

# First Faculty Service Learning Showcase

March 31, 2017

Rosenberg Skyroom

The International Conference Center

University of the Incarnate Word



Photo: M.A. Kirk

*In the church yard of Cambio Puente, Peru, people waiting for eye examinations as a doctor points to an eye chart on the tree for a woman to read. Many in this rural area had never had eye care before people of UIW reached out to them.*



**Ettling Center for Civic Leadership**





*Archives of the Sisters of Charity of the Incarnate Word*

### Incarnate Word Nursing Students

*This booklet compiled by Sister Martha Ann Kirk is available in full color on the Ettling Center for Civic Leadership Faculty Resources page <http://uiw.edu/eccl/Faculty-Resources/>*

## **Introduction**

### **“First Faculty Service Learning Showcase”**

Hello and Welcome to our first annual Faculty Service Learning Showcase! I want to start by thanking the Ettlting Center for Civic Leadership for sponsoring this important event. Many thanks also to Sr. Martha Ann Kirk, CCVI, for her leadership in bringing the showcase from idea to reality. I am excited to see the breadth of the presentations highlighted in these pages. Almost 100% of our schools are represented with widely varying projects about service learning. There are also presentations by community partners such as Women’s Global Connection and UTSA. The presentations include reports about the transformational experiences of service projects. They also describe research projects that identified learning outcomes of specific service projects, and research projects that studied the most effective way to embed service in a curriculum. Every one of these presentations adds to our body of work and our understanding about service learning.

Almost all colleges and universities now recognize the essential role of the university in the life of the community, a shift from the idea of the university as an ivory tower. Service learning courses are one way to engage students and faculty in the wider community. Service learning courses also provide a way to promote active learning. At UIW we are no different than all universities in our commitment to developing concerned and enlightened citizens and our emphasis on engaged learning as an instructional strategy. What makes us different, as noted by the group of researchers from the Dreeben School of Education is that “our vision of civic engagement is rooted in Catholic Social Teaching and social justice.” The authors note that this focus encourages our faculty to help students think about the structural issues that lead to social problems like poverty and the marginalization of whole groups of people. And then to reflect on the roles and responsibilities we all have in working towards a just society.

Service is in our UIW DNA, as noted in the short history of service at UIW found in this brochure. Service learning is our unique educational response to the call of Bishop Dubuis to be the hands of Jesus in our world. It is one of the most important things we do as faculty at UIW. Thank you to the many faculty who took the time to develop these courses and to tell your stories today at our first annual Service Learning Faculty Showcase!

Kathleen M. Light, EdD  
Provost

## **Some Background of Community Service and Service Learning at Incarnate Word**

The origins of Incarnate Word were in response to the San Antonio mayor's urgent plea to Claude Dubuis, then Bishop of Galveston, to provide health care for citizens dying of cholera in the 1860's. Three young French women responded to Bishop Dubuis' request to help the city and they founded the first public hospital, Santa Rosa. As time passed, the Sisters taught others to nurse with them. Ever since then service to the community and education have been integrated in the Incarnate Word tradition. The Sisters received a charter from the state of Texas to found schools in 1881. Children were reminded that the privilege of education invited them to care for others. Education leads to community service.

About a hundred years later at Incarnate Word College, faculty and administrators were eager to institutionalize the tradition of service so that it might be carried into the future. In 1989 a new Core Curriculum was initiated with 45 hours of Community Service required for graduation and an emphasis on cross-disciplinary integration. A form for reporting on Community Service was developed that had questions to lead students in writing reflections on their experiences. In the 1990's Incarnate Word developed both classes with service and also institutional ways to have service recorded. Faculty had opportunities to learn good practice through a Lilly Grant. A Health ministry was established for the St. Philip of Jesus parish and this became a Service-Learning partnership organization.

In 1996, Ernest Boyer wrote about "The Scholarship of Engagement" in the *Journal of Public Service and Outreach*: "...[T]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement." Faculty were given copies of Boyer's "Scholarship Reconsidered: Priorities of the professoriate." Ed Zlotkowsky, national leader in service-learning, was a keynote speaker for the 1997 August faculty workshop. Enriched by his extensive studies, Incarnate Word established a faculty service learning award named for him in 2002. The first meeting of the Service-Learning Advisory Council, including UIW faculty, administration and representatives of Service-Learning Partnership agencies/initiatives was held in 2001.

The Ettlign Center for Civic Leadership was established in 2013 to strengthen and carry forward this history of service. It is "a collaborative relationship between the University of the Incarnate Word (UIW) and CHRISTUS Health (CHRISTUS) that is dedicated to building social justice leadership." Learn more at <http://www.uiw.edu/eccl/aboutus/eccl-history.html> The ECCL Faculty Resource pages have extensive information on Service Learning with guides and resources and ideas for scholarship of engagement. Faculty are asked to record service learning that UIW may successfully move towards Carnegie Classification. Learn more at <http://www.uiw.edu/eccl/Faculty-Resources/> While the University of the Incarnate Word seeks external recognition of our service, the most important thing is that we encourage our students to be "concerned and enlightened citizens." May we all learn to share compassionate service where there is need as our founders did.

## Podium and Poster Presentations

(in alphabetical order according to the name of the presenters)



### Alamo Area Coalition Against Trafficking

*Adrienne Ambrose contributed information on this group to <http://speakingforhumandignity.blogspot.com> because she has been a part of the Lilly Fellows Program in Humanities and the Arts grant program learning about, teaching, and advocating against human slavery.*

#### **"Awareness is the First Step: Towards Integrating Service Learning in an Upper Level Religious Studies Course on Mary" - Adrienne Ambrose, CHASS**

In this presentation, I will share my initial efforts to incorporate Service Learning into a course I launched formally in 2015, "Mary, the Mother of Jesus." In addition to sharing my thoughts and experiences in developing that course, the presentation will also discuss my previous efforts to integrate Service Learning into another course: "Origins of Christianity." Although I have been unable so far to identify a Service Learning activity or set of activities that clearly aligned with the current Course Objectives for "Origins," I haven't given up on making those connections. At the same time, I opted to introduce an Experiential Learning component to the course that is arguably equally worthwhile. I believe that my challenges in seeking a good SL "fit" for that course are not unique, and sharing them may lead to fruitful discussion about institutional goals and strategies. Meanwhile, I have found that "the Mary course" as currently taught offers more immediate opportunities for Service Learning to occur.

Among my goals for "the Mary course" are (in language taken from the syllabus): to stimulate students' awareness of "the influence of economic, political, cultural and historical circumstances on historical beliefs about Mary," and to increase their ability to recognize "the social locations of those who have traditionally produced the dominant representations of Mary." My hope is that such increased awareness will sharpen students' ability to critically engage representations of Mary and to envision the possibilities for new directions for such a traditionally significant religious symbol.

With these goals in mind, I regularly screen the 2004 film "Maria, Full of Grace" fairly early in the semester. The film clearly draws on parallels between the experiences of the eponymous protagonist, a poor Columbian teenager who gets pregnant before marriage, and the biblical Mary of Nazareth. Students typically need to be guided (by previously assigned readings and class discussions) to observe and reflect on the parallels, but the results are powerful when they do. I hope to more effectively channel that new perspective towards some type of action on behalf of vulnerable but courageous migrants like Maria. This semester, I made only modest steps in that regard: making students aware of the Catholic Relief Services Solidarity Walk to raise awareness of Human Trafficking, and posting a link to CRS's "I am Migration" initiative on the course Blackboard site. I hope to build on those steps in future semesters and, perhaps, to share my experiences at a future SL Showcase.

## **A Literature of Empathy: Service Learning as Critical Understanding and Literature as a Call to Action – David Armstrong, CHASS**

In the past year, the implementation of Service Learning in World Literature, American Literature, Creative Writing (Fiction), and a Major Authors Course on Cormac McCarthy led to critical breakthroughs by a number of individual students and a vast array of varied community service projects. Classroom work included presentations and critical essays about nineteenth- and twentieth-century short stories, contemporary Indian and American novels, memoirs, and student creative writing. Service projects included work with homeless shelters, non-English-speaking immigrants, animal shelters, nursing homes, litter clean-up, and food drives, among others. Each course (5 courses in a one-year period) involved tailored assignments meant to address the specific goals of stated learning outcomes, but more importantly sought to harness the greatest power of literature—empathy—for the sake of making students more engaged citizens while giving them more creative and deeply considered readings of texts. Along the way, it allowed those same students to develop a deeper appreciation for their own work, both that which they did on the page and in their communities.

