Social Impact Practicums grew from the understanding that skillful community-based experiential learning is most effective when it responds to the unique traits of all participating stakeholders. At Dartmouth, those stakeholders include:

Dartmouth Students

- Incredibly bright, entrepreneurial, and innovative students who can contribute more than the traditional "hearts and hands" model of community involvement.
- A flexible D-Plan which complicates sustained student involvement across terms.

Dartmouth Faculty

- Teachers AND scholars whose ability to research and write need to be equally valued and supported throughout the term in which they are teaching.

The Upper Valley Community

- A handful of local organizations providing the lion's share of opportunities to Dartmouth, with many more whose needs go unmet because they are unknown.
- A less-than-ideal public transportation system.

In order to ensure that each of the aforementioned features were appropriately addressed, Dartmouth Center for Service spent last summer conducting an extensive community needs assessment funded through DCAL's Experiential Learning Initiative.

The data indicated that Upper Valley organizations have needs mapping to courses across the undergraduate curriculum (humanities, social sciences, and sciences), as well as to Thayer and Tuck. The gathered information fed a simple database, which grew rapidly until reaching its current state of 115 Social Impact Practicums spanning over 30 community organizations. The areas represented range from Hanover to Claremont in New Hampshire and from Norwich to Springfield in Vermont.

As part of this initiative, DCAL and the Center for Service came together to offer mini-grants and Social Impact Learning Fellows* to support faculty interested in integrating a Social Impact Practicum into their course. The RFP last fall yielded an impressive array of applications from myriad departments and disciplines. The infographic below represents the range of impact that Social Impact Practicums have had thus far:

400+ Students

16 Disciplines

27 Faculty

58 Social Impact Practicums

32 Community Partners

29 Courses
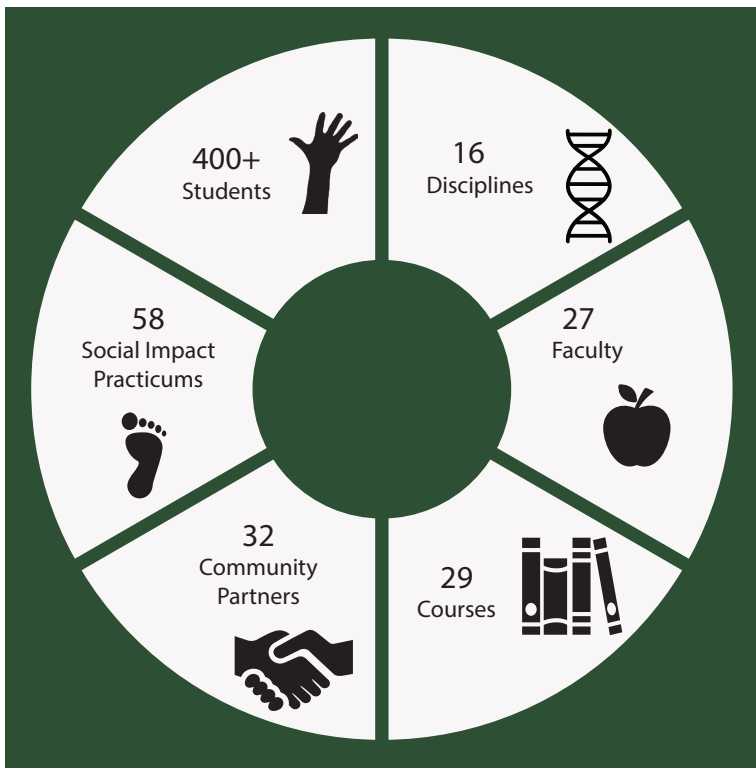
* A Social Impact Learning Fellow works closely with faculty to ensure the success of active and experiential learning experiences. Further, a Social Impact Learning Fellow collaborates with community organizations to effectively manage the planning, implementation, and reflection of the Social Impact Practicum integrated into the course.

ANTH 32*
Anthropology of Tibet
and the Himalayas (17S)

ANTH 65
Conservation and Development (17S)

Ken Bauer

Experiential Learning with a Tibetan Community in New York City

Upper Valley Land Trust (UVLT)
Conducting Ethnographic Interviews on Land Conservation

Upper Valley Trails Alliance (UVTA)
Multi-Stakeholder Interview Analysis

* Course awarded a Social Impact Learning Fellow, though not formally integrating a Social Impact Practicum.

