DISTINCTION IN SERVICE TO THE COMMUNITY PROJECT
PROPOSAL APPLICATION

Application Deadline: Rolling

Purpose and Overview:

This application is intended to serve as a DISC project proposal for students who are interested in the DISC program. The purpose of this application is to:

1. Ensure alignment of the project with those of Mercer School of Medicine.
2. Ensure supervision of activities to maximize benefits to those served by the project, our community partners and our students.
3. Provide a mechanism for Mercer University School of Medicine to recognize student(s) for community involvement.

Service learning is a well-established educational approach that can very profoundly influence the educational and professional development of students. It combines service activities with academic activities and often consists of planning activities, service, and reflection on what was learned through service and how service contributed to that learning.

Service to the community is a core value of Mercer University and Mercer University School of Medicine (MUSM). Many MUSM students participate in service activities. The Distinction in Service to the Community (DISC) program will enrich the benefits of these service activities by adding an academic component. It will also allow MUSM students to be recognized for their commitment to community service. Finally, it will strengthen connections between MUSM, its students, and the community.

The DISC program is a partnership between MUSM students, faculty, and administration. Students who are committed to improving health care and health outcomes, eliminating health disparities, and serving their communities are ideal candidates for the DISC program. Students who fulfill the requirements of the DISC program will be acknowledged at graduation with “Distinction in Service to the Community.”

Projects will be based on student-identified community and population health needs. MUSM faculty and students will team with community partners and share responsibility and ownership of these projects. Students will assume a significant level of responsibility in the collaborative planning, implementation, evaluation and dissemination of a focused community service project.

Steps for Applying:

1. Complete the application form and submit to Jennifer Boryk (boryk_jm@mercer.edu)
2. You will be advised when your project will be reviewed by the DISC Committee
   a. You will receive feedback from the committee
   b. You may be asked to revise your original proposal and resubmit it
   c. After the project is approved, you may begin the service learning project at your organization
3. You will be responsible for:
   a. Logging volunteer hours and having hours signed off by organization contact and faculty advisor
   b. Documenting service project
   c. Completing service learning commitment
      i. Volunteer hours-60*
      ii. Project hours-60*
   d. Turn in final project report
   e. Present at the annual Mercer University Service Learning Conference

*If you are a transfer student or a 3rd year student, project hours are adjusted
To be completed by applicant(s):

Application Date: September 23, 2014

1. Student names that are submitting the proposal

   Primary Contact: Sheritta Carmichael  Role: Project Coordinator
   Campus: Savannah
   Email: rittaa17@gmail.com  Phone: 770-878-1045
   Additional Contacts: Ekta Bery  Role: Student Liaison
   Campus: Savannah
   Email: ekta.i.bery@gmail.com  Phone: 678-360-0648
   Additional Contacts: Ben Long  Role: Teacher Liaison
   Campus: Savannah
   Email: Long_Benjamin2@columbusstate.edu  Phone: 912-704-9470

2. Please include a 6-8 sentence abstract of your project. (To be published on the Mercer University Website). If you have photos of the project, please send those to boryk_jm@mercer.edu

   Science and Health Academic Preparation for higher Education in Savannah (SHAPE Savannah) is a program designed to create a mutually beneficial relationship between medical students at Mercer University School of Medicine and elementary school students in the Savannah-Chatham County Public School System (SCCPSS). The program enables medical students to connect to the children in the community via instructional lessons in science and health. These lessons are presented either independently by the medical students or presented by the teacher with support from the medical students during instructional time. The goal of SHAPE Savannah is to help strengthen science skills and encourage a greater emphasis on science topics amongst students in preparation for higher education.

3. What is the name of your proposed project? S.H.A.P.E. Savannah (Science and Health Academic Preparation for higher Education)

4. What is the proposed start date of your project? October 1, 2014
   Single event
   x Reoccurring event (How often will your event take place?)  >> Students can go into the schools and work with the teachers as often as their schedules allow. However, we estimate that students will visit schools twice a month for about one hour per session.

Please answer the questions below on a separate sheet and attach:

5. What organization are you partnering with for your service project? Who is your primary contact at the organization? Who is your faculty advisor?

   We will be partnering with the Savannah-Chatham County Public School System (SCCPSS), specifically Hodge Elementary School. Our primary contact at the school currently is Mrs. Wells (principal). Our faculty advisors are Dr. Shelly and Ms. Jennifer Boryk.
6. Describe the target population/community.
The target population in the community will be elementary school students. We aspire to expand the organization to include middle school students as well, but at this time we are starting with students in kindergarten to fifth grade. Instructional time will take place during the school day under the supervision of the classroom teacher.

