

SERVICE LEARNING HANDBOOK



SERVICE LEARNING

REGIS UNIVERSITY
RUECKERT-HARTMAN
COLLEGE FOR HEALTH
PROFESSIONS

www.regis.edu/rhchpservicelearning

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SECTION 1: OVERVIEW

What is Service Learning?

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

-Chinese Proverb

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. Service Learning utilizes structured and intentional community-based service placements to enhance student engagement and community impact. 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. Service Learning is required of all students in the Rueckert-Hartman College for Health Professions (RHCHP). Service Learning in RHCHP is not a clinical or administrative placement.

Service Learning is used in education to address community problems, foster civic responsibility, and enhance the common good, while allowing students a role in their education and community. Through community service placements, students work collaboratively with organizations and/or community members to provide for those in need. This type of service-based education uses a strengths-based, collective impact model to enhance positive outcomes for the community. Often, services are provided that would not be possible without the university-community partnership. Through these interactions, Service Learning strives to:

- Engage learners in actions which have real consequences
- Involve faculty in action research
- Improve teaching and assessment of course material
- Help local organizations and leaders build capacity, meet vital community needs, and create innovative solutions to pressing problems
- Provide inspiration for a way of knowing, which transcends already established facts and data
- Include, promote, and validate the development of relational skills and ethics
- Cultivate a transformational student experience which heightens personal growth, academic enhancement, civic learning, and professional development

What does Service Learning look like?

The foundation of Service Learning is that students carry out “needed tasks in the community with intentional learning goals and with conscious reflection and critical analysis” (Kendall, 1990). This can range from student engagement in direct service at a community organization, to the inclusion of a student-led needs assessment in determining the nature of the service, and/or collaborative projects among students and community partners.

Examples of Service Learning in Rueckert-Hartman College for Health Professions include:

- Providing compassion care and group activity facilitation at elder care and assisted living facilities
- Assisting individuals with disabilities through adaptive recreation programming
- Teaching health promotion curriculum to underserved students in after school programs
- Engagement with and provision of needs-based services with local homeless populations
- The coordination of health fairs and events for the community

Service Learning in RHCHP is embedded into courses in all 5 RHCHP units (57 courses each year) and is required of all students as a means for cultural intelligence education and practice. The primary focus of Service Learning in RHCHP is the development of relational skills, such as effective communication and compassion across diverse audiences, rather than clinical skill development or tactical health administration proficiencies. RHCHP Service Learning uses curriculum, teaching, community partner site placement, and assessment of learning outcomes to promote student competencies in the following areas:

- Social Justice - Learning about the marginalized in our community to provide service that promotes social change
- Cultural Intelligence – The capability to relate and work effectively across cultures
- Civic Engagement – Involvement in the political process and the issues that affect citizens
- Bias – Understanding a judgement that creates distance and marginalization
- Privilege – A special opportunity to do something that empowers others and makes you proud
- Leadership – The power or ability to lead others
- Health Literacy – Improving individuals’ ability to read, understand, and act on health services information

No two Service Learning programs are identical. Each program has characteristics that align with both the mission and the intended outcome of the practicing institution and program. Service Learning at Rueckert-Hartman College for Health Professions is based upon key characteristics of Jesuit education and professional adult learning.

Characteristics of Service Learning in Rueckert-Hartman College for Health Professions

1. Social justice content informed by Jesuit pedagogy and Catholic social teachings

The promotion of a just society that cares for those in the margins has been a consistent theme in Catholic teachings and Jesuit education. Informed by these pedagogies and teachings, Service Learning strives to increase social justice and decrease social injustices through the selection of community partner agencies, student Service Learning activities, and the resulting knowledge, attitudes, and behaviors of students after completing Service Learning courses.

2. Professional and post-traditional education learners

Students in graduate and professional programs differ from typical undergraduate students in the level of life experience and family situations. Their educational decisions are often driven by the economic value of the education, as students are focused on entering a wage-earning professional role. As such, there is often limited flexibility in program content and student availability for service. The unique needs and assets of post-traditional and professional education learners are considered in all facets of Service Learning. All students have required Service Learning designed to fit with their professional development, with intentional connections built between their service engagements and the skills they need to become an efficacious health care provider.

3. Linked to institutional mission of Regis University

Service Learning programs support the mission of their institution, and similarly, a strong mission supports Service Learning. “As a Jesuit Catholic university, Regis seeks to build a more just and humane world through transformative education at the frontiers of faith, reason and culture.” The mission statements of Jesuit institutions collectively address the purpose of creating “men and women for and with others,” who can effectively address the needs of society. According to Campus Compact, a national organization focused on Service Learning in higher education, “Campuses with the most success in achieving their plans are those in which the plan is congruent with a broadly understood and accepted mission, and is articulated in the language of the campus” (Klienhesselink K., 2015). Best practices suggest that every institution and every unit within an institution can and should decide in a deliberate way the degree to which service is integral and appropriate to the mission. The institutionalized requirement of Service Learning for all students in RHCHP, along with dedicated staff to support this requirement reflects the commitment Regis desires to connect mission and academics.

4. Student transformation and personal growth

The intent of Service Learning is to promote student awareness, growth, and understanding of self in relation to others, as well as their ability to make change. This type of transformation occurs through experience and making meaning of experience. The use of reflection as a critical tool for personal growth is key to developing understanding. RHCHP Service Learning programs include the following guided activities in order to promote desired growth from Service Learning experiences:

- **Preflection** [pre-service reflection] is an intentional preparatory process for student that includes pre-service content, preparation, and goal-setting. Based upon a theory of change model, students are provided with a Jesuit transformational framework for personal and professional growth.
- **Postflection** [post-service reflection] is the culminating event for students to critically reflect on their Service Learning experience (written and/or orally). Students demonstrate learning outcomes through a guided critical reflection – via discussion, paper, project, poster session, etc. Connected and contextualized reflection is aligned with best practices in Service Learning.

5. Collaborative partnerships with community

The true, critical essence of Service Learning is connection and commitment to the community. It is the collaborative, co-creative relationships with community partners, and in this case health services-related agencies and organizations, that truly create sustainable social justice impacts. Community partners participate in developing strong experiences for students. RHCHP partners are selected for their relevance to health care needs and their links to RHCHP curricular objectives. There is a strong emphasis on partners providing long term elder care, homeless services, and health education and screenings.

6. Utilization-focused, outcomes-oriented assessment

RHCHP Service Learning utilizes evaluations in such a way that the findings can be used to inform decisions and enhance program outcomes, both with students and communities served. Service Learning assessments were developed by professional Service Learning staff and are primarily used by staff and faculty to identify and implement programmatic changes that will increase personal and community impact.

Types of Engagement:

The major goal of Service Learning is to raise self-consciousness and awareness about relevant social/social justice issues, while promoting student involvement in addressing these issues. There are numerous manifestations of Service Learning that can be utilized to expose students to relevant issues. Some of these methods include social analysis, community-based research, direct service and advocacy. While all types of faculty and student engagement toward collective community impact are valuable, RHCHP Service Learning focuses primarily on the following three methods of engagement:

Direct Service is primarily designed to help individuals survive a present crisis or threat, or serves as a preventative tool or response to impending negative outcomes for a particularly high risk population. Examples include serving clients at a homeless shelter, facilitating English as a Second Language classes for immigrants and refugees, or promoting health literacy among low income, high needs, or underinsured populations. Direct service necessitates that students be physically at the service site or otherwise have direct contact with a client or program participant. Direct service provides rich opportunities for students to interact with others and build cultural intelligence, while assisting organizations in meeting vital individual and community needs.

Project-Based Learning allows students to participate in active exploration of real-world challenges and problems. In collaboration with community leaders, students assess and identify needs of the populations they are serving and work together to develop a project that addresses these needs. During these projects, students work collaboratively with their site supervisors to create and implement a project that provides meaningful opportunities for individuals who may not otherwise have access. Examples include the creation and facilitation of sensory-based activities for organizations serving children with autism, or the planning and hosting of baby showers or other special events for organizations that serve low income and/or homeless families. This practice creates real-world leadership experiences with diverse populations and allows students to develop cultural intelligence while leaving a lasting impact on their community.

Interprofessional Education (IPE) is an experience for integrative service and project-based learning for and between students, faculty, providers and community members. IPE aims to provide an educative experience for students and faculty from various disciplines to learn with, from and about each other to work integratively and provide a interprofessional “lens” to participants. Students engage in interprofessional education in RHCHP Service Learning through interprofessional site placements, the Regis 9Health Fair and immersion trips that engage multiple academic programs through the Global Health Pathway. These experiences create a space for students to work and learn together in the community while providing service participants an integrated experience of health professions.

A Distinct Form of Community Service

There is often confusion between Service Learning and other types of community engagement. Most common are misunderstandings of the differences between Service Learning and volunteerism, as well as the differences between Service Learning and other experiential academic requirements. It is important to distinguish between the various types of community-engaged service and related learning in order to clarify the distinct nature and context of Service Learning. While there may be some overlap in the categories below, Service Learning is a distinct and unique form of education and community engagement.

Service Learning

There are a number of course requirements that students must meet before they can be given credit for a class. A Service Learning requirement ensures that students not only participate in experiential education through providing a community service but also reflect upon what they are doing and evaluate what they are learning and why they need to learn it. RHCHP Service Learning includes course content related to the area being studied for the course. For example, a disabilities course will include curriculum regarding the social justice challenges of the Americans with Disabilities Act (ADA).

Volunteering

Volunteering is a worthwhile activity and provides learning opportunities. However, learning from volunteering is generally not structured and supported in the same ways as Service Learning. That is to say that volunteerism does not intentionally integrate and assess learning outcomes as part of each individual's experience.

Charity

Charity is the provision of resources and services to meet an immediate and pressing societal need. In a charity model, it is typically those serving who determine and control the service. Service Learning is based on a reciprocal relationship in which both the server and those being served learn and teach.

Internships

Internships emphasize workplace learning and job skill development. Service Learning emphasizes student contributions to a community that simultaneously serves as a vehicle for achieving interpersonal, social, and cultural learning outcomes.

