1. Name your curriculum development, instructional design and/or technology activity(ies):
Co-Developer, UCSF-Community Engagement Online Modules

2. Your role(s): Describe your role(s) and specifically what you contribute.
As a result of a service-learning needs assessment I did with UCSF’s Office of Community Partnerships, I proposed the development of a set of online community engagement curriculum modules that would be used to supplement existing UCSF curricula, make it easier to develop new interprofessional service-learning curricula, and prepare UCSF learners more uniformly for high quality community engaged work. With my dental school colleague Dr. Lisa Chung, I co-directed this project from 2012 to 2014. I wrote a successful proposal for an AME Curricular Innovations grant to design and pilot a set of interactive, media-rich online modules on community engagement. We formed an interprofessional team of 16 people that included 2 community partners, 4 UCSF staff members, 5 faculty members and 5 students— including one faculty member and one student from each of UCSF’s four schools and the Graduate Division. We followed Kern’s curriculum development steps of needs assessment, identifying goals and objectives, developing educational strategies, piloting the modules, and collecting feedback and evaluation data. I participated in two interprofessional work groups, jointly developing content for the modules on Introduction to Community Engagement and Community Assessment. This included developing powerpoint slides, transforming them into Articulate slides, scripting narration of the slides, providing photos, and working with a videographer who shot new footage and edited existing footage to create the YouTube videos used in the modules.

3. Learners and amount of contact: Describe types, levels and numbers of learners.
The modules have been disseminated to UCSF’s Schools of Dentistry, Medicine, Nursing, and Pharmacy. They are being used by students in each of those schools and in the Graduate Division, and they are being used by medical residents. They are also being used by potential and existing community partners. We purposely set up the CLE course site to be as open as possible to allow community partners from outside UCSF to view the modules without having to register, so we are not able to accurately track the total number of viewers. We know there have been at least 290 that were tracked by CLE since we began piloting the modules in early 2014, but we suspect that is an undercount since viewers are not required to register. See Results section below for more info on courses that are using the modules.

4. Builds on best practice/evidence: Describe your preparation including needs assessment, the use of best practice and evidence where available, your professional development, and/or congruence with national, curriculum, and/or program goals.
The problem identification and general needs assessment for this project was based on a 2006 survey of existing service-learning curricula at UCSF. With our team in 2012, we conducted a focused assessment of needs and resources. This included review of existing UCSF resources and best practices found elsewhere. We drew content from the literature and from organizations like the Centers for Disease Control, the Institute of Medicine, and Community Campus Partnerships for Health. We used literature-based community engagement competencies that I helped develop in 2008-2009 with an interdisciplinary UCSF School of Medicine team. Our needs assessment also included focus groups with UCSF learners and community partners. Based on our assessment of existing needs and resources, we chose five module topics and developed plans for presentation style and format.

5. Goals and learning objectives: List goals and learning objectives of program. If these are extensive, provide just a few illustrative examples.
The goals of these modules are to: (1) Prepare UCSF learners for high quality community engagement efforts. (2) Be a curriculum resource for faculty at all UCSF schools and for registered campus organizations. (3) Result in better community engagement outcomes at the community level. Our vision is that they will supplement existing UCSF curricula, make it easier to develop new interprofessional service-learning curricula, and prepare UCSF learners more uniformly for community engaged work. A few examples of learning objectives for the first module include: Describe how health professionals can engage with communities to promote health equity by addressing social determinants of health. Describe principles of community partnership. Identify UCSF resources for help and opportunities related to...
community engagement. The CLE course that houses the modules is called UCSF-Community Engagement and can be found at: https://courses.ucsf.edu/course/view.php?id=42

6. **Methods:** Describe the curriculum, instructional resources and/or technology used, innovations employed, how these align with objectives, and rationale for choices.

Four modules are for UCSF learners: (1) Introduction to Community Engagement, (2) Introduction to San Francisco’s Diverse Communities, (3) Health Communication, (4) Community Assessment. A fifth module, Partnering with UCSF, is for community partners, to orient them to UCSF and the challenges and benefits of working with our learners. The modules were built using Articulate software and include interactive narrated slides and YouTube videos. Each module runs approximately 20-30 minutes. They are hosted on UCSF’s Moodle 2.0 CLE site and a password system was created so that people from outside UCSF can access them via the website of UCSF’s Office of University Community Partnerships.

7. **Results and impact:** Describe evidence of learner ratings of teaching/course, learning outcomes, application of knowledge in other settings at UCSF, impact on educational programs, and/or recognition/honors within the institution for this work.

The modules have been well-received by UCSF faculty, learners, and community partners. They are now required viewing for all dental students in their Community Dentistry course and for all medical students in their Family & Community Medicine 110 Clerkship. They are integrated into the PRIME-US medical student orientation for MS1s in that track. They are required viewing for all UCSF Family & Community Medicine residents. They are being used for nursing students in the Community Health Nursing course and a subset of pharmacy students. The Office of University Community Partnerships asks community partner applicants for their service-learning grants to view the module on Partnering with UCSF. A short optional survey is included with each module to collect feedback and pre/post self-assessment of viewers’ ability to meet learning objectives. Survey respondents include students, residents and community partners. Here is sample evaluation data about the Introduction to Community Engagement module:

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Answer, n=219 (on 5 point Likert scale, 5=Strongly Agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing this module improved my knowledge of this topic.</td>
<td>4.07</td>
</tr>
<tr>
<td>The module was well organized.</td>
<td>4.39</td>
</tr>
<tr>
<td>The module was easy to navigate.</td>
<td>4.33</td>
</tr>
<tr>
<td>The material / content was presented clearly.</td>
<td>4.40</td>
</tr>
<tr>
<td>The structure of the module enhanced my learning of the content.</td>
<td>4.11</td>
</tr>
</tbody>
</table>

8. **Dissemination:** Describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or teaching awards nationally.

Our team presented a poster about these modules at the 2013 American Public Health Association conference and an oral presentation at the 2014 Community Campus Partnerships for Health conference. We got a lot of interest, and people from other institutions have been able to access the modules via the link and password on the website of UCSF’s Office of University Community Partnerships. That office is responsible for maintaining and building on these community engagement modules long-term.

9. **Reflective critique:** Describe your reflections, what went well and plans for improvement.

The interprofessional process for developing these modules was a remarkably successful one, despite the large size of the team. Inclusion of community partners was innovative and rewarding. We achieved all our specific aims, and these modules are now available to interprofessional learners at UCSF and beyond whenever they need them. This was my first foray into the world of online education, and there was a steep learning curve. UCSF’s Office of Educational Technology was amazingly helpful, and we were lucky to have a computer savvy student on our team. Articulate was not easy software to use, but it created a nice uniform style for the modules and allowed for interactive slides. Professionally produced videos greatly enhance the modules, but it was challenging to produce them with our lean budget and tight timeline. Overall I think we developed a great product with the resources that were available to us.