



Service-Learning Handbook

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1. INTRODUCTION

The ambition of the ScotGEM programme is to develop rurally-orientated generalist doctors who can deliver health care *and* help drive change in the delivery of healthcare across Scotland. This is supported in part through several 'Agents of Change' projects during each of the four years of the programme.

Much medical training is focused upon using techniques to gather information from each individual patient in order to inform the choice and delivery of treatment. However, to practice as a medical professional embedded in local and global communities, requires interaction with the wider environment. This necessitates changes to the existing medical education models. One of the models being adopted in the ScotGEM degree programme is third sector placements.

In Year 1 you will spend approximately 20 hours working with a third-sector organisation. The School of Medicine works in partnership with over 40 third-sector organisations encompassing diverse remits which include working with people living with long term health conditions, mental ill-health, addiction, poverty and inequalities. These services work with all age groups from birth to end of life, individuals and families and whole community approaches.

The host organisations provide an invaluable opportunity for students to learn about community engagement and the role of the third sector in public health, which enables the development of a fuller understanding of the social determinants of health, the options for social prescribing and the impact on health and wellbeing that community organisations offer. These placements represent a unique partnership between the third sector and medical education where you will meet people as people first rather than a patient.

2. HOW IT ALL WORKS

All placements offer an equally valuable opportunity to gain experience and to learn. ScotGEM staff have worked together with each host organisation to provide information for each of the placements. This information will be made available to students on Solas in November. You will have two weeks to read about each host organisation and to gather enough information to assist you in making their selection.

All information provided is current, however it is possible that the opportunities offered by a placement provider and/or the location of the placement, may be subject to change at short notice.

2.1 Allocation Process.

A 'sign-up sheet', where you can indicate your placement preferences, will be available on Solas at the same time as the information sheet is made available. You will be able to identify five different placement preferences. We try extremely hard to make sure that you will be allocated one of your preferences, however, on some occasions this is not possible. Please understand that if you don't get one of your preferences, that this will be for reasons beyond our control.

2.2 Factors Determining Selection and Allocation.

When deciding on your preferred placement, you may wish to take into account factors such as the location of the placement and the time(s) of day or night which the placements can offer. Information pertaining to the locations and times available for each placement has been provided by the third sector organisations. Placement times and days will vary between organisations but may take place during the working day, after hours and/or at the weekend.

2.3 Arranging your Third-Sector Placement.

The ScotGEM Placement Coordinator will finalise the allocations during December. Once you have been allocated a third-sector placement, you will be provided with the contact details for the host organisation. It is then *your* responsibility to liaise with the placement contact to arrange the days and times for their visits and to ensure that the required number of hours are completed at the placement.

Details must be recorded in the ScotGEM Student Placement Agreement (Non-Clinical) and signed by three parties: You, the Host Organisation and the Agents of Change Lead (on behalf of St Andrews School of Medicine). A copy of the agreement is in Appendix 1.

Signed agreements must then be returned to the ScotGEM Placement Coordinator scotgem-placements@standrews.ac.uk

Please also look at the guidance contained within the Student Placement Safety Policy.

2.4 Attending your placement

You will negotiate with the host organisation the days and times you attend, and the activities you will be involved in. You are expected to learn about the organisation, what it does and how it contributes to health and well-being. You are also expected to contribute to the organisation by taking part in or organising activities.

Examples of previous students' activities include:

- Accompanying staff on home visits to families and individuals
- Attending support groups and organising activities
- Preparing food parcels
- Community gardening
- Developing activities for children and young people
- Meeting with and supporting people who live on the streets
- Research and data collecting

2.5 Volunteering already?

If you already volunteer with a third-sector organisation and you wish to continue to work with them for your placement, it may be possible for this to be facilitated. If this applies to you, please contact mw250@st-andrews.ac.uk as soon as possible.

2.6 Travel Expenses.

You are entitled to claim travel expenses for your travel to and from your third-sector placements, in accordance with the ScotGEM Students' Travel and Expenses Policy.

3. LEARNING OUTCOMES

The placement will be an opportunity for you to recognise the complexity of health and well-being and how psychological and sociological factors can also affect a persons' health. You will be able to improve your interpersonal skills by working alongside employees, volunteers and clients connected with the partner organisation and identify different aspects of personal safety while working out with the normal workplace.

The learning outcomes for this placement are for you to be able to:

- Describe the contribution the third sector makes to public health and wellbeing
- Describe the benefits that volunteering bring to an individual, community and wider society
- Demonstrate professionalism in working with voluntary sector organisations
- Demonstrate confidentiality when working with voluntary sector organisations
- Explain social prescribing

The placement also gives you an opportunity to meet GMC Outcomes for Graduates (2018)

Professional values and behaviours

- Professional and ethical responsibilities
- Patient safety and quality improvement
- Dealing with complexity and uncertainty
- Leadership and team working

Professional skills

- Communication and interpersonal skills
- Using information effectively and safely

Professional knowledge

- Recognise how society influences and determines the behaviour of individuals and groups and apply this to the care of patients
- Apply theoretical frameworks of sociology to explain the varied responses of individuals, groups and societies to disease
- Recognise sociological factors that contribute to illness, the course of the disease and the success of treatment and apply these to the care of patients – including issues relating to health inequalities and the social determinants of health, the links between occupation and health, and the effects of poverty and affluence
- Explain the sociological aspects of behavioural change and treatment concordance and compliance, and apply these models to the care of patients as part of person-centred decision making.

Safeguarding Vulnerable patients

- Recognise where addiction (to drugs, alcohol, smoking or other substances), poor nutrition, self-neglect, environmental exposure, or financial or social deprivation are contributing to ill health.
- Take action by seeking advice from colleagues and making appropriate referrals

Leadership and Team Working

- Describe the principles of how to build teams and maintain effective teamwork and interpersonal relationships with a clear shared purpose
- Recognise and show respect for the roles and expertise of other health and social care professionals and doctors from all specialties and care settings in the context of working and learning as a multi-professional team.

Health Promotion and Illness Prevention

- explain the concept of wellness or wellbeing as well as illness, and be able to help and empower people to achieve the best health possible, including promoting lifestyle changes such as smoking cessation, avoiding substance misuse and maintaining a healthy weight through physical activity and diet
- evaluate the environmental, social, behavioural, and cultural factors which influence health and disease in different populations

4. EXPECTATIONS

Appendix 2 has a list of what you are undertaking to do, please read this through.

Please get in touch with your host organisation within a few days of receiving the email about your host. It is your responsibility to make the first contact.

Please reply to all communications from your host promptly. If the main method of communication is email, please check your email account daily. If the dates offered are unsuitable then explain why, and suggest alternatives. Turn up on time - know where and when you should arrive. Please respect staff and volunteers professionalism and accept their guidance. Follow health and safety guidelines – find out risks and how to minimise them.

You are with the host organisation as an undergraduate medical student. You are not expected to provide any professional advice in this role even if you have professional qualifications. Refer any questions to your host.

4.1 Attendance

You are expected to engage in suggested reading, attend timetabled teaching, engage with agreed activities and participate in the service-learning project. If for any reason you are unable to do this you must contact the Service Learning Lead (Meg Wright mw250@st-andrews.ac.uk). If you are unwell or not able to attend you must inform the host organisation and contact the Medical School office.

4.2 Looking after yourself

When you are on your placement you may hear information that could be distressing to you personally. If this happens please contact your personal tutor, year 1 lead, Meg Wright, GCM or student services.
<https://www.st-andrews.ac.uk/students/advice/counselling/>

You may also hear information that could affect the safety of a vulnerable person. For example:

- A person mentions that they feel suicidal
- A child says that their parents are violent towards each other

If you hear any disclosure, you must mention this to your key contact in the host organisation. If in doubt, mention it!

5. ASSESSMENT

There are three components to the assessment of the placement:

- Placement summary (1500 words) exploring the role of third-sector sector within health and wellbeing strategies
- Poster depicting a personal summary of the impact the third-sector sector placement will have on your future practice.
- Placement feedback from the organisation with whom you undertook placement.

5.1 The essay

Your essay should address the following points:

- Describe the organisation's mission and how it contributes to the health of the community.
- Describe its staffing and how the organisation is structured.

- Describe how the organisation is financed.
- Describe the activities you undertook during your placement
- Give a balanced view about what the organisation is doing well and what challenges they face. Use the SWOT framework (Strengths, Weaknesses, Opportunities, Threats) to structure your view.

Where referencing is required, Vancouver or Harvard styles are acceptable.

5.2 The Poster

Your poster is a personal summary that summarises how this experience will impact on your own, personal, future professional practice, *with specific reference to the GMC Outcomes for*. The target audience for these posters is healthcare and third-sector professionals. You do not need to produce a physical version of your poster; a single PDF should be submitted. This should be a poster that could be printed in A1 size (83.0 x 56 cm or 32.7 x 22.0 inches).