## **Who transforms whom?: Understanding our new roles in ECCL's relational model of service learning --- Thomas Ayala, Connie Herbin, Lucinda Lizcano, Teresa Peña-Rodríguez, Kaye Robinson, and Alfredo Ortiz Aragón, DSE**

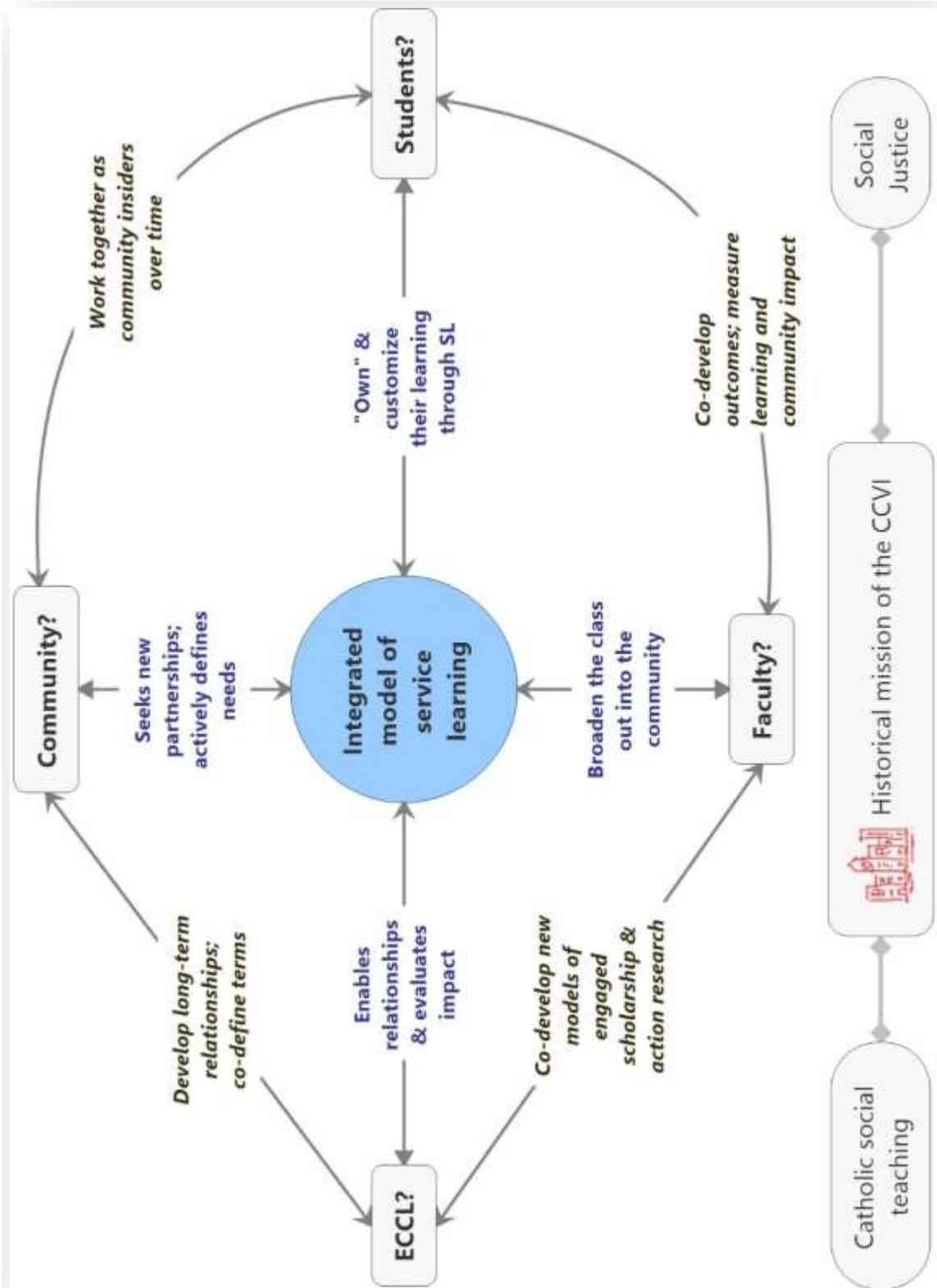
In Fall 2016, a research team from the UIW PhD course “Qualitative Research Design (INDR 8357)” engaged staff members of the Ettlting Center for Civic Leadership (ECCL) in an effort to design a research process that would help the ECCL better understand its impact on the communities they serve. Our pilot inquiry revealed that the ECCL aspires to a

transformative model of service learning in which professors, students, and community partners all participate and benefit in transforming their realities and themselves. This relational model looks at impact of each of these actors in relation to each other (see the accompanying **figure**).