Clinical Experience

The clinical skills necessary for a career in health professions are practiced through supervised clinical experiences. Service Learning does not typically focus on technical or clinical skill development, but on personal development and social responsibility. Service Learning supervisors do not need to have clinical expertise; their role is to guide students in developing interpersonal relationships and effectively meeting the identified community need. However, if students are using professional skills, the appropriate skilled faculty member will be present.

Student Goals and Learning Outcomes in RHCHP:

Service Learning is successful when personal and professional interests, combined with mission-driven enthusiasm, serve the interest of the greater good. The outcomes of a successful Service Learning placement are valuable beyond measure and include for the student: comprehension of and proficiency in outcomes-based learning, transforming theory to practice, an understanding of and appreciation for diverse social issues and challenges, social emotional connection to and understanding of all populations served in health professions, a furthered commitment to the practice of health professions, and the intrinsic reward of knowing a difference has been made. Service Learning, at its core, is a transformative, heart-centered pedagogy for the greater good.

Beginning in 2016, students in Service Learning complete a required assessment survey following all of their Service Learning courses to measure their understanding and integration of Service Learning curriculum and transformation as a culturally intelligent professional. The survey instrument contains a mix of 20 qualitative and quantitative questions. It is administered using an electronic survey platform. Below is the RHCHP Service Learning Logical Framework currently being assessed:

RHCHP SERVICE LEARNING LOGIC FRAMEWORK

DESIRED RESULTS FOR STUDENTS		INDICATORS	
		STUDENTS CAN...	
GOAL	Transformed practitioners are students who see their progress in being able to act with justice for the common good	1	Describe what they learned about self, others, and acting for and with justice and how they will use this to become a better practitioner
		2	Assess what went well and what could be improved in the handling of an uncomfortable situation
		3	Differentiate knowledge/skills about equity/inequity and demonstrate what actions were taken to create equity (advocacy, leadership, etc.)
		STUDENTS CAN...	
OUTCOMES	Students develop awareness of others so as to be in relation to others with justice	1	Communicate effectively and with cultural intelligence with others who are different than them
		2	Demonstrate skills in situations of equity/inequity
		3	Differentiate and apply justice vs charity and when either is needed
		4	Recognize a greater meaning or higher power outside themselves
		5	Practice humility, compassion and empathy in their personal and professional life
		STUDENTS CAN IDENTIFY...	
OUTPUTS	Students develop an awareness of self that allows them to live with discomfort and recognize judgment	1	Personal Bias
		2	Areas of comfort/ discomfort with values and situations
		3	Privilege
		STUDENTS...	
ACTIVITIES	Students' service learning experiences focus on providing opportunities to develop awareness and actions for the skills defined above	1	Complete service learning reflection session tailored to the course and trajectory of program learning/content
		2	Complete service learning orientation with agency or on the topic of the agency's primary community issue
		3	Serve with community agency characterized by an opportunity to encounter injustice
		4	Complete postreflection session to debrief and reflect on learning
THEORY OF CHANGE		Service Learning allow students to learn about, and have the opportunity to practice, acting with justice. This is what strengthens their ability to act for and with justice throughout their lives as transformed practitioners.	

Figure 1: RHCHP Service Learning

Foundations of Service Learning

Service Learning engages students in direct and active learning experiences and reflection, making it a form of experiential education (EE). Service Learning is a unique expression of EE that is informed by multiple critical pedagogies and theories. Inherent to Service Learning is not just the intentional combination of experience and reflection, but also the historical context and relationship between service and community engagement, as well as intentions towards supporting and building solidarity with the most marginalized in our society.

Experiential Learning Theory

“Amid all uncertainties there is one permanent frame of reference: namely, the organic connection between education and personal experience.” (Dewey, 1938)

The idea that students learn both primarily and most effectively through active engagement and real experience is a fundamental tenant of Service Learning and is derived from experiential learning theory. According to the Association for Experiential Education (AEE), experiential education is defined as “a philosophy that informs many methodologies, in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities” (AEE website).

Foundational experiential education proponent John Dewey highlights the dialectic and two-way nature of experiential learning that involves both ‘trying’ and ‘undergoing’.

“‘Trying’ refers to the outward expression of intention or action. It is the purposeful engagement of the individual with the environment... Through action an attempt is made to have an impact on the world. ‘Undergoing’, the other aspect of the ‘transaction’ in experience, refers to the consequences of experience on the individual. In turn, in attempting to have an impact, the experience also impacts us.” (Ord, 2012)

The process of experiential learning can be interpreted as both a cyclical and dynamic process, in which thought (interpretation, reflection, discernment) is integrated with action (involvement in experience). The relationships and tensions among these processes are what lead to growth and development, and ultimately, learning. Kolb’s model of experiential learning (below) presents both the cyclical and dynamic nature of the multi-faceted learning experience, which includes multiple learning styles and phases of interacting, processing, and applying knowledge.

Kolb defines the dialectically related modes of ‘grasping experience’ as Concrete Experience (CE) and Abstract Conceptualization (AC). The ‘transformation’ of experience is achieved by similarly dialectical modes of Reflective Observation (RO) and Active Experimentation (AE). According to Kolb, Boyatzis and Mainemelis (2001), “immediate or *concrete experiences* are the basis for observations and *reflections*. These reflections are assimilated and distilled into *abstract concepts* from which new implications for action can be drawn. These implications can be *actively tested* and serve as guides in creating new experiences” (p. 228). Hence, knowledge is shaped both through experiences and reflection which impact future experiences and interactions.

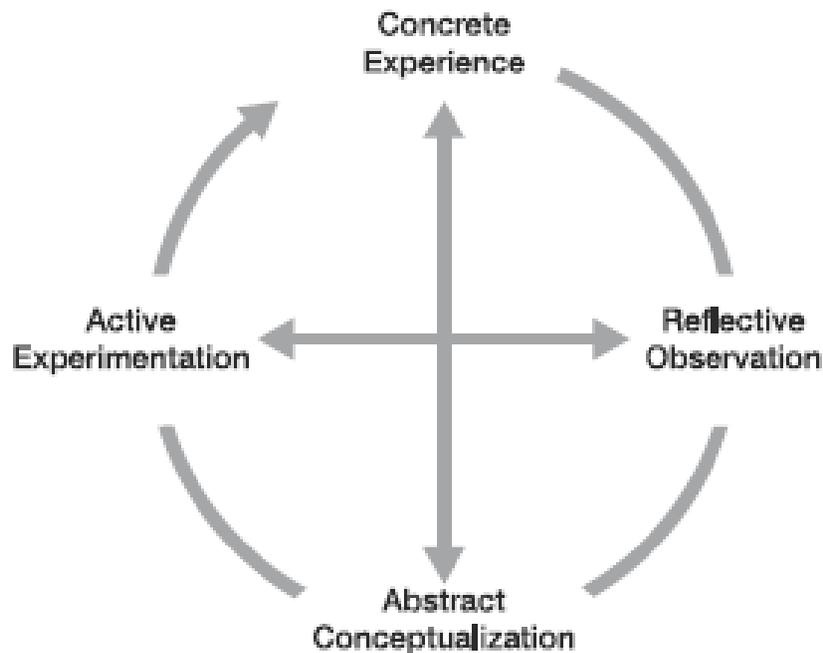


Figure 2: Kolb's Experiential Learning Theory, 1984

It is important to note that even amongst all of the individual processes within this learning cycle, there is also a constant transactional process between the learner and their environment. In other words, just as the student is impacted by their environment, the environment (person or situation) is also impacted by the student in a constant reciprocal relationship.

Critical Consciousness

The term “**critical consciousness**,” or “conscientizacao” in Portuguese, gained widespread recognition through Brazilian educator and activist Paulo Freire, who dedicated much of his life to educating and advocating for the poor. Critical consciousness was defined by Freire as the ability of individuals to assess their own identities related to the sociopolitical realities that surround them and critically examine how these identities have been informed by and support privilege and oppression (Weis, 2012). To this end, Freire explored liberating educational methods that promoted both the ability to recognize and analyze systems of inequality and the commitment to take action against these systems (Freire, 2005). Freire emphasized the particular significance of developing critical consciousness in oppressed populations as a necessary means towards their own empowerment and self-determination.

Since Freire's popularization of critical consciousness theory, the term has grown to take on expanded meaning. Critical consciousness now lays a foundational conceptual framework for

the pedagogy of Service Learning. Dr. Mustakova-Possardt explains how critical consciousness involves elements of critical thinking, an understanding of causality, a grasp on the processes of history, and the ability to translate thought into action. Most importantly, she points out the underlying and empowering moral motivation afforded by critical consciousness. Her description of the state of those who have achieved it aligns with the principles Service Learning aims to instill: “Knowing and being, mind and heart, center round a caring, increasingly interconnected, justice-and-equity-oriented view of life.” (Mustakova-Possardt, 2003)

Critical consciousness is a journey towards transformation through a greater awareness of self, a greater awareness of others, a greater awareness of social issues, and a greater potential to make change. Critical consciousness is measured by one’s ability to be morally courageous – in service and as an advocate for social justice. For a student to truly transform and reach critical consciousness, a high level of confidence, esteem, and moral courage must be reached.

An authentic journey of self-discovery and acceptance of others is successful when students don’t feel judged on their path to self-actualization. An educational structure that emphasizes awareness without judgement is necessary to meet students where they are mentally, emotionally, physically, and spiritually in order to further facilitate their journey. The critical consciousness model provides students the opportunity to set personal, realistic goals for their own transformation and an authentic pathway to truly grow and transform (Cipolle, 2010).

Civic & Community Engagement

Civic engagement occurs when students are actively engaged with differing perspectives in addressing common problems that affect the well-being of communities, the nation, and the world. As stated in *A Crucible Moment* by The National Task Force on Civic Learning and Democratic Engagement (2012),

“Today’s education for democracy needs to be informed by deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate with people of differing views and backgrounds toward common solutions for the public good.”

Community engagement is both a defining factor and value of Service Learning. The Carnegie Foundation defines effective community engagement in the context of higher education:

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.**

The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical social issues; and contribute to the public good (“Community Engagement Classification,” n.d.).

Reciprocal Relationships

Relationships are central to the collaborative work of Service Learning. Most often these relationships manifest as formal and informal partnerships between students, academic institutions, and community organizations. As is the case of all collaborative efforts, there are a variety of involved interests. The figure below illustrates five key constituencies and the complexity of relationships that may exist between them in Service Learning. The numbers illustrate the possible and probable relationships among these constituents, including Students, Organizations in the community, Faculty, Administrators on the campus, and Residents in the community (which may in some cases be clients or special interest populations). (Robert G. Bringle, 2009)

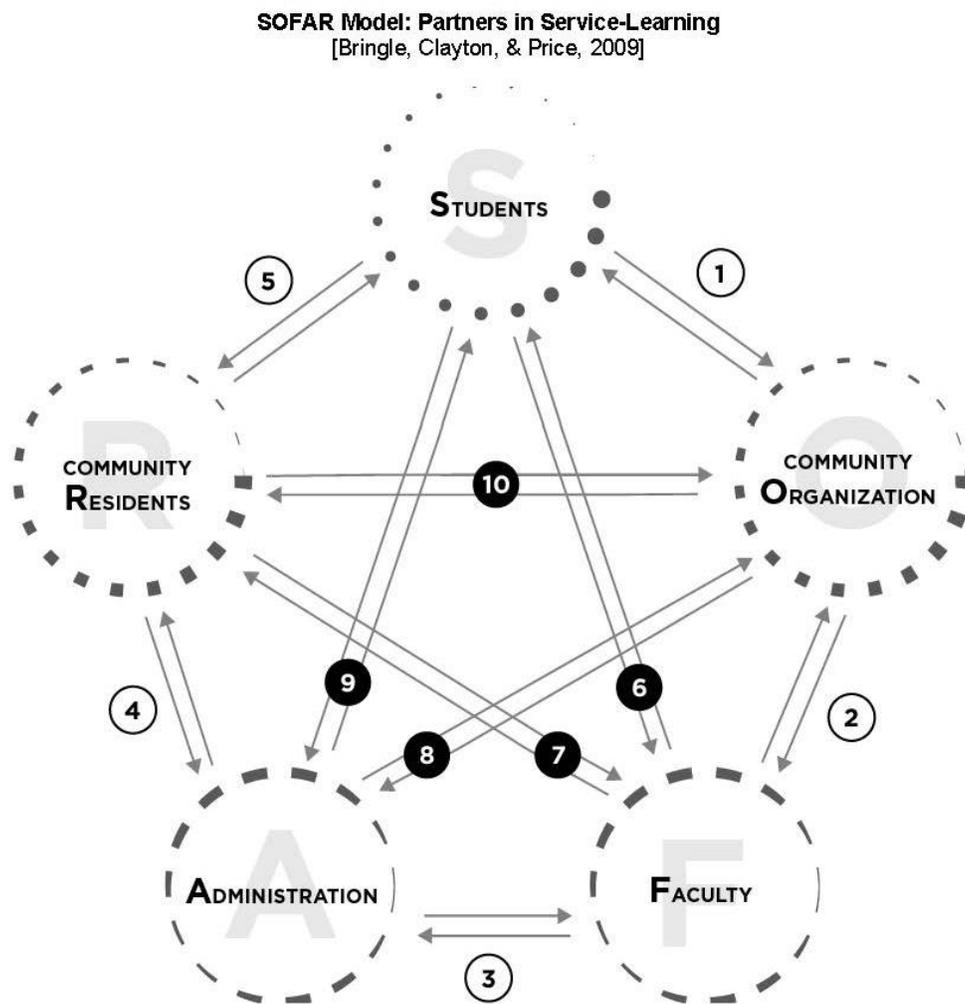


Figure 3: SOFAR Model: Partners in Service Learning

Of utmost importance is that all partnerships and relationships maintain effective reciprocity and respect, ideally in the form of mutual benefit for all involved. Though the benefits may look very different for each constituency, every effort should be made to understand and provide the desired benefits/outcomes to each. Hence, appropriate and clear definitions of partnerships and expectations are fundamental to equitable and effective Service Learning. An understanding of the varying nature of relationships, as well as the differing characteristics, capacity, and goals of those involved is necessary to ensure respect, reciprocity, and satisfaction in Service Learning relationships and partnerships.

Preliminary Continuum



Figure 4: Transactional to Transformational Service Learning

(Patti H. Clayton, 2010)

The continuum above illustrates a variety of characteristics associated with Service Learning relationships. There are many satisfactory locations along this spectrum for different parties, depending on the desired goals, outcomes, and capacity of those involved. However, Service Learning should never be of singular or excessive benefit to any one (or multiple) involved party/ies. The better that staff, faculty, students, and partners understand the intended outcomes within the partnership, as well as the constraints, the more likely the relationship will continue to thrive.

Authentic reciprocity and mutual benefit requires effort, investment, and flexibility. As stated by Petri (2015), in her article *Service Learning from the Perspective of Community Organizations*, “To truly have reciprocal partnerships between campus and community would mean finding relevance, prioritizing and respecting partnerships, supporting faculty who seek them out, and recognizing the community as a co-teacher of students.”

The Role of Reflection & Discernment

Reflection is an essential process for transforming the experiences gained from Service Learning activities and course materials into genuine learning. Not only does it foster learning about larger social issues, including social justice, it also enhances students' critical understanding of the course topic and their ability to assess their own values and goals. Critical reflection is about pushing students to explore assumptions that underlie their own perceptions and the way that society is organized (Eyler, 1999). One of the founding proponents of experiential education expressed by John Dewey is that experience in and of itself is not necessarily educative. Without thoughtful consideration and analysis, controversial experiences can actually affirm our worst habits and prejudices. With reflection, students gain awareness of their preconceptions, biases, and privilege in relationship to others, as well as the systems that perpetuate or counter inequity and injustice.

In RHCHP Service Learning, we strive for student "authenticity" in critical reflection. There are vast differences between traditional post-reflection and authentic critical reflection as described below:

- Traditional Post-Reflection
 - Looks back on experience that has come to completion
 - Often used as a qualitative assessment tool
 - Students follow the rubric and tell us what WE want to hear
 - Mainly writings/papers summing up an experience

- Authentic Critical Reflection:
 - Reflection skills for both real-time discernment and post-reflection ah-ha's – students learn to reflect as experience is happening!
 - Reflection is a measure of movement towards "transformation" based on the GOALS set by the student
 - Students are graded on participation in reflection and their own assessment of their transformation
 - Students choose creative reflection tool(s) that match their learning style
 - Students are honest in their self-assessment of their transformation, even if goals are not met
 - Authenticity is achieved because judgement has been suspended

The Ash and Clayton D.E.A.L. Model of reflective practice outlines 4 necessary steps for critical reflection:

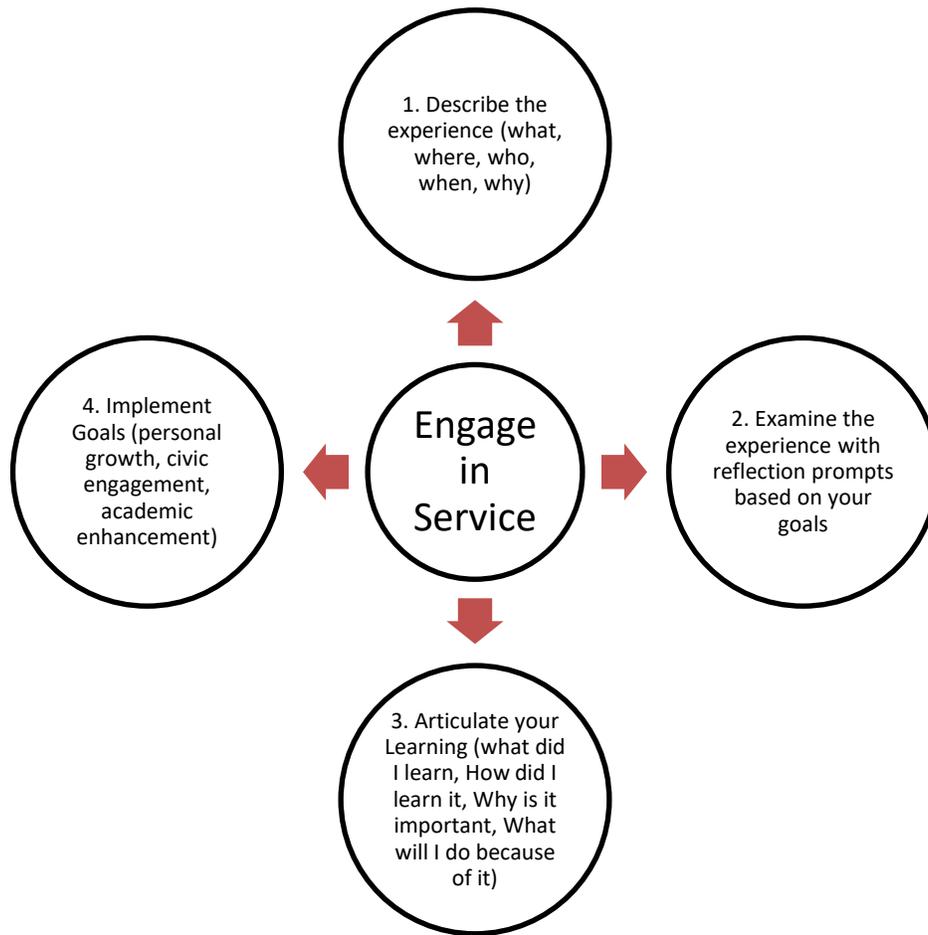


Figure 5: D.E.A.L. Model of reflective practice, 2009

Within a Jesuit Service Learning framework, reflection is also associated with the Jesuit principles of discernment, or “the art of discovering how best to respond to God in daily life”. The first principle of discernment is to choose the good, or as St. Ignatius describes it, “what better leads to God’s deepening in me” (Loyola Press, 2019). How this is advised in practicing discernment is to reflect on our feelings and pay attention to the inner movements of our heart. We are all called to different things; it is important to pay attention to which spirits are ‘calling to us’, and to discern which path to take when we feel various pulls. Discernment can be useful in decision-making for both life decisions and simple actions and interactions as they present themselves daily.

Why Service Learning?

“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.