Poster Guidance

In a busy poster session, people will be walking past your poster and you need to grab their attention and make it easy for them to answer the following questions –

1. What is this about?
 2. What are they trying to do, or what have they done?
 3. What is the bottom line?
- VISUAL IMPACT - Is the poster eye-catching? Make sure that the overall layout is tidy and looks professional. Avoid overcrowding: Do not intimidate the viewer with information overload in the form of blocks of text or detailed figures.
 - TITLE - Keep it short and punchy, including keywords
 - AUTHORS - Place your candidate number below title, in a smaller font.
 - LAYOUT - Make sure that it is easy to follow the reading sequence around the poster. Use bullet points but not to excess. Do not be constrained by a traditional paper layout - this is a poster!
 - READABILITY - Use adequate font size; Avoid BLOCK CAPITALS; Only use abbrevs if real. abs. necc.; Be extremely careful with use of full justification as it can stretch out your text and may result in interruption of words; Avoid using more than 3 font sizes on the poster; Use bold in preference to underlining or *italics*;
 - ILLUSTRATIONS/IMAGES - these are essential. Ensure a variety of styles and colours. Make them BIG, but at appropriate level of resolution. Use appropriate text to ensure readers understand the implications. Your images need to follow the following rules
 - You *cannot* photograph clients or volunteers
 - You can use images of yourself – make it clear if a photo is of yourself
 - You can use images provided by the organisation as long as you also gather explicit permission to use them in your work and potential subsequent display of that work

We intend to produce/publish/display a selection of the posters. You will be asked to complete a consent form regarding publication of your poster and upload that along with your poster. The marking criteria for the poster takes no account of your consent to display. If you chose not to consent to your poster being displayed, your mark will not be affected. If your poster is selected for display your candidate number will be replaced by your name.

Marking Criteria – see Appendix 2

5.3 Organisation feedback

We send a form for each student to the host organisation. We want to hear how well you have done and how the organisation benefitted from you being with them. We ask about attendance, timekeeping, communication and professionalism

And finally.....

Enjoy your placement.

Suggested Reading

Bringle, R. and Hatcher, J., (1995) A Service-Learning Curriculum for Faculty. *Michigan Journal of Community Service Learning*, Fall 1995, pp.112-122.

Cashman, S. and Seifer, S., (2008) Service-Learning. *American Journal of Preventive Medicine*, 35(3), pp.273-278.

Champagne, N. EdD, MEd, BS (2006) Service Learning, *American Journal of Health Education*, 37:2, 97-102, DOI: 10.1080/19325037.2006.10598885

Furco, A. & Norvell, K. (2019) What is service learning? Making sense of the pedagogy and practice. In: *Embedding Service Learning in European Higher Education: Developing a Culture of Civic Engagement*

Stewart, T. and Wubbena, Z., 2014. An overview of infusing service-learning in medical education. *International Journal of Medical Education*, 5, pp.147-156.

Useful Links

Regulator

<https://www.oscr.org.uk>

Support and resources

<https://scvo.org>

<https://www.icsa.org.uk/knowledge/charity-resources>

<https://scvo.org/support/running-your-organisation/governance>

<https://youngtrusteesmovement.org/>

Appendix 1 Placement Agreement

: To be completed at time of arranging student placement with Host Organisation:

NAME OF STUDENT (Surname):	(Forenames):
STUDENT NUMBER (ID)	EMAIL ADDRESS:
FIRST DATE ON PLACEMENT (dd/mm/yyyy):	LAST DATE ON PLACEMENT (dd/mm/yyyy):
DAYS/HOURS OF WORK:	

Commitment of the three parties and signatures

By signing this document, the student, the Host Organisation and the Dundee Medical School confirm that they will abide by the principles of the Quality Commitment for student placements set out in the attached document.

The Student:
Name:

Signature:

Date:

The Host Organisation:
Name:

Position:

Signature:

Date:

St Andrews Medical School

I confirm that the Host Organisation meets the requirements for student placements and is deemed suitable as a safe provider of medical student placements. I confirm that this proposed medical Student Placement Agreement is approved.

Name:

Position:

Signature:

Date:

Appendix 2 THE STUDENT UNDERTAKES TO:

Before

- Engage with the process of securing an approved Placement
- Ensure that any information provided by the School of Medicine and the Host Organisation is understood
- Seek any relevant advice from their own GP in relation to immunisations and health issues
- Ensure that all documentation which requires their input is submitted by the required deadline

During

- Comply with all arrangements agreed for the Placement and approach the opportunity in a professional manner which upholds and enhances the University's reputation
- Actively engage with the work of the Host Organisation as opportunity and direction allows.
- Abide by the rules and regulations of the Host Organisation, including working hours, code of conduct, dress code, rules of confidentiality and social media policy
- Be fully aware of the health and safety aspects of the Placement and comply with all guidance issued by the School of Medicine and the Host Organisation
- Communicate with the School of Medicine pro-actively, especially if a problem arises, an accident/incident occurs, or there are any concerns about the Placement
- Complete all academic requirements as stipulated by the School of Medicine
- Engage in critical reflective processes to enhance the service-learning experience.

