

HENRY FORD
Early College

**Health Careers
Exploration Course
Third Year**

Fall 2012



Health Career Exploration

- ❖ **40 TOTAL hours of community service/volunteering/service learning**
- ❖ 20 hours per semester
- ❖ One semester spend at least 20 hours in a health care setting
- ❖ One semester spend at least 20 hours in a health-related setting

Course Objectives:

At the end of this course each student will:

1. Become acquainted with volunteer opportunities available in the metro Detroit community.
2. Have a general understanding of the benefits of community service.
3. Gain experience providing service(s) to the community.

Student Expectations:

- ❖ Arrive on time – stay for duration
- ❖ Proper hygiene and comply with dress code
- ❖ Be attentive
- ❖ Be an active participant in own learning
- ❖ Be prepared
- ❖ Observe safety and infection control policies
- ❖ Maintain confidentiality
- ❖ Complete assignments neatly and turn in on time
- ❖ Professional conduct as indicated in the Henry Ford Health System Code of Conduct for HFEC Students

Disciplinary Process (Overview)

Level 1 – Verbal Warning

Level 2 – Call to parent/guardian; referral to principal; removal from clinical experience

Level 3 – Family conference/expulsion from clinical experience

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Why is Service Learning Important?

[The following information comes directly from LearningIndeed.org (2005).]

Service-learning has a positive effect on the personal development of public school youth.

- Middle and high school students who engaged in quality service-learning programs showed increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler, et. al., 1998).
- Students who engaged in service-learning ranked responsibility as a more important value and reported a higher sense of responsibility to their school than comparison groups (Leming, 1998).
- Students perceive themselves to be more socially competent after engaging in service-learning (Scales and Blyth, 1997; O'Bannon, 1999; Morgan and Streb, 1999).
- Students who engaged in service-learning were more likely to treat each other kindly, help each other and care about doing their best (Berkas, 1997).
- Students who engaged in service-learning were more likely to increase their sense of self-esteem and self-efficacy (Shaffer, 1993).
- Middle school male students reported increased self-esteem and fewer behavioral problems after engaging in service-learning (Switzer, et. al., 1995).

Service-learning provides opportunities for students to become active, positive contributors to society.

- High school students who participated in service-learning and service are more likely to be engaged in a community organization and to vote 15 years after their participation in the program than those who did not participate (Youniss, et. al., 1997; Yates and Youniss, 1998).
- High school students from five states who participated in high quality service-learning programs increased their political attentiveness, political knowledge and desire to become more politically active (Morgan and Streb, 1999).
- Students who engage in service-learning feel that they can “make a difference” (O'Bannon, 1999; Cairn, 1999).
- Over 80 percent of participants in high quality service-learning programs felt that they had made a positive contribution to the community (Melchior, 1999; Billig and Conrad, 1997; Scales and Blyth, 1997).

Service-learning helps students acquire academic skills and knowledge.

- Students in over half of the high quality service-learning schools studied showed moderate to strong positive gains on student achievement tests in language arts and/or reading, engagement in school, sense of educational accomplishment and homework completion (Weiler, et. al., 1998).
- Service-learning participation was associated with higher scores on the state test of basic skills (Anderson, et. al., 1991) and higher grades (Shumer, 1994; Shaffer, 1993; Dean and Murdock, 1992; O'Bannon, 1999).
- Eighty-three percent of schools with service-learning programs reported that grade point averages of participating service-learning students improved 76 percent of the time (Follman, 1999).
- Middle and high school students who participated in service-learning tutoring programs increased their grade point averages and test scores in reading/language arts and math and were less likely to drop out of school (Supik, 1996; Rolzinski, 1990).
- Elementary and middle school students who participated in service-learning had improved problem-solving skills and increased interest in academics (Stephens, 1995).

Counseling and Advising

Students will meet with HFEC Counselor or representative at least twice monthly for progress updates.

Students will submit midterm progress reports and additional progress reports if requested to the HFEC Counselor or representative.

Students will attend and actively participate with seminar course/focus as scheduled.

Course Assignments:

Grading: Credit/No-credit

30% Health-care setting volunteer experience participation

10% Health-care setting volunteer experience write-up

30% Health-related volunteer experience participation

10% Health-related volunteer experience write-up

20% Counseling and Advising

Late assignments: All assignments should be turned in on time, at the beginning of class. Assignments that are incomplete will be considered late. The first day an assignment is late, 15% will be deducted from the score, and the second day 30% will be deducted. After two days late, no credit will be given; however, assignment must still be completed and turned in.

DUE DATES:

First semester volunteer experience – January 23, 2013

Second semester volunteer experience – May 31, 2013

*Each student is to seek a volunteer opportunity in an area of interest.

***Get approval from HFEC administration for volunteer/community service opportunity.**

*Contact area to set up time/day for volunteering.

*Track hours on time sheet.

WRITE-UP

*Complete a **500 – 750 word paper** about the volunteer experience.

12-font, double-spaced with 1-inch margin all around

- Describe the experience: who, what, where and when
- How did this experience affect your personal development?
- How were you able to apply your academic learning to the real human needs?
- What were some of the personal benefits you received from offering your service? What were the benefits to the recipient of your volunteer efforts?
- Summarize your experience

Submit papers to: HFEC Office by 3pm of due date.

Community Service/Volunteer Opportunities

Websites:

www.volunteermatch.org
www.volunteerimpact.org
www.guide2detroit.com/community/volunteer

Suggestions for Possible Other Community Service/Volunteer Opportunities:

ACCESS	HFHS St. Claire Shores
AIDS Partnership of Michigan	Hospitals
Alternative for Girls	Jewish Family Service of Metro Detroit
American Cancer Society	Karmanos Cancer Institute
American Diabetes Association	Leukemia and Lymphoma Society
American Heart Association	LIFT
American Lung Association	Lighthouse of Oakland County, Inc.
American Red Cross	Meals on Wheels
Big Brothers/Big Sisters	Michigan Citizen Corps
City Year	Motor City Jaycees
Common Ground Sanctuary	Nursing Homes
COTS	People Helping One Another
Davita Dialysis	Points of Light Foundation
Daycare	Relay 4 Life
Detroit Free Press Marathon	SandCastles
eMentoring/ePals (18+)	St. Vincent and Sarah Fisher Center
Epilepsy Foundation of Michigan	The Greening of Detroit
First Book	UNICEF
Focus: HOPE	United Cerebral Palsy
Gilda's Club	United Way
HFHS Belmont	Veteran's Hospital
HFHS School-based clinics	

Note: The Student Activities Office provides information on volunteer activities, on-campus as well as in the community. Many worthwhile opportunities are available.

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**Service Learning/Community Service
Time Sheet**

Student Name _____

DATE	TIME IN	TIME OUT	LOCATION	SUPERVISOR SIGNATURE	STUDENT SIGNATURE

Total Hours _____