We engage in Service Learning at Regis University because it is our mission. Growth and development as a learner at Regis University is not just about academics or the individual; it is about how each of us can contribute meaningfully to the greater good, and how we can use their knowledge and skills both for and with others. Interactions across cultures and service to those in need is a primary way in which students learn about their own inner dimensions, understand other’s perspectives, and determine the kind of person they want to be in the world.

Guiding Principles: Social Justice & Jesuit Values

Social Justice, a term coined by Jesuit priest Luigi Taparelli D’Azeglio in 1850, is a foundational premise of the modern Jesuit education. Social justice is defined as “social change and public policies that increase gender and racial equality, end discrimination of various kinds, and reduce the stark income inequalities that characterize this country and most of the world.” The principles and work of social justice encourage us to engage with ongoing critical reflection on the inquiry **‘How ought we to live?’** The core Jesuit values all exemplify a striving towards understanding and enacting social justice.

Cura Personalis: Latin phrase meaning "care for the person." Cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body, and spirit of the person.

Magis: Latin meaning the “more,” magis embodies the act of discerning the greater good in a given situation to better glorify or serve God. Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.

Men and Women for and with Others: This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.

Unity of Mind and Heart: Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged. This speaks to the diversity of people who go forth to set the world on fire with the Ignatian mission all across the world.

Contemplatives in Action: Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one’s spiritual life and guides our actions.

Finding God in All Things: This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

Developing Transformed Health Services Practitioners

Direct service with some of the most vulnerable in our community enables students to understand the multitude of factors that impact health and wellness, and to develop and practice fundamental relational skills. Service Learning provides an opportunity to dive below the surface and understand health and wellness in a multi-faceted and holistic way that includes culture, social identities, economic status, access, and systems of care. Looking beyond physical states of health and medical interventions, Service Learning engages students with important relational aspects of health services. Cultural intelligence, moral courage, and compassionate communication are all integral to the daily work of effective health services providers. Through Service Learning students have an opportunity to examine and practice these skills in real time, while critically reflecting on how they relate personally and professionally.

Cultural Intelligence

Cultural intelligence is defined as the ability to relate and work effectively across cultures (Livermore, et al, 2010). Cultural intelligence is of particular significance to health professionals in that it empowers the following in the patient-practitioner relationship:

- Understanding patients'/clients' needs and valuing them individually
- Optimizing care and health outcomes
- Enhancing communication
- Meeting people "where they are"
- Addressing power/privilege between providers and patients
- Establishing trust

RHCHP Jesuit Transformational Framework

Service Learning brings the classroom and the community together by engaging learners in the RHCHP Jesuit Transformational Framework along with experiential opportunities for students to apply their learnings of social justice. As part of their Service Learning experience, students utilize the Transformational Framework to identify personal and professional goals related to awareness of self, others and acting with justice. This framework is used in preparation for service experiences and also provides a real time tool for students to engage in ongoing reflection and discernment.

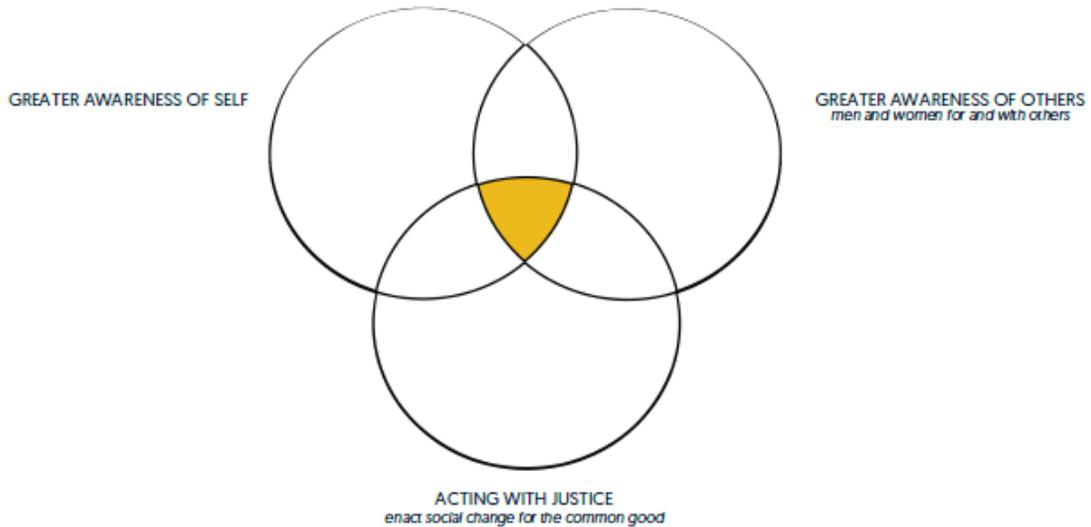
The process of creating awareness of SELF, OTHERS, and ACTING WITH JUSTICE yields ACTION that transforms students into practitioners who are: actualized, efficacious, and well-equipped to serve diverse populations with competence. Graduates of RHCHP have acquired the tools/skills necessary to advocate for themselves, their patients/clients, health systems, and the environment in which they live and work.

Becoming a Transformed Practitioner through a Jesuit Service Learning Framework

	GREATER AWARENESS OF SELF	GREATER AWARENESS OF OTHERS	ACTING WITH JUSTICE
CHARGE	Clarify personal values and professional ethics	Understand relationship with those on the margins	Identify potential to make change
ACTION	✓ 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>)
OUTCOME	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



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Figure 6: Service Learning Transformational Framework

SECTION 2: RHCHP SERVICE LEARNING STRUCTURE

Service Learning as a Co-Educative Model

“A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by envioning conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth.”

- John Dewey

Service Learning provides an opportunity for students to learn from real world experiences outside of the classroom. As such, there are many players in student learning in this context. Collectively, community partners, community residents, university staff and faculty shape both the service experience itself and the processing and transference of knowledge gained through that experience. The diagram below shows the interconnected roles of the primary stakeholders invested in Service Learning.

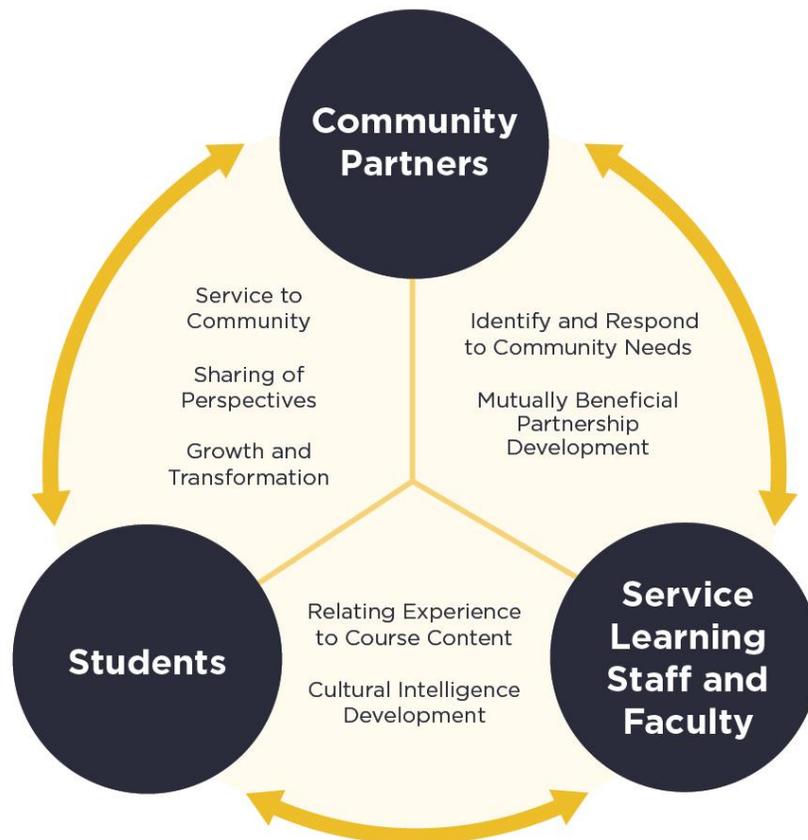


Figure 7: Stakeholder Relationships in Service Learning

Service Learning staff work collaboratively with community partners to develop meaningful and mutually beneficial service experiences. Community leaders - often from non-profit organizations, co-ops or collectives - guide the nature of student learning through the organization and supervision of meaningful service placements. In doing so, they also contribute to the impact students can have within an identified area of need in the community. Service Learning supervisors are co-educators of students, and their role is intrinsic to both student and community impact.

Service Learning staff and faculty work together to provide a safe and supportive learning environment for students to explore the challenging social justice issues of today, while understanding their own privilege, biases and discomfort in order to grow in their cultural intelligence. Staff frame and debrief the experience for students through reflection sessions. Faculty actively participate in reflections with staff and students, as well as reinforce the connections between students' service experiences and their professional context throughout the course.

RHCHP Service Learning

It is the mission of RHCHP Service Learning to promote social justice, specifically as it relates to U.S. and global health services, by linking academic study to community service through intentional integration of experiential, educative Service Learning curriculum in collaboration with community partners. We aim to address health services-related injustice, inequity, and disparity; improve systemic challenges in health services; and create global justice for patients and practitioners. We are guided by our belief that true integration of learning happens when students are provided an opportunity for practical application within the context of their values-driven interests. The service work is directed toward the achievement of health professions course learning objectives and also toward making meaningful contributions to the areas of need identified by the community being served.

The true, critical essence of Service Learning is a connection and commitment to community. It is the collaborative, co-creative relationship with community, and in this case health services-related agencies and organizations, that truly "moves the dial" on creating sustainable social justice. RHCHP has a long, proud tradition and history of providing support to local and global communities. RHCHP Service Learning works in concert with community agency partners to provide a quality and transformative student experience, support the ongoing work and sustainability of community agencies, cultivate social change and create social justice.

Expectations and Scheduling Requirements

RHCHP Service Learning coordinates site orientations and service contracts with community partners based around students' academic schedules and availability. RHCHP Service Learning collaborates with each school and division faculty and administration to receive necessary schedules and requires timely communication of final schedules and schedule changes. Faculty assistance in this process, particularly in regard to any schedule changes is absolutely necessary. Service Learning staff may organize Service Learning for an entire class at one site, or provide students with choices among site options, depending on course content and requirements.

Roles and Responsibilities

The primary roles of RHCHP Service Learning staff include:

- Develop and teach social justice curriculum, based on the RHCHP Jesuit Transformational Framework
- Build Service Learning partnerships and ensure student-community relationships are founded in and maintain a nature of authentic, mutual benefit and effective reciprocity
- Serve as a support to both students and community partners throughout service experiences
- Facilitate critically reflective experiences for and with students, providing an opportunity for integration and transference of learning
- Assess student learning and report/present on the findings
- Provide training and development for faculty, staff, students, and community partners/members

In order to ensure a mutually beneficial relationship between Regis University students and community partners, RHCHP Service Learning provides the following structures and supports to students, faculty, and community partners:

Curriculum and Guided Reflections for all Service Learning Courses

Service Learning staff lead Preflection and Postflection sessions for students in each Service Learning course, which outline the goals of the Service Learning experience and make connections with course content. These sessions emphasize cultural intelligence, students' awareness around issues of privilege and bias, and relate service experiences to professional skills.

Communication & Scope of Work Agreements with all Community Partners

Together, Service Learning staff and community partners develop a scope of work for each student placement that aligns with the desires and capacities of the partner organization and allows for students' growth in cultural intelligence. Service Learning staff work collaboratively with community partners to determine needs that could be addressed by Regis students and feasible methods of engagement that result in mutual benefit. In order to implement these beneficial projects and partnerships, Service Learning staff provide the following:

- Communication with community partners regarding time and date/s students are available for orientation and service, based on academic schedules
- Placement of up to the maximum number of students requested for service by organizational partner, for the duration of time specified in the Scope of Work Agreement
- Rosters of student groups provided to community partners, including student contact information, following student placement and prior to orientation
- Physical space at Regis University for community partners for orientations as needed
- Direction & assistance with GivePulse, the RHCHP Service Learning online management software, as needed

Student Communication, Site Placements and Resources

Service Learning staff serve as the main conduit between students and community-based Service Learning sites, and all student questions regarding sites and placements should be directed here. Service Learning staff provide the following to support students' successful service experiences:

- Communication of site information/description, service schedules, volunteer, and compliance requirements to all students prior to student registration/placement*
- Coordination of registration process for student site placements*
- Funding for projects that directly impact program participants, provided appropriate funding request protocol is followed and funding is available
- Teaching materials and curriculum related to health promotion as available/appropriate
- Continued communication and support as needed between student and site
- Direction & assistance with GivePulse, the RHCHP Service Learning online management software, as needed

**with the exception of post-licensure Nursing students, who are responsible for finding their own sites.*

Student Hours Tracking and Reporting

Service Learning staff ensure all student hours are recorded accurately and verified by site supervisors within one week of students' completion of service. Students final hours are provided to course faculty for grading purposes by Service Learning staff.

RHCHP Faculty

Faculty play a vital role in integrating students' service experiences into their classroom learning. Being most familiar with the specific academic and skills-based content students are learning, faculty have a unique opportunity to help in the ongoing transfer of knowledge gained through students' service to their specific course content, and ultimately their health careers.

The concrete experiences teachers and students share in the classroom are informed by subject matter and experiences from outside learning environments. Faculty can enhance students' learning and growth by encouraging opportunities for students to reflect on and share about their service experiences in relationship to classroom content.

Expectations and Scheduling Requirements

Faculty teaching a course with embedded Service Learning partner with Service Learning staff by providing relevant course and student information prior to Service Learning placements.

Service Learning site orientations and service contracts are developed around students' academic schedules and availability. Service Learning staff require ALL student schedules

(academic, lab, clinical, and exam schedules) as soon as they are available, and as far in advance as possible, for effective planning. **Departmental or faculty-specific schedule changes can directly impact community partners and require immediate communication.**

Faculty have the following specific roles and responsibilities related to Service Learning planning and implementation:

At least two months prior to start of semester:

- Contact Service Learning staff to coordinate logistics, especially any curricular or schedule changes*
- Identify dates and locations for Service Learning Preflection, Midflection (if applicable), Postflection, and orientation (if during class time)
- Post all relevant Service Learning documents to WorldClass and incorporate assignments into the course syllabus

**Schedule changes that occur less than one month prior to course start also must be communicated to Service Learning staff immediately. Faculty support in connecting Service Learning staff with relevant schedulers can help ensure schedule changes are communicated.*

Throughout the Service Learning course:

- Maintain regular correspondence with students regarding Service Learning projects, and encourage sharing and reflection whenever possible in relationship to course content
- Assist Service Learning staff in the supervision of students' Service Learning placement and co-mediate conflict and/or co-facilitate interventions as needed
- Collaborate with Service Learning staff on identifying and addressing behavioral and/or professional challenges in Service Learning. Directing and upholding disciplinary action as needed for any student behavior or professionalism issues with assistance of Service Learning and/or student affairs staff as appropriate.
- Distribute and collect Service Learning assignments and grade Service Learning deliverables as needed

Methods for Critical Reflection

Reflection is beneficial in enhancing students' self awareness, understanding of community systems and structures, and sense of their own capabilities. It depends on large part on the appropriate contexts and real problems and issues. Regardless of the outcomes emphasized in a particular Service Learning project, the reflection process must be structured to reinforce specific educational outcomes that have been identified as critical in the course. For example, if understanding privilege and bias is a goal, Service Learning staff, and when appropriate, faculty, must provide structured opportunities for students to identify and process examples of how this plays out throughout their service experience, and what it means for their future work as practitioners.

If challenges arise during a Service Learning project, it is helpful for Service Learning staff, and when appropriate, faculty, to guide students through a process of critical thinking around the experience and potential solutions. Service Learning staff design reflective exercises that help students understand the uncertainties inherent in the service-learning project, identify a range of possibilities for addressing those uncertainties, and examine these possibilities from the perspective of different stakeholders. Faculty and Service Learning staff cannot assume that the service experience will automatically result in enhanced problem-solving skills; an intentional, ongoing process is required for coaching students and helping them acquire such skills.

Methods used for critical reflection may vary by course and level of reflection desired. Examples include:

Case Studies: Assigning case studies can help students think about what to expect from the service project and to plan for the service activity. For example, if students are to serve in an assisted living facility, studies that address patient treatment in this type of facility may help students reflect on their personal experience in relationship to a larger picture.

Discussions: Encouraging formal/informal discussions with teammates and/or other volunteers can introduce students to other perspectives and challenge students to think critically about the project.

Journals: The following are some common approaches to journals, which could be used independently or together.

Free-form: This is the most common form of journal, in which students are asked to record thoughts, observations, feelings, activities, and questions throughout the project. The journal should be started early in the project with the expectation of frequent entries. Faculty, and Service Learning staff when appropriate, can provide feedback by responding to journals, facilitating class discussions around issues/questions raised in journals, or structuring further journal assignments based on journal entries.

Structured: A structured journal provides prompts to guide the reflective process, can direct student attention to important issues/questions, and connect the service experience to class work. Some parts of the journal may focus on affective dimensions while others focus on systems or problem-solving issues.

Team-based: Team journals promote interaction between team members on project-related issues and introduce students to multiple perspectives on the project. Students can take turns recording experiences, reactions, and observations, and responding to others' entries. This may be best accommodated through an online forum.

Critical Incident: Asking students to record a critical incident for each week of their service provides a systematic way for students to communicate problems and challenges involved in working with their community and team. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. This can help in dealing with the affective dimensions of the service experience.

Presentations: Students may be asked to make presentations to their classmates (and/or broader audiences) describing their service-learning experiences, evaluating them, and integrating them with course topics/learning objectives.

Portfolio: Students may be asked to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, planning and documentation of project activities, and an annotated bibliography. Students could be asked to organize evidence by learning objectives. Portfolios could be used within one course or across students' entire program of Service Learning.

Papers: Written reflections can be used throughout the course or as a culminating demonstration of student learning, showing the relationship between specific learning objectives of the course and the service project/experience. Journals and other projects can serve as building blocks for a final paper.

Sample Service Learning Assignment & Reflection/Presentation Rubric

Service Learning

DPT 772 & DPT 773 – Professional Issues III & IV

Overview & Course Objectives:

Service Learning in DPT 772 & 773 (Professional Issues III & IV) is a project-based longitudinal experience in both the fall and spring semesters. Students will work in teams with a community partner in Colorado for a two-semester placement providing a service project to support the organization and its patients, clients, or residents. The Service Learning assignments for this course can be found in the course syllabus on D2L and includes: Preflection Session, Midflection Session, poster presentation, and Service Learning Hours (5 fall and 10 spring).

The course learning objectives related to Service Learning for DPT 772 include:

- Gain a broader and more comprehensive understanding of community and the issues and resources available to create positive, lasting social change
- Develop a deeper relationship with a community agency and people served
- Gain an understanding of the social, economic, and/or health related issues that affect the chosen population
- Consider their professional and personal roles, responsibilities and opportunities to become civically engaged
- Sustain a long-term commitment to their community agency and social issue
- Identify avenues for advocacy around the project selected
- Understand the process of civic engagement within one's community

Service Learning Project Team “Poster” Presentations

(Assignment for DPT 773 Spring Semester):

The Service Learning Project Poster Presentations will allow students on each project team to articulate their experience and present their results of serving in a community partner organization in both the fall and spring semester. In addition, it will require them to summarize their learning and demonstrate and apply key learning objectives related to their experience and the social justice issues they came into contact with via the service commitment. Students are also encouraged to present their poster to the community partner with whom they worked.

Poster Presentation Requirements:

Each project team will collaboratively prepare a project poster and presentation outlining the planning process, implementation, and outcomes of the two-semester placement and/or project in which they participated. Members of the team will present together the poster to the full class during the Service Learning Postflection class on April 18th at 8 am.

- Poster must be completed and submitted to D2L by Tuesday, April 16th by 5:00 pm
- Each team will have 5 minutes to present on April 18th during class
- The poster should be a one-page PowerPoint slide (do not submit as pdf – must be in PPT) and includes the following (rubric) components:

Objective	Very Good	Good	Fair	Poor
Poster submission	Electronic file submitted by 5:00pm on April 16th (D2L)		Electronic file submitted late.	Electronic file not submitted or brought to class.
Visual presentation	Poster is creatively designed, clear, large enough to read, and professionally laid out.	Information presented on the poster lacks creativity, is somewhat confusing, slightly difficult to read, or unprofessionally laid out.	Information is not clear and is relatively difficult to read.	Poorly prepared poster; difficult to read.
Clarity of oral presentation	All information clearly spelled out, grammatically correct, well enunciated, and engaging.	Speaker conveys information, but delivery is a little dry and unengaging.	Speaker shows little interest in conveying information to others.	Speaker is inarticulate.
Project Creation, Implementation, Impacts	The group participated in an existing project and/or created and implemented a project that directly and positively impacted the community.	The group participated in an existing project and/or created and implemented a moderately positive community impact project.	The group participated in an existing project and/or provided a slight community impact project.	The group provided little to no community impact.
Community Program Description	Clearly explains how the organization has impacted a specific social justice issue and by what means the group integrated into the existing model.	Somewhat clearly explains how the organization has impacted a specific social justice issue and by what means the group integrated into the existing model.	Somewhat clearly explains how the organization has impacted a specific social justice issue but provides no explanation of the ways the group integrated into the existing model.	Does not clearly explain how the organization has impacted a specific social justice issue or the ways the group integrated into the existing model.
Student Impact	The group conveyed and described meaningful understanding of the importance of service to the community and how it impacted group members professionally and personally.	The group conveyed a general understanding of the importance of service to the community and how it impacted group members professionally and personally.	The group conveyed a diminutive understanding of the importance of service to the community and slightly touched on how it impacted members professionally and personally.	The group did not convey either a general understanding of the importance of service to the community or how it impacted group members professionally and personally.
Reflection	The group clearly articulates three or more lessons they have learned from this experience and will take with them in their future PT practice. The group clearly defined and conveyed their "transformation" from the service learning Framework.	The group clearly articulates two lessons they have learned from this experience and will take with them in their future PT practice. The group conveyed some definition of their "transformation" from the service learning Framework.	The group clearly articulates one lesson they have learned from this experience but not how it will impact their future PT practice. The group conveyed little definition of their "transformation" from the service learning Framework..	The group does not articulate any lesson they have learned from this experience or how it will impact their future PT practice. The group conveyed no definition of their "transformation" from the service learning Framework.
Teamwork	Teamwork was apparent and present during service learning.	Teamwork was somewhat apparent and present during service learning.	Teamwork was not as apparent and present during service learning as it should/could have been.	Teamwork was not apparent and present during service learning and was a detriment to the organization/clients.
Presentation Timing	Presentation 5 minutes	Presentation over 5 minutes	Presentation under 5 minutes	

Figure 8: Service Learning Poster Presentation Rubric

Students

Service Learning is an innovative pedagogical component that attracts passionate, mission-driven students locally, nationally, and internationally. Graduates from Rueckert-Hartman College for Health Professions are distinctive in their Cultural Intelligence/Cultural Quotient (CQ). Cultural intelligence can be understood as the capability to relate and work effectively across cultures. RHCHP will continue to graduate students who are uniquely positioned to address and resolve social inequities; creating an understanding of and justice for those they serve and for the world in which they live.

The purpose of Service Learning is to enhance awareness of self, self in relation to others, and the systems that impact individual and collective wellbeing in our society, while also providing a much needed service within a community. Students engaging in Service Learning are engaging in a reciprocal relationship, in which both those serving and those receiving services benefit. Community partners serve as supervisors and mentors to students, while students act as servant leaders, providing direct service to partner program participants.

Service Learning by Program of Study

Service Learning in RHCHP is required of all students. To fulfill Service Learning requirements, students will typically complete a set number hours of service at a community-based organization, along with structured reflections, in addition to their coursework (note, various post-licensure nursing classes may not include site placement). Specific sites and hours vary based on the course and program of study, and are organized in alignment with course objectives. In Service Learning designated courses, the Service Learning experience accounts for a percentage of the grade. Service Learning may have specific points and rubrics attached to certain requirements or it may be graded on a pass-fail basis.

Division of Counseling and Family Therapy

MCPY/MFT 615: Cultural Issues & Social Justice - Service Learning in this course includes curriculum and learning outcomes in the areas of: social justice, Jesuit pedagogy, cultural intelligence, bias, privilege, Transformational Framework, social-emotional connections, communication and compassion care, social and cultural identities, and more. Course assignments include: Preflection class and quiz, pre-reflection paper, community partner site orientation and placement (variety of social/cultural populations – 10 hours minimum), Postflection presentation and quiz, post-reflection paper, and assessment survey.

Division of Health Services Education

HCA 485

- Frame and manage a project from its inception to implementation;
- Prepare statistical or budget reports using raw or aggregate data;
- Evaluate policies and procedures using institutional guidelines and make revisions as appropriate;

- Critically evaluate a procedure or process and apply appropriate quality improvement techniques to recommend changes;
- Identify managerial and leadership styles within an organization; and
- Identify and describe supervisor and employee responsibilities.

HSE 696

- Apply the role of the consultant to a relevant issue or problem in Health Services Administration;
- Perform a critical literature review relevant to the topic area;
- Apply prior knowledge in the development of a project proposal;
- Evaluate and select an appropriate mode and method of inquiry or project management; and
- Present a master's level proposal (oral presentation) to an external client.

Loretto Heights School of Nursing Pre-Licensure (Accelerated, CHOICE, Traditional)

NR 410: Introduction to the Profession of Nursing – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice and health issues related to older adults, communication skills, strategies for advocacy, critical thinking, reflective practice, Jesuit pedagogy, cultural intelligence, Transformational Framework, social-emotional connections, compassion care, and more. This course includes a Pre and Post-flection class, site placement in assisted living (8-10 hours), reflection paper, pre-Service Learning plan, time-log/impacts, and an assessment survey.

NR 422: Clinical Leadership in Professional Nursing – Service Learning in this course includes curriculum and learning outcomes in the areas of: Jesuit pedagogy, leadership, social justice issues related to those served in community partners sites (health/wellness fairs), Transformational Framework, and more. This course includes a Preflection and Postflection class, health/wellness fair planning and onsite implementation (8-10 hours), reflection paper, pre-Service Learning plan, time-log/impacts, and an assessment survey.

Post-Licensure (FNP, NNP, MS, DNP)

NR 600: Advanced Nursing Practice: Leadership & Theoretical Frameworks – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, civic engagement, Jesuit pedagogy, cultural intelligence, bias, privilege, Transformational Framework, social-emotional connections, communication and compassion care, social and cultural identities, and more. This course includes a Preflection class or PowerPoint (for online courses), pre-Service Learning plan, reflection paper, and an assessment survey.

NR 608: Health Care Policy & Issues in Practice – Service Learning in this course includes curriculum and learning outcomes in the areas of societal justice issues and public policy, advocacy, civic engagement and more. This course includes pre-Service

Learning plan, policy-focused activities, observation of legislative/board meetings/processes, and an assessment survey.

NR 609 (MS): Population Health & Interprofessional Collaboration – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, bias, privilege, Transformational Framework and more. This course includes a Preflection class or PowerPoint (for online courses), site placement (8-10 hours), a Postflection class, reflection paper, Service Learning plan, time-log, and an assessment survey.

NR 651 (FNP/NNP): Professional Integration – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, bias, privilege, Transformational Framework and more. This course includes a Preflection class or PowerPoint (for online courses), site placement (8-10 hours), Postflection class, reflection paper, Service Learning plan, time-log/impacts, and an assessment survey.

NR 623 E/F: Leadership in Health Care Systems Practicum – Students reflect and analyze their Service Learning experiences throughout the program and submit a Service Learning reflection paper, discuss outcomes in class, and participate in assessment survey.

NR 715 (NP): – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, bias, privilege, Transformational Framework and more. This course includes site placement (8-10 hours), reflection paper, Service Learning plan, time-log/impacts, and an assessment survey.

NR 725 (Leadership) – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, bias, privilege, Transformational Framework and more. This course includes site placement (8-10 hours), reflection paper, Service Learning plan, time-log/impacts, and an assessment survey.

School of Pharmacy

PHRM 741: Therapeutic Principles of Self-Care – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, health literacy, communication skills, critical thinking, reflective practice, Jesuit pedagogy, cultural intelligence, Transformational Framework, social-emotional connections, compassion care, and more. This course includes a Preflection class, site placement in afterschool programs (8-10 hours), Postflection class, time-log/impacts, and an assessment survey.

PHRM 730: Pharmacy and the U.S. Health services System – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, health services access and policy, Transformational Framework, interprofessional education, and more. This course includes a Preflection class, site placement in 9Health Fair (8-10 hours/screening and observation/written reflection), screening protocol review, Postflection class, time-log/impacts, and an assessment survey.

PHRM 753: Introductory Pharmacy Practice Experience 3 (IPPE 3) – Service Learning in this course includes curriculum and learning outcomes in the areas of promoting health and wellness with older adults, providing companionship in the form of intergenerational compassion care with older adults, and understanding the social justice and health issues related to aging. This course includes a Preflection class, site placement in assisted living facility (10 hours), Postflection class with article review and quiz, time-log/impacts, and an assessment survey.

PHRM 754 & 755: Introductory Pharmacy Practice Experience 4 & 5 (IPPE 4 & IPPE 5) – Service Learning in this course includes curriculum and learning outcomes in the areas of gaining an understanding of the social, economic or health related issues that impact the population the student chooses to work with over a two-semester longitudinal placement. Students engage in project-based learning providing a deliverable to the organization as a legacy project. This course includes a Preflection class, site placement in a community partner site (10-15 hours), project proposal, Midflection class, poster presentation, time-log/impacts, and an assessment survey.

School of Physical Therapy

DPT 708: Management Applications of Physiology (MAP)– Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, health services access, communication skills, critical thinking, reflective practice, Jesuit pedagogy, cultural intelligence, Transformational Framework, social-emotional connections, compassion care, and more. This course includes a Preflection class, site placement in 9Health Fair (8-10 hours/screening and observation/written reflection), screening protocol review, Postflection class, time-log/impacts, and an assessment survey.