7. Please give a description of your project, highlighting your objectives and include the overarching mission of the involved students, as well as your methods of implementation and the expected outcomes.
SHAPE Savannah is a volunteer program designed to create a partnership between Mercer University School of Medicine and the Savannah-Chatham County Public School System (SCCPSS). In this partnership, medical students will visit the school on a need basis to work with teachers in strengthening the science and health learning of elementary school students. Approximate participation is an hour per week throughout the semester, excluding exam times. Students will visit the classroom to which they have been assigned (kindergarten through fifth grade) and assist the teacher with a science or health lecture. In some cases, students may run their own experiments with the assistance of the classroom teacher. On the student’s first visit a short contract will be signed to ensure that the classroom teacher/teacher aid is always present in the room with the medical students to prevent any liability issues. Materials for the projects will be provided by the elementary school itself. As leaders of the organization, we stay in constant communication with both our students and the teachers. We track hours of student participation and volunteering. We expect that teachers will have positive responses to the aid that we can potentially provide for them. We also expect this project to expand throughout Savannah to multiple elementary schools. We have hopes that the project will continue to flourish in Savannah and at Mercer University School of Medicine. Program objectives will be measured through informal conversations with teachers that mentors are assigned to or through a quick optional survey. The SHAPE program has generated a short survey for teachers to fill out at the end of lessons; however, we hesitate in making this obligatory because of the overwhelming workload already put on educators and feel that an informal debriefing might work the best. This will help students tweak lessons as needed and also give them valuable feedback regarding their teaching style and suggestions about how to be more effective mentors. Attached is a sample survey.

8. How was the need for this project determined? Was a needs assessment completed?
We first reached out to individuals on the SCCPSS school board to determine our best way of connecting with the community and with schools in need. Dr. Ann Levett introduced us to a specific area of schools that were not only in need of attention, but also have an underlying theme through some of their classes to prepare students for the healthcare field. This was our perfect window to get involved. A formal needs assessment was not completed. The school we are volunteering at is Hodge Elementary, which is a Title 1 school with a large student population from economically disadvantaged background.

9. Please give a general description of the project, including the following (as applicable):
   a. General timeline of implementation, including start and end dates
   b. If this project is broken into sessions, approximate dates of sessions being held with a description of each session
   c. If this project is educational, examples of curriculum or activities
   d. How project will be funded
   a. The project planning began in Spring 2014 with meetings with the school board. Introduction to Hodge Elementary Principal, Ms. Yevette Wells occurred during the summer of 2014. Volunteering at the elementary school officially began Fall 2014 and will
continue as long as medical student interest remains.

b. The project will be divided by the academic calendar. New medical students will be trained to work in the elementary schools every fall and spring. Training sessions will review dress code, do's and don'ts within the classroom, a mock lesson plan, as well as instructions on how to utilize the Project FOCUS website. This training will be valid as long as students continue to go in for regular volunteering. Hours are reported at the end of each semester.

c. This project is absolutely educational. It is modeled after Project FOCUS in Athens, Georgia. The website full of resources that we have been approved to use, including possible lesson plans and mini science projects, is as follows: http://www.focus.uga.edu/resources.html. We also can design our own lesson plans. Some of the lectures will have associated handouts that will be printed and distributed to students in class. All materials are free for students in the school class. Expenses are discussed and explained below.

d. Fortunately, there is no need for specific funding at this time for the project. We have discussed with the schools and teachers will provide us with basic materials, including paper, markers, glue, etc., in times of need. In the future, we would be interested in creating a sort of uniform for our volunteers by designing t-shirts. We have intentions of researching grants to further expand our project once we have established a year of volunteering at Hodge Elementary School.
Title of Lesson: The Great Body Shop (Respiration)

Theme:

Unit Number: Unit Title:
Performance Standard(s) Covered (enter codes):
  - Respiration
  - Pink means healthy lungs
  - Black means "sick" lungs
  - Clean air and dirty air

Enduring Standards (objectives of activity):

- Habits of Mind
  - ☒ Asks questions
  - ☐ Uses numbers to quantify
  - ☒ Works in a group
  - ☐ Uses tools to measure and view
  - ☒ Looks at how parts of things are needed
  - ☐ Describes and compares using physical attributes
  - ☒ Observes using senses
  - ☐ Draws and describes observations

Content (key terms and topics covered):
Respiration, clean/dirty air, and how the body uses oxygen

Learning Activity (Description in Steps)
Abstract (limit 100 characters): Students learn how the body takes in air through the mouth and nose to help them breathe.

Details: First, read the Great Body Shop workbook out loud to the class and have them help you read at times. Allow the students to take a few minutes to answer the questions and color the lungs in as you go through the workbook. Once the workbook is complete ask basic questions to make sure they understand the material, such as do you want your lungs to be pink or black? Have the students tell you examples that involve "dirty" air and have them give you examples of "clean" air. As an activity I had a friend of mine bring in lungs from the St. Mary's collection, which could be checked out for a few hours possibly. If the lungs can not be checked out have the students separate into three sections so that they can work together to illustrate the work that the lungs do. Label one group as the lungs, one group as "clean" air and the third group as "dirty" air. The students that are the lungs need to stand in two circles and hold hands with a small opening for the clean and dirty air to escape in each circle. The students in the circle need to illustrate breathing in by stepping out and breathing out by stepping in. The group that is the "clean" air need to stand on the outside of the circle and the "dirty" air needs to stand on the inside of the circle. As the circle moves in and out have the clean and dirty air go in and out of the lungs demonstrating how lungs function during respiration.

Materials Needed (Type and Quantity):
Notes and Tips (suggested changes, alternative methods, cautions):

Sources/References:
1) The Great Body Shop
2) 
3)
SHAPE Lesson Plan Evaluation

Please answer yes or no to the following questions. Additional space is available for comments.

1. The lesson plan was easy to follow and logical.
2. The mentor communicated well with the students.
3. The mentor answered questions pertaining to the lesson to ensure student understanding.
4. The lesson plan did not contain too much information.
5. Students were engaged in the lesson plan.
6. The lesson met educational objectives that are set forth.

Comments: