Peabody, Block, & Jain, 2008). Communities benefit from collaborations that provide health-related services and resources, and students benefit from working with faculty and community partners in real life situations and contexts to develop knowledge and skills (Brush, Markert, &

Lazarus, 2006; Dorfman, Murty, Ingram, & Li, 2007; Lashley, 2007).

With a renewed emphasis on health promotion and preventative care as health care trends indicate, health professional students will benefit from opportunities to interact and engage with individuals and agencies in the community context (Gregorio, DeChello, & Segal, 2008; Institute of Medicine, 2008). In addition, through service-learning, health profession schools fulfill their mission to meet education standards while addressing health disparities and community health needs (Flecky, 2011).

Health science educators face similar challenges with service –learning to the challenges faced by higher education faculty, students, and community partners. Challenges include lack of time necessary for effective communication, planning and collaboration; logistical difficulties between university time schedules and community programming; lack of expertise, knowledge or resources to integrate service-learning in existing courses or create new courses; resistance to service-learning; and limited funding for programming (Flecky, 2011; Holland, 1999). Research demonstrates faculty members are often the leaders of service learning on college campuses. However, in light of the these barriers and institutional pressures to meet promotion and tenure requirements (Flecky, 2011; Sandmann, Foster-Fishman, Lloyd, Rauhe, & Rosaen, 2000; Abes, Jackson, & Jones, 2002) some health sciences faculty, like colleagues throughout higher education, may be hesitant to incorporate or sustain service-learning in their courses.

*Service-learning in Occupational Therapy*

Service-learning, as pedagogy for occupational therapy education, parallels the philosophical and theoretical teachings of Dewey (1938), and Boyer's (1994) call for engaged citizenry connecting the rich resources of the university to our most pressing

social, civic and ethical problems, as a primary mission and purpose of American higher education. This pedagogy embodies a social vision of occupational therapy that advocates for the profession to fully embrace our moral responsibility to address significant social injustices that exist in our communities (Kronenberg, Algado, & Pollard, 2005; Townsend, 1993; Watson & Swartz, 2004). This social vision of occupational therapy is grounded in a central value of the profession: to honor and promote the dignity and worth of every person (Kielhofner, 2004). The centrality of the profession's emphasis on human dignity permeates a number of official documents, which explicitly articulate this value. For example, the *Occupational Therapy Code of Ethics* (2005), *Core Values and Attitudes of Occupational Therapy Practice* (AOTA, 1993), *The Philosophical Base of Occupational Therapy* (AOTA, 1979), and the *Occupational Therapy Practice Framework: Domain and Process* (AOTA, 2002). These documents delineate the core values of our profession and emphasize enablement, empowerment, participation, and a call to address pressing societal issues through processes that promote collaboration. Honoring human dignity through service is also a foundational principle of authentic service-learning experiences (Bickford & Reynolds, 2002; Cuban & Anderson, 2007, Rimmerman, 1997; Wade, 2001; Westheimer & Kahne, 2004);

A primary objective of service learning is to extend academic learning through engagement in authentic community service (McGowan, 2002). Community-based service-learning opportunities provide students with a natural context for broadening their understanding of community health and health care systems, multiculturalism, and occupational and social justice (Witchger Hansen et al., 2007). Learning from people whose daily patterns of occupational functioning are influenced by poverty, limited

resources, marginalization and stigmatization can help students appreciate the lived experience of health disparities (Kronenberg,, Algado, & Pollard, 2005, Muñoz, 2007, Townsend, 1993; Townsend, T., & Whiteford, G. 2005). When structured guided reflection is employed, students can also learn the processes whereby they may become effective "health agents" (Yerxa, 1988) who work towards reducing social injustices in their own communities (Hatcher, Bringle & Muthiah, 2004).

Service learning provides a relevant context and rich educational environment in which students can apply occupational therapy theory and develop skills, such as clinical reasoning.   A national and international review of occupational therapy-related literature revealed an increase of publications on the integration of service-learning into occupational therapy courses over the past eight years (Alsop, 2006; Beck & Barnes, 2007, Gitlow & Flecky, 2005 & 2011; Hoppes, Bender, & DeGrace, 2005; Jenkins, Douglas & Chamberlain, 2008; Kramer, et al., 2007; Lohman & Aitken 2002; Lorenzo, Duncan, Bachanan, & Alsop, 2006; O'Brien & D'Amico, 2004; Oliver, Oosthuizen & Castelejin, 2007; Raiz, 2007; Waskiewicz, 2002; Witchger-Hansen et al, 2007). As demonstrated in these journal articles, service learning provides a powerful vehicle for occupational therapy students to apply theory, and develop professional and therapeutic skills, while meeting the needs of the community through service.

<div align="center">Community-University Partnerships</div>

*Introduction*

American higher education has been interested in the community since its early days, influenced by Newman's vision of the university published in 1873, calling for the institutions to pursue excellence and stressed positive commitment to society (Newman,

1996). The future of higher education is tied to the future of its local communities

(Maurasse, 2001). Formal collaborations and partnerships between community

organizations and their local institutions of higher education increased substantially

during the 1990s. For example, the number of colleges and universities that are members

of Campus Compact, an organization of colleges and university presidents seeking to

advance their institution's community engagement, has grown from little over 400

members in 1995 to 1,100 members today (Campus Compact, 2010). In a time when a

college education is increasingly important and yet financially out of reach for poorer

students, the links between universities and their communities are vitally important.

Historical context, external expectations for knowledge and expertise, and

institutional missions have also influenced engagement with the community (Bringle &

Hatcher, 2002). The land-grant movement of the 19$^{th}$ & 20$^{th}$ centuries highlighted this

commitment to engage in addressing local community issues and needs (Maurasse,

2001). More recently, in the twentieth and twenty-first centuries, pre-professional health

and clinical programs in higher education have emerged as leaders in this effort (Bringle

& Hatcher, 2002). Further, colleges and universities do not all unanimously support

outreach to local communities. For example, despite the land grant history of higher

education's commitment to community partnerships, private universities have

demonstrated a higher commitment to student involvement in community service and

service-learning than public universities (Astin, 1996).  Over the years, higher education

has demonstrated many ways of community involvement including:

    a) cooperative extension and continuing education programs, b) clinical

    and pre-professional programs, c) top-down administrative initiatives, d)

centralized administrative-academic units with outreach missions, e)

faculty professional service, f) student volunteer initiatives, g) economic

and political outreach, h) community access to facilities and cultural

events, and most recently, i) service-learning classes. (Bringle & Hatcher,

2002)

Too often, however, institutions of higher education have treated communities as

"pockets of needs, laboratories for experimentation, or passive recipients of expertise"

(Bringle et al.,Games, 1999, p. 9). Boyer (1996), in response to a record of inconsistent

successes with community engagement, challenged higher education to bring a renewed

spirit of trust and revitalize community engagement by connecting its rich resources "to

our most pressing social, civic, and ethical problems, to our children, to our schools, to

our teachers, to our cities" (Boyer, 1996, pp. 19-20).

This new emphasis on more systemic and comprehensive university engagement

with local communities was facilitated by a number of government initiatives, resources

and funds that were made available through federal programs. In 1994, for example, the

Department of Housing & Urban Development established the HUD Office of University

Partnerships (OUP), in an effort to encourage and expand the growing number of

partnerships formed between colleges and universities and their communities.

Recognizing the crucial role these partnerships and collaborations play in addressing

local problems and revitalizing the nation's communities, OUP set out to support and

increase these collaborative efforts through grants, interactive conferences, and research

that help achieve the Office's three primary goals to:

1) provide funding opportunities to colleges and universities to implement

community activities, revitalize neighborhoods, address economic

development and housing issues, and encourage partnerships, 2) create a

dialogue between colleges and universities and communities to gain

knowledge and support of partnership activities and opportunities as well

as connect them to other potential partners and resources and 3) assist in

producing the next generation of urban scholars and professionals who are

focused on housing and community development issues. (OUP, 1994)

Additionally, Federal Work-Study Guidelines including America Reads, Corporation for

National and Community Service, and the National Endowment for the Arts Challenge

American Initiative have offered campuses funding and technical assistance to create

strategic partnerships (Bringle & Hatcher, 2002). Parallel to this influx of support and

funding, academic programs have enhanced experiential and service learning, and

internships and participatory action research opportunities for enhancing hands-on

experiences in the community (Bringle & Hatcher, 2002). In addition, faculty members

are realizing a broader definition of scholarship, including the scholarship of engagement

that benefits the community by incorporating research, teaching and service (Boyer,

1996; Bringle et al., 1999).  Many scholars see community engagement as an opportunity

to advocate for institutions of higher education to make a more intentional effort to

develop community-university partnerships that fulfill their institution's service mission

(Benson & Harkavy, 2000, Boyer, 1990, Bringle, 1999, Enos & Morton, 2003).

Research suggests that communities that want to improve the quality of life for

their residents potentially have much to gain through community-university partnerships

(Harkavy, 1999; Zlotkowski, 1999; Holland & Gelmon, 1998). Local colleges and universities can provide expertise, volunteers and services that are not readily available from other institutions in the community (Leiderman et al., 2003). For example, colleges and universities often have access to current research on issues that impact community well being. In addition, HEIs can serve as advocates and powerful allies on pressing community issues. HEI can serve as a "bridge" to long-term community projects that require long-term community building when other agencies, political leadership or foundation support changes (Leiderman et al., 2003).

In turn, the community context offers students, faculty, staff and administrators of HEI opportunities to apply learning to "real world" situations, develop a deeper understanding of community processes, goals and current pressing issues. Further, these "real world" experiences also offer the university stakeholders an opportunity to engage in genuine collaborative partnerships in which to express their citizenship and contribute to creating a more healthy community (Leiderman et al, 2003).

Colleges and university partnerships fall into a continuum from conversations and small initiatives to a sustained engagement over time (Lawson, 2002). At any level of involvement, HEI often face challenges and barriers in their attempts to serve from conflicting interests and goals, lack of infrastructure and organizational cohesion and funding challenges (Maurasse, 2001).

Higher education is under increasing pressure to be more "relevant" (Harkavy 1998). A key aspect of this relevance is the undeniable need to put higher education's knowledge into action for solving our country's social, economic, and environmental problems (Harkavy, 1998; Kellett & Goldstein, 1999; Kennedy, 1999). Although

increasing the number of successful community partnerships is an important indicator of successful community engagement, Bringle & Hatcher (2002) argue that "the quality of the campus-community relationships that are cultivated in the process of project design, implementation, and growth is at least as important as the number of partnerships" (p. 502). Although developing better partnerships between the community and the university is at the heart of renewing community engagement (Kellogg Commission, 1999), to date, little research can be found on the nature of community-university partnerships (Giles & Eyler, 1998; Bringle & Hatcher, 2002), particularly from the perspective of the community partners themselves.

Analysis of literature on community-university partnerships reveals an emphasis on the elements of effective community-university partnerships with little attention paid to community voices and perspectives on these issues (Cruz & Giles, 2000). Although relatively few studies have been conducted from the community perspective, substantial literature exists on the components of effective collaboration within communities and across communities (Leiderman et al, 2003). The literature suggests core elements of that include:

1. Analyses and strategies that focus on community assets and strengths (rather than focusing solely, or primarily, on deficits and needs);

2. Comprehensive strategies that cut across systems, sectors, issues, and disciplines; Acknowledgement of the roles that privilege, institutional and structural racism, and power differentials play in creating and maintaining differential community conditions;

3. High quality and effective collaboration; and

4. Sustained, long-term action (Leiderman et al, 2003)

From the higher education perspective, the literature has focused on detailing effective

programmatic features of various community engagement approaches such as service-

learning, experiential education, internships, community-based research, faculty

professional service and outreach, and student volunteerism (Stoecker, 2002; Zlotkowski,

1999; Ward, 1998). More recently, the literature has explored the components necessary

to institutionalize community/campus engagement within an institution of higher

education (Leiderman et al, 2003; Furco, 2002; Holland, 1999).

Community-university partnerships can take on various forms, including the

community-development partnership model, often considered the most successful

(Worrall, 2005; Gilderbloom & Mullins, 2005). Through these structured partnerships,

universities provide communities with technical expertise taught in many graduate

professional programs (Worrall, 2005; Gilderbloom & Mullins, 2005). Community-

university partnerships that are formally structured, usually involve faculty, professional

staff and in most cases but to a lesser extent students, in community development

activities. These partnerships are vehicles for providing critical and valuable services to

the local community (Benson & Harkavy, 2000). Community-university partnerships are

in many cases, the one structure that links faculty in HEI to community-based issues

(Maurasse, 2001). When students are involved in this model, they are often students who

are studying in a particular professional or technical field, and apply their acquired

knowledge to benefit the local community or community based organization (CBO)

(Gelmon, et al., 1998a; Jones, 2003). This technical assistance that faculty and students

bring to the community, such as expertise in needs assessment, program evaluation, and community mapping, may not otherwise be available to the CBO (Rubin, 1998). Community-university partnerships benefit HEI by providing a vehicle for generating and applying knowledge in a natural context with neutral analysis of data, independent public policy and research conducted by faculty and students (Cox, 2000; LeGates & Robinson, 1998). Along with these benefits to each partner, community-university partnerships hold the potential for a clash of cultures and misunderstanding due to differing methods of communication and vocabularies, and organizational structures that can cause the failure of the most thoughtful partnership (Dewar & Isaac, 1998; Nyden, 2003).

While formalized community development partnerships provide a mechanism for faculty and staff to share their expertise with communities, the most widespread and meaningful process in which higher education engages with communities is through service-learning, a pedagogy that is central to the teaching and learning mission of HEI (Bringle & Hatcher, 2002; Mayfield & Lucas, 2000). As a method for a university to initiate a formal partnership with the community, service –learning also provides an opportunity to move beyond a charitable, service delivery model to one that acknowledges inherent power differentials between universities and communities and compensates for those differences (Jacoby, 2003). Power differentials often exist between organizational size, structure, and access to resources. Key to the development of healthy, long-term, sustainable partnerships is the creation of mechanisms to balance power (Maurasse, 2001; Mihalynuk & Seifer, 2004; NERCHE, 2001). A barrier to balancing power differentials arises when an HEI, often more powerful than the community agency, develops a community partnership with an attitude of charity,

generously bestowing its gifts to the partner with fewer resources. This charity model contrasts the justice model of partnership, in which resources are considered mutual and shared (Bringle & Hatcher, 2002).

Characteristics of effective community-university partnerships support the concept of a justice model. Community partners have contributed to the development of the principles of many of these models (CCPH, 1999, CCPH, 2006) (See Table 1.1). An effective community-university partnership is built on a foundation of trust, respect, mutual benefit, good communication, and governance structures that allow for democratic decision-making, process improvement and sharing of resources (Benson & Harkavy, 2001; CCPH, 1999, 2006; Campus Compact, 2000). While interest and commitment to partnerships may be integrated into the missions of both partner organizations (Campus Compact, 2000), in exemplary community-university partnerships, the higher education partner is motivated by a mission that considers service to the community a priority to the institution (Maurasse, 2001).

The integrity and nature of community-university partnerships are dependent on individuals, just as institutional missions are dependent upon individuals. Healthy, long-term and sustained community-university partnerships are also grounded in personal relationships. These partnerships develop from relationships between people and are sustained by those same individuals (Bringle & Hatcher, 2002; Dorado & Giles, 2004; Holland, Gelmon, Green, Greene-Moton, & Stanton 2003; Mihalynuk & Seifer, 2004; Schumaker, Reed & Woods, 2000). Like personal friendships or romantic relationships, the closer and more committed the relationship, the stronger the notion that each partner is a member of a single community (Bringle & Hatcher, 2002). Relationship and

partnership quality are dependent on the quality of individual people involved (Campus Compact, 2000). Democratic decision-making, developing trust, establishing honest relationships, addressing challenges, and engaging in evaluation of the partnership are all dependent upon effective communication (Bringle & Hatcher, 2002; Campus Compact, 2000; Gelmon, et al, 1998, Maurasse, 2001; Mihalynuk & Seifer, 2004; Royer, 2000, Schumaker, Reed & Woods, 2000).  Further, communication is essential for understanding the various organizational contexts of each partner (Abravanel, 2003).

Community-university partnerships evolve over time and often require several years to establish (Dugery & Knowles, 2003; Maurasse, 2001). Following an evolutionary process, community-university partnerships begin with establishing a partnership followed by a pattern of understanding each other's context, structuring or building the working relationship, and moving to the maintenance stage (Royer, 2000). Defining mutual benefit, mechanisms for sharing resources and the work, roles for stakeholders and assessment of the partnership are the processes that create the possibility of mutuality and positive outcomes (Gelmon, 2003). Within these community-university partnerships, it is important that both partners remain cognizant of which partner initiated the relationship and why, to remain connected and keep the focus balanced between the needs of both partners (NERCHE, 2001).  The preferred end result is an effective collaboration between both parties, although full collaboration is rarely the starting point of most relationships.

Collaboration does not come quickly. It is a long-term process that includes a commitment to a common vision, transparent agendas, and sensitivity to each partner's culture, language, and organizational context (Points of Light, 2001, Worrall, 2007).

Time, energy, and commitment is required to understand each other's perspectives, organizational changes, culture and context, (Mayfield & Lucas, 2000; NERCHE, 2001). Long-term relationships are more difficult to negotiate and sustain than short-term collaborations that form around specific activities, because they require each partner to listen and to understand the other's goals and expectations. Further, long-term relationships require partners to dedicate time to develop and maintain the relationship, and commit to evolving the relationship into an effective partnership (Holland, et al., 2003).

Quality of engagement of both the HEI and community-based organization (CBO) define service-learning partnerships. Some partnerships move along a continuum of three levels of engagement for partnerships, tentative, aligned and committed (Dorado & Giles, 2004), and some do not. Tentatively engaged partnerships, such as when students are placed at an agency as short-term volunteers with little concern for the type of agency or the volunteer activities, are characterized by partners who are involved for a short time on a superficial level. Aligned partnerships are marked by a process of negotiation that more closely aligns each partner's goals and expectations for their interactions. Finally, committed partnerships establish and maintain frequent communication and are driven by a belief that the partnership is valuable and should be maintained and expanded (Worrall, 2007). Partnership progress is dependent upon the extent to which each partner is willing to expend the energy to explore the possibilities and value of a more committed relationships (Worrall, 2007).

Barriers to effective partnerships are many. For example, community organizations' historic mistrust of higher education's research practices and institutional

decision-making, mutual competition for scarce resources between HEIs and CBOs, lack of incentive for CBOs to expend the time and energy required to establish a community-university partnership, and rubrics for partnerships that are skewed towards student learning or faculty research with little regard to community benefit or need (CCPH, 1999). Additional barriers include unwillingness to work for mutual benefit, lack of recognition or appreciation for the other partner's contributions, no mechanism or will to resolve conflicts, the lack of transparent agendas and motivations for engaging in the partnership, and an unwillingness or inability to contribute the time, financial resources, and skills to the endeavor (Greene-Moton, 2003). Because the HEI holds most of the resources, they too, hold much of the responsibility for the success of the partnership. Despite the difficulty, the HEI must be willing to relinquish its propensity to control the partnership and commit itself beyond specific projects (Seifer & Vaughn, 2004). The evolution of the community partnership is a two-way learning process whereby the community must be open to learn from the partnership and at the same time, teach others about the community. The community must not stand by just to be a passive recipient of higher education's expertise (Bringle & Hatcher, 2002; Green-Moton, 2003). A major obstacle to achieving a successful partnership is higher education's unwillingness to learn from the community (Green-Moton, 2003). To facilitate this process of HEI learning from its engagement with community organizations, researchers have developed frameworks for assessing the strength and quality of community-university partnership.

*Assessing Community-University Partnerships*

Researchers of community-university partnerships in service-learning have created assessment rubrics and processes for conducting research. Assessment is one

vehicle that HEIs can use to determine the value for curricular and co-curricular activities in order to allocate resources more effectively. Eyler and Giles (1999) and Astin, Vogelgesang, Ikeda, and Yee's (2000) early work demonstrated learning outcomes in service-learning, although researchers did not create specific rubrics for conducting assessments of service-learning partnerships until 2001 (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001). These rubrics, a series of tools designed to elicit information from students, faculty, and community partners to assess the effect of service-learning on each of these stakeholders, have evolved into several variations over the years from Gelmon (2003) original rubrics. For example, the Community-level Assessment Matrix in the Multi-Constituency Approach (Gelmon, et al., 2001) focuses on the community perspective of service-learning. This assessment matrix measures community perspectives of community-university partnerships through six key topic areas: mission fulfillment, economic benefits, social benefits, the CBO's definition of the partnership, level of satisfaction, and sustainability. They suggest the overarching principles guiding the assessment should include reciprocity, honesty, and a clear articulation of purpose and end results.

*Community Perspectives of Community-University Partnerships in Service-learning*

Until 1998, the community perspective in service learning was addressed through admonitions to academics to treat CBOs as partners (Worrall, 2007). Integrated learning and service was considered an ideal in which community service was to be organized with a community to meet a community-identified need (Campus Compact, 2000) with the control of the service rendered left to the hands of the community (Jacoby, 1996). Although lone voices have raised concerns about the potentially negative effects of

service learning on marginalized communities (Cruz, 1990; Illich, 1968), it is only since the late 1990s that scholars have consistently called for assessments of the effects of service-learning courses and programs on communities and community organizations (Cruz & Giles, 2000; Gelmon, et al., 1998a, Vernon & Ward, 1999). Even today, researchers and practitioners in the service-learning field are calling for more evidence that service-learning partnerships are mutually beneficial and reciprocal in process, nature, and outcomes (Jones, 2003). The relative dearth of research assessing the impact of students' efforts in service-learning on community organizations stems, at least in part, from the absence of a constituency demanding it (Cruz & Giles, 2000).

Four reasons for the scarcity of studies in this area include (Cruz & Giles, 2000):

1. The political dimension of service-learning research has required a focus on academic learning in order to assuage skepticism about the academic value of service learning.

2. Service-learning research is driven by academic concerns, which tend to focus on student learning and faculty perceptions of and experience with pedagogy.

3. The definitions of success that funders of service-learning programs have developed focus on the documentation and evaluation of student learning outcomes.

4. Methodological complications arise because the definitions of community are varied and the complex structures of community make the systematic study and generalizability of results virtually impossible to establish.

Cruz and Giles (2000) categorized the literature that does exist into three overarching claims backed by studies they considered empirical. These include a) service-learning contributes to community development, b) service-learning bridges town-gown gaps, and c) service-learning offers benefits to community partners. The benefits to community partnerships within these categories range from data collection and analysis to development of new networks and access to unpaid labor of service-learning students (Worrall, 2007). They suggest a four-part model for assessing the impact of service-learning on communities, the elements of which are as follows: a) the community partnership should function as the unit of analysis, b) the partnership should be assessed according to its consistent use of good service-learning practice principles, c) any research design should incorporate action research methodology, and d) the partnership should focus on community assets versus needs.

*Community Perspectives of Higher Education Partnerships in Health Care Professions*

Service learning is recognized as an important dimension of health care professions education (Lurie, 2000; Seifer, 2000; Shinnamon, et al., 1999; Cauley, Canfield & Clasen, 2001). Service-learning in the context of health professions education provides a context in which future professionals develop patient/client communication skills, encourages them to practice health promotion and disease-prevention strategies, fosters civic and social responsibility, and enhances the understanding of social, financial, and ethical aspects of health care (Seifer, 2000; Shinnamon, Gelmon & Holland, 1999; Bringle, & Hatcher, 1996; CCPH, 2006).

The community perspective of community-university partnerships and service learning was portrayed almost exclusively through the lens of higher education until

1998. The service-learning field heard the perspectives of community partners involved in service-learning partnerships for the first time with the publication of a national evaluation of community-university health partnerships. The Health Professions Schools in Service to the Nations program (HPSISN) was developed partially in response to a call for curricular reforms in health care education programs that were necessitated by changes in health care policy and the financing of health services delivery and education (Gelmon, Holland, Seiffer, & Shinnarnon 1998). The final evaluation of HPSISN (Gelmon, et al., 1998b) concluded that community partners, within the context of university-community health partnerships where service-learning was introduced into a curriculum for training future health care professionals, valued their roles as educators, sought substantial roles and responsibilities on-campus and with students, and demonstrated more realistic views of the capacity and resources of the higher education institution. Community partners also perceived that service-learning helped students apply course concepts and theories to practical situations. They also agreed that the benefits that students brought to their organization outweighed the disadvantages of working with students.

The benefits included the ability of the CBO to provide more and better services to more clients, the opportunity to help prepare future healthcare professionals, the development of a better relationship with the university (Gelmon, et al., 1998b), as well as the fresh perspective, energy, and motivation that students brought to the organizations (Gelmon, et al., 1998b). Most community partners however, found that the coordinating responsibilities for the partnership fell to them. They were most satisfied with the partnership when the university acknowledged their expertise and when faculty members

were more rather than less involved. Community partners tended to develop trust in the partnership when they were involved early in the planning and design of programs, when there was a process developed for early and frequent community feedback on the program, and when the HEI demonstrated that it was open to critique and continuous process improvement (Gelmon, et al., 1998b).

*Community-university partnerships in Occupational Therapy*

A review of occupational therapy-related literature uncovered a few articles on community-university partnerships to support service-learning in occupational therapy and no research articles on community partnerships in occupational therapy or research from the perspective of community partners. Several articles describe characteristics of academic-practitioner partnerships for evidence-based research and practice scholarship (Braveman, Helfrich & Fisher, 2001; Crist et.al, 2005; Jensen & Royeen, 2001; Robnett, 2005, and Suarez-Balcazar, Hammel, Helfrich, Thomas, Wilson & Head-Ball, 2005). Others describe community partnerships that support service-learning with specific populations such as people with dementia (Wilkins & Jung, 2001), adults with developmental disabilities (Schoenbrodt, 2008), and a community partnership with Texas border Head Start (Beck & Barnes, 2007).

Other practitioners and scholars through journal articles and book chapters describe characteristics of effective community-university partnerships based on their experiences through service-learning including placement matching, coordination of service and learning objectives, diversity, and listening to community voice (Honnet & Poulsen, 1989; Velde, Davis & Grant, 2001, Hansen, et. al, 2007), shared commitment to address complex social problems, and a balance of power between partners through

reciprocity and mutuality (Beck & Barnes, 2007; Velde, Davis & Grant, 2011; Hansen et al, 2007) leading to shared ownership, mutual respect, increased knowledge and ultimately improved outcomes (Beck & Barnes, 2007).  Richardson, Letts, Childs, Semogas, Smith et al. (2010) report community agencies benefited as their clients had access to rehabilitation services as a result of a successful community partnership process in an inter-professional initiative bringing occupational and physical therapy students together for preceptor training in the community. Horowitz and Coppola (2007) suggest creating communities of practice among occupational therapists working in the area of gerontology, interdisciplinary partnerships locally to meet the needs of the aging population, and joint community partnerships that may not ordinarily partner together with state government offices on the aging, and with universities to address the complex issues associated with aging.

Practitioners and scholars report a few community-university partnership models specific to occupational therapy. For example, Wilkins and Jung (2001) describe a "Community Partnership Learning Model." This model facilitates the development of partnerships between community agencies and occupational therapy educational programs to research the needs of primary and secondary caregivers of people with dementia.  Braveman et al.(2001) along with other faculty at the University of Illinois, Chicago created a model to guide their "Scholarship of Practice" partnerships with community-based organizations to meet their tripartite mission of education, research, and service delivery. The principles were developed to guide their thinking about which community-based organizations to include as partners in their scholarship. The model ("A Scholarship of Practice") was developed and adopted in response to contextual

influences occurring at multiple levels (see Table 2.1). These authors noted that their decision to develop and maintain partnerships with CBOs has required considerable effort and commitment. To be successful, they believe they need to be willing to commit extra effort, both at the initiation of a new partnership and as the partnership grows and changes, in order to maintain relationships overtime (Braveman, et al., 2001). They

Table 2.1: Principles of Guiding Inclusion of Community-based Organizations in the "Scholarship of Practice" (Braveman, Helfrich, & Fisher, 2001)

| |
|---|
| 1) Match of mission between the occupational therapy department and the organization |
| 2) Multifaceted relationships work best |
| 3) Develop a win-win relationship |
| 4) Evaluate the feasibility of a long-term partnership |
| 5) Recognize that time and funding are venture capital |
| 6) Maintain a single point of contact to facilitate communication |
| 7) Establish clear expectations regarding the nature of the relationship |
| 8) Maintain the relationship over time |

have found that the benefits gained are well worth the efforts.

At the heart of community-based occupational therapy and the Scholarship of Practice are community-university partnerships that link practice with theory and research (Suarez-Balcazar, Hammel, Helfrich, Thomas, Wilson & Head-Ball, 2005). In these partnerships, academicians, students, practitioners and CBO staff, work in collaboration within a variety of community settings and programs, involving community leaders, agency staff, and/or members of grassroots groups. Following a Scholarship of

Practice framework, the agenda is guided by the needs of the community rather than the research or educator (Braveman et. al, 2001). Like Freire's (1970) praxis framework in which an ongoing interaction between reflection and action is achieved through a process of community and critical consciousness building *from within* the community, this scholarship is designed to result in action (Suarez-Balcazar et al., 2005). Truly collaborative community-university partnerships produce outcomes and knowledge that are significant and relevant to the community (Braveman, et al., 2001; Suarez-Balcazar et al., 2005) Through these collaborations, the scholarship and practice agenda is guided by the identified needs of the community setting or community at large. For the partnership to be successful, it must meet a need for the organization, which is likely to result in increased utilization of findings and social action (Suarez-Balcazar et al., 2005).

Scholars from University of Illinois, Chicago created a framework of characteristics typical of successful community-university partnerships in occupational therapy to promote a link between theory, research and practice (see Table 2.2). This framework includes three phases: pre-condition that includes building entry and competence; the process of building and maintaining the partnership; and the outcomes of the partnership (Suarez-Balcazar, et al, 2005). Suarez-Balcazar et al. (2005) claim community-university partnerships come with unique challenges. These challenges include managing conflicts of interest and different perspectives, sustaining activities after termination of funding, changing roles and redefining boundaries, developing common ground, managing different schedules and different sets of pressures for all involved (Suarez-Balcazar et al., 2005). They submit that partnerships call for flexibility and a high level of tolerance given the complexity of collaborative endeavors. Faculty

practitioners need to acknowledge these from the onset, discuss them openly, and

strategize how to address them throughout the partnership (Suarez-Balcazar et al., 2005).

Table 2.2: A Framework of University-Community Partnerships for Scholarship and Practice (Suarez-Balcazar, et al, 2005)

| |
|---|
| I. Pre-condition<br><br>Building entry and competence (first step in developing partnerships that can be established via existing connections, common interests, grant collaborations, and volunteering in the setting)<br><br>a) Gaining entry into the community agency;<br><br>b) Building competence in culturally understanding the community setting and its constituency<br><br>Specific Activities<br><br>&bull; Learning about the community agency, its programs, mission and its populations;<br><br>&bull; Visiting the agency and visiting with staff;<br><br>&bull; Touring the community;<br><br>&bull; Conducting participatory observations; and<br><br>&bull; Reviewing the literature on high priority issues for the agency and community that might inform practice (Suarez-Balcazar, et al, 2005). |
| II Process of Building and Maintaining the Partnership<br><br>Once entry has been established, developing and sustaining the relationship over time is equally critical to show a longer-term commitment to the community and engaged scholarship. Success and sustainability of partnership building involve the following seven principles: |

a) Developing a relationship based on trust and mutual respect

b) Establishing a reciprocal learning style

c) Developing open lines of communication

d) Maximizing resources

e) Using a multi-methods approach to scholarship and practice

f) Respecting diversity and build cultural competence

g) Sharing accountability

III.   Outcomes and Impact

For a truly collaborative partnership, the benefits to the agency need to be concrete and real.  Concerns with outcomes and impact relate to the fact that many community settings have a long history of being used by academic units and are often weary and reluctant to participate in future partnerships (Suarez-Balcazar et al., 2005).

   Recognizing Benefits, Lessons Learned and Leaving Something Behind

- Community benefits may include

     o   Increased capacity,

     o   Participation in funded grants,

     o   Completion of tangible products as a result of the practicum,

     o   Direct benefits to participants, new services and programs.

- University benefits may include

     o   Opportunities to advance scholarship activities,

     o   Continued support for grant writing and grant funding, practicum experience for students, capacity building for faculty and students in enhancing cultural competence, increasing knowledge of diverse

populations and knowledge of specific areas of research, and opportunities

to engage in learning by doing (Suarez-Balcazar et al., 2005).

*Research on Community Perspectives on Community-University Partnerships for*
*Service-learning*

In service-learning research, a limited number of studies involve community

partner participation and listening to the community voice (Boyle-Baise, Epler, &

McCoy, 2001).  Although the community partners play a vital role in developing goals

and objectives (McCarthy, Tucker, & Dean, 2002) research on service-learning has

largely focused on student-learning, outcomes and university benefits, with much less

attention to the nature and outcomes of partnerships from the community agency

perspective (Geschwind, Ondaatje, and Gray, 1997). The missing link in the literature

includes community roles, and the intended outcomes and benefits of service learning

(Ward and Wolf-Wendel, 2000, Birdsall, 2003).  Community partners play a vital role in

service-learning, and they need to be included from implementation of service-learning

projects to assessment (Birdsall, 2003).

The main focus of assessment in service learning with students, faculty, and in the

community is reflection. "Reflection is the critical element in the service-learning

program" (National Helpers Network, 1998, p. 103).  Reflection is as important as

assessment and implementation of the service activity (Birdsall, 2003). Reflection is an

opportunity for all participants to obtain and receive feedback (Jacoby, 1998). Through

these opportunities to engage in activities together, community members gain a sense of

trust with other community partners and the institutions of higher education.  This leads

to further assessment of needs, implementation of projects, and overall improvement or impact in the community (Lisman, 1998).

Scholars who study community partner perspectives on community-university partnerships (Birdsall, 2005; Bushouse, 2005; Clarke, 2003; Ferrari & Worrall, 2000; Jorge, 2003; Miron & Moely, 2005; Schmidt & Robby, 2002; Vernon & Foster, 2002; Worrall, 2007) often focus on the outcomes and benefits of the partnerships with a single higher education institution (Sandy & Holland, 2006). Some studies (Schmidt & Robby, 2002; Skilton-Sylvester & Erwin, 2000) detail the direct benefits to the "clients" the community partner agencies serve. Other researchers (Birdsall, 2005; Ferrari & Worrall, 2003) focus on the service-learning students' supervisors' perception of benefits using evaluation data (Holland, 2005). A few studies focus on the partnership itself as the unit of analysis. Jacoby (2003) addresses various aspects of developing community-university partnerships including the CCPH principles in which she emphasizes the process of partnerships-the development of mutual trust, respect, genuine commitment, and continuous feedback-through open and accessible communication. The authors conclude that partnerships start and build upon interpersonal relationships, that can exist on the micro or macro level, and that they take time to develop and are dynamic.

Little empirical research on partnership development from the community's perspective has been published (Miron & Moely, 2006). Giles and Eyler (1998), and Schmidt and Robby (2002) stress the need to investigate the value service-learning brings to the community. Research reports often present summary impressions of findings and give a limited picture of factors affecting community agency satisfaction, benefits and relations with the university initiated service-learning (Miron & Moely, 2006). These

studies that voice the perspective of community members who participate in service-learning with HEI add to the conversation.

Vernon and Ward (1999) found community partners expressed a positive view of the college or university located in their town and agreed that community members perceive these institutions positively, too. They also found that the majority of respondents indicated that the students were effective in helping the agency meet their goals (Vernon & Ward, 1999). Finally, the community partners reported challenges to working with college students including dealing with their class schedules, limitation of short term commitment, and the amount of training students required to serve effectively (Vernon & Ward, 1999). The majority of community partners desired more communication and coordination by the HEI and faculty.

Ferrari and Worral (2000) reported that service-learning supervisors all expressed positive perceptions of students' work and service skills. Schmidt and Robby (2002) studied the value of service-learning to the community by focusing on the clients directly served. The tutoring program was a joint project between a university and school district, with university faculty and school district teachers and staff designing and implementing the tutoring program together. They found that broad participation of community partners in the service-learning project development resulted in an effective project design and strong support for the implementation. These research reports demonstrate that scholars can assess community-university relationships and the impact on communities (Miron & Moely, 2006).

Birdsall (2003) studied sixteen community partners' perspectives of the impact of service-learning by conducting the Service-learning Impact Survey and giving these

community partners involved in service-learning an opportunity to reflect on their partnerships for service-learning through focus groups. She found that community partners feel that service learning positively impacts the community in terms of meeting needs and providing valuable community networking. Further, she found that community partners seek consistent collaboration in the service-learning process from assessment to evaluation and reflection. She also found that community partners recognized student volunteers as a valuable component of the service-learning program, and community partners expressed the need for consistency in time and commitment on the part of the students. Her research demonstrated that the community partners believe that community needs can be met through ongoing service projects, rather than sporadic and episodic events.

Leiderman et al. (2003) studied the perspectives of 19 community partners from 11 community agencies during a summit of community organization representatives who have worked in partnerships with institutions of higher education. The results of this study fell into four thematic areas that focused on a) core elements of effective partnerships, b) benefits and costs of participation, c) power, parity, and perceptions of exploitation, and d) recommendations for practice and policy. The elements of a good partnership and enhancements of partnerships they uncovered through their study are summarized in Tables 2.3 and 2.4.

Table 2.3: Basic and Required Elements of a Good Partnership (Leiderman et al., 2003)

*(Success requires that these be met sufficiently, but more of them does not necessarily improve results. Represents the minimum for success).*

- Faculty and student participation in engagement activities.

- An understanding of each partner's assets and capacities to participate.

- Shared decision-making and resource allocation.

- Realistic expectations.

- Knowledge of community needs—understanding of how theoretical and macro issues (like homelessness and K-12 schooling) play out locally.

- Diverse representation and participation from colleges, including faculty, students, administration, and staff.

- An understanding of students' capacities.

- An understanding of different ways to work in communities.

- Adherence to basic standards for planning, using another's resources, and interacting with another's and base of legitimacy.

*Note:* From Building partnerships with college campuses: Community perspectives by Leiderman, S., Furco, A., Zapf, J., & Goss, M. (2003). Consortium for the Advancement of Private Higher Education's Engaging Communities and Campuses Grant Program.

Table 2.4: Enables the Enhancement of Partnerships (Leiderman et al., 2003)

*(The more these are practiced the more likely engagement is to produce meaningful results, be sustained, and become institutionalized over time. These factors motivate stronger partnership and engagement).*

- Recognition that communities and campuses each have multiple players and perspectives (partners are not monolithic).

- Explicit attention to faculty and student development and preparation.

- Existence of people in communities who can network and make connections.

- Attention to building the capacity of all partner organizations.

- Specific opportunities for community partners (staff and residents) to make use of campus resources, such as attending classes, accessing research, and obtaining advanced degrees, not just use of the gym.

- Stated outcomes with an evaluation to determine if desired goals are met.

- Attention to the institutionalization of a college's partnership in the community.

The results of this study highlight three issues community partners believe must be fully addressed if community/campus partnerships are to be successful and mutually beneficial. These include

1) Follow-through for building sustainable partnerships: For community partners, a good community/ campus partnership is characterized by careful preparation, excellent implementation, and meticulous follow-through.

2) How community partners weigh the costs and benefits of partnering with an institution of higher education: The community partners asserted that there are a number of risks in working with institutions of higher education, and therefore, they carefully weigh the ratio of benefits to risks and costs in deciding to enter into, or continue in, a community/campus partnership.

3) The influence of parity on community members' attitudes toward their campus partners: For the community partners, parity, power, and privilege are always part of a partnership, even if they are not addressed overtly.

The community partners revealed that they particularly value campus

partners who recognize and address these issues. (Leiderman et al., 2003)

Also identified in the study were recommendations and implications for practice and

policy that begin with the understanding that the HEI and CBO together are responsible

for providing a nurturing context for the development of a good partnership (Leiderman

et al., 2003). Two key findings emerged from listening to the community partner

perspectives at the summit:

Good partnerships are created and sustained over time, through the

cumulative effects of even the most routine interactions and outcomes. In

this instance, the devil really is in the details; and

Community partners hold themselves equally accountable to institutions of

higher education for nurturing the conditions that lead to the development

of a good partnership. (Leiderman et al, 2003, p. 16)

Finally, summit participants offered seven recommendations to HEI and community

partners interested in strengthening their partnerships. A summary of these

recommendations is listed in Table 2.5.

Table 2.5: Community Partner Recommendations to Strengthen Partnerships (Leiderman et al., 2003)

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1. Allot time for relationship building early on, and as an ongoing part of community engagement work.
2. Learn how to talk together about racial, ethnic, and economic inequalities and their causes with candor, and incorporate those discussions into

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community/campus partnership-building work.

3. Identify the underlying reasons for establishing or developing community/campus partnerships.

4. Understand the organizational contexts in which all partnership members' work.

5. Ensure fairness in the exchange of resources among partnership members.

6. Colleges and universities can invite community partners onto campus so they can share their expertise with faculty and students.

7. Be meticulous about the details.

Using grounded theory, Dorado and Giles (2004) conducted 27 interviews with participants in 13 service-learning partnerships involving institutions of higher education in New England. They identified three paths of engagement between university and community agencies as a progression of partnerships. These include tentative engagement, aligned engagement, and committed engagement. This conceptualization helps to clarify how service-learning partnerships evolve over time and captured the diversity among service-learning partnerships (Sandy & Holland, 2006). It also provides an excellent analysis of the stages and types of activities that tend to occur at three different levels of partnership that vary over time.

Worrall (2005) examined benefits, challenges and motivations for partners' involvement in community-university partnerships in a case study of the perspectives of 40 community partners working with DePaul University in Illinois. Worrall (2005) constructed a case study in which she explored community partners' perceptions of the

value of their involvement in one large, urban, service-learning program in higher education and the benefits and challenges of working with service-learning students.  In this qualitative study, the researcher posed questions to forty representatives from twelve partner community organizations regarding their involvement with the Steans Center for Community-based Service-Learning at DePaul University. Questions posed to community partners related to their motivations for becoming involved with a service-learning program, their perceptions of the value of their involvement, and the benefits and challenges of working with service-learning students. Results revealed that while community organizations tend to become involved with the service-learning program to garner additional resources, their motivations for staying involved reflect their perceived roles as community educators. Although CBOs expressed a range of challenges to working with service-learners, they also were clear that the benefits outweigh the challenges. The CBOs in this study perceive themselves as providing important opportunities for college students to gain an experiential application of the knowledge and skills that they are learning in the classroom. Further, these experiences provide the opportunity to explore career possibilities, and apply a theory of service. CBOs in this study believe DePaul service-learners will gain a better understanding of the realities of racial and socio-economic disparities in the U.S. through direct interactions with CBO programs and clients. CBOs also perceived value in the role models of successful college life and community service that service-learning students provide. They developed a perception of DePaul University as an engaged institution that gives back to its urban community through their interactions with the service-learning program. The results of

this study serve to expand previous research, particularly in the understanding of community motivations for continued involvement as serving-learning partners

Bushouse (2005) interviewed 14 community non-profit (CNO) partners to discover if they felt their CNO benefited from service-learning, and if so, would they repeat the experience. The researcher explored the community organizations' barriers to developing a more complex and deep relationship with university partners. He used the "Framework for Development of Campus-Community Partnerships" to distinguish the types of relationships, characterizing the first level as one time events or projects, followed by short-term placements, ongoing placements, core partnerships and finally transformation. He characterized the community-university relationships in the study as "transactional" in that it was based on the students' participation in a semester long project with specific objectives. The researcher determined that all the CNOs benefited tangibly from the community-university partnership, as they achieved something that would not have otherwise been possible in that time-period. Despite the mutual benefit to the CNO and university, the CNOs did not want to deepen their relationship with the university as it would be investing scarce resources, particularly staff's time, in a partnership with "uncertain payoffs" (p, 39). In other words, it was an economic barrier. The CNOs stressed the need to have tangible benefits when reallocating resources to community-university relationships, which were easier to achieve with a project-focused, transactional relationship. "When making the decision to invest in a partnership with a university or college, or with a particular faculty member or student, the choice must be weighed against the opportunity cost of investing those resources elsewhere. If the CNO finds that it is a net loser in the partnership, then service-learning has not achieved its

most basic aim of mutual benefits for students, universities, and community partners" (p. 40).

Miron and Moely (2006) used the partnership as the unit of analysis to examine community perspectives on agency voice, benefits to their organization, and perceptions of the university. They interviewed supervisors from 40 CBOs who were involved in community-university partnerships that support service-learning. The purpose of study was to learn about community agency partners' perceptions of a university-based service-learning program. Social exchange theory (Cook, 1975; Levine & White, 1961; Nord, 1968) was used to conceptualize relationships in service-learning: Social exchange was conceptualized as reciprocal action between individuals or groups of individuals that contribute toward building a relationship. Implied is a two-sided, mutually contingent and mutually rewarding process involving exchange (Emerson, 1976). Emerson suggests that the exchange approach can be described as the "economic analysis of non-economic social situations" (p. 336). He posits that a "resource will continue to flow only if there is a perceived valued return" (Miron & Moely, 2006, p. 29). One of their hypotheses was that if community agency partners have a voice in program planning and implementation, they would view the service-learning program as beneficial to the agency. These scholars identified several variables including agency voice and agency benefit. Agency voice is the extent of contributions made by agency members to the planning and implementation of the service-learning program. Agency benefit is the economic, social, or other gains that members of the community agencies see their agency obtaining by participating in the service-learning program. The results of this study suggest that overall agency supervisors are quite well satisfied with the service-learning experience.

Sandy & Holland (2006) conducted a key qualitative study with focus group research involving 99 experienced community partners across eight California communities using community-based research techniques to capture community voices about their service-learning partnerships with different colleges and universities. The unit of analysis of this study was the community-university partnerships, as perceived and experienced by the community partner. Scholars explored the community's perspective on effective partner characteristics and the partners' view of the benefits, challenges and motivations for partnering with an academic institution. Participants in this study included 99 experienced community partners, primarily staff members from non-profit community-based organizations and public institutions, in the advanced stages of partnership (Dorado & Giles, 2004). Researchers in this largest study of partner perspectives to date (Sandy, 2007) explored the community partners' experiences through a research design informed by the ethic of reciprocity. The theoretical framework for this study was applied hermeneutics (Herda, 1999) and community-based research (Stoecker, 2005). Over the past 10 years, HEIs have developed a variety of lists of characteristics or criteria for best practices of community-university partnerships (CCPH, 1998 & 2006; Campus Compact, 2000; Holland, 2001; CIC, 2003) (See Table 1.1). While many of these lists were developed based on unique and contextual factors, Holland (2005) noted a high level of convergence in their recommendations (Sandy, 2007). See Table 2.6.

Table 2.6: Six Common Themes in Higher Education: Best Practices of Campus Community Partnerships

| | Six Common Themes/Elements Summary | Six Common Themes/Elements in Higher Education: Best Practices of Campus Community Partnerships (Holland, 2005) |
|---|---|---|
| 1. | Explore and expand separate and common goals & interests | 1. Partners must jointly explore and understand their separate as well as common goals and interests. Parties do want different things from the partnership, but they can only be achieved or attained by cooperating. These relationships must be explicit and lead to the development of a mutually beneficial agenda that identifies where our separate interests are met through shared action. |
| 2. | Understand capacity, resources and expectations of all partners | 2. Each partner must understand the capacity, resources, and expected contribution of effort for themselves and every other partner. This can create a realistic sense of expectations as well as a map of the different forms of expertise and wisdom each partner will bring to the relationship. Part of being a good partner is being clear about your own limitations, and respecting the assets and limitations expressed by others. You are working together because each brings unique skills to an endeavor. |
| 3. | Evidence of mutual benefit through careful planning and shared benefit | 3. Effective partnerships identify opportunities for success and evidence of mutual benefit through careful planning of project activities and attention to shared credit. Successes are used as occasions to celebrate and recognize their collective effort. Success is defined and measured in both institutional and community terms. Benefits are balanced with attention to cost, effort and goals. |
| 4. | For partnerships to be sustained, the relationship itself is the partnership activity | 4. If the partnership is to be sustained, as opposed to being a discrete task, the focus of the project activity and partnership interaction is not merely a set of tasks, but the relationship itself. The core work is to promote ongoing knowledge exchange, shared learning and capacity-building. Partnerships come in |

| | | |
|---|---|---|
| | | different types and each requires a different level of partnership commitment ranging from a single interaction to an interdependent and transforming relationship (Enos and Morton, 2003; Sockett, 1998). Furthermore, successful partnerships plan intentionally for not just activities, but the form, type, processes and governance of the partnership based on the level, complexity and duration of activity. |
| 5. | Shared control of directions | 5. The partnership design must ensure shared control of partnership directions. Intentional and formal construction of the project team and/or an advisory group can ensure that all voices are involved in planning and decision-making and that communication channels remain open. All the models emphasize the need for intentional processes that ensure all have a voice in planning, problem-solving, and management of the work. Shared control can also help keep the entire partnership alert to the need to bring in new members as work evolves. |
| 6. | Continuous assessment of partnership process and outcomes | 6. The partners must make a commitment to continuous assessment of the partnership relationships itself, in addition to outcomes. Assessment that involves all partners is the glue that creates trust, generates new lines of work, funding, and keeps shared goals as well as expectations visible to all. The actual core work of the partnership is building the learning relationship that endures beyond individual projects or grants. In this way, we build sustained relationships that respect the needs and interests of all partners, and we use assessment as a constant tool for reflecting on our contributions and benefits – thus building deeper and more authentic reciprocity. |

*Note:* From "Reflections on community-campus partnerships: What has been learned? What are the next challenges?" by B. Holland, 2005. Paper presented at the *Higher Education Collaboratives for Community Engagement and Improvement*, Wingspread Conference Center, Racine, WI.

Partners expressed their perspectives regarding motivations, benefits to the academic institution and to their own organization, impacts on student learning, and areas for improving partnerships. The analysis affirms the characteristics of effective partnerships of multiple well-established models of effective partnerships developed by higher education, but reveals that community partners have a specific sense of prioritization among partnership factors. In addition, partners revealed a surprising depth of understanding of and commitment to student learning, the "common ground" of the service-learning experience. Community partners also voiced challenges and recommendations for their higher education partners to transform service-learning partnership relationships to bridge their "different worlds," and enhance learning, reciprocity, and sustainability.

Other recent studies have further clarified the community perspectives of working within community-university partnerships. Community partners reported they appreciate the opportunity to educate future professionals and community citizens and they value service-learning partnerships in that they bring additional resources to the organizations (Gelmon, et al., 1998a, 1998b; Leiderman, et al., 2003; Seifer & Vaughn, 2004). Community partners reported a desire to be involved in process development from student recruitment and orientation to reflection, faculty development, curriculum development, assessment, and process improvement (Gelmon, et al., 1998a, 1998b; Mihalynuk & Seifer, 2004). CBOs engaged in community-university partnerships report they value the community partner's expertise and contributions, build the community organization's capacity to function, and are most effective when they meet both the short and long-term goals, including frequent and candid communication between partners.

Community-university partnerships are most beneficial when clear expectations for the partnership and its activities are established and where there is sufficient support from the university (Gelmon, et al., 1998a, 1998b; Leiderman, et al, 2003). When community-university partnerships take time away from core, funded activities, the CBO takes risks and stakes its reputation on the behavior of the HEI. The risks are exacerbated when the HEI's commitment to a project is short-term and unsustainable (Leiderman, et al., 2003).

Blouin and Perry (2009) conducted interviews with representatives from 20 diverse community-based organizations, 13 executive directors, 4 volunteer coordinators, 3 program directors to discover what types of experiences (positive and negative) CBOs have with service-learning courses and students. Their three main questions were: How does service-learning benefit CBOs? What are the costs for the CBOs? What common challenges do CBOs encounter in working with service learners? They discovered that the primary benefit is the service the students provide to the organization, which could have increased quality of service to clients or freed staff to complete other tasks. Also, CBOs can gain access to university resources, like connections to faculty and technical assistance. The community partners also identified two types of costs: risk to the organization and investment of resources that did not yield tangible results. The organizations invested time in training and preparation of tasks, and found it was a loss to them when the work done did not offset this investment. Some challenges included student conduct and commitment, inappropriate course-CBO fit, and a lack of communication. CBOs had difficulty with students who lacked professional conduct skills and were not willing to commit sufficient time to projects. Also, the CBO's missions or goals were not complementary to the learning objectives in the course.

Students or instructors were sometimes unaware of these objectives or had inaccurate expectations for work. In most cases, this was due to a lack of communication between the instructor and the CBO. The researchers made three recommendations to address the challenges with benefits to the CBOs in service-learning: partner with CBOs to develop the service component of the course; share course objectives and define the CBOs' role in course; clarify expectations and goals in writing. The researchers stressed the importance of communication among all parties to create common expectations and goals as well as improve benefits.

Although many studies from the community partner perspective demonstrate the value of service-learning, limitations of these studies and criticisms of service-learning pedagogy have emerged (Flecky & Gitlow, 2011). Scholars criticize the theoretical foundations of service-learning, pointing to their lack of substance and clear conceptualization (Butin, 2006; Sheffield, 2005). Recent literature in higher education and K-12 call for key concepts/components of service-learning based on theory (Root, Callahan, & Billig, 2005). Scholars, too, are calling for more rigor in service-learning research, more complex research designs and investigation of longitudinal impacts of service-learning on students, community partners, faculty members, academic institutions, and the community (Eyler, 2002). Critiques of service-leaning as a pedagogy involve student experiences that reinforce stereotypes or that reflect the charity model of "doing for" instead of the collaborative model of "doing with" the community (Brown, 2001, Egger, 2007).

*Community Partnerships in Service-learning Research in Physical and Occupational Therapy*

Health care educators such as physical therapy scholars have studied the positive effects of service-learning on students such as improved communication skills, cultural awareness, advocacy and leadership skills, professional and personal development (Reynolds, 2005; Strand, 2000). However, the impact of service-learning on community perceptions of physical therapy as a profession had not been studied in much detail (Fitzpatrick, Golub-Victor, Lowe, & Freeman, 2006). Fitzpatrick, et al. (2006), studied the perceptions of community partners who host physical therapy students for community-based service-learning. They found that community partners and residents who had been exposed to physical therapy through service-learning may have a better understanding of the profession than those who have not been exposed to it (Fitzpatrick, et al., 2006).

In another study of community perspectives of community-university partnerships for service-learning in physical therapy education, scholars (Brosky, Deprey, Hopp, & Maher, 2006) found that community partners overwhelmingly agreed that these were positive collaborations that enhanced their existing services in a way that would not have been possible otherwise. Finally, community partners reported that physical therapy student involvement brought "new energy to their facility and increased their community profile" (Brosky, et al., 2006).

The occupational therapy literature on service-learning research and partnership perspective is scant. Occupational therapy scholars have studied the impact of service-learning on students, only. For example, researchers have studied the impact of service-learning on students in these ways: perceptions of their knowledge, skills, and confidence in their abilities to provide OT services to adults neurological conditions

(Atler & Gavin, 2010), attitudes, intentions and behaviors regarding community service (Hoppes & Hellman, 2007), perspectives and attitudes on living with  disability and aging (Gitlow & Flecky, 2005; Lohman & Aitken, 2002; Beitman, 2002; Greene, Johnson, & Steward, 1998), awareness of, commitment to and sense of responsibility toward community (Waskiewicz, 2002), ability to engage in active learning and problem solving skills (Chung, 2001), their understanding of health promotion and leadership skills (Scott, 1999) and psychological and moral reasoning (Greene, 1997).  No studies were found related to community partners' perspectives on service learning or community partnerships, nor did any studies involve community partners.

## Summary

Gelmon, et al. (1999) holds the hope, as does this researcher, that the pedagogy of service-learning as an educational method has the potential to reform health professions education.  This hope was echoed at an international conference "Overcoming Health Disparities: Global Experiences from Partnerships Between Communities, Health Services and Health Professional Schools" co-sponsored by Community-Campus Partnerships for Health and The Network: Towards Unity for Health.   Surgeon General David Satcher, the 16th US Surgeon General, gave an inspiring presentation on the role of health care professions today in improving the health and wellness of members of our society. After his prepared remarks, Satcher fielded questions including a query about the role of health professionals in eliminating poverty.  In response, he stressed that health professionals need to be active members of their communities and play an active role in the political process (for example, serving on the school board, volunteering in free clinics and, of course, voting).  He called upon health professionals to provide leadership

for public health for indeed they have a responsibility to provide such leadership.

Community-based service-learning is a pedagogy health professional schools can adapt in order to teach students how to engage with communities, explore the issues of social justice their clients face in their lives and on the road to recovery. In particular, service-learning can provide occupational therapy students opportunities to explore the social justice roots of the profession relevant to their clients' experiences, investigate public policies that impede their clients' ability to enjoy full social participation in life, and challenge them as budding health care professionals to discover ways to become engaged citizens of this democracy. Effective community-university partnerships are key to the success of service learning. Service-learning practitioners and scholars have a responsibility to develop, maintain and sustain community-university partnerships, taking time to develop these relationships built on deep respect, mutual trust and a shared vision. More research conducted from the community perspective is necessary to hear the community's voice and, to see if higher education's commitment to developing and sustaining effective community-university partnerships that improve the health and wellness of the community is a reality.

For the occupational therapy practitioner, the list of basic and required elements of a good partnership in the Leiderman et al. (2003) study provides insight into characteristics community partners believe are necessary for an effective partnership (See Table 2.3). These elements relate to both the faculty and students involved in service-learning, and emphasize assets and capacity for participation, shared decision-making, realistic expectations, knowledge of issues, diverse participation, cultural competence, planning and respect. These scholars also provide suggestions for partnership

enhancements (See Table 2.4), recommending attention to differing perspectives, student development and preparation, networking, capacity building, mutual sharing of resources, outcomes and evaluation planning, and institutionalization of partnerships (Leiderman et al., 2003).

Holland's (2005) list of six common themes found in best practices of campus community partnerships (Table 2.6) summarizes the various lists of characteristics of effective partnerships identified in the literature by many practitioners and researchers. However, CCPH's (2006) Principles of Good Practice (see Table 1.1) provides a more detailed list of guidelines occupational therapists will find helpful in navigating community-university partnerships that support service-learning. These include issues about relationships, effective communication, outcomes and sustainability. For guidance in choosing community partners, occupational therapy practitioners will find the Braveman et al. (2001) principles valuable.

One of the most significant resources available in the literature to guide occupational therapy practitioners in creating community-university partnerships for service learning, is the Suarez-Balcazar et al., (2005) "Model of Community-University Partnerships for Occupational Therapy Scholarship and Practice." This model provides a three-part framework for developing partnerships that begins with building entry to the organization, a key component and first step of the process. These researchers and practitioners acknowledge the process of building and maintaining the partnerships, and considering the outcomes and impact in collaborative efforts. Throughout this process, they also suggest building relationships, effective communication, and spending time (Suarez-Balcazar et al., 2005). This model provides Occupational Therapy practitioners

and researchers with both an understanding of key characteristics of effective community-university partnerships, and a framework to guide the partnership and research process.

## Conclusion

This literature review explored the three key bodies of literature that frame this study: civic engagement, service-learning, and community-university partnerships that support service learning. First, civic engagement, an expected outcome for graduates of higher education as asserted by Boyer (1994), was explored, and the role of civic engagement in the educational preparation of health care professionals including occupational therapists and physical therapists affirmed.

In the second section, the basic tenants of service-learning pedagogy were explored. Specifically, the section reviews literature that demonstrates the implementation of the service-learning pedagogy in the educational preparation of college students and health professionals and how it impacts students. In addition, health professional literature was explored to uncover the role of service learning specifically in the educational preparation of occupational therapists and physical therapists. In the third section, the literature on community-university partnerships that support service-learning and research from the community partners' perspective of community-university partnerships was reviewed.

The chapter concluded with an argument for further research on community partners' perspective of community-university partnerships that support service-learning to assure the effectiveness and mutuality in these partnerships to support and sustain

service-learning, an appropriate educational tool in the educational preparation of

occupational therapy students in natural contexts, the community.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter includes an introduction outlining the purpose and timing of the study, a brief description of the objective of the study, definition and description of the research study design, the rationale for the selected design, and research questions to be answered by the study. The chapter also includes the bounding of the study, the setting, and participants, how they were purposively chosen or identified, events, processes to be studied and ethical considerations. Finally, this chapter outlines the researcher's role, data collection procedures (data source and how obtained), and data analysis procedures (data collection and data analysis steps). The chapter will conclude with verification procedure strategies.

This was a descriptive, retrospective, non-experimental single case study. This is a qualitative case study because it looks back (retrospective) over three years and describes the past experiences of community-university partners who supported service-learning during Clinical Reasoning I and II over three academic years, 2003-2006. A qualitative research design was appropriate to answer the research questions for this study, because it allows for the exploration of a complex issue (Creswell, 2003). Community-based organizations' (CBOs) partnerships with the university have multiple dimensions and require a holistic approach in the naturalistic setting (Yin, 2009). The strength of a case study is its ability to deal with a full variety of evidence: documents, interviews, oral and written communication and observations. This case study seeks to understand a very specific element of service-learning, the community partners'

experience of community-university partnerships that support service-learning. Therefore, a qualitative approach is an appropriate design to answer the research questions that explore a complex issue, has multiple dimensions and requires a holistic approach in the natural context.

The purpose of this study was to describe community partners' experiences of community-university partnerships that supported service-learning during the first three years of a revised service-learning pedagogy in a two-semester course, Clinical Reasoning I and II, over three academic years, 2003-2006. The objectives of this study were a) to understand the how community partners perceived their community-university partnerships with the department of occupational therapy during the first three years of a revised service-learning pedagogy, and b) to understand how community partners perceived service-learning projects that were the fruits of these partnerships.

Yin (2009) suggests five rationales for single-case designs. One rationale for using a single case design is when a "critical case tests a well-formulated theory" (p. 47). A second rationale for a single case design is when it is a unique case or an extreme case. A third rationale for a single case study is if the case is a typical or representative case in which the research seeks to discover the circumstances and conditions. A fourth rationale is a revelatory case in which the investigator has an opportunity to analyze and observe a phenomenon that was previously inaccessible to social science investigation. A fifth rationale for a single-case study is the longitudinal case whereby the investigator looks at how certain conditions change over time at certain intervals and reflect anticipated points of time when the changes should reveal themselves.

The rationale for a single-case study design for this research rests in the fact that this was a critical case testing the theory of what constitutes effective community-university partnerships that support service learning for the department of occupational therapy at Duquesne University. Effective community-university partnerships are critical to sustain service learning. It was critical that occupational therapy faculty understand the community's perspective of these partnerships as formative data to adjust, re-design and sustain effective partnerships over time. Yin (2009) also suggests a single-case study design for a longitudinal case study such as this three-year study, to describe the conditions at various intervals, anticipating stages at which the changes should reveal themselves (p. 49).

In Clinical Reasoning I & II, the instructor followed *Community-Campus Partnerships for Health* (CCPH) "Principles of Good Community-Campus Partnerships" (2000) (see Table 3.1) to guide the establishment of community-university partnerships to support service-learning with local community-based organizations (CBOs). In addition, the instructor followed the *Principles of Good Practice for Service and Learning* (Honnet & Poulson, 1989) (see Table 3.2) in developing the revised service-learning pedagogy. At the end of each academic year, course instructor adjusted the pedagogy and processes based on the past year's experience to bring the process more in line with these best practices. This study analyzed data from three consecutive years of community-university partnerships from the perspective of community partners to better understand their experiences and to examine how they evolved over time with some pedagogical changes in preparation for the second and third years. This non-experimental, retrospective, descriptive, single case study also provides a "rich, thick description" (Merriam, 1998, p.

29) of the experiences of community-university partnerships from the perspective of the community partners.

The research questions for this study were as follows:

- How did the Duquesne University Department of Occupational Therapy's' community partners experience community-university partnerships that support service-learning?

- How did community partners' experiences of service-learning projects evolve over the three years of the study?

Table 3.1: Principles of Good Community-Campus Partnerships Community-Campus Partnerships for Health (Seifer & Maurana, 2000)

| |
|---|
| 1. Partners have agreed upon mission, values, goals and measurable outcomes for partnership.<br>2. The relationship between partners is characterized by mutual trust, respect, and genuine commitment.<br>3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.<br>4. The partnership balances power among partners and enables resources to be shared.<br>5. There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.<br>6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.<br>7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.<br>8. Partners share the credit for the partnership's accomplishments.<br>9. Partnerships take time to develop and evolve over time. |

*Note:* From Developing and sustaining community-campus partnerships: Putting principles into practice. by Seifer, S. D., & Maurana, C. A. (2000). Partnership Perspectives, I, 7-10.

Bounding the Study

*Introduction*

This study was bounded within the context of community partners'
experiences of community-university partnerships that supported the service-
learning pedagogy with occupational therapy students in Clinical Reasoning I and
II during three academic years, 2003-2006.  These partnerships were purposively
sampled because these partnerships supported service-learning during the first
three years of a revised service-learning pedagogy for Clinical Reasoning I and II.
Further, these partnerships were purposively sampled because occupational
therapy faculty recognized the value of effective community-university
partnerships to a) sustain positive relationships with community agencies to better
support a win-win experience for the community and the students; b) positively
impact the process of students' professional skill development through service-
learning; and c) explore these partnerships in depth.

The course instructor developed selection criteria for community-
university partnerships based on the site's willingness to provide the infrastructure
to support principles of good practice in service-learning (Honnet & Poulson,
1989), (See Table 3.2) and whether the CBO's mission resonates with the mission
of the Department of Occupational Therapy (2005) and the mission of Duquesne
University (2003). The instructor followed the following selection criteria for
service-learning sites: 1) service to underserved or un-served, vulnerable
populations in the community; 2) their ability to provide the infrastructure for
effective communication and supervision of students; 3) an openness to teaching

students about their population; 4) willingness to provide students with

opportunities to address an agency or consumer-identified need in collaboration

with the staff; 5) recognition of the win-win nature of service-learning;  and 6)

openness to learn together from each other, students, faculty and community-

agency staff.

Table 3.2: Principles of Good Practice in Combining Service and Learning

> - Engages people in responsible and challenging actions for the common good.
>
> - Provides structured opportunities for people to reflect critically on their service experience.
>
> - Articulates clear service and learning goals for everyone involved.
>
> - Allows for those with needs to define those needs.
>
> - Clarifies the responsibilities of each person and organization involved.
>
> - Matches service providers and service needs through a process that recognizes changing circumstances.
>
> - Expects genuine, active, and sustained organizational commitment.
>
> - Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

*Note:* From: Principles of good practice for combining service and learning. (Wingspread Special Report) by Honnet, E. P. & Poulson, S. J. (1989). Racine, WI: The Johnson Foundation.

*Overview of Setting, Participants, Events and Processes*

The service-learning pedagogy and community-university partnerships that

support this pedagogy were situated in two classes, Clinical Reasoning I and Clinical

Reasoning II, both graduate level courses taught consecutively in the fall and spring semester of the fourth year of a five year Master of Science in Occupational Therapy curriculum. The purpose of Clinical Reasoning I is to help students integrate and synthesize information across the curriculum, enhance clinical reasoning skills, and apply course content on clinical reasoning theory to clinical and community experiences. Clinical Reasoning II is intended to reinforce and expand upon theory and other course content presented in Clinical Reasoning I (See course objectives in Appendix A).

In addition to providing a natural context in which to develop their clinical reasoning skills, this two semester service-learning experience also provides the context in which students live out Duquesne University's vision of preparing students to be engaged citizens, and the Department of Occupational Therapy's goal to prepare practice-scholars leading the occupational therapy profession with knowledge and skills in the practice and delivery of occupational therapy services. The Department of Occupational Therapy describes a practice scholar in the following ways:

A *practice-scholar* is an occupational therapy practitioner who reflects on
and engages in the scholarly application of occupational therapy.

*A practice-scholar* uses and creates scholarship to support their
occupation- and evidence-based practice.

A *practice-scholar* embeds scholarship activities into their every day
practice.

A *practice-scholar* desires to lead practice through the roles they assume
and through disseminating their acquired knowledge regarding 'best
practices' to benefit the individuals served by occupational therapy.

A *practice-scholar* models their behaviors for others to emulate through fieldwork education, mentoring and other leadership activities within the profession, the community and systems housing our practice.

A *practice-scholar* creates and engages in partnerships with key entities to provide contemporary quality, evidence-based practice reflecting the value of occupation as process and ends (Crist, Muñoz, Witchger Hansen, Benson & Provident, 2005).

During summer 2003, the course instructor contacted many local community agencies that serve vulnerable populations to find six sites that would host occupational therapy students for a two-semester service-learning project. Instructor explained the basic tenants of service-learning (Honnet & Poulson, 1989) in the occupational therapy program and explained how occupation-focused interventions might enhance the quality of life for their particular population while giving our students an opportunity to practice their clinical reasoning skills in a community setting. The instructor also met individually with each of the six agency directors who agreed to host OT students to explain the characteristics of effective community-university partnerships that support service-learning. Previously, the service-learning pedagogy in Clinical Reasoning did not include the step of the instructor meeting with the agency staff before the project began. Instead, the students were required to work independently to initiate a project that often met the students' need to "do something" rather than creating a project based on the agency's identified need. In this revised pedagogy, following the guidelines for effective service-learning (Honnet & Poulson, 1989), students were assigned to instructor-identified community agencies with staff who understood the pedagogy of service-

learning and who made a commitment to a create a "win-win" experience for both the students and for the agency.

The instructor assigned each pair, triad or small group of students to community agencies that served marginalized, underserved, disadvantaged populations. Students, working in these small groups were required to spend two hours per week for the last six weeks of the fall semester at their assigned CBO to get to know the staff, population served and the community agency context.  With this understanding and in weekly conversation with CBO staff, students were required to develop a program proposal for a six to ten-week service-learning project to carry out during the spring semester. Within this program proposal, students were required to address a consumer interest or an occupational performance need of the population served by the CBO.  At the end of the fall semester, students were required to submit a service-learning proposal and a spring semester timeline that they had confirmed with the community agency. Throughout this two-semester process, students developed their clinical reasoning skills and began to develop the skills of a practice scholar by using evidence to support their project proposal, developing measurable program objectives and outcomes, conducting pre and post assessments and other evaluative methods to collect program outcomes. The service-learning project provided the context and the text for Clinical Reasoning theory taught during both semesters as well as preparation for one week fieldwork experiences during the last full week in the fall and spring semesters.  The objectives of both courses can be found in Appendix A.  At the end of the second semester, students were required to write a summary of their program outcomes and present it to faculty and CBO staff at an event at the agency to celebrate their accomplishments.

The course instructor carried out the service-learning pedagogy over the three years of this study, making some changes in the preparation and the process each year in response to student and CBO staff feedback, as well as her own reflections.

*Setting, Participants, Events and Processes for each of three years, 2003 – 2006*

The specific settings were the community agencies that provided the natural contexts for service-learning projects and community-university partnerships each academic year of this study, 2003-2006. The settings, the participants, the projects and the processes varied over the three years (See Table 3.3). A total of six community agencies and ten staff hosted 13 occupational therapy students in year one, 2003-2004, one community agency and four staff hosted 12 occupational therapy students in year two, 2004-2005, and four community agencies and nine staff hosted 14 occupational therapy students in year three, 2005-2006 (See Table 3.3). Through this purposeful sample of 14 staff (23 voices when counting each as a CBO staff voice every year) over 3 years from 8 community agencies (CBOs), the investigator discovered how community partners experienced the community-university partnerships that supported the service-learning pedagogy in the context of occupational therapy students' required service-learning experiences over 3 academic years. The following is a brief description of the CBOs that hosted occupational therapy students, the populations at each site who benefited from the students' service-learning projects and a brief overview of the community agency staff who participated in the partnership and whose perspectives are shared in this study.

Table 3.3: Community-based Organizations (CBO's), staff and service learners

| Program Focus of Organization | # Of CBO Who hosted Service-learning ( ) New | CBO Staff ( ) New | OT Service Learners |
|---|---|---|---|
| **Year one: 2003-2004** | | | |
| #1 Supportive employment program | | 1 | 2 |
| #2 Medical Day Center for frail and elderly men and women | | 2 | 2 |
| #3 Residential program for men and women DD and MR | | 2 | 2 |
| #4 Day program for men and women with DD and MR | | 1 | 2 |
| #5 Outdoor camp for kids with disabilities | | 2 | 3 |
| #6 Home care services, senior tower residents | | 2 | 2 |
| Totals | 6 | 10 (10) | 13 |
| | | | |
| **Year two: 2004-2005** | | | |
| #2 Medical Day Center for frail and elderly men and women | 1 (0) | 4 (2) | 12 |
| | | | |
| **Year three 2005-2006** | | | |
| #2　Medical Day Center for frail and elderly men and women | | 3　(1) | 4 |
| #5　Outdoor camp for kids with disabilities | | 2　(0) | 2 |
| #7　Transitional housing program, adults with Spinal bifida | | 2　(0) | 2 |
| #8　Residence for homeless women c/chronic mental illness | | 2　(1) | 6 |
| Totals | 4 (2) | 9　(2) | 14 |
| **Grand Total** | **8** | **23 14** | **39** |
| | | | |

Year One: 2003-2004

During year one of this study, the instructor implemented a service-learning

pedagogy for Clinical Reasoning I and II with thirteen 4th year occupational therapy

students participating in a total of six projects at six agencies with a total of 10 CBO staff

(See Table 3.3). The following projects were developed by occupational therapy students:

- A resource guide for staff, caregivers and their families, filled with local

  community and national resources on medical conditions and illnesses that the

  elderly face as well as resources for caregivers at a medical day program for

  nursing home-eligible frail, elderly men and women who choose to live at home.