Interestingly, we also found that the ECCL vision for transformative service learning and community engagement seeks to draw on and continue the historical traditions of the Sisters of Charity (CCVI). This is unique because part of the ECCL niche is the fact that their vision of civic engagement is rooted in Catholic social teaching (CST) and social justice, which by their very nature elevate service learning “beyond community service” to include exploration of structural issues of poverty, social needs and rights of marginalized groups. Placing UIW students as an extension and continuation of the CCVI uniquely realigns students with an ethical mission and mandate of transformative service to and engagement with the communities to which UIW belongs.

Our presentation will discuss the ECCL Relational Model for Service Learning to which the ECCL aspires, focusing on the new responsibilities it implies for each actor in the model.

*See the following Figure on the Ettlting Center for Civic Leadership’s relational model of service learning.*



**"Community Building Opportunities through an Inter-Professional Academic Team Volunteering in Peru" – Renee A. Bellanger, FSOP, Russel S. Coates, RSO, Michael Forrest, HEBSBA, Denise P. Krohn, ECCL, Yutaka Maki, RSO, Beth Senne-Duff, MSE**

A group of inter-disciplinary professionals and students from The University of the Incarnate Word, in San Antonio, Texas, participated in an eye care and health screening mission trip to Chimbote, Peru. Significant planning and coordination had to occur among the various professionals working closely with the local Peruvian community partners in order to successfully conduct the mission trip. Hundreds of patients were examined and health care administered successfully. The impact of the experience on the lives of the volunteer participants was multi-dimensional, and the possibilities for educational learning strategies facilitating transformational change were identified. Bringing together a travel team of students and faculty from academic disciplines as diverse as optometry, education, nutrition, pharmacy, religion, and business provided the opportunity to build a rich community to provide service in a nurturing environment.

**Guatemala: Seeing things more clearly” – Russell Coates RSO**

One UIWRSO faculty member led and supervised four 4th year UIWRSO optometric interns on a one week international service learning trip to Chichicastenango, Guatemala in November, 2016. The interns performed comprehensive eye exams, diagnosed refractive conditions and ocular diseases, prescribed medications, and dispensed spectacle correction to over 120 patients. UIWRSO partnered with ASELSI ministries (a Guatemalan non-profit organization serving Chichicastenango and beyond) and KindSight 20/20 (an American based non-profit organization). The students worked in ASELSI's Father's Heart clinic approximately 9 hours per day for 4 days. The Father's Heart clinic staff is comprised primarily of native Guatemalans who provide much needed medical care to the people of Chichicastenango. The students served patients speaking Spanish or the native Mayan dialect of Quiche with the assistance of translators. However, all students improved their Spanish speaking skills as well as their clinical reasoning and optometric skills by the end of the week, and required much less supervision by the faculty as the week progressed. Daily reflections and discussions added significant value to the learning experience. Students also gained increased cultural awareness through patient and clinic staff interaction. The students were also exposed to some of the challenges faced by the Guatemalan people and the complexities of providing global health care.

**“Progressive Service Learning in the UIW School of Physical Therapy Curriculum” -- Amy F. Crocker, Susan N. Smith, Chad Jackson, SPT**

Authors/Institution: Amy F. Crocker, Susan N. Smith, Chad Jackson, School of Physical Therapy, University of the Incarnate Word

Background/Purpose: Participation in service learning can lead to increased awareness of societal issues and desire to serve one's community. For individuals in the health professions, common outcomes of participation include increased knowledge, clinical reasoning, professional development, application of theory to practice, preparedness for

practice, and personal satisfaction. Educators cannot ignore these outcomes, and intentional integration of service learning experiences within curricula should be a priority.

**SoPT Service Learning Framework:** The UIW School of Physical Therapy (SoPT) curriculum includes six semesters of didactic coursework with integrated professional practice experiences throughout, followed by two full semesters of professional practice experiences. Students are introduced to service learning in semester one, through required service opportunities with related reflections. In semesters three and four, students perform community needs assessments and are introduced to the concept of sustainability. This culminates with the completion of a community engagement project in the sixth semester. Once students enter their seventh semester, a select few are able to participate in a one week, international service learning experience with students from other UIW professional schools. Students who have participated complete a presentation concerning what they learned through the experience, and about themselves, to faculty and peers. They also complete a written reflection concerning the experience. In their final semester, students are encouraged to seek out emerging role opportunities. Students have the opportunity to create their own service learning experience, through existing UIW partnerships, or to help forge new partnerships. Students from the SoPT have provided education, participated in clinical practice, and performed needs assessments and created sustainable plans regarding health and wellness in Germany, Italy, Guatemala, and Mexico.

**Conclusions:** Service learning experiences provided in the context of health professions curricula are vital to promoting personal and professional growth and preparedness for practice, as well as increasing students' desire to serve others and their community.

**Relevance:** The SoPT faculty desire to showcase how service learning has been integrated into the curriculum structure, to discuss benefits for students and faculty, and to share lessons learned. The hope is that others will glean ideas to integrate, or further incorporate, service learning experiences into their class(es), and to collaborate with others within their professions to thread service learning in a sequential manner throughout the curricula.



*At a "Day of HOPE" students learn team work. Photo: Trish Driskoll*

**“Day of HOPE: Exploring Service-Learning Based Projects in Accounting” - Tracie Edmond, HEBSBA, Trish Driskill, HEBSBA**

Due to a declining number of accounting majors in recent years, programs are examining methods to increase student interest and further develop individuals' skill set before entrance into the profession. By linking course material with community service, accounting students gain experience in various sectors and develop core competencies needed for the profession.

Each semester, the H-E-B School of Business and Administration (HEBSBA) partners with Calvary, a local nonprofit, to support the Day of HOPE. The Day of HOPE is an opportunity for students and community members to engage in various service drives and philanthropic opportunities. This year's Day of HOPE, titled Games for Good, plans to raise money for several children's homes in San Antonio in order to host and sponsor a fun social event for the children. With the help of the HEBSBA's accounting students and the members of the Accounting Society, the Day of HOPE will be a fun and rewarding way for students to experience community service. Additionally, students will gain knowledge of various skills needed for managerial and cost accounting, such as budgeting, job order costing, and differential analysis.

Overall, service-learning based projects teach individuals life-long learning skills and will enable students to network and collaborate with community members in the San Antonio region. Most importantly, the Day of HOPE educates students on how to become enlightened citizens, which coincides with the University of the Incarnate Word's mission.



*HEBSBA students help Women's Global Connection, a ministry of the Incarnate Word Sisters. Photo: Trish Driskoll*

## **The Vision of Seymour Papert's Constructionism in FIRST Robotics Competitions – Lucretia M. Fraga**

This presentation will discuss how Seymour Papert's theory of constructionism is supported in schools across the country through the FIRST Robotics competitions. Preservice teachers in the Instructional Technology course were introduced to the theory of constructionism in class and discussed the critical thinking and coding skills required to program a robot. Papert (1980) believed that students' ability to physically manipulate code and objects developed higher order thinking and problem solving skills. At the MIT media lab, Papert (1980) developed the first computer programming software for students called Logo. The software program used in the FIRST robotics competition is similar to the one Papert developed. The preservice teachers were then able see how Papert's theory and original programming language were used to develop current programming tools for K-12 students such as SCRATCH.

In addition to learning about the theory, the preservice teachers were able to participate in the preparation of a high school robotics teams' oral presentations by providing critical feedback to them. In return, the students provided detailed explanation of the process they go through from conception to competition for the development and deployment of their robot.

The competition has teams build a robot and program it to complete a variety of task on a 10'x10' field. Two teams compete in an alliance against another alliance to score points. Teams score points by moving their robots to shoot balls into a basket, turning on beacon lights, and placing a large ball on top of a 4-foot high basket.

Finally, preservice teachers enrolled in the Instructional Technology course completed a service-learning project at the Alamo Region FIRST Tech Challenge Regional Championship. They volunteered in a variety of roles from judge's assistants to field setters. UIW preservice teachers interviewed student participants and volunteers about their interest and support for robotics. In addition to volunteering, the preservice teachers were able to connect their experiences to Papert's theory of constructionism. Preservice teachers then created a video that included pictures, audio interviews from student participants and volunteers as well as their own reflection of their experiences, theoretical connection, and the UIW mission.

**“Ways Faculty Flourish with Service Learning” by Brian Haldeman, LMSW, Director of the Center for Civic Engagement at UTSA and Sr. Martha Ann Kirk, Th.D., Faculty Liaison to the Ettlign Center for Civic Leadership at UIW**

Faculty can flourish with more student engagement and retention when service learning is a part of classes. More and more regional, state, national, and international conferences and journals seek submissions on service learning and engaged scholarship. The UTSA Center webpage reads, “We recognize that the advancement of scholarship through teaching and research creates positive solutions that contribute to the well-being and betterment of not only San Antonio, but the state, nation and world beyond. We hope the contributions of the UTSA community can have a lasting impact on the creation of a community that values equanimity and at the same time aspires to raise levels of economic growth and social inclusion.” <https://www.utsa.edu/community/cce/> Both UIW and UTSA want to support and

assist faculty in finding places for service, in learning helpful methods, and in pursuing the research goals of individual faculty members.

