

# RHCHP Service Learning Annual Report

JUNE 2017

## SPECIAL POINTS OF INTEREST:

- 2,260 students in service learning projects
- 22,600 hours of service provided! \$521,382 volunteer pay equivalent
- Service learning launches new assessment program
- A transformational year and a bright future ahead

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## RHCHP Service Learning: A Transformative Year

2016-2017 was a pivotal, transformative year for RHCHP Service Learning. Our transition to incorporating project-based learning for students and sites produced events, curriculum, health promotion, health fairs, homeless services, and more to benefit our community partners and their participants/clients. Our students stated greater satisfaction with service learning experiences – 87% stating that their service learning experience contributed to their overall learning. Over 84% of community partner sites state high satisfaction with their service learning students. Preflection and Postflection sessions with students have been redesigned to fully match course service learning objectives and the new RHCHP Service Learning

Logic Model. All community partner sites are now providing an orientation for students to prepare them for their service learning experience, creating a more seamless and effective onboarding process. Once again, our students provided an average of 8-10 hours of service (some providing as many as 40 hours). Approximately 2,260 students provided an average of 22,600 hours of service to community partner participants – a volunteer pay equivalent of \$521,382.

This year was also a year for improving our general programmatic infrastructure and contributing to service learning locally, statewide, and nationally. We created new systems for general

administrative and student project management. We improved our processes and programming for the Homeless Fair and Regis 9Health Fair. We completed the RFP process for new course/site software that will be implemented in summer 2017. Service learning staff presented workshops at the Engaged Faculty Institute through Campus Compact of the Mountain West and the Association for Experiential Education International Conference and co-wrote two papers that were published in the Jesuit Higher Education: A Journal. We will continue to play an integral role on the Colorado Service Learning Council and look forward to all that 2017-2018 will bring.



**Cheryl and Clare at Ronald McDonald House**

## Service Learning Launches New Assessment Program

RHCHP service learning staff worked with an assessment consultant, Heather Mack, to develop a new logic model and assessment for service learning. The result was complete alignment of all service learning components: course outcomes, service learning goals, service learning curricular content, site placement, logic model, transformational framework, and assessment. This process clarified the two most important aspects of service learning in RHCHP: social justice/

cultural intelligence and the intentional incorporation of Ignatian pedagogy and Jesuit traditions. Students now participate in a transformative process of creating a greater awareness of self, a greater awareness of others, and “acting with justice.” This new assessment tool for service learning curricular content and programming is required of all students and has proven to be a valuable tool in understanding the student experience and their learning outcomes. The data

gleaned will help us to continually improve service learning curriculum, site placements, project-based learning, administrative processes and procedures, and overall programming. Please contact the service learning director for information on our new logic model, assessment tool, utilization assessment focused plan, the characteristics of service learning assessment, and the new transformational framework (cschwartz@regis.edu).

## School of Physical Therapy



Physical Therapy Student at the Summer Homeless Fair (2016)

“Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering, and engage it constructively. They should learn to perceive, think, judge, choose, and act for the rights of others, especially the disadvantaged and oppressed (Peter Hans Kolvenbach, S.J.). My service learning experiences throughout the course of the DPT program at Regis University have made this quote a reality for me. The gritty reality of the underserved that exist in all of the communities that I have been a part of

stares me in the face” (DPT 773 student reflection paper).

Service Learning became an integral part of the School of Physical Therapy curriculum since its inception as a master’s degree program in 1995 and has continued with the present doctor of physical therapy degree program. Students have the opportunity to integrate their skills and knowledge about healthcare from the classroom and lab into the community. The experience is a two way street; they receive as much as they give to the clients and community members who help

them enrich their experiences and truly understand the words of Peter Hans Kolvenbach, S.J. The importance of having the students “stretch or challenge” themselves and move out of their comfort zone is continually stressed as they choose their experiences. While they may start with an interest in doing “PT,” they learn through these experiences how improving a person’s health involves a lot more than just healthcare and that being with a person and understanding that person’s social, cultural and economic background and current lifestyle can make a student become a better healthcare provider and truly serve their community. The process of critical reflection through the prefection, service experience, and postfection enables the student to grow and achieve the values incorporated in a Jesuit education.

◆ Ira Gorman, PT, Ph.D., MSPH

## School of Pharmacy



Pharmacy Student at Juniper Village

The first-year students participated in Service Learning by integrating self-care into an after-school program dedicated to the underserved and then participating “interprofessionally” in the Regis 9Health Fair their second semester. The goals of service learning for first year pharmacy students are to create an environment that is sensitive to a patient’s social, lingual, behavioral and educational needs; to demonstrate empathy while recognizing one’s own ethical conflicts; to demonstrate cultural awareness and care through relationship formation and communication with people different from themselves; to consider unique self-care

challenges in uninsured, underinsured, and diverse youth populations; and to articulate strategies to promote self-care in diverse youth populations through age and culturally appropriate communication methods.

The second-year students participated in service learning in assisted living facilities where they provided companionship and social engagement for the residents. These experiences are meant to develop intergenerational relationships and increase student’s awareness of social justice issues around aging. The sharing in class is often funny, yet poignant when those barriers break-

down and they make those connections they did not expect.

The third-year students participated in a longitudinal two-semester program over the course of the fall and spring of their third year. The students were asked to match to an experience outside of their typical comfort zone and to interact with populations that they may never have connected with before. The students spent one semester orienting to the site and providing service and the next semester implementing a project they worked with the site to develop. The projects fit specific needs of the sites and students overall were surprised by the range of what all they could contribute to the organizations. The year concludes with an oral poster presentation where the community partners were invited to come in and share. The reflections were deep and their work was meaningful and impactful.

◆ Megan Leeds, Pharm.D.