Two community agency staff helped facilitate this process and projects, the director of

rehabilitation services and the activities director.

- A staff and caregiver-training program for activities program staff and caregivers

  of the population on the use of time, fall prevention and safety issues for adults

  with mental retardation and severe developmental disability at a local day

  program for adults with mental retardation and developmental disabilities.

One CBO staff member, the director of rehabilitation services, facilitated this partnership

and the service-learning process. However, after several initial meetings, she turned the

project over to the day center staff. None of the day program staff wanted this

responsibility.

- An after school program, "Go for the Gold," created for individuals with

  disabilities aged 8 – 18, to provide socialization, creativity/expression, increase

  self-esteem, improve study skills, and encourage physical fitness at an outdoor

  camp for children with physical disabilities.

Two CBO staff helped organize this process and the service-learning project, the

executive director and an occupational therapist, the program director of this CBO.

- An alumni group for graduates of the program to provide ongoing support and mentoring opportunities to encourage success in all endeavors at a supportive employment, life skills and job training program for men and women who experience homelessness.

One CBO staff member helped facilitate this process and projects, an occupational therapist, who was the director of the supportive employment program at this CBO.

- Home safety assessments and health and nutrition education to help the frail and home bound elderly men and women who are living in a senior residency unit live more independently and safely within their environment.

Through the collaboration and partnership with a home care agency that provides supportive services for senior citizens, two community agency staff helped facilitate this process and organize the service-learning project, a home care nurse who was the director of senior home care services and the desk manager at the senior housing complex.

- Socialization and community service project at a permanent residential home for adults with mental retardation and developmental disabilities. The goal of this project was to engage the residents in a socialization and community service activity by students assisting residents in the planning, preparation and creation of arts and crafts projects for kids in need at a local children's hospital.

Two community agency staff helped organize the process and service-learning project, the director of residential services and the activities director.

<p align="center">Year Two: 2004-2005</p>

In the summer of 2004, the instructor reflected on some of the challenges the students and the community agency staff reported during the previous academic year with

the service-learning pedagogy. During year one, some student groups experienced

barriers to developing successful service-learning programs that included a) limited

access to community agency staff for supervision and advice, b) insufficient time spent at

the agency getting to know the population, and c) lack of coordination among staff and

with students to create a common vision for the program. Community agency staff

experienced barriers to effective partnerships, too. For example, they reported that a)

students did not spend enough time getting to know them and their population, b)

students did not show initiative in pursuing a needs assessment and developing a

common vision together with staff, and c) some staff were given the responsibility of

supervising students without knowledge of service-learning goals and students' roles and

responsibilities.

In the process of interviewing staff at various community agencies to determine

new or renewed community-university partnerships for this academic year, the program

director at the medical day program for nursing home-eligible frail, elderly men and

women, offered to host all 12 students for the coming academic year. The students were

organized in pairs so that they could create 6 different small group programs at this site.

In addition, the agency director offered to host the weekly Clinical Reasoning I and II

classes in their conference room and gave students access to the elderly participants in the

medical day program during class time for 'hands on' opportunities each week to practice

clinical reasoning skills while getting to know the population, too. Four community

agency staff facilitated this process and the service-learning projects: the director of

rehabilitation services, the activities director and two activities aides. Through this

process, students working in pairs proposed six programs. The director of rehabilitation and the activities staff accepted all six proposals:

- *Reading for Wellness* library and book club to promote cognitive functioning and social participation by providing participants who enjoy reading the opportunity to do so in a group setting and also collected books for a new library they created.

- Music appreciation group to promote health and wellness through a weekly large group activity of listening to musical arrangements of participants' favorite music to meet the psychosocial, cognitive and spiritual needs of the group, providing joy through the expression of feelings, thoughts, hopes and fears.

- A current events discussion group to provide a weekly time and space in which the elderly participants in this day program could gather together to discuss issues in the news. The participants were also encouraged to contact local representatives and request they take action on policies that positively impact their lives.

- Low-income housing resource guide to help the staff at a medical day care center for frail elderly men and women understand *Section 8 Housing* (low income housing). This guide reviewed the basics of the low income housing system to help them to better understand it and thus increase their ability to secure low-income housing for the elderly participants.

- Community service council to assist participants to complete craft and knitting projects such as scarves, hats and mittens to give to those in need within the Pittsburgh community.

- Caregiver resource guide of common diagnoses and chronic illnesses the elderly

  population faces, support services, respite services, coping and stress management

  information and a list of links to information appropriate for caregivers.

Year Three:  2005-2006

During year three of this study, 14 fourth year occupational therapy students

enrolled in Clinical Reasoning I and II.  The instructor expanded the community-

university partnerships from one single CBO site with six separate projects as in the past

year, to four CBOs, each hosting one project at their site for a total of four service-

learning projects. The instructor had worked with two of the four sites in the past, the

medical day center for nursing home eligible, frail men and women and the out door

camp for children with physical disabilities.  Although they were leading new programs,

the CBO staff supervising students at both these sites also had hosted students at other

sites during year one. Thus, the CBO staff had an established relationship of trust with

the course instructor, and understood the value of effective community-university

partnerships.  The four programs established in year three of this study included:

- Life skills classes and a resource binder for staff to continue these classes beyond

  the students' project at a safe haven residence for women with severe and

  persistent mental illnesses that are experiencing homelessness. The purpose of the

  life skills program was to enhance the women's occupational functioning within

  their community.

Two community agency staff facilitated this process and the service-learning projects, the

program coordinator and an occupational therapist who worked at another site and

supervised a group of students in year one.

- Pain management program for participants in a medical day program for nursing home-eligible frail, elderly men and women. The purpose of this project was to demonstrate pain management techniques for the frail, elderly participants in both a large and small group setting and encourage them to practice pain management techniques, too.

Three community agency staff facilitated this process and the service-learning projects, the director of rehabilitation services, the activities director and the occupational therapist.

- An experiential life skills program for the young residents at a supportive housing residence for young adults with Spina bifida and a resource manual for the staff and consumers related to each group session. The purpose of their program was to create challenging "real life" activities, providing the residents with an opportunity to learn new life skills on a level appropriate to their individual abilities.

Two community agency staff facilitated this process

- Staff-training program to enhance the indoor activity opportunities by increasing the activity options at an outdoor residential camp for children with disabilities. The students who created indoor games for the campers, also developed a resource manual with game directions for the staff and wrote a grant to purchase new equipment for these games. This project gave the campers and staff more options when choosing indoor activities for the weekend and summer programs, especially during inclement weather.

Two community agency staff facilitated this process and the service-learning project, the executive director of CBO and the occupational therapist, the same CBO personnel as the supportive housing project as both programs were directed by the same CBO.

In total, in this single case study, the researcher reviewed the feedback from fourteen different community staff members from a total of eight different community agencies over three years. Of the CBO staff members, two staff members at one CBO hosted students all three years, three staff members representing 2 CBOs hosted students in years one and three, and 9 staff guided students for just one year. Eight CBOs hosted a total of thirty-nine occupational therapy students over three years during three-one year community-university partnerships that supported service-learning. One CBO hosted the students for all three years, one CBO hosted students for the first and third years, and six community agencies hosted students for one single year (See Table 3.3).

<center>Ethical Considerations</center>

This study was reviewed and approved by the Duquesne University Institutional Review Board. Data were extracted from course archives. These course archives included community partner written and oral feedback, transcripts from interviews with community partners, emails, and written evaluations.

The researcher was attentive to ethical issues involved with the data collection by respecting the participants and research sites, and ensuring that neither participants or their site were put at risk (Creswell, 2003). The data extracted from course archives were de-identified. Issues involved in the data analysis and interpretation stage required good ethical decisions related to ensuring the anonymity of the individuals, their roles and incidents in the study (Creswell, 2003). Again, after the data were analyzed, all identifiers

were erased, in order to give an accurate account of the information. Other ethical issues were considered during the writing of this research. The research narrative did not use abusive language or biased words or expressions against persons because of gender, sexual orientation, racial or ethnic group disability or ages (Creswell, 2003). Further, this research did not suppress, falsify, or invent findings to meet anyone's needs, the researcher or the audience. Further, this research design and steps of this study were clearly described so that readers can determine for themselves the credibility of this study (Neuman, 2000).

<div align="center">Researcher Role: Subjectivity and Objectivity</div>

As the primary instrument for data collection and analysis during the research process, the investigator must balance sensitivity and objectivity (Creswell, 1998). Qualitative research is interpretive research in which the researcher is often involved in "a sustained and intensive experience with participants" (Creswell, 2003, p. 184) that leads to a variety of strategic, ethical, and personal issues into the qualitative research process. In qualitative inquiry, the investigator also "filters the data through a personal lens" (Creswell, 2003, p. 182). Knowledge, skills and perceptions that gave the investigator insight for this study include the collective experiences over twenty-five years as a community organizer, lay missionary, occupational therapy practitioner, educator and researcher, and sole developer of a revised community-based service-learning pedagogy collaborating with both local and international CBOs. In addition, this researcher read the service-learning project proposals and final reports, observed students while carrying out their service-learning projects, and moderated and observed students'

final oral presentation of project outcomes through three one-year cycles of Clinical Reasoning II and II.

Three specific insights influenced the researcher's initiation and design of this study. First, community partners hold the key to successful community-university partnerships. When they feel supported, encouraged and empowered by faculty and staff at the university, they are motivated to create a supportive community agency infrastructure to support service-learning and inspire students to participate in their agency's success. Secondly, community partners hold a unique perspective on community assets and needs as they understand their consumers' experiences, struggles and barriers to successful living as well as the CBO's challenges and barriers to empower the consumers. Thirdly, service-learning practitioners need to understand community partners' perspective and insight for successful community-university partnerships. Community partners' commitment and wisdom contribute to the creation of solid learning opportunities for students that are a win-win for all stakeholders involved. When community partners experience a win-win situation community-university partnerships are strengthened and sustained by committed, inspiring and engaged community partners.

Various techniques were employed by the researcher to balance this sensitivity with objectivity. Objectivity was achieved by maintaining the original words from the community partners in their oral and written feedback and by continually comparing and contrasting various partners' perspectives with one another. This constant comparison of data and triangulation (Creswell, 1998) of data from multiple sources and voices improved the trustworthiness of this study.

Data Collection Procedures

Data were extracted from the archives of course documents of Clinical Reasoning I and II from three academic years, 2003-2004, 2004-2005, 2005-2006.  All course documents for these three academic years included community partners feedback, emails, service-learning project evaluations, transcripts from community staff interviews and course instructor notes from CBO staff meetings and reflections.  For this study, data were extracted specifically from these course archives, 1) community partner written and oral feedback, 2) transcripts from community partner interviews, 3) community partner emails, 4) community partner written evaluations of student projects, 5) participant observer notes and journals of the course instructor and investigator, and 6) memos from the entire data analysis process. After the community partner data were analyzed, they were de-identified to protect the anonymity of the study participants and their respective community agencies.

*Data Analysis Procedures*

Data collection, coding and analysis is an iterative process that involves the researcher continually reviewing and reflecting on the data to move into a deeper and deeper understanding of its meaning and to discover emerging themes and ways in which they compare to each other (Creswell, 2003). The goal of data gathering and analysis was to understand the perspective of community partners over the first three years of community-university partnerships that supported service-learning.  The analysis began with reading and re-reading the extracted data and writing questions and notes in the margins (Creswell, 2003). The investigator then moved into the stage of coding, the process of organizing the data into "chunks" before bringing meaning into the "chunks"

(Creswell, 2003, Rossman & Rallis, 1998). In this coding process, the investigator reviewed all the data then labeled the chunks with terms found in the language (*in vivo*) of the community partner (Creswell, 2003, p. 192). After reviewing several community partner texts in depth from year one of the study the investigator found emerging thematic categories. The investigator placed the data in thematic categories and color-coded the data that fell into these emerging themes. Data from each year were analyzed in this way, color-coded then aggregated into categories of emerging themes. When a community partner's comments represented more than one single theme, the investigator coded the statements as more than one theme, but never more than three.

The next step of data analysis involved creating a chart that displayed the themes from each year, to review and analyze how the community partners experienced community-university partnerships in each of the three years of the study. This chart answered the research question:

- How did the Duquesne University Occupational Therapy department's community partners experience community-university partnerships that support service-learning over three years?

A further step of data analysis involved creating one chart displaying the emerging themes with each year arranged in three columns side by side to display how the community partners' experiences evolved over all three years. The data arranged in this way provided the researcher with a deeper understanding of the community partners' experiences by thematic areas (Creswell, 2003) for each year of the study, and across thematic areas over three years. With this deeper understanding of community partners' experiences, the researcher answered the research question:

- How did community partners experiences of service-learning projects evolve over the three years of the study?

In the final step in the data analysis, the researcher made interpretations of the data (Creswell, 2003). The researcher captured the essence of community partners' experiences of community-university partnerships through "lessons learned" (Lincoln & Guba, 1985). In this final step of data analysis, the researcher derived meaning from the data by comparing the results with other research findings outlined in the literature review, comparing the results to Community-Campus Partnerships for Health's *Principles of Good Community-Campus Partnerships (2006)* and suggesting new questions for further research.

<div align="center">Verification Procedure Strategies</div>

Verification insures that accuracy and credibility of research findings occur throughout the steps of the research process (Creswell, 2003).  For example, qualitative researchers can use reliability to insure consistent patterns of emerging thematic areas of a qualitative study by checking with other investigators on their team (Creswell, 2003). Validity is strength of qualitative research, as it is used to determine if the findings of a study are accurate from the perspective of the researcher, the participant, or the audience (Creswell & Miller, 2000). Although many terms can be used to describe this idea such as "trustworthiness, "authenticity," and "credibility" (Creswell & Miller, 2000) and many strategies are available to implement the verification process, the researcher took the following steps to insure the validity this study's findings.

First, upon completion of the coding process as outlined above, two independent researchers reviewed the data of this study for category verification. The investigator

prepared 53 of the most representative data items for each thematic area, aggregating all data for year one, two and three. Data items in each theme area were re-examined by the investigator to insure appropriate coding. Then, two independent researchers reviewed the data of this study for category verification. Each independent researcher received 33 of the same data chunks, and 10 data segments that were different from the other set of ten for a total of 43 for each independent researcher. The independent researchers are familiar with community-university partnerships.

The independent researchers' memos from the verification process served as additional insight for this second level of analysis. The variations in their interpretation of the thematic areas of community voices added a new perspective to the relationships among these themes. The independent researchers added depth and breadth to several thematic areas, making suggestions for additional dimensions to several categories. One independent researcher suggested two new thematic areas to the 11 previously described areas: a) quality of service-learning projects and b) partner growth. The researcher reviewed all related data that were not reviewed by the independent researchers for additions to these two new thematic areas.

The responses of the two independent researchers verified the 11 themes that were represented in the community partner feedback. In addition, one independent researcher (B) added depth and breadth to the thematic areas by suggesting additional sub-themes to distinguish between the partnership (in relationship to the faculty) and the outcome of the partnerships, the service-learning project (themes related to the students). Independent researcher B also suggested a twelfth theme, "Community partner's personal growth and development." Independent researcher B's feedback led to re-analyzing the data to

sharpen the analysis. Re-analysis of the data led the researcher to further clarify the findings and discover a deeper understanding of the results.

Triangulation is another verification procedure. By examining evidence from different data sources of information, a researcher can "triangulate" the sources to articulate justification for themes (Creswell, 2003). Creating a database is one method for organizing the triangulation process for interpreting the findings. Yin (2009) refers to this as a "major and important alternative strategy to identify and address rival explanations" (p. 34) for a researcher's findings. Therefore, to increase the reliability of this case study, the investigator created a database of data extracted from course archives of Clinical Reasoning I and II for each of the three years of this study, 2003-2004, 2004-2005, 2005-2006. These three separate data sets for each year included a) CBO staff written and verbal feedback, transcripts from interviews with CBO staff, emails and evaluations and b) course instructor (researcher) journals, emails and observations. This database served as additional evidence to support the justification of themes for the study and the research findings.

Spending a prolonged length of time in the field (Creswell, 2003) is another way in which the researcher can more deeply understand the phenomenon under study. In this case, the investigator spent extended periods of time in the community at each site over three years. As the instructor and initiator of the community-university partnerships that support the two-semester service-learning trajectory, the investigator sought to better understand what worked well and what aspects of the pedagogy needed to be changed. Through this extended time spent with each CBO, the investigator developed an in-depth understanding of the participants and the contexts.

Member checking is a verification process of taking the final report or themes back to the participants of the study to ask them to verify the accuracy of the results (Creswell, 2003). The investigator shared the study's findings with two of the community partners who participated in this study. One community partner participated in all three years of the study, and one community partner participated in two years of the study. After a review of the summary of the findings, community partner A concurred with the findings, however she added a reflection about the occupational therapy students' lack of initiative which she felt she had not emphasized in her year end evaluation in Spring 2006. Her comments were added to the data. Community Partner B, also concurred with the results, and noted that the service-learning project at her site has now been institutionalized.

This chapter included an introduction outlining the purpose and timing of the study, a brief description of the objective of the study, definition and description of the research study design, the rationale for the selected design, and research questions to be answered by the study. The chapter also included the bounding of the study, the setting, and participants, how they were purposively chosen or identified, events, processes to be studied and ethical considerations. Finally, this chapter outlined the researcher's role, data collection procedures (data source and how obtained), and data analysis procedures (data collection and data analysis steps). The chapter concluded with verification procedure strategies.

CHAPTER FOUR

RESULTS

How did the Duquesne University Occupational Therapy departments' community

partners experience community-university partnerships that support service-learning over

three years?

The major findings of this study revealed that community partners experienced

community-university partnerships in relationship to both the community-university

partnership itself, (faculty involvement) and the outcomes of the community-university

partnership, the service-learning project (student involvement) in three distinct ways

(See Figure 4.1: How Community Partners' Experienced Community-University

Partnerships). Community partners experienced community-university partnerships with

a) disappointment with the community-university partnership and disappointment with

the service-learning project, b) satisfaction with the partnership and disappointment with

the outcomes of the partnership, the service-learning project; and c) satisfaction with their

community-university partnerships and satisfaction with the service-learning project.

Over the three years of this study, occupational therapy students developed a total

of 16 service-learning projects at a total of 7 different agencies. One community agency,

the adult medical day program hosted students all three years. One community agency

hosted students year one and year three, and 5 community agencies hosted students one

year only. Community partners at 2 community agencies (CBOs) experienced

disappointment with the community-university partnership and disappointment with the

service-learning project during the first year of this study. Community partners

experienced satisfaction with the partnership and with 2 service-learning projects in year

one, one service-learning project in year two and one service-learning project in year three. In other words, over the three years, most occupational therapy community partners experienced satisfaction with their community-university partnerships *and* satisfaction with the service-learning project. Community partners experienced satisfaction with their community-university partnerships *and* satisfaction with the outcomes, the service-learning project with two out of 6 projects in year one, 5 out of 6 projects in year two and 3 out of 4 projects in year three (Table 4.1).

Figure 4.1: How Community Partners Experienced Community-University Partnerships that Support Service-Learning
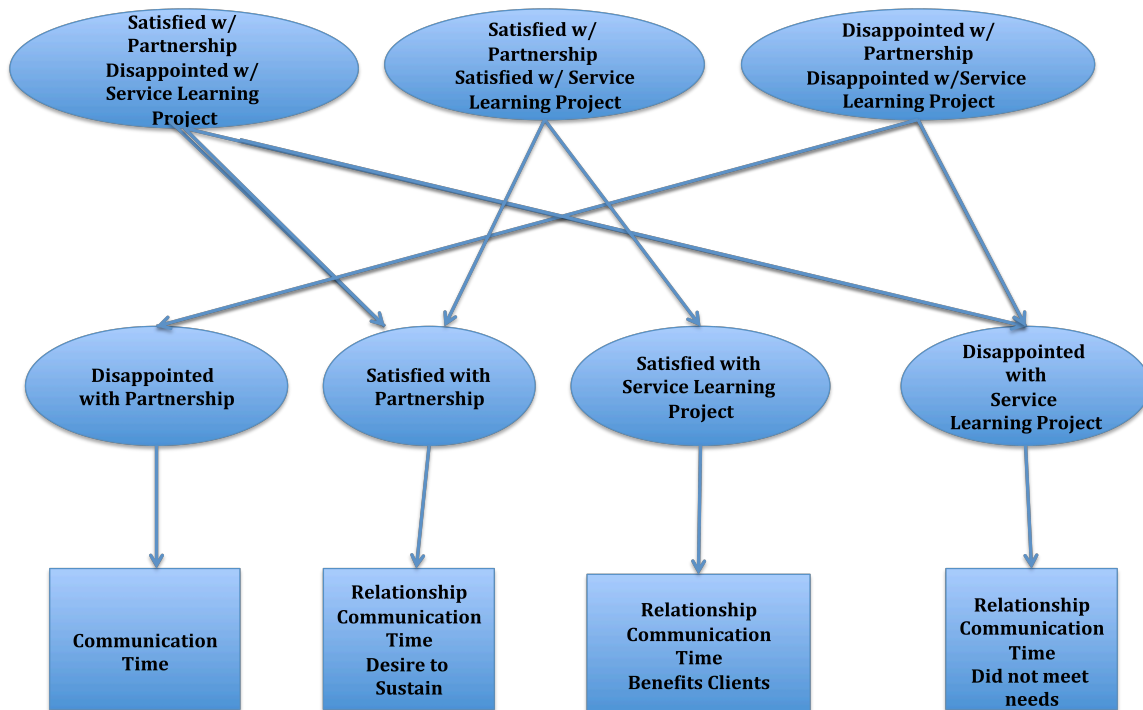
Table 4.1: Satisfaction and Disappointment with partnerships and projects

|  | Disappointed w/ partnerships Disappointed w/ project | Satisfied w/partnerships Disappointed w/project | Satisfied w/ partnerships Satisfied w/ project |
|---|---|---|---|
| Year 1 | 2 | 2 | 2 |
| Year 2 | 0 | 1 | 5 |
| Year 3 | 0 | 1 | 3 |

Over the three years of this study, community-university partners experienced service learning through two experiences: a) the partnership experience itself, and b) the experience with the outcome of their partnership, the service-learning project. Community partners' experiences of the partnership focused on their relationship with the course instructor/faculty member and their relationship with each other, the CBO staff. Community partners' experiences of the outcome of their partnership, the service-learning project, focused on their relationship with the students. Over the three years of the study, community partners experienced both satisfaction and disappointment with the partnership, and satisfaction and disappointment with the service-learning projects.

*Disappointed with community-university partnership (faculty)*

When community partners were disappointed with the community-university partnerships they experienced three main areas of concern, communication, time, and the outcome of the partnership, the service learning project (See Table 4.2). In the area of communication, community partners were disappointed with the faculty for her infrequent communication with CBO staff and they were disappointed with communication among their own community staff throughout the partnership. Community partners who were disappointed in the partnership also experienced

frustration over the issue of time and with the outcomes of the partnership, they service learning projects.

*Communication* Community partners who experienced disappointment with the partnership experienced disappointment that the course instructor did not communicate effectively with CBO staff, and that the CBO staff did not communicate effectively among themselves. Community partners at two CBOs who experienced disappointment with the partnership felt the course instructor did not communicate effectively with them. For example, community partners asked the course instructor to consider communicating with her more frequently.

> You & I need to touch base on a weekly basis so I can let you know
>
> what's going on with the students and you can encourage them to
>
> accomplish their tasks in the classroom. (DR, written feedback, FA04)

Further, the community partners were disappointed that the course instructor did not explain the roles and responsibilities to all staff involved in supporting service-learning, and thus they did not understand their individual role and responsibilities in this partnership. For example, a CBO staff member of senior home care services expressed her frustration in this way:

> When the students came to the [senior] towers, the resident manager was
>
> the only staff on hand. She did not understand the students' role and
>
> purpose and let the students just wait around in case I might not arrive on
>
> time. (SS, Written feedback, SP04)

A staff member at the adult program for people with DD & MR also voiced her concern:

Why are the students here? We have organized and planned plenty of

activities for our participants. We don't need their help! (ST, verbal

communication)

Community partners at two CBOs who experienced disappointment with the

partnership were also disappointed in their own ineffective communication among

themselves, the CBO staff.   For example, the supervisor of the home care services at the

senior towers responsible for welcoming the students lamented that she did not explain to

the towers manager why the students were coming to visit the residents and what they

were supposed to do.

