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 these mentioned features were appropriately addressed, Dartmouth Center for Service spent last summer conducting an extensive community needs assessment funded through DCAI’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, DCAI 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:

* 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>ANTH 32*</td>
<td>Anthropology of Tibet and the Himalayas (17S)</td>
<td>Ken Bauer</td>
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<tr>
<td>ANTH 65</td>
<td>Conservation and Development (17S)</td>
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<td>Experiential Learning with a Tibetan Community in New York City</td>
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<td>Upper Valley Land Trust (UVLT) Conducting Ethnographic Interviews on Land Conservation</td>
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<td>Upper Valley Trails Alliance (UVTA) Multi-Stakeholder Interview Analysis</td>
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<td>* Course awarded a Social Impact Learning Fellow, though not formally integrating a Social Impact Practicum.</td>
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<td>COSC / COCO 18</td>
<td>Impact Design (17S)</td>
<td>Lorie Loeb and Thalia Wheatley</td>
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<td></td>
<td>Aging Resource Center (DHMC) Impact Design for “Arts and Dementia” Course: Creating Delight</td>
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<td>EDUC 51</td>
<td>Individual Differences and Assessment (17S)</td>
<td>Dave Kraemer</td>
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<td>EDUC 56</td>
<td>STEM and Education (17W)</td>
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<td>Upper Valley Educators Institute (UVEI) Developing a Daily Methodology for Practical Data Measures</td>
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<td>Vermont Institute of Natural Science (VINS) Curriculum Design for “STEM Experts in the Classroom”</td>
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<tr>
<td>ENVS 7</td>
<td>Ecopsychology (17W) COVER Stories (17S)</td>
<td>Melody Brown Burkins</td>
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<tr>
<td>ENVS 11</td>
<td>Humans and Nature in America (17W)</td>
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<td>COVER Documenting the Journey “From Tools and Toilets to Roofs and Ramps”</td>
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<td>Four Winds Nature Institute Filming “Linkages to Environmental Literacy” Video</td>
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<td>Upper Valley Trails Alliance (UVTA) Filming Promotional Video for Upper Valley Trails Alliance</td>
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<tr>
<td>ENVS 80.08</td>
<td>The Practice of Science Policy and Diplomacy (17W)</td>
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<td>Norris Cotton Cancer Center SES and HPV Vaccination Correlative Study</td>
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<td>Senior Solutions Making a Case for Congregate Meals</td>
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<td>Upper Valley Trails Alliance (UVTA) Effective Processes for Multi-Stakeholder Dialogue</td>
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<tr>
<td>Course</td>
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<td>GEOG 50</td>
<td>Geographic Information Systems (17S)</td>
<td>Xun Shi</td>
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<tr>
<td>PSYC 50.09</td>
<td>motivation, drugs, and addiction (17S)</td>
<td>Jibran Khokhar</td>
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<td>PSYC 53.10</td>
<td>Social and Affective Motivations in Decision Making (17S)</td>
<td>Luke Chang</td>
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<td>PSYC 54.06</td>
<td>Living with Dementia (17W)</td>
<td>Bob Santulli</td>
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<tr>
<td>SART 17.14</td>
<td>Reinventing Architecture: Design and Social Action (17W)</td>
<td>Jack Wilson</td>
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</tbody>
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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.
**DARTMOUTH CENTER FOR SERVICE**

**Dartmouth Center For Service**

Ashley Doolittle, Ph.D.
Associate Director
E-mail: ashley.t.doolittle@dartmouth.edu
Telephone: (603) 646-2186

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**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

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**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

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

tracy onega

Public Health Council (PHC)
Designing Data Measures and Implementing a Database

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**SART 65**
Architecture I (17W)

Karol Kawiaka

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

Potter’s House
Designing Playground Structures

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**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

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

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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.

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**Dartmouth Center For Service**

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