DPT 730: Physical Therapy Examination – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice for individuals living with disabilities, health services access, health and wellness for those with disabilities, compassion care, and more. This course includes a Preflection class, site placement in a disability organization (10 hours), Postflection class, time-log/impacts, and an assessment survey.

DPT 771: Professional Issues/Case Management II – Service Learning in this course includes curriculum and learning outcomes in the areas of social justice, health literacy, determinates of health, communication skills, health promotion and prevention, and more. This course includes a Preflection class, site placement in a community partner site (10 hours), Postflection class, time-log/impacts, and an assessment survey.

DPT 772 & 773: Professional Issues/Case Management III & IV – Service Learning in this course includes curriculum and learning outcomes in the areas of gaining an understanding of the social, economic or health related issues that impact the population the student chooses to work with over a two-semester longitudinal placement. Students engage in project-based learning providing a deliverable to the organization as a legacy project. This course includes a Preflection class, site placement in a community partner

site chosen from a list of provided options (5-10 hours), Midlection class, poster presentation, time-log/impacts, and an assessment survey.

DPT 775 – Students are not required to participate in a community-based Service Learning project. Instead, they will write a paper which focuses on reflection and analysis of all their Service Learning experiences. Students are expected to connect these experiences to the topics of civic engagement and social justice drawing from a selected list of resources.

Global Health Pathway

The Global Health Pathway is a concentration available to selected students in the Rueckert-Hartman College for Health Professions who seek a rich, transformative experience learning about and working with diverse populations, whether locally or abroad. By integrating knowledge with action, Pathway students will gain invaluable insight into contemporary global health issues through course work, as well as global health Service Learning and clinical experiences in both local and/or international areas – all while satisfying their primary degree program requirements.

The Student Roles and Expectations

Participating in Service Learning is engaging in **experiential learning**, and outcomes are unique because the actions and interactions are yet unknown. Being prepared for this kind of learning involves examining goals, researching the community while remaining open to what you will find, understanding the principles of good practice, establishing objectives, developing a learning/serving attitude, and planning for meaningful reflection of learning as it occurs.

Professionalism

Service Learning sites are contracted in accordance with university protocol and depend on students' attendance and engagement throughout the semester - this is a professional requirement. Students engaged in university-community partnerships should always represent Regis with professionalism. Expectations include professional dress and nametags (when available and appropriate), and adherence to all protocols and procedures of the supervising organization. Students are often asked to communicate directly with supervisors in determining schedules, project plans and implementation. Maintaining respectful, timely and professional communication with site supervisors is a requisite of all students. Scheduling conflicts or requests for schedule changes should be addressed immediately and respectfully, and in accordance to organization protocol. Challenges with site supervisors and questions/concerns about appropriateness of Service Learning tasks should always be directed to RHCHP Service Learning staff.

Challenging your Comfort Zone

Optimal learning happens when we are challenged and stretched beyond what we already know and are comfortable. As such, students are tasked with service activities that aim to take students out of their comfort zone. Discomfort may come from lack of experience and/or real or perceived differences in background and life situations with those served. Students are asked to step into discomfort with awareness, openness, and a motivation to learn. By learning to work with and through discomfort, students can gain profound understanding of themselves, their perceptions, and the realities faced by various populations that will enhance their ability to effectively serve across cultures as health care professionals.

Boundaries & Meeting Others ‘Where They Are’

Service Learning involves direct interaction with many individuals and groups who are in their most vulnerable state. Those served may be experiencing financial, psychological, and health-related challenges or a number of other issues impacting their ability to sustain themselves. It is compulsory for students to approach all placements with a desire to understand those that they are serving, and to let them express their own stories and needs. It is intrinsic for health professionals to meet individuals where they are, in order to effectively move them forward. Often we have pre-developed notions about certain demographic groups, based on social and cultural norms or previous experiences. Service Learning provides opportunities for students to challenge their own perceptions through allowing individuals to define themselves.

Those in vulnerable states may express emotion or desire connection in ways that feel challenging or overwhelming. Compassion is vital to all interactions, along with awareness of appropriate boundaries in connection. Students must always maintain professional boundaries, and not engage personally or beyond the Service Learning context. Students should also not feel obligated to tolerate treatment that feels violating or disrespectful from those they are serving. Students should immediately report any interactions that feel inappropriate to their community partner site supervisor and Service Learning staff.

Critical Reflection

Reflection is a vital part of Service Learning and what distinguishes this experience from volunteerism. Critical analysis and reflection on service experiences can enhance both self awareness and understanding of community systems and structures. Critical reflection also helps break down stereotypes by de-constructing uncomfortable situations to elucidate the root cause. Methods of reflection may vary from written to discussion to presentation/portfolio-based. The Jesuit Transformational Framework (see page 20) provides a structured method of critical reflection through which the student can expand their awareness of self, self in relation to others, and acting with justice within the Service Learning context. Students should adhere to the reflection requirements of their course, and use the Jesuit Transformational Framework as a tool for real-time reflection throughout their Service Learning.

Project Development & Implementation

Students are encouraged to develop and implement projects that directly impact program participants at their Service Learning site. Projects can vary from a one-time special event to initiatives that provide a “lasting legacy” for the organization. Past projects have included recipe sharing and cooking nights at transitional living facilities, facilitation of Olympics-style competitions for youth at a low income housing facility, karaoke nights for a music and memory program, the creation of sensory-based activities for children with autism, and celebratory holiday activities for families away from home receiving medical care for their children.

Certain Service Learning courses require projects (see Service Learning by Program of Study above), while others leave project completion up to the student groups serving and sites served. In thinking about project development, students should always consider the needs and desires of program participants, even engaging them in the planning process if possible. Students must also consider what is possible for the organization to accommodate (i.e., if staff is unavailable on weekends, a weekend event is not a good choice), as well as what can be completed successfully within their timeframe. RHCHP Service Learning has supplies and funding available for service projects. The process to check out supplies and receive funding is outlined in the [Service Learning Procedures and Resources](#) section.

Service Learning Procedures & Resources

There are specific procedures that students must follow to receive credit for their Service Learning. Articulation of the specific responsibilities and expectations of both students and community partners can be found in the Partnership Protocol (see addendum).

It is important for students to be aware of and adhere to the following responsibilities for successful completion of Service Learning:

- Read and sign Partnership Protocol prior to engaging in Service Learning
- Attend & actively participate in all Pre & Postreflection sessions with Service Learning staff
- Register for Service Learning site (if student-chosen) via GivePulse at specified time/date*
- Attend orientation with site supervisor prior to beginning service (orientation counts towards required hours)
- Complete all necessary paperwork & compliance requirements prior to beginning service, and within timeframe specified by site
- Communicate professionally and in a timely manner with site supervisor regarding all aspects of service (scheduling, roles/responsibilities, appropriate attire, questions, etc.)
- Adhere to site rules and regulations
- Complete required hours (as specified in course syllabus) of direct service at community partner organization
- Submit all hours served as “impacts” in GivePulse prior to Postreflection date*
- Utilize curriculum and resources of Service Learning office as needed

**see GivePulse section below*

Supplies & Funding

RHCHP Service Learning has funding available for Service Learning projects and events that benefit community members, and encourages students to organize such activities. To receive funding for a Service Learning event or activity, students need to fill out the Budget Proposal Form. This form is available on the RHCHP Service Learning website under the Students – Resources section. Supplies can be purchased through Amazon, Target or King Soopers, and proposals should reflect item and price from these sources. Once Budget Proposal is approved, students may pick up funding at a pre-scheduled time from RHCHP Service Learning. Students will be required to sign out all gift cards; **student who checks out gift card is responsible for its tracking and return.** Student groups must keep and return ALL receipts and gift cards to RHCHP Service Learning within one week.

RHCHP Service Learning also has curriculum supplies available for health promotion activities. Students whose Service Learning involves health promotion and health education are welcome to use these supplies. A list of available supplies can be found on the RHCHP Service Learning website under the Students – Resources section, along with the protocol for checking out supplies. Supplies are shared amongst all student groups, and are therefore requested to be returned within one week for continued use.

GivePulse: Site Registration & Hours Verification

RHCHP Service Learning uses the online platform GivePulse for the tracking and management of Service Learning experiences. Service Learning hours are verified and turned in to faculty through this platform. All students are required to activate their GivePulse account by logging in with the Regis email and password at regis.givepulse.com.

Students will use GivePulse in the following ways throughout their Service Learning:

- Learn about and register for Service Learning sites
- Track & submit orientation and service hours for approval
- Access required Service Learning and volunteer documents specific to each placement as needed.

****Students must always use their Regis email account and password to access GivePulse.****

Instructions on specific GivePulse functions and processes can be found at www.regis.edu/rhchpservicelearning under the Students – Resources section.

Independently-Selected Service Learning Sites

[Post-Licensure Nursing courses and other courses as approved by RHCHP Service Learning]

Post-licensure nursing students are responsible for selecting their own Service Learning sites, and completing a proposal process for site and service project approval with their faculty member. Students should consider their strengths, areas of interest, and desired areas of growth in determining desired Service Learning sites. Students are welcome to choose any community-based site at which they will have the opportunity for direct service with program participants within their area of interest. Students should keep in mind the goals of Service Learning when considering placements, including cultural intelligence, compassion care, and building interpersonal communication skills across diverse demographics. Service Learning is not a clinical-skills experience.

Students should utilize the following documents in determining and preparing for their self-directed Service Learning. These documents can be found at www.regis.edu/rhchpservicelearning under the Students - Resources section.

- Service Learning Site Selection Process & Protocol Letter
- RHCHP Service Learning Plan (requires approval from faculty)
- Prior Authorization list for local Service Learning Sites – this document lists sites which RHCHP Service Learning currently partners with, and is updated annually. **If students would like to pursue service with any of these organizations, they first need to contact the RHCHP Service Learning Coordinator for approval.* [Students should reference Service Learning website at www.regis.edu/rhchpservicelearning for most current list.]

Community Partners

Community partners both benefit from and have important responsibilities in the Service Learning relationship. Leaders of community partner organizations & programs model leadership, professionalism, and justice and advocacy work for students, making them key co-educators in student learning. It is essential that community partners also hold high expectations of students, in order to meet the needs of the partnership.