I was late, the students wasted time and the manager was embarrassed that

she did not understand what I wanted her to do. (SS, Written feedback,

SP04)

Also, at the adult day program for people with MR & DD, the staff was annoyed that

their supervisor sent the students to their site without explaining why they were coming,

or what they were supposed to do.

Our supervisor never really told us why the students were coming, either.

She only told us students were coming to volunteer. (EJ staff, written

feedback)

Community partners who experienced disappointment with the partnership experienced

disappointment that the course instructor did not communicate frequently and effectively

with CBO staff, and that the CBO staff did not communicate effectively among

themselves.

*Time* The community partners who were disappointed with the partnership, also experienced frustration with the issue of time. In reflecting on the community-university partnership, community partners at both these sites said they did not have enough time to supervise occupational therapy students.  For example, at the senior homecare services agency, the CBO supervisor felt her community schedule was changing and requires flexibility, while the university schedule, and the students' availability was rigid.

> I could not be there to guide the students, as the timing for this project
>
> does not always fit into my schedule. My home health schedule is always
>
> changing, whereas the university schedule if very rigid and restrictive.
>
> (SS, Written feedback, SP04)

The executive director of the adult day program for adults with MM & DR did not have enough time to supervise students, so she handed the project over to the day center staff who reluctantly agreed to supervise the students.

> This project was handed to us when our program director decided she did
>
> not have enough time to work with the students. Our supervisor never
>
> really told us why the students were coming, either.  She only told us
>
> students were coming to volunteer.  We did not realize they had their own
>
> project. We wondered why they did not stay long on the few occasions
>
> when the showed up (Adult day program staff member, personal
>
> communication SP04).

*Outcome of partnership, the service learning project* When community partners were disappointed with the community-university partnership, they were also disappointed in the outcome of the partnership, the service learning project. For example,

the community partner who provided home health services for residents at the senior

tower expressed her disappointment in the service learning project outcome as she felt the

project's success required her availability routinely each week when her schedule

required much more flexibility. Also, the project required the elderly residents to be open

to meeting with a group of students they did not know, and these relationships and trust

take time to build.

> The partnership and project was not a fit for our organization or for our
>
> clients. Our schedules and our focus is fluid. This service learning project
>
> was dependent on staff availability each week at a specified time. I could
>
> not meet that expectation. Further, the residents' need time to get to know
>
> a new group of people [students] and that takes time (SS, Written
>
> feedback, SP04).

When community partners were disappointed with the community-university

partnerships in relationship to communication and time, they were disappointed with how

the faculty communicated with them, they were disappointed with communication among

their own community staff throughout the partnership and they experienced tension

between their demanding work schedule, community-time and the more rigid and

restrictive university time. Community partners at the two CBOs who were disappointed

with the partnership during year one, were also disappointed with the outcomes of the

partnership, the service learning project. Over the three years of the study, community

partners at only 2 CBOs were disappointed with the community-university partnerships,

and this occurred during the first year of this study.

Table 4.2: Sample: Community Partners' Perspective: Disappointed with Community-University Partnership (faculty)

| Communication | Faculty Issues |
|---|---|
| Faculty did not communicate effectively with CBO staff<br><br>• CBO Staff desires more frequent communication with faculty<br><br>• Faculty did not communicate roles & responsibilities o all CBO staff | You & I need to touch base on a weekly basis so I can let you know what's going on with the students and you can encourage them to accomplish their tasks in the classroom. (DR, written feedback, FA04) PE (Alumni Program)<br><br>When the students came to the [senior] towers, the resident manager was the only staff on hand. She did not understand the students' role and purpose and let the students just wait around in case I might not arrive on time. (SS, Written feedback, SP04) (USS Senior Homecare Services)<br><br>Why are the students here? We have organized and planned plenty of activities for our participants. We don't need their help! (ST, verbal communication) (Elderberry, Adults with MR & DD day program) |

| Communication | Staff to Staff issues |
|---|---|
| CBO Staff did not communicate effectively with one another<br><br>• CBO supervisor did not communicate student roles & responsibilities & project to *all* staff | I was late, the students wasted time and the manager was embarrassed that she did not understand what I wanted her to do. (SS, Written feedback, SP04)<br><br>When the students came to the towers, the resident manager was the only staff on hand; She did not understand the students' role and purpose and let the students just wait around in case I might not arrive on time. (SS, Written feedback, SP04)<br><br>We were never sure what the students should be doing." (Adult day program staff member, personal communication SP04)<br><br>Why are the students here? We have organized and planned plenty of activities for our participants. We don't need their help! (ST, verbal communication) |

| | |
|---|---|
| • CBO staff did not know students were coming to site | Our supervisor never really told us why the students were coming, either. She only told us students were coming to volunteer. . (EJ staff, written feedback) |
| • CBO staff did not know students had their own project | We did not realize they had their own project. We wondered why they did not stay long on the few occasions when the showed up. (EJ staff, written feedback) |

| Time | Staff |
|---|---|
| Staff did not have enough time | |
| • Not enough time to supervise students | This project was handed to us when our program director decided she did not have enough time to work with the students. (Adult day program staff member, personal communication SP04) |
| • Ever-changing community schedule vs. rigid university schedule | I could not be there to guide the students, as the timing for this project does not always fit into my schedule. My home health schedule is always changing, whereas the university schedule if very rigid and restrictive. (SS, Written feedback, SP04) |

| Outcome of the partnership, the service learning project | Staff |
|---|---|
| • Project did not benefit our clients | Students did not fully understand the needs of our clients. Their project did not benefit our clients nor benefit our organization as it did not meet our needs. (Adult day program staff member, personal communication SP04). |
| • Partnership and project was not the right fit for the residents | The partnership and project was not a fit for our organization or for our clients. Our schedules and our focus is fluid. This service learning project was dependent on staff availability each week at a specified time. I could not meet that expectation. Further, the residents' need time to get to know a new group of people [students] and that takes time (SS, Written feedback, SP04). |

*Disappointed with community-university partnership outcome, the service-learning project*

When community partners experienced disappointment with the community-university partnership outcome, the service-learning project, they expressed disappointment in the areas of relationship, communication, time and the benefits of the service-learning projects (Table 4.3).

More specifically community partners felt 1) students needed to deepen their relationships with clients and engage with them, 2) students communicated ineffectively with CBO staff and clients, 3) students did not spend enough time at the agency, and 4) service learning project did not meet clients' needs (Table 4.3).

*Relationship* Community partners felt the students needed to develop a positive relationship and deeper understanding of the population by spending more time with them. For example, the community partner at the supportive employment program expressed it in this way:

> Encourage the students to spend more time with the women to get to know
>
> them more deeply. Through these relationships, they will develop a
>
> deeper understanding of them as spiritual beings, motivations and
>
> challenges they face so they can better address their needs and ours as an
>
> organization. (DR, written feedback, SP04)

This same community partner felt the students were not engaging with the graduates of the supportive employment program and thus did not develop a positive relationship with them.

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Although the students were enthusiastic during the first few weeks, they

just did not seem interested in engaging in this project nor were they

interested in working hard to encourage the women to attend the group.

(DR, written feedback, SP04)

This community partner also expressed her desire for students to be more encouraging to

the clients and more client-centered.

The women needed more on-going encouragement and participation from

the students in the process so they could take more ownership of the

group! Students need to be sure this group focuses on the interests of the

participants, not just their ideas of what might be needed. (DR, written

feedback, FA04)

CBO staff at the residence for young adults with spina bifida felt the students were

overconfident of their understanding of the population yet they were uncomfortable

relating to the residents.

They are dragging their feet or are just timid about interacting with the

residents. She explained that she has a friend or family member (I don't

remember which) diagnosed with spina bifida. Sometimes it is feelings of

inadequacy or uncertainty that causes people to promote an air of over-

confidence. I have a feeling that this may be the case with KB. (FA, SL

supervisor, written feedback, SP06)

Although the community agency staff members were disappointed with the

outcomes of the service-learning project, they did appreciate the students' efforts

toward trying to create an effective program.

I do appreciate the work that you have put into your project and

understand that students have busy schedules as well.  It has not been that

long since I was in your shoes. I am providing you with this feedback for

you to consider for your own professional development.  I also understand

that students will be continuing to work with the same community

agencies throughout the summer semester.  I do not want this to be an on-

going problem if you are to continue to work with our agency and me.

(AF, SL supervisor, written feedback, SP06)

*Communication:* Community partners who were disappointed with the outcomes

of the service-learning projects felt the students did not communicate effectively with

both the clients they served and the CBO staff.   For example, community partners at the

supportive employment program hoped the students would be more encouraging to the

clients.

The women needed more on-going encouragement and participation from

the students in the process so they could take more ownership of the

group! (DR, written feedback, FA04)

COB staff members at the adult medical day program were disappointed in the way

students prepared written materials for the resources guide they created. They found that

students gathered many materials for the project, yet did not pull the information together

appropriately for this elderly population and their families.

They pulled together a lot of information, most of which is very dense and

will be overwhelming to our participants, their families and caregivers.

(JD, written staff feedback).

Community partners were disappointed in students' written communication for the clients and their caregivers, too.

> Method of communication to caregiver and continued interaction was not
>
> practical, clear or organized. The method of education the students chose
>
> was not based on the caregiver's mental and cognitive abilities…Print
>
> information in consumer binder was small with a lot of information on a
>
> page. Too much presented at one time.  This project has demonstrated a
>
> need for a caregiver resource guide…however needs to utilize the proper
>
> consumer education approach. (JD, sl supervisor, written feedback, SP05)

The CBO staff also felt the students did not communicate a clear vision of their service-learning project to their clients, the alumni of the supportive employment project, and suggested that this lack of vision could have been the reason they never succeeded with the project.

> I am not sure why the group fizzled, although I think part of the issue was
>
> that the students did not have a clear vision for what they were supposed
>
> to do. (DR, written feedback, FA04)

Community partners felt the students did not communicate effectively with the staff, and thus did not truly understand their needs or have a set plan.

> I would say probably their biggest mistake was that they didn't have that
>
> communication going with some one on our staff, so they did not really
>
> understand the specific need. I got the impression that there wasn't a
>
> defined plan that was laid out. . (JD, staff end of semester interview,
>
> SP05)

Also, students did not seek guidance from the staff to understand their clients' needs. For example, the community partner at the adult day program for MR & DD expressed frustration that students stayed only a few minutes on the first visit to their site, yet seemed to think they understood the clients' needs without communicating with the staff.

> When the students came to our day program the first week, they looked
>
> around for few minutes, and then they left without saying a word! When
>
> they showed up the next week, they told us they were going to develop an
>
> education program for the caregivers. We never even see the caregivers!
>
> (EJ staff, verbal communication)

Another community partner expressed her frustration in this way:

> Because their contact with me was fairly was limited…so, too, the
>
> dialogue wasn't really there. So I felt that I couldn't really guide them
>
> through their ideas because they never asked me to sit down and talk about
>
> their plans. (JD, staff end of semester interview, SP05)

Further, some community partners felt the students were not interested in communicating with the staff, and wanted to work independently, as they collected some initial ideas about how to focus their project, then never returned to discuss the project further with the staff until they completed it at the end of the semester.

> It seemed they did not want to communicate with us.  As soon as they had
>
> an idea of the need for a resource manual, they were gone! (JD, written
>
> staff feedback).

One community partner lamented that the students lacked initiative, asking her for data regarding the population, rather than researching the information on their own.

> I wish the students had been more self-directed, as they asked for hand-
> holding, and wanted to be given the resources and the answers about the
> population. I wish the students would have been more pro-active and
> willing to go out and seek the resources and find the evidence to support
> their program or to understand the needs of the population on their own,
> rather than asking me for that data. (DR, written communication)

Some community partners experienced frustration with students because they thought the students placed unrealistic expectations upon the CBO staff. For example, one Sunday afternoon, students emailed their group session plan to their service-learning supervisor, and expected to hear back from her within 24 hours.

> You need to be aware that while I am fully supportive of teaching and
> learning opportunities for students (esp. OT students), that this is not my
> sole responsibility.  It is not realistic for you to send a message on a
> Sunday afternoon and expect a reply by the following morning.  If you
> needed a reply prior to this it would have been your responsibility to get
> the information to me sooner.  (AF, SL supervisor, written feedback,
> SP06)

Community partners were disappointed, too, that occupational therapy students did not use their unique skill set in their life skills programming, their service-learning projects.

> The life skills groups the students created and conducted were more like a
> discussion group, rather than the way an occupational therapist
> communicates and leads groups with hands-on, dynamic learning

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activities. Any professional could have carried out a discussion group like

these! (FA, SL supervisor, personal communication, SP10) (Spina bifida)

Community partners who were disappointed with the outcomes of the service-learning

projects felt the students did not communicate effectively with both the clients they

served and the CBO staff.

*Time* Community partners who were disappointed in the outcomes of the

partnership, the service-learning projects, felt the students did not spend enough time at

their CBO.  For example, the CBO staff at the adult medical day center also felt the

students did not spend enough time at their site and with the clients to understand the

population's needs.

> Our site is busy, too, that I did not pursue them, or call you.  They didn't
>
> spend enough time here at the site with our elderly population to gain an
>
> understanding of what we needed. (JD, written feedback).

Some community partners also felt the students got off to a slow start, procrastinated and

did not have enough time to initiate an effective program.

> They got off to a very slow start that impacted their ability to carry out an
>
> effective program during the second semester. Some weeks in the fall I did
>
> not see them at all! (DR, written communication)

Some community partners who were disappointed in the service-learning projects

were frustrated with conflict between her community demands for flexibility of

availability, and the rigid course schedule of the university that prevented the

students from being flexible about their availability to come to the CBO.

Our residents in this senior tower do need more programming and

services. However, our population is very fearful of new people, like these

students, who are trying to get to know them.  I could not be there to guide

the students, as the timing for this project does not always fit into my

schedule. My home health schedule is always changing, whereas the

university schedule if very rigid and restrictive.  (SS, Written feedback,

SP04)

*Outcome of the service-learning project* Overall, when community partners were

disappointed in the outcome of the service-learning project, they experienced

disappointment that the service-learning project did not meet their clients' needs. For

example, students created a caregiver resource guide for the participants in an adult

medical day program. Their project did not meet the population's needs.

Project was much needed, however, consumer education material was too

broad in scope and too complex for caregiver to understand. The method

of education the students chose was not based on the caregiver's mental

and cognitive abilities…Print information in consumer binder was small

with a lot of information on a page. Too much presented at one time.  This

project has demonstrated a need for a caregiver resource guide…however

needs to utilize the proper consumer education approach. (JD, sl

supervisor, written feedback, SP05)

One community partner, although disappointed in the outcome of the service-learning

project, voiced a willingness to continue the partnership, and try the project again the

following academic year.

We don't want to give up on the project. We need to try again. (DR,

written feedback, SP04)

When community partners experienced disappointment with the community-university

partnership outcome, the service-learning project, they expressed disappointment in the

areas of relationship, communication, time and the benefits of the service-learning

projects.  During the three years of the study, community partners were disappointed in

community-university partnership outcomes, the service-learning project (students) in 6

out of 16 service-learning projects.

Table 4.3: Community Partners' Perspective: Disappointed with Outcome/Service-
learning Projects

| Relationship | Students |
|---|---|
| Students need to deepen relationship with clients<br>• By spending more time | Encourage the students to spend more time with the women to get to know them more deeply. (DR, written feedback, SP04) |
| • To better understand population | Through these relationships, they will develop a deeper understanding of them as spiritual beings, motivations and challenges they face so they can better address their needs and ours as an organization. (DR, written feedback, SP04) |
| Students not interested in engaging population. | Although the students were enthusiastic during the first few weeks, they just did not seem interested in engaging in this project nor were they interested in working hard to encourage the women to attend the group. *DR, written feedback).* PE (Alumni Program) |
| • Lost enthusiasm for working with clients | They lost their original enthusiasm for working with this population *(DR, written feedback).* |
| • Need for students to be more encouraging to population | The women needed more on-going encouragement and participation from the students in the process so they could take more ownership of the group! Students need to be sure this group focuses on the interests of the participants, not just their ideas of what might be needed. Students need to be sure this group focuses on the interests of the participants, not just their ideas of what might be needed. (DR, written feedback, FA04) |

| Students did not develop a strong relationship with this population | They are dragging their feet or are just timid about interacting with the residents. Interestingly, it was KB who claimed to be completely familiar with the population when the SL project began. I hope during a future partnership, students will spend more time developing therapeutic relationships with the residents so they can better understand their unique and complex needs. (FA, SL supervisor, written feedback, SP06) |
|---|---|
| • Uncomfortable with this population | |
| • Overconfident with this population | Interestingly, it was KB who claimed to be completely familiar with the population when the SL project began. She explained that she has a friend or family member (I don't remember which) diagnosed with spina bifida. Sometimes it is feelings of inadequacy or uncertainly that causes people to promote an air of over-confidence. I have a feeling that this may be the case with KB. (FA, SL supervisor, written feedback, SP06) |
| Students developed a relationship with CBO Staff | |
| • CP appreciated hard work, despite the results of project | I do appreciate the work that you have put into your project and understand that students have busy schedules as well. It has not been that long since I was in your shoes. (AF, SL supervisor, written feedback, SP06) (Spina Bifida project) |
| • CP offered constructive feedback | I am providing you with this feedback for you to consider for your own professional development. I also understand that students will be continuing to work with the same community agencies throughout the summer semester. I do not want this to be an on-going problem if you are to continue to work with our agency and me. (AF, SL supervisor, written feedback, SP06) |

| Communication | Students |
|---|---|
| Students communicated ineffectively with clients/ participants, their families & caregivers | |
| • Students need to be more encouraging | The women needed more on-going encouragement and participation from the students in the process so they could take more ownership of the group! (DR, written feedback, FA04) |

| | |
|---|---|
| • Students did not communicate a clear vision | They pulled together a lot of information, most of which is very dense and will be overwhelming to our participants, their families and caregivers. . (JD, written staff feedback) |
| • Students did not explain the purpose of their presence | I am not sure why the group fizzled, although I think part of the issue was that the students did not have a clear vision for what they were supposed to do. (DR, written feedback, FA04)<br><br>Students did not explain the purpose of their presence at our site. (Adult day program staff member, end of semester written feedback SP04) |
| • Students were ineffective in written communication<br><br><br><br><br><br>\ | The first day the students arrived, they introduced themselves, but did not explain why they were here. (EJ staff, written feedback)<br><br>Method of communication to caregiver and continued interaction was not practical, clear or organized. The method of education the students chose was not based on the caregiver's mental and cognitive abilities…Print information in consumer binder was small with a lot of information on a page. Too much presented at one time.  This project has demonstrated a need for a caregiver resource guide…however needs to utilize the proper consumer education approach. (JD, sl supervisor, written feedback, SP05) |
| Students communicated infrequently with CBO staff | When the students came to our day program the first week, they looked around for few minutes, and then they left without saying a word! (EJ staff, verbal communication)<br><br>Because their contact with me was fairly was limited…so, too, the dialogue wasn't really there. (JD, staff end of semester interview, SP05)<br><br>It seemed they did not want to communicate with us. As soon as they had an idea of the need for a resource manual, they were gone! (JD, written staff feedback).<br><br>They rarely communicated with me. The greatest challenge with the project was the communication. (DR, SL supervisor, FA05) |
| Students did not communicate effectively with CBO staff | |

| | |
|---|---|
| • Did not seek CBO guidance to understand client needs | So I felt that I couldn't really guide them through their ideas because they never asked me to sit down and talk about their plans. JD, staff end of semester interview, SP05) |
| • Did not communicate a specific plan | I would say probably their biggest mistake was that they didn't have that communication going with some one on our staff, so they did not really understand the specific need. I got the impression that there wasn't a defined plan that was laid out. (JD, staff end of semester interview, SP05) |
| • Students did not accept constructive feedback | The students did not respond well to constructive feedback. I gave them input on how to create an effective program, however they did not incorporate my suggestions. (FA, SL supervisor, personal communication, SP10) (Spina bifida) |
| • Lacked initiative & motivation | These students seem to lack initiative and motivation during this first semester. Both of us are wondering what our role should be now that we see the students lagging behind our expectations. (DR, SL supervisor, FA05)<br><br>I wish the students had been more self-directed, as they seemed to need a lot of hand-holding, and wanted to be given the resources and the answers needed for their project and about the population (which could have easily been obtained independently) (DR verification of findings, SP10)<br><br>I wish the students would be more pro-active and willing to go out and seek the resources and find the evidence to support their program or to understand some of the basic needs of the population on their own (DR written communication, verification of findings, SP10) |
| • Students held unrealistic expectations for community partners | You need to be aware that while I am fully supportive of teaching and learning opportunities for students (esp. OT students), that this is not my sole responsibility. It is not realistic for you to send a message on a Sunday afternoon and expect a reply by the following morning. If you needed a reply prior to this it would have been your responsibility to get the information to me sooner. (AF, SL supervisor, written feedback, SP06) (Spina Bifida project) |
| • Did not share resources mutually with community partner | I gave you resources on spina bifida for you to study. We had talked about a related model for observations of cognitive ability for the residents currently at [our site]. Where is the information you were going to share with us? Please share your professional expertise and knowledge so we can learn from |

| | each other. (FA, SL supervisor, written feedback, SP06) (Spina Bifida) |
|---|---|
| Students did not use their unique OT style & perspective in running groups | Students did not use their unique OT skills to create a hands on life skills and nutrition program. (FA, SL supervisor, personal communication, SP10) (Spina bifida)<br><br>The life skills groups the students created and conducted were more like a discussion group, rather than the way an occupational therapist communicates and leads groups with hands-on, dynamic learning activities. Any professional could have carried out a discussion group like these! (FA, SL supervisor, personal communication, SP10) (Spina bifida) |

| Time | Students |
|---|---|
| Students did not spend enough time at the CBO | Our site is busy, too, that I did not pursue them, or call you. They didn't spend enough time here at the site with our elderly population to gain an understanding of what we needed. (JD, written feedback). |
| • Did not spend enough time to understand client needs | When they showed up the next week, they told us they were going to develop an education program for the caregivers. We never even see the caregivers! (EJ staff, verbal communication) |
| Students procrastinated and got off to a slow start | They got off to a very slow start that impacted their ability to carry out an effective program during the second semester. Some weeks in the fall I did not see them at all! (DR, written communication) PE (Alumni Program) |
| • Did not seem to want to spend time at CBO | I got the feeling they just did not want to spend much time here at the shelter. (DR, written communication) PE (Alumni Program) |
| Students wanted to work independently without input from CBO staff | It seemed they wanted to work independently. As soon as they heard me say that we need a "caregiver resource guide" they seemed to disappear, and never asked me another question. . (JD, written feedback). |

| | |
|---|---|
| • Did not spend enough time get to know the population | I invited them to take time to get to know the women currently in the program, however LA, said she was already familiar with this population and it wasn't necessary. (DR, written communication) PE (Alumni Program |
| Time conflicts between community time & university time | Our residents in this senior tower do need more programming and services. However, our population is very fearful of new people, like these students, who are trying to get to know them.  I could not be there to guide the students, as the timing for this project does not always fit into my schedule. My home health schedule is always changing, whereas the university schedule if very rigid and restrictive. (SS, Written feedback, SP04) |

| Disappointed with Outcome of Service-learning Projects | Students |
|---|---|
| • Project did not meet client needs | Project was much needed, however, consumer education material was too broad in scope and too complex for caregiver to understand. The method of education the students chose was not based on the caregiver's mental and cognitive abilities…Print information in consumer binder was small with a lot of information on a page. Too much presented at one time.  This project has demonstrated a need for a caregiver resource guide…however needs to utilize the proper consumer education approach. (JD, sl supervisor, written feedback, SP05)<br><br>The students worked hard. They developed a life skills program with elements that related to the young adults residents' needs, however it was not a uniquely OT, hands-on program as we requested. I hope during a future partnership, students will spend more time developing therapeutic relationships with the residents so they can better understand their unique and complex needs. (AF, staff feedback, SP 06) |
| Students lacked a clear vision for their project | I am not sure why the group fizzled, although I think part of the issue was that the students did not have a clear vision for what they were supposed to do. (DR, written feedback, FA04) |
| Willing to partner again, and try project again. | We don't want to give up on the project. We need to try again. (DR, written feedback, SP04) |

*Satisfied with the community-university partnerships*

When community partners were satisfied with the community-university partnerships they experienced satisfaction in the areas of relationship, communication, time and the outcome of the partnership, the service learning projects (Table 4.4). When they were satisfied with the outcomes of the service learning projects, they also expressed a desire to sustain the partnership because the projects benefitted their clients.

*Relationship* Underlying effective community-university partnerships were strong, positive relationships between the course instructor and at least one CBO staff at each community agency. For example, at the adult day program for frail and elderly men and women, the community partner invited the instructor to host her clinical reasoning class at their CBO and offered to host all six service-learning projects. This was a unique opportunity to strengthen the partnership through weekly on-site, in-person meetings between the course instructor and community partner after each class. This community partner was grateful to not only be included in the class presentations each week, but also grateful the course instructor shared resources with her through the internet through access to Blackboard, the on-line course learning system. This was a sign of this positive relationship within this partnership.

> You allowed me to be part of the classes. And you gave me a lot of the
>
> reading material that the students had and you gave me access to the
>
> Blackboard site. (JD, end of year interview, SP05)

This positive relationship between the faculty and CBO staff was grounded in mutual respect.

When you talk about mutuality…it is me developing the comfort level of

being together and asking questions and clarifying and not just sitting

here, but… thinking and talking together. (JD, end of year interview,

SP05)

The key community partner, the director of director of rehabilitation at this CBO, the

adult medical day center, together with the course instructor, set a direction for the

partnership and the projects each week during their one-on-one meetings.

Being that contact person it became clear as we were going, week-by-

week, what you were trying to get the students to accomplish. So I think

then I became more comfortable with being a crucial part of where this

should go. (JD, end of year interview, SP04)

*Communication* When community partners experienced satisfaction with

community-university partnerships they experienced faculty communicating regularly

and effectively with the CBO staff.  For example, the community partner at the adult day

program for frail and elderly men and women was grateful for the way in which the

course instructor communicated with her after each weekly class for an in-person

meeting. The course instructor met with the rehabilitation director who was the

supervisor of service-learning, to reflect on the course content, discuss the various

service-learning projects and problem solve together. She appreciated the time to

communicate and reflect on the partnership process and outcomes each week.

I think the most meaningful of all the interactions probably were the

reflection time we had after the class sessions and the presentations.  I

found [these] very valuable, it kind of gave me the chance to reflect on

what happened and what didn't work and what did work and kind of gave

you a direction to go, maybe a clearer direction to go in next whether it's

the next session or the next class or the next project or the next

semester…I found that valuable. (JD, end of the year interview, SP05)

Community partners appreciated frequent, effective communication with the faculty to

meet their individual needs. For example, some community partners appreciated a

frequent phone call.

Your occasional phone calls helped me to know the students were doing

well in the classroom, too. I never answered your emails, because I don't

spend much time on line. (KJ, written feedback)

Other community partners appreciated an email.

Communicating by email was a great idea, as I do much of my work on

time. I appreciate your weekly emails to keep in touch on the students'

project. (AF, written feedback)

Community partners also appreciated problem solving together with the course instructor.

Initially I was unclear about my role and level of support to give the as

their service-learning supervisor, so I did not push the students or initiate a

phone call until we talked and worked out a plan together on how to best

guide them.(DR, SL supervisor, FA05)

When community partners experienced satisfaction with community-university

partnerships they experienced faculty communicating regularly and effectively with the

CBO staff.

*Time* When community partners experienced satisfaction with community-university partnerships they experienced the faculty spending adequate time with them. They expressed gratefulness for the faculty taking time to be with them, particularly for one-on-one in person meetings for reflection.

> I think the most meaningful of all the interactions probably were the
> reflection time we had after the class sessions and the presentations.  I
> found [these] very valuable, it kind of gave me the chance to reflect on
> what happened and what didn't work and what did work and kind of gave
> you a direction to go, maybe a clearer direction to go in next whether it's
> the next session or the next class or the next project or the next
> semester…I found that valuable. (JD, end of the year interview, SP05)

Communicating effectively and spending time were key factors in maintaining strong partnerships. Even at times when the CBO staff members were disappointed in the outcomes of the partnership, the service- learning projects, if they experienced effective communication with the faculty member and felt she spent adequate time with the CBO staff, the were satisfied with the partnership

*Satisfied with the outcomes of the community-university partnership, the service learning project.*  When community partners were satisfied with their partnership, they were also satisfied with the service learning project most of the time, and desired to sustain the partnership because the projects benefitted their clients.

> The students provided a great starting base for our [activities] department
> to continue [this project] once they leave. [I recommend] you continue to
> have a partnering relationship with us and continue to develop appropriate

projects that will benefit both our organizations. (KK, LP staff, written

feedback, SP05)

Community partners expressed gratefulness for these community-university

partnerships that benefit their clients.

We are so grateful for this partnership with Duquesne University and

occupational therapy faculty. (KJ, written evaluation, SP04)

When community partners were satisfied with the community-university partnerships

they experienced satisfaction in the area of relationship, communication, time and

outcomes of the partnership, the service learning project. When they were satisfied with

these partnerships they expressed gratefulness for the outcomes of the partnerships, the

service-learning projects, because the projects benefited their clients. They also expressed

a desire to sustain the partnership.  Over the three years of this study, community partners

at 5 out of 7  CBOs  were satisfied with their community-university partnerships.

Table 4.4: Community Partner Perspectives: Satisfied with Community-University
Partnership

| Relationship | Faculty |
|---|---|
| Faculty developed strong relationship with community partners<br>• Mutual respect for one another | When you talk about mutuality…it is me developing the comfort level of being together and asking questions and clarifying and not just sitting here, but… thinking and talking together. (JD, end of year interview, SP05) |
| • Shared resources | You allowed me to be part of the classes. And you gave me a lot of the reading material that the students had and you gave me access to the Blackboard site. (JD, end of year interview, SP05) |

| • Developed a common vision | Being that contact person it became clear as we were going, week-by-week, what you were trying to get the students to accomplish. So I think then I became more comfortable with being a crucial part of where this should go. (JD, end of year interview, SP04) |
|---|---|

| Communication | Faculty |
|---|---|
| Faculty communicated frequently with community partner<br>• Frequent phone calls | Your occasional phone calls helped me to know the students were doing well in the classroom, too. I never answered your emails, because I don't spend much time on line. (KJ, written feedback) |
| • Frequent email | Communicating by email was a great idea, as I do much of my work on time. I appreciate your weekly emails to keep in touch on the students' project. (AF, written feedback) |
| • Weekly reflection meetings with faculty on present and future direction | I think probably the most meaningful of all the interactions probably were the reflection time we had after the class sessions and the presentations. (JD, end of the year interview, SP05)<br><br>I found [these] very valuable, it kind of gave me the chance to reflect on what happened and what didn't work and what did work and kind of gave you a direction to go, maybe a clearer direction to go in next whether it's the next session or the next class or the next project or the next semester…I found that valuable. (JD, end of the year interview, SP05) |
| Faculty and CP communicated effectively<br><br>• Problem solved together | Initially I was unclear about my role and level of support to give the as their service-learning supervisor, so I did not push the students or initiate a phone call until we talked and worked out a plan together on how to best guide them.(DR, SL supervisor, FA05) (Safehaven) |

| Time | Faculty |
|---|---|
| Grateful for faculty spending time<br><br>• Reflection time to problem solve & set direction | I think probably the most meaningful of all the interactions probably were the reflection time we had after the class sessions and the presentations. I found [these] very valuable, it kind of gave me the chance to reflect on what happened and what didn't work and what did work and kind of gave you a direction to go, maybe a clearer direction to go in next whether it's the next session or the next class or the next project or the next semester…I found that valuable. (JD, end of the year interview, SP05) |

| Satisfied w/partnership outcome, the service learning project | Faculty |
|---|---|
| Grateful<br><br>Desire to sustain partnership | We are so grateful for this partnership with Duquesne University and occupational therapy faculty.(KD, written evaluation, SP04)<br><br>I hope we can continue our partnership. (KJ, written evaluation, SP04) |
| Partnership benefits clients | The students provided a great starting base for our [activities] department to continue [this project] once they leave. (KK, LP staff, written feedback, SP05)<br><br>[I recommend] you continue to have a partnering relationship with us and continue to develop appropriate projects that will benefit both our organizations. (KK, LP staff, written feedback, SP05) |

*Satisfied with outcomes of community-university partnerships, service-learning projects*

Community partners who experienced satisfaction with partnership outcomes, the service-learning project, experienced satisfaction in three areas: relationship, communication and time (See Table 4.5). In addition, the community partners felt the service learning projects benefitted their clients and/or staff.

*Relationships* Community partners who were satisfied with the outcomes of the partnerships, the service-learning projects, expressed satisfaction with the manner in which students built strong relationships with the staff and clients they served. For example, students developed positive relationships with CBO staff, one of mutual respect.

> They respected us for what our program stands for, for what we do and we
> certainly respected them for the freshness that they brought us. (KB, staff
> interview, SP05)

CBO staff appreciated the way students shared their "fresh" ideas with them.

> I think it was just *so* helpful when the students came in with their ideas.
> Their ideas were fresh. (KK, staff interview, SP05)

Students were also open to learning from the staff, too.

> They were able to see it through from start to finish, all the planning with
> very little-they asked me questions but it was very little input from me.
> They just kind of ran things by me and say "Would this be ok?" and you
> know "This is what we do" and I appreciated it. (KK, staff year-end
> interview, SP05)

CBO staff felt comfortable with the students.

I was very comfortable with being able to give them an alternative idea….

they were just very, very easy to be with. (KB, activity staff end of the

year interview, SP05)

CBO staff members were so impressed with the service-learning project that they

expressed a desire to hire one of the occupational therapy students, too.

I would hire any one of them...they could have been an employee here and

they would have done well. (KS, activity staff end of the year interview,

SP05)

Community partners were moved by the students' energy and care for the clients,

too.

So it, it's been very enlightening to work with the students, to experience

their energy and care for our elderly participants and you know, to work

with us, the staff, too. (KS, Activity staff end of the year interview, SP05)

Overall, community partners experienced students working together with staff to meet the

needs of the clients they served.

They were able to mobilize staff to help organize a time and place for this

weekly program, because both understood the need for this service. (JD,

end of semester evaluation, SP06)

Community partners were moved by the way in which students developed positive

relationships with the clients, understanding them and uncovering their needs. For

example, through these positive relationships, community partners noted how the

students showed respect for the clients and helped then feel positive about themselves

through their service-learning project.

> I think the group really tapped into making the participants feel that they
> are of value, and that they can give back…. So I think to give them that
> sense and to confirm for them, that yes you can give back, and yes you do
> have value. We want to recognize that and give you an avenue to do it and
> to actually put it in to practice. I think that's what it really did for the
> participants. (JD, staff, end of the year interview, SP05)

CBO staff at the residence for adults with MR & DD expressed how the students showed mutual respect for the clients from the very first day the students came to their site.

> From the first day the students volunteered here at EH, I sensed their deep
> respect for the human person and dignity of life. I was so moved by the
> way they talked with our residents with sincerity.  (LJ, personal
> communication, SP04)

CBO staff at the camp for kids with disabilities experienced the students relating to the children they served on a very deep level through their service-learning project.

> I could see by the relationships the students developed with the children,
> that they were reaching the children on a deeper level through physical,
> social and creative activities they organized with the kids. (AF, written
> communication)

CBO staff at the adult medical day center observed students spending time with their participants each week, getting to know them and understanding their needs.

I think it gave the students the opportunity to have that relationship and

then out of that, to evaluate and identify the needs that a lot of the

participants had. Because I think a lot of the projects came out of those

interactions. (JD, end of the year interview, SP05)

CBO staff reflected on how the students effectively integrated the participants'

interests into the group process.

Students made an effort to talk to participants about their interests and

then to facilitate discussions in an open, non-judgmental environment.

Sessions were stimulating and social. (JD, sl supervisor, written feedback,

SP05)

CBO staff at the residence for adults with MR & DD expressed how the students

showed mutual respect for the clients from the very first day the students came to

their site.

From the first day the students volunteered here at EH, I sensed their deep

respect for the human person and dignity of life. I was so moved by the

way they talked with our residents with sincerity. (LJ, personal

communication, SP04)

CBO staff at the camp for kids with disabilities, experienced the students relating

to the students on a very deep level through their service-learning project.

I could see by the relationships the students developed with the children,

that they were reaching the children on a deeper level through physical,

social and creative activities they organized with the kids. (AF, written

communication)

In their weekly meetings, CBO staff expressed admiration for the students'

commitment to their clients, their compassion, patience and enthusiasm.

> Even when one or two of the residents were having a difficult day, your
>
> students were patient and compassionate. Students were so committed to
>
> our residents, serving with compassion and concern. (KJ, assistant agency
>
> director)

Through these relationships, CBO staff noted how the students' presence

motivated the clients to come to the medical day program on the service-learning

project day.

> The same students [could] see the same participants, just because it is a
>
> community program so you kind of hear the participants saying, "I'd
>
> rather stay home today and do laundry then coming in to the center." But
>
> once they established that relationship with the students then, they became
>
> committed to making sure that they come in on Wednesdays. (JD, end of
>
> the year interview, SP05)

*Communication* Community partners who were satisfied with the outcomes of the

partnerships, the service-learning projects, experienced satisfaction with the students

communicating effectively with the CBO staff and with the clients/participants, too. For

example, community partners at the residence for adults with MR & DD appreciated the

way in which students communicated with the staff each week before beginning their

project.

> Every week they talked with the staff, too, to check on the health
>
> conditions and/or social issues and concerns of our residents. (KJ, assistant
>
> agency director)

Community partners also appreciated how students at their outdoor camp for kids with

disabilities sat down with the staff to problem-solved when they felt the staff had

unrealistic expectations for them.

> They communicated well, too, and reminded us of their time limitations.
>
> We talked through these issues and came up with a plan that satisfied them
>
> and worked for our program, too. (FA, Personal communication, SP04)

The community partners at this site also complimented the students for the way

they worked with the staff and uncovered and addressed the needs of the kids and

their parents at the camp.

> The students are working hard to develop a program that addresses the
>
> needs we identified and the needs of the parents of the kids identified, too.
>
> (FA, Personal communication, FA03)

Community partners at the medical day center appreciated when students communicated

effectively with both the CBO staff and understood and addressed their needs, too.

> The students uncovered the residents' need for a pain management
>
> program with the help of staff and conducting a survey with our program
>
> participants. Together they realized the residents needed both small group
>
> and individual attention. It was good to see how they worked together, and
>
> shared the same hopes and goals for our participants. (JD, end of semester
>
> evaluation)

Community partners were moved by the way in which the students communicated effectively with the clients, too. For example, one community partner at the adult medical day center reflected on how the students' communicated with respect with the elderly clients at her CBO.

> I was also touched by the way the students communicated with the participants. They were clear, they did not talk down to them, and they listened to their stories and their needs. (KB, staff year-end interview, SP05)

Community partners were also touched by the way in which students communicated clearly and appropriately with clients and their families.

> I was touched by the way they were able to communicate, get their thoughts as well as their actions across to the participants and how willing the participants were to go with them when they walked through the door. (KB, staff year-end interview, SP05)

Community partners appreciated the way students utilized different communication strategies to uncover the needs of the clients they served.

> They used a variety of different [communication] methods to find out their interests and needs, what kind of books, how the whole group should play out. I think they did a lot of trial and error. (JD, end of semester feedback, FA04)

Community partners who were satisfied with the outcomes of the partnerships, the service-learning projects, experienced the students communicating effectively with the CBO staff and with the clients/participants, too

*Time* Community partners at a residential program for adults with MR & DD expressed satisfaction with the fruits of the community-university partnerships when students spent adequate time at the agency, and when they were flexible with the their availability. For example, community partners at the residence for adults with MR & DD, appreciated when students spent time at their site each week.

> Students faithfully came to our site every week, with patience and
> enthusiasm. (KJ, assistant agency director) (Emmaus House Residence
> with MR & DD)

Further, they appreciated when students spent time getting to know the clients and feeling comfortable with them.

> They spent six weeks doing various craft activities with our residents, just
> to get to know them and feel comfortable with them. (KJ, assistant agency
> director)

Community partners also expressed satisfaction and appreciation when the students spent time each week, developing a relationship with their clients to better understand their needs and what type of programming to organize.

> After all the initial time they spent with the residents, they seemed to
> know just what to do. (KJ, assistant agency director)

Another community partner noted how the students spent time preparing for the service-learning project.

> This is a demanding project for the group of students involved in
> developing the after school program. They are spending many hours on
> preparation for this project, researching the national and state statistics on

children with disabilities to determine what age group had the most needs.

(PC, written feedback, SP04)

Community partners also appreciated the students being attentive to their clients even more so then staff.

We don't have time to sit with the participants a lot of the times and go

into depth with them with things that they want us to, or get information

that they want …the students were able to give them that attention on the

things that they wanted more information on. (KS, Activity staff end of the

year interview, SP05)

Community partners at several sites with evening hours, appreciated students' flexibility with their availability, too, as so often students serving at their sites were only available during the day.

[Students] were flexible to accommodate participant and agency

schedules. (JD, sl supervisor, written feedback, SP05)

Community partners who were satisfied with the outcomes of the partnerships, the service-learning projects, experienced satisfaction with the students communicating effectively with the CBO staff and with the clients/participants, and for their flexibility in availability, too.

*Community partners satisfied with service-learning project.* Community partners experienced satisfaction with service-learning projects when the projects benefited their clients and/or staff and met their needs. For example, community partners at the adult day center complimented the students who developed a housing guide for staff, clients, caregivers and families.

This [resource guide] is excellent! Very informative and information that

will benefit our organization and the clients for a long time. A lot of

thought and effort was put into this! (KK, staff written feedback, SP05)

A community partner at the outdoor camp expressed her appreciation for the way

in which students met the children's needs in this way:

The activity manual the students created is filled with great activity ideas.

We will surely use this in the future. Students understood our needs and

addressed them in a helpful way by enhancing our indoor activity choices

& opportunities. (SF, Written staff feedback, SP06)

Another CBO staff member noted how the students' service-learning project met

their clients' need for meaningful activities and emotional support, one that the

staff do not often take the time to address.

I think [service council] was meaningful to me because we, at LP are very

good at dealing with all the other stuff, the nursing stuff, the doctor stuff,

the hands on physical stuff. We try not to lose sight of the emotional and

the human world and that kind of thing but it's tough to do that. So I think

that the students filled a need. They raised awareness that is a very crucial

part of functioning and how they [participants] feel about themselves and

how it influences everything else really.  Because you could really see

people like MG who always has been pretty good physically but are bored.

(JD, sl supervisor, end of the year interview, SP05)

I appreciate the students' efforts…Continue sending students who work to this quality and level. This is an outstanding benefit. (SF, staff written feedback, SP05)

A community partner at the camp for kids with disabilities reflected that the student-organized training sessions were very useful and filled a staff and client need, too.

We found training session to be very helpful. [The sessions] presented by the students addressed our needs and increased our knowledge about grading activities for kids with disabilities who attend our camp…The activity manual the students created is filled with great activity ideas. We will surely use this in the future. Students understood our needs and addressed them in a helpful way by enhancing our indoor activity choices & opportunities. (AF, Staff feedback, SP06)

Community partners at the adult medical day center expressed gratefulness for the housing resource guide that one service -learning group created.

Oh my God this was wonderful!  Thank you so much, this resource guide will be so beneficial to us. It is an excellent resource of [housing] information…this was very much needed. I think this information will be helpful/useful for a long time. I think you've really made an impact on this program.  It is individualized to meet specific needs of this staff and this organization. (PP, staff, written feedback, SP05)

Many community partners experienced satisfaction with the students' work in the service-learning projects and voiced a desire to sustain their work.  For example, one

community partner at the medical day center commented that the population they serve would like the pain management program to be sustained by the staff.

> The students found a participant need we [staff] had not yet addressed.
> The participants talked about what they learned from weekly student groups and how they were practicing these out on their own. They want us [staff] to follow through especially guided imagery. They also loved music therapy. (JD, SL supervisor, SP06)

Community partners expressed appreciation for the new insights they received about their job by observing the students.

> I know it's personally given me an insight on how I can better do things. Such as, reading the newspaper, asking them, I've started to ask them if they watch the news if there was something that they saw that they wanted to talk about…. They've been really tuning into that…so I've tried to prepare myself, better, with things like that just because of the students have said. (KS, Activity staff end of the year interview, SP05)

Another community partner commented that the students motivated her to do a better job of working with the clients at her site, and that she felts enlightened by the students' energy and the way they care for the participants a their CBO.

> So it, it's been very enlightening to work with the students, to experience their energy and care for our elderly participants and you know, to work with us, the staff, too. They motivated me to personally make an effort to where I can, do some of those things on my own to keep this going,

through the activities program. So that was the value for me. (JD, sl

supervisor, end of the year interview, SP05)

Community partners reflected, too, on how the students, through their service-

learning projects, motivated them for self-improvement.

> They motivated me to personally make an effort to where I can, do some
>
> of those things on my own to keep this going, through the activities
>
> program. So that was the value for me. (JD, sl supervisor, end of the year
>
> interview, SP05)

Another CBO staff at the adult medical day center expressed it in this way:

> I know it's personally given me an insight on how I can better do things.
>
> Such as, reading the newspaper, asking them, I've started to ask them if
>
> they watch the news if there was something that they saw that they wanted
>
> to talk about... They've been really in tune to that…so I've tried to prepare
>
> myself, better, with things like that just because of the students have said.
>
> (KS, Activity staff end of the year interview, SP05)

*Other Community Partner Experiences*

> *Students exceeded expectations:* Students who created service -projects at the

adult medical day program felt the students worked very hard and exceeded their

expectations, too.

> A lot of thought and effort was put into the work. I would not have
>
> expected this type of project. (SF, staff written feedback, SP05)

*Community partners appreciated how students developed professional skills such as flexibility, independence and resource utilization and evaluation.* Several community partners noted how the students developed professional skills in the service-learning process such as flexibility, resource development, assessment and evaluation skills, as well a evidenced-based practice skills.

> Students were flexible and independent, utilized their resources,
> implemented evaluation process…obtained appropriate reading materials
> [evidence] based on evaluation of consumer interest and considering the
> population's specific needs/limitation.   (JD, sl supervisor, written
> feedback, SP05)

*Service-learning projects highlighted occupational therapy's role in the community.* Community partners also expressed how working with occupational therapy students on these service-learning projects helped them to better understand OTs unique role in community practice.

> These projects highlighted occupational therapy's unique ability to do a
> holistic needs assessment for agency OT's and consumers and students to
> effect people's wellbeing through leisure, and quality of life and
> agency/community integration. (JD, staff written feedback, SP05)

Community partners who experienced satisfaction with partnership outcomes, the service-learning project, experienced satisfaction in three areas: relationship, communication and time. In addition, community partners experienced satisfaction with service-learning projects when the projects benefited the clients and desired to sustain these projects, too. Other community partner experiences included appreciation of

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students' professional skill development and developing a better understanding of

occupational therapy's role in the community.  Over the three years of this study,

community partners were satisfied with 10 out of the 16 service-learning projects.