## Division of Counseling & Family Therapy

The Division of Counseling and Family Therapy has completed a full year of student participation in service learning for all students enrolled in the master's in counseling and master's in marriage and family therapy degree programs. We have incorporated feedback from students and faculty about how to make the experience most meaningful. One big change has been the incorporation of a mid-term individual creative project, rather than a reflection paper. The project requires students to examine the concepts of bias, privilege, and/or social justice and encourages

the use of the Ignatian Pedagogical Paradigm or tenets of the Jesuit mission to guide their work. Examples of student projects include art projects, poetry, music, and use of media, which they present to each other during a showcase. Some themes in student learning include:

- How hard it is to keep a beginner's mind when working with a particular population. "Often if I know one homeless person then I decide all homeless people are supposed to be like the one I know."

- Students report that they tend to categorize people into boxes and so looking at an individual instead of their status or situation can be a challenge.
- Students are able to verbalize how much their prior attitudes, values, and beliefs contribute to their anxiety before going to the service learning site and how wrong their preconceived notions were.

◆ Jennifer Cates, PhD, LMFT, LPC



**MCPY/MFT 615**  
**Student Midflexion**  
**Creative Art Project**



## Loretto Heights School of Nursing

The Loretto Heights School of Nursing continues to provide many service learning opportunities throughout the curriculum in both the pre-licensure and post-licensure programs (campus-based and online). The 2016-2017 school year was no exception. The NR410 students helped plan events for residents in assisted living facilities, veteran letter writing, art projects, and fall festivals, which is the beginning of their journey of learning to provide compassionate and just care to older adults. The second annual Gear Distribution and Well-

ness Fair for the Homeless Community of Denver was successfully organized and executed by the Accelerated students in NR422. Accelerated NR422 students also participated in pre-planning and implementation of Project Homeless Connect in the fall of 2016. The Traditional BSN students planned and implemented the annual Regis 9Health Fair, and the post-licensure Family Nurse Practitioner (FNP) students provided vital screenings for participants of the 9Health Fair in the areas of blood draw, breast exams, pap smears, skin screening,



**Accelerated**  
**Nursing**  
**Spring 2017**  
**Homeless**  
**Fair**

and prostate exams. FNP students served meals at the Denver Rescue Mission and RN-BSN students provided meals at Ronald McDonald House which proved to be impactful to their Regis experience. All service learning opportunities allowed nursing students across all programs and deliveries in the LHSON to gain further exposure to underserved populations in our community while making a necessary impact on community development.

◆ Mollie Mulberry, MS, CPNP

## Community Partners...in their own words

"The [Regis] students were timely, respectful, and took a great deal of leadership in the program. They were fearless in teaching ESL, even those with no experience. They worked well one-on-one, really meeting our ESL students where they were at."

"The students were immensely helpful with our behaviorally challenged and hard-to-reach children. They understood their emotional needs, and were supportive and kind to them. The students also led an extremely enriching class for our adult women, in which they really facilitated an open and frank discussion about the women's goals for themselves and their families."

"The students were extremely conscientious, organized, and consistently thoughtful. We absolutely loved hosting them!"



**DPT 771 Students with**  
**Participants in the Couch to**  
**5K Service Learning Project**

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**Service Learning** is a philosophy of education, method of teaching, and model for community development that bridges the classroom and the community by engaging learners in the application of theory to service to achieve desired learning outcomes. This form of learning emphasizes critical thinking and personal/professional reflection while encouraging a heightened sense of personal growth, academic enhancement, civic learning, and professional development.

We provide service learning for students in 49 courses each year in the following schools/divisions:

- Division of Counseling/Family Therapy
- Division of Health Services Education
- Loretto Heights School of Nursing
- School of Pharmacy
- School of Physical Therapy.

**“The measure of a Jesuit University lies not in what our students do but in whom they become and the responsibility they exercise toward their neighbor and the world.”**

**♦ Fr. Peter Hans Kolvenbach, SJ**

# 2017-2018 Preview – the journey ahead

The RHCHP student journey is one of transformation – the character building that becomes a destiny of service for the greater good. As we continue to implement our new “Becoming a Transformed Practitioner through a Jesuit Service Learning Framework,” we will continue to support student learning in the spirit of our Jesuit traditions; preparing students to be culturally intelligent in a changing landscape. 2017-2018 will be a year filled with project-based learning for students and sites; assessment and research on RHCHP service learning; participation in service learning organizations; publishing papers and presenting at conferences; and providing an environment for student learning, professional development, and community development.

## Becoming a Transformed Practitioner through a Jesuit Service Learning Framework

	GREATER AWARENESS OF SELF	GREATER AWARENESS OF OTHERS	ACTING WITH JUSTICE
<b>CHARGE</b>	Clarify personal values and professional ethics	Understand relationship with those on the margins	Identify potential to make change
<b>ACTION</b>	✓ Examine privilege	✓ Communicate with others of different backgrounds	✓ Identify and deconstruct systems that create injustice
	✓ Identify bias	✓ Identify situations of justice and injustice	
	✓ Challenge to be in discomfort	✓ See others as having their own "story" rather than being a statistic	✓ Commit to achieving the greater good ( <i>Magis</i> )
<b>OUTCOME</b>	Students develop an awareness of self that allows them to live with discomfort and recognize judgment	Students develop an awareness and understanding of others so as to be in relation to others with justice	Transformed practitioners are students who see their progress in being able to act with justice

PLEASE WRITE YOUR SEMESTER GOALS IN EACH CIRCLE

See the RHCHP Service Learning website for further information about Jesuit Traditions and Catholic Social Teachings: [regis.edu/RHCHPservicelearning](http://regis.edu/RHCHPservicelearning)