Planning Service Learning Placements

Community partners collaborate with RHCHP Service Learning to coordinate mutually beneficial placements where students are able to serve a vital community need and gain valuable learning from their experience. Specific steps and requirements of this planning process are included below.

Partnership Protocol & Scope of Work Agreements

All partners are asked to review and agree to the RHCHP Service Learning Partnership Protocol prior to becoming a student placement site. This document outlines the roles and responsibilities of students, partners, and Regis staff in Service Learning. (see addendum)

The Scope of Work agreement is a living document that partners complete and submit to RHCHP Service Learning for each student placement (either each semester or annually). This document enables partners to express their needs and clearly articulate the service in which students will be involved at their organization. Information from Scope of Work agreements are shared with students to provide them with an idea of what their Service Learning will encompass. Partners are asked to include as much detail as possible in the Scope of Work agreement. Completion of this document can be supplemented/guided by conversations with RHCHP Service Learning staff to ensure the scope is feasible and appropriate for students.

Compliance Requirements

All RHCHP students have to complete specific compliance requirements for their respective programs. RHCHP Service Learning staff can provide, at the request of a community partner site, attestation of student compliance in these areas. Additional compliance requirements will be fulfilled by students independently as needed following registration for their Service Learning site. Partners are asked to specify whether attestation of compliance is sufficient, or if students will need to complete additional requirements (i.e., is clearance of Regis background check sufficient or will students need to have background check run through Service Learning organization?)

Letters of attestation will be sent (when requested) within one week of student registration. Sites should communicate additional compliance requirements and timeline directly with students and Service Learning staff.

Registration Process

Some students have a choice in their Service Learning site, while others may be placed in specific sites through RHCHP Service Learning, depending on course content, goals and outcomes.

RHCHP Service Learning coordinates the student registration process through GivePulse. All site supervisors will be able to view their student groups, including names and contact information for all students, following student registration. Upon request, student lists can also be emailed to community partners/site supervisors following registration.

**See the Community Partners – Resources section of the RHCHP Service Learning website for instructions on how to view and export registered student information in GivePulse.*

Site Requirements and Expectations

As outlined in the Partnership Protocol, there are specific responsibilities and protocols upheld by community partner sites in the Service Learning experience. The primary site responsibilities are outlined below. RHCHP Service Learning staff are always a resource for questions or support with any of these items.

Site Orientation

Following student registration and prior to student service, all students must attend a site orientation that covers the purpose and mission of the organization where they will be serving, organizational protocols, and the specific service in which they will be engaged. Orientations typically last 45 minutes – 1 hour; longer times can be accommodated if needed. Orientations can be held on-site at the organization, or space can be reserved on Regis campus through RHCHP Service Learning if needed. Organizations are welcome to use their existing volunteer orientation for their Regis student volunteers if appropriate.

Orientations should cover the following:

- Overview of organization mission, history, and population served
- Relevant organizational protocols including:
 - rules/regulations
 - appropriate attire
 - scheduling & supervision
 - volunteer sign in/out procedures
 - emergency procedures
- Schedule of service hours and protocol for communicating schedule changes
- Contact information & preferred communication process with supervisor
- Boundaries and communication strategies with population as appropriate
- Appropriate/preferred language for use with population, for example:
 - use of People-first language - child with autism vs. autistic child
 - how to refer to program participants - clients, residents, guests, etc.

- Specific roles & responsibilities of students during service

Student Supervision & Hours Approval

Each partner organization should identify a specific staff member to serve as students' direct supervisor throughout their Service Learning. This staff member should be the one who has direct interaction with the students on-site during programming and is available for communication of scheduling needs/changes. Typically, site supervisors are Program Coordinators, Activities Directors, and/or Volunteer Coordinators. The site supervisor should be available to students for support as needed throughout their service, including communication regarding scheduling, questions, and on-site support.

Students can never be alone with program participants. Students must always be accompanied by program staff during their service. It is recommended that supervisors begin with more direct oversight of students, stepping back and allowing students more autonomy as they learn programming and can comfortably take on more responsibilities. If students' direct supervisor will not be present during a service shift, an alternate supervisor and protocols must be communicated to students in advance.

Staff from the partner organization are responsible for verifying all students' Service Learning hours in GivePulse, RHCHP's online Service Learning management software*. Students are responsible for entering their hours in GivePulse directly following each service shift. Hours are typically verified by students' direct supervisor; though in some cases it may be the RHCHP Service Learning organizational contact rather than the on-site supervisor who ultimately approves hours. Organizations are welcome to require and utilize any additional methods for recording of hours from students (I.e. signing in/out volunteer log on-site).

Student hours require verification regularly, with all hours verified by site supervisors within one week of students' service end date. Service Learning staff will send a reminder email with deadlines if needed for hours verification, as approved hours are needed by faculty by the last week of the semester for grading purposes.

**See Community Partners-Resources section of RHCHP Service Learning website for instructions on student hours' verification in GivePulse. RHCHP Service Learning staff are available to assist in this process as needed.*

Student Project Mentorship

Some Service Learning courses are **project-based**, and require students to complete a project of benefit to their community organization during their service placement. Other courses allow for students to put together projects/events/activities for their partner organization, at the organization's discretion, but do not require it. For details on the requirements for Project-Based Service Learning courses, see 'Student Project Requirements' below. Funding is available for all student projects; community partners are not often expected to pay for events or activities provided by Regis students.

Guidelines for effective student projects:

- Consider what program participants desire and need. Is there something your organization has always wanted to do/provide but has not had the capacity or resources for?
- Consider what is feasible within the students' timeframe. Students typically have 10-15 hours of service time to provide the organization. No more than 20% of student service time should be put towards planning, as direct service and participant interaction are priorities of Service Learning.
- Offer students ideas of what has been done by Regis students in the past, if possible. Are there ways to expand on what's been done? Would you like to see similar projects, or additions?
- Encourage students to consider their own strengths and interests in alignment with the organization's mission and programming.
- Provide feedback and re-direction as needed on any/all project ideas to ensure they align with relevant goals and outcomes for your organization.

Student Project Requirements:

Pharmacy students in their 3rd year at Regis complete a project-based Service Learning placement over the course of two semesters. In addition to providing direct service, these students work together in small groups to complete a project of benefit to their community partner. This project-based Service Learning placement requires collaborative planning with their site supervisor during the fall semester, then project planning and implementation during the spring term.

The specific timeline and requirements for annual project-based Service Learning placements are outlined below.

1. Collaborative Planning – Fall Semester – supervisors should provide time and guidance in the development of project ideas with students throughout their first semester of service. Communication can take place via face to face group meetings or via email, and should explicitly address project goals and parameters. Site supervisors should guide the project development process, taking time to express their needs/goals and provide feedback to students that will ensure chosen projects are of authentic benefit to the organization and its participants, and do not create an excessive burden for organizational staff.

**See Guidelines for effective student projects for more information on how to guide student project development.*

2. Project Proposal – November – A formal proposal that includes an overview of the project and its benefits to the partner agency, as well as a timeline and plan for implementation. This document is to be completed by students and signed by their site supervisor, with notation of any requested changes.

*Draft of proposal due to site supervisor at least one week prior to submission deadline.

3. Project Planning – Spring Semester:

- Following approval of the project proposal, the remaining project planning is primarily the responsibility of the student group. It is advised that site supervisors remain a resource and consultant to the group as needed. Additional project meetings are not required of supervisors; however, they can certainly be requested of students as desired.
- Checking in with students on project progress and deadlines is recommended throughout the semester.
- Students are responsible for purchasing of any necessary project supplies; this is done through a Budget Proposal process with RHCHP Service Learning. Required documents are on the RHCHP Service Learning website.
- If desired, students and/or site supervisors may elect a leader to serve as the communication conduit between the student group and site to streamline communication. However, ALL students in the group are expected to participate in project planning and implementation, and to be aware of all communication and project details throughout the process.

4. Project Implementation – Spring Semester

Specific dates of project completion will vary. All projects must be completed at least one week prior to students' presentations, which occur mid-late April.

Managing Students

Professional Expectations

Regis students engaged in Service Learning are representing Regis University and are asked to maintain professionalism in all interactions. Community partners are asked to uphold professional expectations of students throughout their service, including the following:

- Timely, detailed, and respectful communication with site staff and clients
- Professional dress with Regis nametags unless otherwise instructed by site supervisor
- Submission of any/all required paperwork to organization by specified deadlines
- Prompt arrival and completion of all scheduled service dates and activities
- Adherence to organizational protocol and any other professional expectations of organization

The relationship between student and site supervisor is best viewed similarly to an employer-employee relationship. Community partners have the unique role of mentors and supervisors of students. Any issues with professionalism can and should be addressed with the student, and involve RHCHP Service Learning staff as needed.

Student Communication

Students and site supervisors communicate directly, following student registration, on all aspects of student service obligations with the community partner. It is recommended that site supervisors reach out to students via email immediately following registration confirmation, welcoming them to their service and including reminders about orientation dates and any required paperwork. If the students' orientation date/time has not already been set, site supervisors will communicate directly with students to find a time that works for everyone in the service group to attend.

Communication throughout the duration of service is largely guided by the site supervisor. Students are expected to maintain communication necessary to coordinate and complete their service. Site supervisors should let students know their preferred method of communication – email, phone, etc. Supervisors should also clarify how and in what timeframe students should communicate any schedule changes or absences.

In addition to communication about logistics, site supervisors serve as mentors to students and have the unique opportunity to provide expertise regarding the population with whom they work and their organization's mission. Site supervisors are encouraged to embrace all learning opportunities and teachable moments possible with students. Many supervisors hold structured debriefs with students following service shifts for this purpose.

If a site or student ever have challenges with communication that are causing conflict in relationships or the ability to complete service requirements, RHCHP Service Learning staff should be notified.

Boundaries

All relevant and necessary boundaries with program participants should be made clear to students. Orientation is an ideal opportunity to discuss these topics. Because the nature of Service Learning involves interaction with vulnerable populations, how to handle personal exchanges are important to discuss. It is important for students to have a clear understanding of boundaries (regarding exchanging of personal information, appropriate communication, etc.) as well as how to handle situations if participants cross boundaries.

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