After

- Where appropriate, on return, provide feedback on their experience, be pro-active in integrating their learning from the Placement with their academic studies, and in helping to prepare the next cohort of students for their participation in similar Placements
- Submit an assessed piece of work in the specified format at the end of the placement, before any specified deadline

PHOTOGRAPHY

Students are not authorised to take photographs of the service users, volunteers or staff at the Host Organisations.

Students' Assessment

Image(s) already in the public domain relating to the Host Organisation may be used in students' assessment and presentation materials. Images already in the public domain may include those on the website or Facebook page of the third sector organisation.

Images must not be used if they are subject to copyright restrictions, unless prior written permission for their use has been obtained from the owner(s) of the image(s).

Appendix 3 Marking Criteria

Essay

	Fail (<50%)	Weak (borderline pass) (50-54%)	Satisfactory (55-64%)	Good (65-79%)	Excellent (80-89%)	Outstanding (90-100%)
Accurate description of third-sector organisation. (30%)	<p>Fails to describe the organisation, its mission and how it contributes to the health of the community.</p> <p>Complete lack of clarity to how the organisation is staffed, structured or financed.</p>	<p>Briefly describes the focus of the organisation in a way that lacks specificity or clarity. States in a basic fashion how the organisation aims to contribute to the health of the community, but perhaps does not develop or show a clear understanding of the mechanism through which it achieves this.</p> <p>Visualises or describes how the organisation is staffed and structured at a rudimentary level. Identifies sources of finance for the organisation but limited (or absent)</p>	<p>Describes the key focus of the organisation and demonstrates some contextual understanding of how it contributes to the health of the community.</p> <p>Visualises or describes how the organisation is staffed and structured at a basic level. Can identify the main ways the organisation is financed.</p>	<p>Describes the key focus of the organisation and demonstrates some contextual understanding of how it contributes to the health of the community.</p> <p>Visualises or describes how the organisation is staffed and structured in sufficient detail and displays reasonable knowledge of how the organisation is financed with a sense of scale/contribution. Extracting records from annual reports or similar is not essential, and is also insufficient without interpretation.</p>	<p>Accurately describes the organisation's mission and shows a clear, contextual understanding of how it contributes to the health of the community.</p> <p>Provides a clear, well-visualised or described depiction of how the organisation is staffed and structured and displays comprehensive knowledge of how the organisation is financed with an understanding of the relative scale/contribution.</p>	<p>Comprehensively captures the organisation's mission and shows a detailed understanding of how it contributes to the health of the community. Shows clear understanding of relationships / dependencies / synergies within the broader context of healthcare and/or community.</p> <p>Provides an innovative or outstanding visualisation / depiction of how the organisation is staffed and structured and displays exceptional knowledge of how the organisation is financed.</p>

		sense of scale / contribution.				
Description of activities undertaken by the student (20%)	Fails to adequately describe the activities undertaken by the student. Refers to generic roles rather than student's personal experience.	Provides a brief summary of activities performed by the student that are incomplete or don't fully relate to an overall "role" occupied by the student.	Provides a brief summary of their key activities and attempts to relate to their role as a volunteer within the organisation.	Provides a structured summary of their key activities and relates this to their role as a volunteer within the organisation. Demonstrates a basic understanding of the importance / value of their contribution to the organisation.	Provides a structured, detailed summary of their activities and relates this clearly to their role as a volunteer within the organisation. Understands their role within the structure of the organisation. Shows a clear understanding of the importance / value / limitations of their contribution to the organisation.	Provides a detailed, structured description of the activities / role undertaken by the student and relates it contextually to the operation of the organisation at all levels. Shows a sophisticated understanding of the importance / value / limitations of their contribution to the organisation.
SWOT framework analysis of organisation (40%)	Unbalanced or incomplete analysis that provides no insight and demonstrates an inadequate understanding of how the organisation functions.	Complete SWOT analysis that is unbalanced and doesn't demonstrate a depth of insight in to the organisation or its context.	Provides a view of what the organisation is doing well and what challenges it faces, but this view may not be comprehensive and/or provides limited understanding of how the organisation functions.	Provides a balanced view of what the organisation is doing well and what challenges it faces. Provides some insight to how the organisation functions.	Provides a balanced view of what the organisation is doing well and what challenges it faces. Provides constructive / insightful commentary that demonstrates a clear understanding of how the organisation functions.	Provides a balanced, comprehensive, clear and articulate view of what the organisation is doing well and what challenges it deals with. Provides a credible constructive / insightful commentary that is contextually relevant across the organisation.
Overall word limit is adhered to and used to	Inadequate in terms of length and organisation.	Unbalanced work or it is too long or too short.	Balanced work of appropriate length but not always logically structured.	Logically structured and of appropriate length. Well written and presented.	Logically structured and of appropriate length. Very well written and presented.	Logically structured, very well written and presented to an extremely high standard. Adheres to the

effectively balance all subheadings in a logical way. (7.5%)						word limit.
Standard of spelling and grammar (2.5%)	Very poor, multiple errors that significantly impact on legibility.	Poor, several errors that do not significantly impact on legibility.	Occasional errors, but legible.	Good standard with one or two errors.	Excellent standard with no errors.	Outstanding standard with no errors. Sophisticated or original presentation.

Poster

	Fail (<50%)	Weak (borderline pass) (50-54%)	Satisfactory (55-64%)	Good (65-79%)	Excellent (80-89%)	Outstanding (90-100%)
Does the poster demonstrate insight as to how their placement will influence their own, personal future practice? (40%)	Poster demonstrates no insight into the influence this placement will have on their own, personal future practice.	Poster demonstrates minimal insight into how their own, personal future practice may be influenced by the placement.	Poster demonstrates insight into how their own, personal future practice may be influenced by the placement.	Poster demonstrates insight into how their own, personal future practice may be influenced by the placement. The poster demonstrates a sense of how the student will build on these experiences to further impact on future professional practice. This may include reference to other	Poster demonstrates thorough, rounded, insight into how their own, personal future practice may be influenced by the placement. The poster demonstrates a sense of how the student will build on these experiences to further impact on future professional practice. This may include	Poster presents clear application of these reflections to future professional practice with concrete steps identified. This includes reference to other experiences / feedback / reflections and the content of placement feedback. The poster conveys a sense of energy and action to taking these

				experiences / feedback/ reflection the student has undertaken.	reference to other experiences / feedback/ reflections the student has undertaken.	steps.
Is the poster aligned to relevant sections of GMC Outcomes for Graduates? (27.5%)	The poster demonstrates no alignment with GMC Outcomes for Graduates.	The poster aligns with some relevant sections of GMC Outcomes for Graduates but does this superficially or partially.	The poster aligns with relevant sections of GMC Outcomes for Graduates.	The poster aligns with relevant sections of GMC Outcomes for Graduates and demonstrating a good grasp of these Outcomes.	The poster aligns with relevant sections of GMC Outcomes for Graduates and also explores other relevant guidance e.g. Good Medical Practice.	The poster aligns with relevant sections of GMC Outcomes for Graduates and also shows authentic grasp of wider contextual frameworks and relationships between them.
Is the poster presented professionally? Does the poster make it easy for a viewer to take away key messages (20%)	There are no clear messages for the viewer to take away.	There are some relevant messages that the viewer can extract from the poster.	The key messages are clear for the viewer.	The key messages are clear for the viewer and are engaging and memorable.	The key messages are engaging and memorable; and presented with sensitivity towards the client and organisation.	The messages of the poster are presented with sensitivity towards the client and organisation without compromising the poster. Sophisticated or original presentation.
Does the poster follow style guidelines? (10%)	Poster chaotically presented or most aspects of the style guidelines are absent. Information or images are inappropriate / unappr	The poster is legible; most of the style guidelines are followed but not all. Information or images may potentially be inappropriate / unappr	All the style guidelines have been followed. Information and images are appropriate / approved / referenced.	The poster is clear and legible. It follows all the style guidelines and contains a balance of text and visual elements. Information and images	The poster is clear and legible. It follows all the style guidelines and demonstrates innovative and creative design characteristics.	The poster is clear and attractive and follows all the style guidelines It contains a balance of text and visual elements and has

	oved / breach confidentiality.	oved / breach confidentiality.		are appropriate / approved / referenced.	Information and images are appropriate / approved / referenced.	been creatively designed to have maximum impact with its target audience. Information and images are appropriate / approved
Standard of spelling and grammar (2.5%)	Very poor, multiple errors that significantly impact on legibility.	Poor, several errors that do not significantly impact on legibility.	Occasional errors, but legible.	This poster would be appropriate to present to a professional audience including those from healthcare and 3 rd sector organisations. Good standard with one or two errors.	Good standard with no errors. It contains a balance of text and visual elements.	Outstanding standard with no errors. Clear and concise.