Table 4.5: Community Partner Perspectives: Satisfied with Outcome/Project (Students*)*

| Relationship | About Students |
|---|---|
| Students developed positive relationships with the clients<br>• Related to clients on a deeper level | I could see by the relationships the students developed with the children, that they were reaching the children on a deeper level through physical, social and creative activities they organized with the kids. (AF, written communication) |
| • Students showed respect for the clients | From the first day the students volunteered here at EH, I sensed their deep respect for the human person and dignity of life. I was so moved by the way they talked with our residents with sincerity. . (LJ, personal communication, SP04)<br><br>Your students showed respect toward each of our residents. (LJ, personal communication, SP04)<br><br>Throughout these past two semesters, their relationship with these men and women has been one of unconditional respect and acceptance. (LJ, personal communication, SP04)<br><br>I think group really tapped into making the participants feel that they are of value, and that they can give back…. So I think to give them that sense and to confirm for them, that yes you can give back, and yes you do have value. …(JD, end of the year interview, SP05) |
| • Students were patient & compassionate | Even when one or two of the residents were having a difficult day, your students were patient and compassionate. (LJ, personal communication, SP04)<br><br>Students were so committed to our residents, serving with compassion and concern. (KJ, assistant agency director)<br><br>They faithfully came to our site every week, with patience and enthusiasm. (KJ, assistant agency director) |
| • Students' presence important to clients | I believe that their presence, just by being themselves, was as important as the craft activities they directed. (LJ, personal communication, SP04) |

| | |
|---|---|
| • Students understood clients needs | The students seem to know just what our residents need. (KJ, personal communication, SP04) I know they are stressed because we have to put together a flyer about this after school program right away so parents can plan. They are responding well to our needs in this context. (FA, Personal communication, FA03) The students are working hard to develop a program that addresses the needs we identified and the needs of the parents of the kids identified, too. (FA, Personal communication, FA03) So I think it gave the students, the opportunity to have that relationship and then out of that, to evaluate and identify the needs that a lot of the participants had. Because I think a lot of the projects came out of those interactions…(JD, end of the year interview, SP05) …even in the music, the way they just talked about what kind of music. I was amazed when they just, just started throwing names out there. It was just, *wow*, where'd that come from?  Because we'll turn the radio on we'll throw a CD in but it's not always "What do you want to hear today" you know, "Who do you want to listen to?" (KS, Activity staff end of the year interview) |
| • Students able to solve problem | Every week when they are here, no matter what the social issue or small crisis one of the men or women face, the students are patient, listen, ask appropriate questions and work with us to solve the problem before resuming the group activity. (KJ, personal communication, SP04) |
| • Meaningful weekly encounters with students motivated clients to attend program | The same students [could] see the same participants, just because it is a community program so you kind of hear the participants saying, "I'd rather stay home today and do laundry then coming in to the center." But once they established that relationship with the students then, they became committed to making sure that they come in on Wednesdays. …(JD, end of the year interview, SP05) |

| Relationship | About Students |
|---|---|
| Students developed a positive relationship with the staff | They respected us for what our program stands for, for what we do and we certainly respected them for the freshness that they brought us. (KB, staff interview, SP05) |

| | |
|---|---|
| • Mutual respect between students & CBO staff | I saw a lot of respect as well as mutuality. It was a learning experience for both of us as I said before. (KK, staff interview, SP05) |
| • Learned from each other | It was a learning experience on both of our sides, I'm sure. (KK, staff interview, SP05)<br><br>They contributed to our groups as well as to their own projects that they were working on with specific participants. (KB, staff interview, SP05) |
| • Shared fresh ideas with staff | There ideas were fresh! We were able to take some of their ideas and incorporate them with our own (KK, staff interview, SP05) |
| • Students open to learning from staff | They just kind of ran things by me and say "Would this be ok?" and you know "This is what we do" and I appreciated it. (KK, staff year-end interview, SP05)<br><br>…or if they were trying to do something that wasn't working I was able to say, "You might want to just try doing it this way." And they were very receptive, (KS, activity staff end of the year interview, SP05) |
| • Staff felt comfortable with students | I was very comfortable with being able to give them an alternative idea…. they were just very, very easy to be with. (KS, activity staff end of the year interview, SP05) |
| • Staff were happy to be with the students | I would bring 'em back in a minute! They, they just, they lit up the room when they walked in. (KB, staff interview, SP05)<br><br>I was very, very happy, (KS, activity staff end of the year interview, SP05) |
| • Staff wished they could hire one of the OT students | I would hire any one of them...they could have been an employee here and they would have done well. (KS, activity staff end of the year interview, SP05) |
| • Staff experienced student's energy | So it, it's been very enlightening to work with the students, to experience their energy and care for our elderly participants and you know, to work with us, the staff, too. (KS, Activity staff end of the year interview) |

| Students worked together with CBO staff | Together [staff and students] they realized the residents needed both small group and individual attention. (JD, end of semester evaluation) |
|---|---|
| • Students worked well with staff | It was good to see how they worked together, and shared the same hopes and goals for our participants. (JD, end of semester evaluation) |
| | This group of students is dedicated. They take time each week to explain to our staff the content of their presentation. (JD, supervisor feedback) |

| Communication | About Students |
|---|---|
| Students communicated effectively with staff | At the beginning of the project I did not know how much to push them, as the students lacked initiative. Things improved greatly after we problem solved and the life skills program turned out to be very good and benefited our clients. (DR, SL supervisor, SP06) |
| | They also emailed information fliers to us to post each week in advance of their group sessions. They also asked us for feedback or suggestions after each group session. (CG, staff, verbal communication) |
| • Communicated with staff each week | The students were conscientious about their weekly sessions, presenting a variety of different pain management sessions over 8 weeks. (KK, LP staff, SP06) |
| • Solved problems together with staff. | The greatest challenge with the project was the communication, and the students' lack of initiative/motivation. However, although these were all problems throughout the first semester, things improved greatly over the second semester and the final product (Life Skills curriculum) was very good. (DR, SL supervisor, SP06) |
| | They communicated well, too, and reminded us of their time limitations. We talked through these issues and came up with a plan that satisfied them and worked for our program, too. (FA, Personal communication, SP04) |
| | You both worked hard, I know. You worked through problems with communication, your schedules, staff and residents' resistances. That was an accomplishment! (FA, personal communication) |

| | |
|---|---|
| • Frequent, weekly communication | Every week they talked with the staff, too, to check on the health conditions and/or social issues and concerns of our residents. (KJ, assistant agency director)<br><br>[Students] had constant contact with agency point person (JD, sl supervisor, written feedback, SP05) |
| • Asked staff to identify their needs | We need a guide that has a "teachers version" as well as a participant version (easy to read). Easy to use by disease type and by resource type. Common problems our participants face are the same as society-ignorance and willingness to take necessary preventative steps in their own care. Thank you for asking us what we need! (JG, written staff feedback) |

| Communication | About Students |
|---|---|
| Students communicated effectively with clients/participants<br><br>• Students communicated with respect | <br><br><br><br>I was also touched by the way the students communicated with the participants. They were clear, they did not talk down to them, and they listened to their stories and their needs. (KB, staff year-end interview, SP05) |
| • Students communicated clearly and appropriately | I was touched by the way they were able to communicate, get their thoughts as well as their actions across to the participants and how willing the participants were to go with them when they walked through the door. (KB, staff year-end interview, SP05) |
| • Students used a variety of different communication methods | I think they did a really good job because they used different kinds of approaches to get to the right path to go down. They did an actual paper survey, they actually interviewed some of the participants, and they talked to the activities staff. (KB, staff year-end interview, SP05)<br><br>They used a variety of different [communication] methods to find out their interests and needs, what kind of books, how the whole group should play out. I think they did a lot of trial and error. (JD, end of semester feedback, FA04) |

| Time | About Students |
|---|---|
| Students spent adequate time at CBO | |
| • Spent time at site every week | Students faithfully came to our site every week, with patience and enthusiasm. (KJ, assistant agency director) |
| • Spent time with CBO staff | This group of students is dedicated. They take time each week to explain to our staff the content of their presentation. (KK, LP staff, SP06) |
| • Spent time getting to know residents/clients | Students met with us each week when they arrived to inquire about the participants and to discuss their program for the week. (CG, staff, verbal communication)<br><br>They spent six weeks doing various craft activities with our residents, just to get to know them and feel comfortable with them. (KJ, assistant agency director) |
| • Students more attentive to client than staff | We don't have time to sit with the participants a lot of the times and go into depth with them with things that they want us to, or get information that they want that isn't really, or, like just on President Bush, why was he here? We could tell them roughly why he was here but the students were able to give them that attention on the things that they wanted more information on. (KS, Activity staff end of the year interview, SP05) |
| • Spent time developing relationships | [Weekly encounters] were very meaningful to the participants. …The same students [could] see the same participants, just because it is a community program so you kind of hear the participants saying, "I'd rather stay home today and do laundry then coming in to the center." But once they established that relationship with the students then, they became committed to making sure that they come in on Wednesdays. So I think it gave the students, the opportunity to have that relationship and then out of that, to evaluate and identify the needs that a lot of the participants had. Because I think a lot of the projects came out of those interactions…(JD, end of the year interview, SP05) |
| • Spent time to understand needs | After all the initial time they spent with the residents, they seemed to know just what to do. (KJ, assistant agency director) |

| | |
|---|---|
| • Spent time preparing for group | They are spending many hours on preparation for this project, researching the national and state statistics on children with disabilities to determine what age group had the most needs. FA, Personal communication, FA03)

This is a demanding project for the group of students involved in developing the after school program. They are spending many hours on preparation for this project, researching the national and state statistics on children with disabilities to determine what age group had the most needs. (PC, written feedback, SP04) |

| Time | About Students |
|---|---|
| Student spent adequate time at the CBO

• Students visited CBO immediately at the beginning of the semester | They jumped right into the project! (FA, SL supervisor, personal communication, SP10) (Spina bifida) |
| • Spent time communicating with staff each week | This group of students is dedicated. They take time each week to explain to our staff the content of their presentation.  (KK, LP staff, SP06)

Students met with us each week when they arrived to inquire about the participants and to discuss their program for the week. (CG, staff, verbal communication) |
| • Spent time developing strong relationships with clients | They have developed strong relationships to the men and women in their group. They know who needs one-on-one attention and who does well in a large group. All these relationships are important and make their program successful for everyone. (JD, supervisor feedback) |
| • Spent time developing strong relationships with staff | We appreciated the time they spent including us in their training sessions, too, and giving us the outline of each weekly session. KK, LP staff, SP06) (Pain management) |

| Students were flexible with their availability | This project was very challenging due to the nature of the safe haven and the issues the clients face, plus being available primarily in the evenings with students available during the day. (DR, SL supervisor, SP06)<br><br>Students] were flexible to accommodate participant and agency schedules. (JD, sl supervisor, written feedback, SP05) |
|---|---|

| Projects benefitted clients | |
|---|---|
| • Service-learning projects benefited clients | This [resource guide} is excellent! Very informative and information that will benefit our organization and the clients for a long time. A lot of thought and effort was put into this! (KK, staff written feedback, SP05)<br><br>I appreciate the students' efforts…Continue sending students who work to this quality and level. This is an outstanding benefit. (SF, staff written feedback, SP05)<br><br>Oh my God this was wonderful!  Thank you so much, this resource guide will be so beneficial to us. It is an excellent resource of [housing] information…this was very much needed. I think this information will be helpful/useful for a long time. I think you've really made an impact on this program.  It is individualized to meet specific needs of this staff and this organization. (PP, staff, written feedback, SP05)<br><br>The activity manual the students created is filled with great activity ideas. We will surely use this in the future. Students understood our needs and addressed them in a helpful way by enhancing our indoor activity choices & opportunities. (. (SF, Written staff feedback, SP06) |
| Projects benefitted staff | |
| SL Projects brought professional development for CBO staff<br><br>• New insight into how to carry out job | I know it's personally given me an insight on how I can better do things. Such as, reading the newspaper, asking them, I've started to ask them if they watch the news if there was something that they saw that they wanted to talk about…They've been really in tune to that…so I've tried to prepare myself, better, with things like that just because of the students have said. (KS, Activity staff end of the year interview, SP05) |

| | |
|---|---|
| • Students motivated staff for self-improvement | They motivated me to personally make an effort to where I can, do some of those things on my own to keep this going, through the activities program. So that was the value for me. (JD, sl supervisor, end of the year interview, SP05) |
| • Staff experienced students' energy | So it, it's been very enlightening to work with the students, to experience their energy and care for our elderly participants and you know, to work with us, the staff, too. |

| | |
|---|---|
| • SL projects addressed unmet needs | I think [service council] was meaningful to me because we, at LP are very good at dealing with all the other stuff, the nursing stuff, the doctor stuff, the hands on physical stuff. We try not to lose sight of the emotional and the human world and that kind of thing but it's tough to do that. So I think that the students filled a need. They raised awareness that is a very crucial part of functioning and how they [participants] feel about themselves and how it influences everything else really. Because you could really see people like MG who always has been pretty good physically but are bored. (JD, sl supervisor, end of the year interview, SP05)

I think that was a very positive group. I think in the end, they really identified something very important which is something we overlook if you have to deal everyday with more life threatening issues, do they have food, do they have medicine, how are they responding? Then you overlook that human value of giving back and facilitating that process. . (JD, staff, end of the year interview, SP05

We found training session to be very helpful. [The sessions] presented by the students addressed our needs and increased our knowledge about grading activities for kids with disabilities who attend our camp…The activity manual the students created is filled with great activity ideas. We will surely use this in the future. Students understood our needs and addressed them in a helpful way by enhancing our indoor activity choices & opportunities. (AF, Staff feedback, SP06)

[This project] definitely addressed needs previously identified by supervisor and staff. The [students identified] needs primarily defined by the community partner supervisor and other staff familiar with the female residents of this safe haven. (DR, SL supervisor, SP06) |

| | |
|---|---|
| • CBO interested in sustaining projects | The students provided a great starting base for our [activities] department to continue [this project] once they leave. [I recommend] you continue to have a partnering relationship with us and continue to develop appropriate projects that will benefit both our organizations. (KK, LP staff, written feedback, SP05)<br><br>I appreciate the students' efforts…Continue sending students who work to this quality and level. This is an outstanding benefit. (SF, staff written feedback, SP05)<br><br><br>The students provided a great starting base for our [activities] department to continue [this project] once they leave. [I recommend] you continue to have a partnering relationship with us and continue to develop appropriate projects that will benefit both our organizations. (KK, LP staff, written feedback, SP05)<br><br>We found training session to be very helpful. [The sessions] presented by the students addressed our needs and increased our knowledge about grading activities for kids with disabilities who attend our camp…The activity manual the students created is filled with great activity ideas. We will surely use this in the future. Students understood our needs and addressed them in a helpful way by enhancing our indoor activity choices & opportunities. (AF, Staff feedback, SP06) |

| Other community partner experiences | |
|---|---|
| • Students exceeded expectations of staff | A lot of thought and effort was put into the work. I would not have expected this type of project. (SF, staff written feedback, SP05)<br><br>I was a little nervous when JD came to me. I was like "well I don't know if I have time, you know, with all the students to do what I have to do and what they have to do but they did a really good job of taking on a lot of tasks very independently and doing it and doing a *very* good job at it. So I was really pleased and really happy. (KK, staff year-end interview, SP05) |
| • Students developed professional skills | The students conducted themselves…in the utmost professional manner. (KB, staff interview, SP05) (yr 2) |
| • Flexible & independent | Students were flexible and independent. (JD, sl supervisor, written feedback, SP05) |
| • Utilized resources | [Students] utilized their resources, (JD, sl supervisor, written feedback, SP05) |
| • Developed evaluation skills | [Students] implemented evaluation process…good quality (JD, sl supervisor, written feedback, SP05)… |
| • Developed evidenced-based practice | [Students] obtained appropriate reading materials [evidence] based on evaluation of consumer interest and considering the population's specific needs/limitation.  (JD, sl supervisor, written feedback, SP05)<br>Students conducted a needs assessment of the population & researched to find evidence to support their program early in the semester. They jumped right into the project! (FA, SL supervisor, personal communication, SP10) |
| Service-learning projects highlight OT's community practice | These projects highlighted occupational therapy's unique ability to do a holistic needs assessment for agency OT's and consumers and students to effect people's wellbeing through leisure, and quality of life and agency/community integration. (JD, staff written feedback, SP05) |

How did the community-partners' experiences of service-learning projects evolve
over the three years of this study?

The findings of this study revealed that community-university partners'
experiences of service-learning projects moved from being disappointed with most
projects in year one, to becoming satisfied with most projects in year two and three (see
Table 4.6).  Overall, community partners were satisfied with the fruits of the community-
university partnerships, the service-learning projects in 10 out of 16 projects over three
years. In all cases, when community partners were satisfied with the service-learning
projects, they were also satisfied with the partnership.

Community partners perceived the outcomes of partnerships, the service learning
projects, differently over time. For example, in year one, community partners were
disappointed in 4 out of the 6 service-learning projects because they said students did not
spend enough time at their site, did not develop positive relationships with the clients and
staff, and did not communicate effectively with the client and the staff.   Further, the
community partners felt these projects did not benefit their clients. In contrast also during
year one, community partners at 2 out of the 6 CBOs were satisfied with the service-
learning projects and felt the students did spend enough time at their sites, did develop
positive relationships with the staff, did communicate effectively with the staff and the
clients and the service learning projects benefited their clients.

During year two, one CBO hosted all 6 student projects. Community partners at
this site were satisfied with 5 out of the six projects and felt most students *did* spend
enough time at their site, did develop positive relationships, and did communicate
effectively with the staff.   Also during year two, community partners at this CBO were

disappointed in the outcomes of one project, the caregiver guide. The community partners felt that this group of students did not spend enough time at the site, did not develop positive relationships with the staff and did not communicate effectively with the clients and staff to better understand the clients' needs and address the needs.

In year three, community partners at all 4 CBO expressed satisfaction with the community-university partnerships, however only 3 out of the 4 CBOs were satisfied with the service learning projects. These community partners who were satisified with the projects in year three felt students *did* spend enough time at their site, did develop positive relationships, did communicate effectively with the staff and did understand clients' needs and created a client-centered projects. Like year two, community partners at only one agency in year 3 expressed disappointment in the service-learning project.

Community partners' experiences of the outcomes of the community-university partnerships, the service learning projects, evolved and changed over the three years of this study. In year one, community partners at 2 out of 6 CBOs were satisfied with the service learning projects. In year two, community partners were satisfied with 5 out of 6 projects and in year three, the community partners at 3 out of 4 CBOs were satisfied with the service-learning projects.

Table 4.6: How did the community-partners' experiences of service-learning projects evolve over the three years of this study?

| Total | Disappointed w/ partnerships Disappointed w/ project 2 | | Satisfied w/partnerships Disappointed w/project 3 | | Satisfied w/ partnerships Satisfied w/ project 10 | |
|---|---|---|---|---|---|---|
| | 2 partnership/projects | | 2 partnership/projects | | 2 partnership/projects | |
| Year One | Partnership | Project | Partnership | Project | 2 Partnership | 2 Project |
| | Communication Time | Relationship Communication Time | Communication | Relationship Communication Time | Communication | Relationship Communication Time |
| Year Two | | | 1 partnership/projects | | 5 partnership/projects | |
| | Partnership | Project | Partnership | Project | Partnership | Project |
| | | | Relationship Communication | Communication Time | Communication | Relationship Communication Time |
| Year Three | | | 1 partnership/projects | | 3 partnership/projects | |
| | Partnership | Project | Partnership | Project | Partnership | Project |
| | | | Communication | Relationship Communication Time | Communication | Relationship Communication Time |

CHAPTER FIVE

DISCUSSION AND COVNCLUSIONS

Introduction

Community partner voices are important to understand because they provide the contexts in which occupational therapy students meet course objectives by applying clinical reasoning theory and developing clinical reasoning skills in a natural context (Witchger-Hansen, et. al, 2007; Provident, et al., 2011).  To sustain these community-university partnerships, faculty must understand how the community partners are experiencing these partnerships. This understanding provides the faculty with insight on how to adjust, revise or enhance the partnership process that supports the service-learning pedagogy to sustain this community work of meeting community-identified needs while providing students with an opportunity to apply theory and develop clinical reasoning and professional development skills. The purpose of this study was to listen to the voices of community partners who participated in community-university partnerships that support service-learning for occupational therapy students enrolled in a two-semester course on clinical reasoning. Specifically, the objectives of this study were to a) understand how community partners experienced community-university partnerships that support service-learning within the department of occupational therapy, and b) understand how community partners' experiences evolved over the three years of this study.

Discussion

Core characteristics of effective community-university partnerships have been defined in various ways by researchers and practitioners in the field. Key characteristics can be found with Community-Campus Partnerships for Health (CCPH, 1998, 2006);

Campus Compact (Torres, 2000); the Wingspread Report (Honnet & Poulsen,1989); Housing and Urban Development Department (Holland, 2001), and the Leiderman et al. study (2003). These qualities describe the characteristics community partners' value. Although many of these lists reflect unique contextual issues, Holland (2005) posits there is a "high level of convergence in their recommendations that provides a vision of ideal partnerships" (Sandy & Holland, 2006, p. 34).

1. Explore and expand separate and common goals and interests

2. Understand capacity, resources and expectations of all partners

3. Evidence of mutual benefit through careful planning and shared benefit

4. For partnerships to be sustained, the relationship itself is the partnership activity

5. Shared control of directions

6. Continuous assessment of partnership process and outcomes (Holland, 2005)

This convergence collapses the various lists of effective partnership characteristics and provides a succinct overview of an ideal partnership.   This study echoes Holland's (2005) principles two, three and six.

Major findings of this study found that community partners experienced issues related to developing strong relationships, taking time to spending time with agency staff and clients, and communicating effectively.

*Relationships*

The first major finding that emerged from this study was the importance of *relationships.* Community partners each year of the study stated how relationships positively impacted the staff and the clients. They reflected on how developing strong relationships with the faculty and with the students, as well as the students developing strong relationships with the clients were key to the success of the partnership and the service-learning project. Some community partners felt the strength of their relationship with the faculty member related to faculty spending time at the CBO or communicating frequently with the CBO staff. For example, one community partner involved with a supportive employment program, asked the course instructor to spend more time developing a working relationship with her so that in turn, the two together could offer the students more guidance and be united in their support and direction for the students who created an alumni group project. Community partners also insisted that relationships are key for the students, too, in building strong relationships with staff and clients to develop mutual trust and respect. Community partners recognized and affirmed the efforts students made to develop strong relationships at their sites, and complimented the students for treating CBO staff with trust and mutual respect. Community partners also expressed gratefulness for the way in which students took time to develop strong relationship with their clients and the staff, and treated them with dignity and respect. Community partners were disappointed with the students however, when they felt students did not take time to develop a positive relationship with CBO staff and the clients.

These findings echo the results of Sandy and Holland's (2006) research. In their study of 99 community partners' perspectives, community partners emphasized that "the

relationship itself is foundational to service-learning and that all collaborative activities or projects stem from this" (Sandy & Holland, 2006, p. 34). These findings also support Dorado and Giles (2004), and Benson and Harkavy (2000) who claimed "community partners value the relationship with the university beyond a specific service-learning project" (Sandy & Holland, 2006, p. 34). The findings of this study further support Skilton-Sylvester and Erwin (2000) who found that people can begin to cross the borders that commonly divide universities and community members "through the development of caring relationships and reflection on those relationships" (p. 73).

Holland (2005) posits "for partnerships to be sustained, the relationship itself is the partnership activity" (p. 34). Relationships are foundational to effective community-university partnerships that support service-learning and related activities (Sandy & Holland, 2006). Community partners expressed a desire for both faculty and students to develop strong relationships with CBO staff and clients. This finding also supports the claim made by other researchers (Skilton-Sylvester & Erwin, 2000) that "through the development of caring relationships, and reflection on those relationships people can cross the borders that commonly divide community and university members (p. 73).

These results also reflect the findings of several researchers (Bringle & Hatcher, 2002; Stoecker, 2009; Cutforth, 1999) who compared community-university partnerships to romantic interpersonal relationships. Findings of this study, too, reflect the results of Tyron, Hilgendorg & Scott (2009) research in which community partners echoed the interconnectedness of positive relationships, mutual understanding and good communications with university partners. They noted, too, that relationships with a high level of commitment come with occasional discomfort as well as a need for maintenance

(Buhrmester et al, 1988; Tyron, Hilgendorg & Scott, 2009). Both personal and professional relationships with enriching, interdependent partnerships and high rewards require work and effort, especially effective communication for long-term success (Tyron, Hilgendorg & Scott, 2009). The findings of this study revealed several community partners' frustration with the lack of mutual understanding of the depth and breadth of the stakeholders' responsibilities. This finding resonates, too, with Tyron, Hilgendorg and Scott (2009): "A hastily or superficially constructed project doesn't always work very well due in part to a lack of commitment to building a solid relationship and discovering through communication what the community organization really needs" (p. 99). These findings however, contradict Bushouse (2005) who found that small non-profit organizations were more likely to prefer less emphasis on the relation building and a minimal time commitment for staff involved in the partnership arrangements. The findings of this study indicate that when the relationship is strong between the course instructor and the community partner, even if the community partners are disappointed with the outcomes of the service-learning project, trust and mutual respect continues, and the partnership remains strong.

*Relationship, time and commitment*

Another key finding in this study is that community partners want faculty and students to spend an adequate amount of time at their CBO. This finding was interconnected with community partners' desire for the students to develop relationships and communicate effectively with staff and clients, and understand the clients' needs to appropriately plan a service-learning project. When community partners felt that students were not spending enough time at their sites, they also felt the students were not

developing strong relationships with the staff and clients, not communicating effectively and therefore not understanding the clients' needs.  As a result, their service-learning project did not meet their needs.  For example, at the activities program for adults with MR & DD, the students did not spend adequate time at the site, did not develop positive relationships with the staff or the clients and did not understand the client needs. Their project, a home safety program for the caregivers of the adults with MR & DD who attended this day program, was not effective and not relevant to the clients' needs. The community agency staff grew very discouraged with the students and the focus of their project.

During the first two years of this study, students were not required to spend a specific amount of time at the community site to carry out the service-learning project. In year three, however, the course instructor adapted the service-learning process, requiring a minimum of 2 hours/week at the site.  During the first year of the study, community partners at four out of the six CBOs complained that students did not spend enough time at the site. During the second year of the study, community partners did not complain about the issue of time spent at the site, because students spent time at the site twice each week both for class and also to carry out their service learning project.  During the third year of the study community partners expressed satisfaction with the amount of time the students spent at 3 out of the 4 CBOs.

The findings of this study contrast with Sandy and Holland's (2006) discovery that community partners "felt a high frustration level with mandatory hour requirements" (p. 39) and felt that requiring a certain number of hours each week was not a useful indication of student achievement or impact on the community partner site.  In their

study, too, they found that many community partners felt that an hour requirement "sends the wrong message to students who were sometimes distressed by the amount of paperwork this requirement generates" (Sandy & Holland, 2006, p. 39). In this study, community partners did not express frustration over mandatory hours; rather, they expressed frustration when students did not spend enough time at their agency to develop positive relationships with staff and clients and thus did not understand client needs.

Sandy and Holland (2006) and other researchers (Eyler, Giles & Braxton, 1997; Mabry, 1998, Patterson, 1987) point to a concern about the adequacy of the service-learning experience in terms of the quality of the educational experience for students, and the short-term, long-term benefits for the organization. Although the findings of this study revealed that some community partners were disappointed that students did not spending enough time at their sites, most community partners were pleased with the amount of time occupational therapy students spent at their site during the fall semester to get to know the staff and clients, and during the spring semester to carry-out a service-learning project that met their clients' needs.

Another key finding in this study articulated by most community partners, was the need for consistent, effective communication between the community partners and the faculty, and between the students and the CBO staff and clients they served. For example, community partners were disappointed when the faculty did not communicate on a consistent basis. Community partners were grateful, however, in year two, when the course instructor took time after every class to discuss the partnership and the service learning projects.

Community partners voiced disappointment when faculty did not communicate with every CBO staff member involved in supporting service-learning.   When community partners voiced disappointment with the outcomes of the community-university partnerships, the service-learning projects, these community partners also expressed a concern that students did not communicate effectively or frequently with the community partners or with the clients to understand and address their needs. In these cases, too, community partners felt the students did not spend enough time developing relationships with the staff and clients.   The majority of community partners, however, experienced the fruits of community-university partnerships, the service-learning projects, in a positive way and expressed their gratefulness for the amount of time students spent developing a positive relationship with staff and clients and how they communicated effectively.

The findings of this study that community partners value effective communication with both faculty and students support the findings of Sandy and Holland's (2006). They found that community partners highly value "communication among partners, particularly clearly defined roles and responsibilities, ongoing, accessible lines of communication, flexibility and the ability to say 'no' " (p. 34).  Their findings directly relate to the findings of this study in that the community partners who were disappointed in the community-university partnership during year one expressed frustration with the course instructor's infrequent communication and that she did not explain the roles and responsibilities to each community partner involved in supporting service-learning,

Although all community partners in year two and three felt the course instructor communicated effectively and frequently with them and spent sufficient time with agency

staff to develop a positive relationship, community partners at two CBOs felt the course instructor did not communicate with them frequently. These new partners during the fall semester of year one were disappointed that the course instructor did not meet with *all* the CBO staff who were involved in service-learning projects before students visited their CBO for the first time. The CBO support staff members were disappointed that they were not involved in developing a common vision, and did not learn about the depth and breadth of the project, and did not negotiate their roles and responsibilities.  Sandy and Holland (2006) posit that when the faculty member is absent from the community-university collaboration and the service-learning project, a "profound opportunity is missed" (Sandy & Holland, 2006, p. 37).

This study revealed that from the very beginning of a new community-university partnership, particularly in the initial stages of developing the partnership, community partners want to understand the depth and breadth of the proposed partnership including their specific roles and responsibilities and faculty roles and responsibilities for the partnership. In addition, community partners want to understand student roles and responsibilities before they agree to a community-university partnership that supports service-learning.  This finding is reflective of one characteristic of effective community partnerships on Holland's (2005) combined list, *Six Common Themes/Elements in Higher Education: Best Practices of Campus Community Partnerships*, "Understand capacity, resources and expectations of all partners."

Other Findings

*Community partners' personal and professional growth*

Findings of this study reveal that community partners experienced personal

growth and professional development through mentoring of students in service learning.

This unique perspective that community partners expressed during year two was stated by

CBO staff at one agency who hosted all six projects. During the second year of this study,

findings reveal that community partners appreciate stepping back and reflecting with the

faculty periodically during each semester and at the end of the semester to re-evaluate

their partnership and projects, determine changing needs, adjust vision and goals and

create new program ideas for the following year.  This supports one of Sandy &

Holland's (2006) characteristics of effective partnerships, continuous assessment of

partnership process and outcomes. In addition, the community partners in the second year

of the study indicated that they felt comfortable with the partnership process, grew

personally and professionally from the experience and expressed an appreciation for the

students' motivation, energy and positive example of addressing individual needs. These

findings were unique to year two this agency hosted the Clinical Reasoning class each

week, making it more convenient for the course instructor and the community partners to

spend time together in various partnership activities, including weekly reflection time

after each class. All students spent additional time at this one community agency, as this

CBO hosted all six service-learning projects.

*Flexibility with Time*

In a related issue, this study found that community partners appreciate when

students are flexible with their time and availability, especially when the service-learning

projects fit into the flow of the organization, even if the timing does not coincide with the university class schedule. For example, community agencies often serve clients during evening hours. These times work better for the CBOs to host student volunteers and student-led programming, rather than day time hours that match students' university class schedules. This finding supports a common problem found in service-learning of balancing university time with community time (Sandy & Holland, 2006).

*Relationship to Community-Campus Partnership Principles (CCPH, 2006)*

Findings of this study reflect CCPH's Principles of Good Community-Campus Partnerships (2006). Although the course instructor followed the 2000 version of Principles of Good Community-Campus Partnerships when developing the service-learning pedagogy in fall 2003, the findings of this study closely mirror the CCPH (2006) updated principles. See Table 5.1. For example, community partners in this study voiced their satisfaction when all the partners agreed upon the mission and values, goals and outcomes of the

Table 5.1: Comparison of Principles of Good Community-Campus Partnerships (CCPH 2006) to Dissertation Findings

| Principles of Good Community-Campus (CCPH, 2006) | Community Partner Voice: Dissertation Findings |
|---|---|
| 1. Partnerships form to serve a specific purpose and may take on new goals over time | **Community partners experienced community-university partnerships specifically to support service-learning over a two semester Clinical Reasoning Course**<br>• Community partners who partnered for more than one year expressed gratefulness that through reflection and evaluation with course instructor, the projects changed each year of partnership to meet changing client needs. |
| 2. Partners have agreed upon mission, values, | **Communication**<br>Community partners discussed mutual goals in relationship to faculty communication |

| goals and measurable outcomes and accountability for the partnership. | • CBO staff expressed satisfaction when faculty communicated partnership goals<br>• CBO staff expressed disappointment when faculty did not clearly explain service-learning goals to all CBO staff. |
|---|---|
| 3. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment. | **Relationship**<br>• Community partners expressed appreciation for students who developed strong relationships with them, characterized by mutual trust, respect and a commitment to addressing the needs of their clients.<br>• Community partners were disappointed with students who did not take time to develop strong relationships with staff and clients. |
| 4. The partnership builds upon identified strengths and assets**,** but also works to address needs and increase capacity of all partners. | **Outcome of Partnerships**<br>• Community partners were satisfied with students' service-learning projects when they addressed the needs of their clients and extended CBO services.<br>• Community partners were disappointed when students did not address the needs of the clients they serve. |
| 5. The partnership balances power among partners and enables resources among partners to be shared. | **Relationship**<br>• Community partners expressed satisfaction with the partnership when students developed a strong relationship built on sharing ideas, planning and sharing resources to create effective projects.<br>• Community partners were disappointed when students did not take time to develop a strong relationship with staff and clients and developed a service-learning project based on their interests or limited understanding of client needs. These projects did not benefit the organization. |
| 6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language. | **Communication**<br>• Community partners were satisfied when faculty demonstrated effective and frequent communication with CBO staff<br>• Community partners were satisfied when students demonstrated effective and frequent communication with clients and thus understood clients' needs.<br>• Community partners were disappointed when faculty communicated infrequently or ineffectively<br>• Community partners were disappointed when students communicated infrequently or ineffectively |

| | |
|---|---|
| 7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution. | **Communication**<br>• Community partners expressed satisfaction when the course instructor established effective communication, from the very beginning of the partnership, discussing partnership process, roles and responsibilities and establishing weekly communication for decision making, conflict resolution<br>• Community partners expressed disappointment when course instructor did not establish effective communication, from the very beginning of the partnership, and neglected to discuss partnership process, roles and responsibilities with all CBO staff, and did not establish weekly communication for decision-making, conflict resolution. |
| 8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes. | **Communication**<br>• Community partners expressed satisfaction when course instructor established weekly meetings and other forms of effective communication from the very beginning of the partnership to continuously improve the partnership and its outcome.<br>• |
| 9. Partners share the benefits of the partnership's accomplishments | **Outcomes of partnership: Service-learning project**<br>• Community partners were satisfied when students created an effective service-learning project that addressed the needs of their clients and met course objectives.<br>• Community partnership were disappointed when students created a service-learning project that did not meet client needs and thus did not meet course objectives. |
| 10. Partnerships can dissolve and need to plan a process for closure | **Sustainability of partnerships**<br>• Community partners who hosted occupational therapy students for more than one year planned future partnerships with course instructor.<br>• Community partners whose partnership was not a fit for hosting service-learning for occupational therapy students did not comment on the need for closure or to dissolve the partnership. |

Note: From Principles of Good Community-Campus Partnerships, by Campus Community Partnerships for Health, 2006.

partnerships. Community partners also voiced satisfaction with positive relationships, effective communication, agreed upon processes, building on partner assets and strengths, sharing power, addressing needs, problem-solving together, valuing feedback, sharing benefits and considering sustainability or closure for the project. Community partners in this study, without knowledge of these Principles (2006), reflected on similar values and understandings of community-university partnerships.

Lessons Learned from Community partners who were Disappointed in Partnership

*Community Voice is powerful tool for understand community-university partnerships*

The findings of this study demonstrate that community partner voice is a powerful tool for understanding effective and ineffective community-university partnerships. In this study, some of the most significant findings were discovered from listening to the voices of the community partners at two community agencies during year one, CBO staff who were disappointed both in the community-university partnership and the service-learning process and outcomes, the projects. The lessons learned from community partners who were disappointed can be understood when juxtaposed to "A Framework of University-Community Partnerships for Scholarship and Practice" identified by Suarez-Balcazar et al. (2005). See Table 5.2. The stages in this framework guide the partnership process assisting the practitioner through the steps of initiating relationships and communicating with CBO staff and clients to understand their needs. The lessons learned identified in Table 5.2 demonstrate how this study's key findings -- relationship, time and communication, created barriers to effective community partnerships for service-learning.

Table 5.2: Lessons Learned from the Two Community Partners Disappointed in Partnerships and Outcomes

|  | Characteristics of the Stage Suarez-Balcazar, et al. (2005) | Lessons Learned from two Community Partners Disappointed in Partnerships and Outcomes |
|---|---|---|
| Precondition Stage: Building entry & competence | Gaining entry into community agency and building competence in culturally understanding the community setting and its constituency | **Faculty: Relationship, Time & Communication**<br>• Faculty tried to juggle too many new partnerships.<br>• Did not communicate effectively with each CBO.<br>• Did not spend enough time with staff at agency, communicating effectively |
|  | Includes learning about the community agency, its programs, mission and its populations; visiting the agency and visiting with staff; touring the community; conducting participatory observations; and reviewing the literature on high priority issues for the agency and community that might inform practice. |  |
|  | Once entry has been established, developing and sustaining the relationships over time is equally critical to show a long-term commitment to the community and engaged scholarship. | **Faculty**: **Time & Communication**<br>• These two partnerships received the least attention among the six sites.<br>• CBO director & instructor had difficulty finding time when we were both available to talk. |
|  |  |  |
| 2. Process of Building and Maintaining the Partnership | Maintaining a collaborative relationship takes time and commitment to the partnership. The success and sustainability of partnership building involves the following seven principles: a) developing a relationships based on trust and mutual respect, b) establishing a reciprocal learning style, c) developing open lines of communication, d) maximizing resources, e) using multi-methods approach f) respecting diversity and building cultural competence, and g) sharing accountability. | **Faculty**: **Time & Communication**<br>• Faculty and CBO staff relationship did not grow to a commitment of mutuality.<br>• Both partners had limited time leading to ineffective communication<br>**Students: Relationship**<br>• Students spent little time getting to know staff and clients, community agency, its programs, mission<br>• Were not open to learning from staff, (they felt they knew everything) |

|  |  | • Staff felt students did not want to talk with them <br> • Staff felt students did not listen to their ideas <br><br> **Students**: **Time & Communication** <br> • Students did not spend adequate time at these sites. From the beginning the CBO staff said students did not seem committed <br> • Students did not communicate effectively. |
|---|---|---|
|  |  |  |
| 3. Outcomes and Impact <br><br> Recognizing Benefits, Lessons Learned and Leaving Something Behind. | For a truly collaborative partnership such as this one for a Scholarship of Practice framework, the benefits to the agency need to be concrete and real. (Many community settings have a long history of being used by academic units and are often weary and reluctant to participate in future partnerships). | **Faculty: Communication** <br> • Communication in this stage was minimal <br> • CBO staff and faculty did take time for closure <br> • Determined partnership was not a good fit. <br> **Students**: **Communication** <br> • Although students did leave something behind, staff felt it was useless. |

*Note*: From. A model of university-community partnerships for occupational therapy scholarship and practice. by Suarez-Balcazar, Y., Hammel, J., Helfrich, C., Thomas, J., Wilson, T., & Head-Ball, D. (2005). *Occupational Therapy in Health Care, 19*(1/2), 47-70.

Implication for Occupational Therapy Education

The community partners expressed an overwhelming appreciation of the students' efforts to spend time at the CBOs, building relationships with clients and staff and creating client-centered programming in collaboration with the CBO staff. The community partners were disappointed when students did not communicate effectively and frequently with the staff and when they did not spend time at the CBO, building

relationships with the staff and population.  Implications for the development of strong, effective and transformative partnerships in occupational therapy educational practice include the following.

*Develop strong relationships*

Faculty should develop strong relationships with staff and clients at the community-based organizations where you hope to place service-learning students, as the foundation to a strong, effective community-university partnership.   Faculty and students need to cultivate positive relationships from the very beginning, spending time at the CBO, listening, getting to know the staff and clients, their mission, interests, assets and needs. Through these relationships, all partners need to focus on developing a sense of trust and mutual respect. In addition, faculty members need to develop relationships with new community partners in advance of the students' presence at site for service-learning. Or, if students are involved in the pre-condition stage (Suarez-Balcazar et al., 2005), they also need to take time to develop strong relationships with community partners and clients before proposing a service-learning project.

*Faculty and students spend time and communicate effectively and frequently with community partners*

Faculty and students need to spend time with all community partners who will be involved in supporting the community-university partnership and service-learning project, communicating with them effectively and frequently. Other aspects of the partnership that require time and effective communication include understanding the service learning pedagogy, and, developing a common vision and goals and the learning and serving objectives.  Spending time and communicating effectively are key to building

new partnerships, too, which often take more time and more communication than established partnerships. Faculty and students should discuss with the CBO staff, which is the most effective and appropriate communication method such as weekly phone calls, email and/or text messaging. In addition, as the students become involved in the service learning project, they need to establish a time for weekly communication with their service learning supervisor.

*Time commitment requirement*

Require students to spend a specific amount of time at the CBO each week, getting to know the population, staff, assets and needs before proposing a project. Introduce students to all CBO staff who will be working with students in the service-learning project. When possible, require students to spend time at the CBO in advance of the project to develop a positive relationship with the CBO staff and consumers, and to understand the programs, strengths and opportunities for service learning. Require students to negotiate their service-learning schedule early in the process to insure their time commitment fits into the routine of the organization. Require students to spend a minimum amount of time each week at the site and meet weekly with their community partner at the designated time.

*Time Use*

Give students specific guidelines for their use of time each week at the community site. Require students to take time to listen to the CBO staff and clients, develop a common vision and goals, objectives, identify needs, develop a specific project focus based on the needs, create a project proposal, timeline and desired outcomes of the project.

*Faculty members discuss equal voice and sharing power and resources with community partners*

In the pre-condition stage of the partnership, faculty need to discuss with the community partners the sharing of resources, time and talent and to create a plan in which both partners share power and participate in the planning, implementation and assessment process. Faculty members should invite community partners to participate and have an equal voice in the needs assessment, program planning process, project implementation, program evaluation and outcomes study of the service- learning project.

*Limit the number of new community-university partners*

Faculty should consider limiting the number of new partnerships in one year. It is unrealistic to develop strong relationships with new community partners at multiple sites in one academic year, as various challenges and issues emerge with new partnerships.

*Students play important role in Partnership Process*

Although this framework (Suarez-Balcazar et al., 2005), CCPH principles of good practice (2006) and other lists of characteristics of effective partnerships identify only the course instructor's role, results of this study indicate that community partners believe students play a vital role in the partnership process. Further, students could follow a similar if not the same partnership process that their course instructor follows, in developing the foundation for their service-learning projects. Although not explicit in the findings of the study, community partners indicate the course instructor plays a strong role early on during the pre-condition stage and the building the partnership stage (Suarez-Balcazar, et. al, 2005) of the community-university partnership. Then, the students play a strong role in the partnership process during the maintaining the

partnership stage when they initiate and carry out the service-learning project. During that time the faculty member's presence and communication stays steady, but in the background, except to assist with problem solving if necessary. Finally, during the outcome and impact stage, the faculty member joins the students for the final evaluation and assessment of lessons learned and directions for the future.

*Create parallel partnership processes*

Occupational Therapy faculty could consider creating two parallel partnership processes to support service learning. First, faculty member initiates the partnership process with the community partners, guided by the characteristics of effective community-university partnerships (CCPH, 2006) and the Scholarship of Practice model (Suarez-Balcazar et al., 2005). Then, they discuss the characteristics of effective community-university partnerships with community partners at the onset of service learning and set mutual expectations, instructing students accordingly. Faculty lead service-learning students and community partners through a community-university partnership orientation to ensure the service-learning project has a firm foundation in a strong, mutual relationship between the students and the community agency for a successful project. Faculty member also emphasizes the partnership steps at an in-class or in-community orientation to service-learning that includes community partners and students participating together. Students could also engage in the pre-condition stage (Suarez-Balcazar et al., 2005) and follow the steps identified as faculty responsibility.

*Just right fit*

In choosing sites before the service-learning pedagogy begins, faculty need to discuss course objectives service learning pedagogy, and CBO mission and goals with the

CBO staff, to insure a "just right fit" with the community agency. Both partners need to negotiate a win-win partnership by determining mutually agreed upon service and learning goals and outcomes that will benefit both the community agency and students.

*Share power with CBO Staff*

Students should meet with their service-learning supervisor each week throughout the service -learning project, to insure collaboration on all levels.  For example, students meet with the supervisor each week early in the process during the needs assessment and weekly thereafter in the planning stages, culminating with a round table discussion. At that time, students, faculty and community partners meet to discuss and adjust the project proposal before the project is initiated. Involve all partnership stakeholders, so everyone can provide input and mutual approval of proposal.

*Require positive attitude and engagement*

Faculty should require students to intentionally engage in service learning with a positive attitude. Faculty should be flexible, and when possible, be attentive to placing students at community sites that either students choose or that faculty believe is a good fit.

Implication for Community Partnership Research in Occupational Therapy

Researchers are asking questions about service learning outcomes and impact upon the community. For example, Giles & Eyler (1998) cited community impact in service-learning as one of the "Top Ten Unanswered Questions in Service-learning Research." Cruz & Giles (2000) asked the question "Where's the Community in Service-learning Research?" (p. 28).  And, Sigmon (1998) queried about effective processes for developing partnerships with the community:

Programs that attempt to combine effective learning with meaningful

service are experiencing unprecedented growth, and being questioned in

some circles, and face challenges of deepening meaningful partnerships

between educational institutions and communities…at the present time

there is a lack of information about effective processes for building

meaningful, reciprocal partnerships in service-learning program (p. 2).

These insights on practice and research needs, call occupational therapy educators

and researchers to study community-university partnerships that support service

learning as well as service learning project outcomes.

Community-university partnerships that support service-learning can positively

impact the community by improving services to individuals and groups with disabilities

and those at the margins of society.  As a profession, occupational therapists know very

little about how community partners perceive and experience community-university

partnerships that support service-learning in occupational therapy education. The

occupational therapy profession also knows little about the impact of service learning

projects on the community.  Yet, they depend upon community partners to provide the

contexts in which to train occupational therapy students to develop their professional

skills, particularly the skills of a practice scholar, to contribute to the AOTA Centennial

Vision (2006) of becoming "powerful, widely recognized, science-driven, and evidence-

based profession with a globally connected and diverse workforce meeting society's

occupational needs."  Because occupational therapy educators and researchers depend on

community partners to continue to open their doors to occupational therapy students,

faculty and researchers, it is necessary to plan participatory action research and outcomes

studies to better understand the community-university partner perspective, and the impact of service learning programming.

Through this collaborative research in the context of service learning, students can begin to develop the skills of a practice scholar. Educators, researchers, community partners and students can work together to assess and evaluate their collective efforts, uncover evidence of their outcomes, adjust, adapt and learn from these results, and thus serve as advocates and catalysts for social change.

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Appendix A

Course Objectives

| OCCT 511 Clinical Reasoning I | OCCT 512 Clinical Reasoning II |
|---|---|
| Upon completion of this course the student will be able to:<br>1. Discuss the different aspects of clinical reasoning and how they influence occupational therapy practice.<br>2. Discuss and demonstrate the relationship between clinical reasoning, the evaluation process, and intervention planning.<br>3. Apply concepts from academic classes to clinical practice.<br>4. Demonstrate beginning professional written and verbal reporting skills.<br>5. Formulate and achieve an appropriate personal goal for the clinical fieldwork experience. | Upon completion of this course, the student will be able to:<br>1. Incorporate concepts of clinical reasoning into classroom discussions and clinical experiences.<br>2. Articulate the relationship between person, environment and occupational performance in classroom activities, experiential learning activities and during fieldwork.<br>3. Utilize procedural, interactive and conditional reasoning in identifying and evaluating patient/client occupational performance issues during simulated and actual clinical experiences.<br>4. Utilize self-reflection to develop insight into how one contributes to or detracts from the therapeutic partnership.<br>5. Discuss issues related to ethics and ethical dilemmas, spirituality and social justice in clinical and community-based practice.<br>6. Articulate basic principles of consumer education.<br>7. Understand basic principles of reimbursement related OT services.<br>8. Identify at least 1 personal goal in each section of the Level IB Fieldwork evaluation.<br><br>9. Incorporate concepts of clinical reasoning into classroom discussions and clinical |

| | experiences. |
|---|---|
| | 10. Articulate the relationship between person, environment and occupational performance in classroom activities, experiential learning activities and during fieldwork. |
| | 11. Utilize procedural, interactive and conditional reasoning in identifying and evaluating patient/client occupational performance issues during simulated and actual clinical experiences. |
| | 12. Utilize self-reflection to develop insight into how one contributes to or detracts from the therapeutic partnership. |
| | 13. Discuss issues related to ethics and ethical dilemmas, spirituality and social justice in clinical and community-based practice. |
| | 14. Articulate basic principles of consumer education. |
| | 15. Understand basic principles of reimbursement related OT services. |
| | 16. Identify at least 1 personal goal in each section of the Level IB Fieldwork evaluation. |
| Service-learning<br>Upon completion of the first six weeks of service-learning, the student will be able to:<br>1. Identify strategies that facilitate the development of community-based partnerships<br>2. Demonstrate an understanding of the characteristics of effective service-learning through establishing a service-learning plan in mutuality with community partner<br>3. Articulate challenges and opportunities in developing a community-based Service-learning project | Service-learning<br>Upon completion service-learning, the student will be able to:<br>1. Demonstrate the ability to learn from a diverse community population in a spirit of mutuality and respect.<br>2. Identify strategies that facilitate the development of effective community-based partnerships<br>3. Describe the experience of developing and implementing a service-learning project<br>4. Articulate the impact of this service-learning experience on their understanding of the theories |

| 4. Identify next steps for carrying out the need-based service-learning project next semester | of clinical reasoning.<br>5. Articulate challenges and opportunities of community-based service-learning<br>6. Identify opportunities for sustaining this project. |
|---|---|