COCO 6
autism: science, story,
and experience (17S)

sara chaney and william hudenko

Hartford Autism Regional Program (HARP)
Collaborative Artistic Installment

COSC / COCO 18
Impact Design (17S)

Lorie Loeb and Thalia Wheatley

Aging Resource Center (DHMC)
Impact Design for "Arts and Dementia" Course:
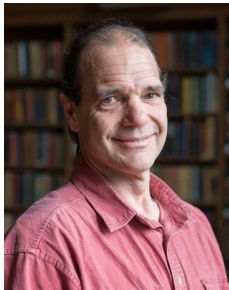Creating Delight

EDUC 51
Individual Differences and Assessment
(17S)

EDUC 56
STEM and Education (17W)

Dave Kraemer

Upper Valley Educators Institute (UVEI)
Developing a Daily Methodology for Practical Data Measures

Vermont Institute of Natural Science (VINS)
Curriculum Design for "STEM Experts in the Classroom"

ENVS 7
Ecopsychology (17W)
COVER Stories (17S)

ENVS 11
Humans and Nature in America (17W)

Terry Osborne

COVER
Documenting the Journey "From Tools and Toilets to Roofs and Ramps"

Four Winds Nature Institute
Filming "Linkages to Environmental Literacy" Video

Upper Valley Land Trust (UVLT)
Plein Air Essays (Art-as-Advocacy on the Emotional Power of Land)
Filming a Video about User Psychographics

Upper Valley Trails Alliance (UVTA)
Filming Promotional Video for Upper Valley Trails Alliance

ENVS 80.08
The Practice of Science Policy
and Diplomacy (17W)

Melody Brown Burkins

Norris Cotton Cancer Center
SES and HPV Vaccination Correlative Study

Senior Solutions
Making a Case for Congregate Meals

Upper Valley Trails Alliance (UVTA)
Effective Processes for Multi-Stakeholder Dialogue

GEOG 50
Geographic Information Systems (17S)

Xun Shi

WISE
Mapping the Fucntional Impact Area of WISE

PSYC 50.09
motivation, drugs, and addiction (17S)

jibran khokhar

ALL Together (DHMC)
Creating Innovative Solutions in Response to the Opioid Epidemic

PSYC 53.10
Social and Affective Motivations
in Decision Making (17S)

Luke Chang

Child and Family Services of Vermont (CFS)
Exploring Barriers to a Supervised Visitation Center

COVER
Understanding COVER's Consumer Base

Upper Valley Business and Education Partnership (UVBEP)
Fee Restructuring Analysis for Different Constituents

Upper Valley Land Trust (UVLT)
The "Psychographics" of Land Users

PSYC 54.06
Living with Dementia (17W)

Bob Santulli

The Aging Resource Center (DHMC)
Assessing Student Impact on Dementia Programming

SART 17.14
Reinventing Architecture: Design
and Social Action (17W)

Jack Wilson

The Family Place
Designing Multipurpose Mobile Family Place Vehicle

A Social Impact Practicum is a course-connected, project-based opportunity that allows faculty to integrate academic and experiential learning into a course, while meeting the needs of a community organization in the Upper Valley.

SART 65
Architecture I (17W)

Karol Kawiaka

Upper Valley Trails Alliance (UVTA)
Bridge Design for Crossroads Academy

Potter's House
Designing Playground Structures

SPEE 20
PUBLIC SPEAKING (17S)

SPEE 26
How New Media Shapes Our Lives:
Rhetoric, Theory, and Praxis (17W)

Yana Grushina

LISTEN Community Services Designing an Effective New Media Campaign

Dismas House   Using New Media to Engage Transient Populations

Public Health Council (PHC) Communicating Health Through New Media

Vital Communities
Oral Histories for Vital Communities' 25th Anniversary Celebration
Documenting Case Studies in Weatherization Throughout the Upper Valley

SOCY 11
Research Methods (17W)

Kim Rogers

David's House   Identifying Barriers to Leadership
Dismas House Measuring Attitudinal Change Among Formerly Incarcerated Men
Inspiring Kids   Longitudinal Reciprocal Impacts of Community Engagement
Willing Hands Investigating Food Use, Waste, and Quality of Life
WISE   Building Trust in Rural Towns
Upper Valley Educators Institute (UVEI)
Determining How to Assess Teaching Improvement in Real-Time
Norris Cotton Cancer Center
Assessing Tobacco Use and Obesity Among Vermont Residents

TDI PH 147
advanced methods in health
science research (17S)

tracy onega

Public Health Council (PHC)
Designing Data Measures and Implementing a Database
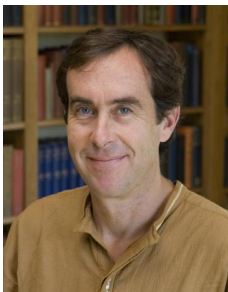
LATS 37*
migrant lives in the upper valley (17S)

doug moody and israel reyes

Sociocultural Exploration of Migrant Dairy Farm
Labor in Vermont and New Hampshire

*Course awarded a Social Impact Learning Fellow,
  though not formally integrating a Social Impact
  Practicum.

We want to express our heartfelt appreciation to DCAL
for all of the support backing this initiative and to all
of the faculty for integrating a Social Impact Practicum
into your courses this year. Our success is entirely due
to your willingness to dive into this important new
endeavor and we are so grateful for the collaborative
learning community that we have created for students,
faculty, and our Upper Valley partner organizations.

Dartmouth Center For Service

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DARTMOUTH
LEARNING FELLOWS