**“The Journey from Service Project to Service Learning” – Susan Hall, DSE, Sherry Herbers, DSE, Amy Migura, and Heather Barton-Weston, NHP**

The Service-Learning Project: Students from 20 sections of Dimensions of Wellness (DW) participated in the first UIW Golden Harvest 5K Run for the St. Vincent DePaul Society on November 20, 2016. They ran and collected food for the Golden Harvest drive. This service learning project was selected because it connected to DW outcomes/objectives for Health and Wellness, specifically, discovering the interdependence of each dimension of wellness through a coordinated aerobic exercise event.

Course Context: DW is a multi-section core course required of all students and part-time faculty teach many sections. When originally designed, DW included a service project; over the years, this fell into abeyance. The university’s recent emphasis on service learning led to integration of the 5K run as a service learning project.

Research Method: In 16 sections of DW graduate students in College Teaching (ADED6370) collected 244 undergraduate reactions to the project using the Quick Course Diagnosis or QCD (Millis, 2003). The QCD gathers student perceptions of a course in three ways: individual responses with a numerical rating and one-word description of the experience, small groups’ ranking of top three strengths and weaknesses.

Findings: Individual responses: The median score across all sections was 4 on a scale of 1 (low) to 5 (high). Most students viewed the run as a positive experience.

Small group responses: Working in small groups, students brainstormed strengths and weaknesses of the activity; then, each group identified its top three of each.

For the small groups, the most important strengths were Teamwork (29), Giving (15), and Helpful (13).

The groups identified these weaknesses as most important Disorganized (31), Race Issues (26), and Timing (26).

Given the DW learning outcomes, it is noteworthy that so few groups identified Health or Physical Activity as strengths.

Implications for Teaching: This initial attempt at service learning—in a challenging context—was most successful in the service it provided the community. The academic criteria for service learning (meaningful connection with course objectives through reflection) warrant further development. Implementing a service-learning project can be demanding, especially for a largely part-time faculty who did not originate the idea. Thus, it would be wise to establish a “before, during and after” model of reflection and provide instructors with simple but flexible tools to encourage that reflection.

## **“Community Engagement as a Means to Address Social Determinants of Health and Reduce Health Disparities” - Christine Hernandez, RSOC**

Boyer asserts that the scholarship of engagement “...means connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities...”<sup>1</sup> and that it is a key role of all faculty members. In December 2016, the Ettling Center for Civic Leadership, the community organization “A Resource in Serving Equality” (ARISE) located in Alamo, Texas, faculty and students from the UIW Rosenberg School of Optometry, Ila Faye Miller School of Nursing and other UIW student volunteers, and Remote Area Medical Inc. partnered to provide specific health care services that the ARISE community identified as a priority need. The purpose of this community engagement project was to bring together local, regional and national partners to provide specific health care services including blood pressure and blood glucose screening, complete eye examinations, and dispensing of prescription eye glasses made onsite to a largely underserved and uninsured community. The three day clinic served over 300 men, women, and children who resided in the lower Rio Grande community. This project achieved a greater sense of trust and confidence between all entities and provided an opportunity to share cultural customs. All students were encouraged to attend a reflection group at the end of each day. The endeavor required more than twelve months of collaboration to plan, and coordinate the efforts of over 40 volunteers from the groups involved. Due to its success and support from ARISE and community members, this community engagement project will be offered again in December, 2017.

### **"From Calling to Classroom: Incorporating Student Reflections on Volunteer Experience in the Social Justice Leadership Course" – Monica D. Hernandez, ECCL**

*A Cardinal Community Leader caring for the  
community garden. Photo M.A. Kirk*

The Ettling Center for Civic Leadership coordinates The Cardinal Community Leaders Program, in which students learn to develop their leadership skills through volunteerism. As part of the program, each academic year, a new cohort enrolls in a class called “Social Justice Leadership”. During the fall 2016 semester, I acted as the class’ teaching assistant. The class highlights social justice and brings awareness of societal issues and concerns to students through lectures, presentations, and various speaking engagements. One of the course’s assets, which based on my observations is a strong and invaluable learning tool, are the reflections that each Cardinal Leader writes chronicling their service experiences throughout their involvement in the program. In the process of writing and reflecting on their



volunteering, students begin to think creatively and constructively in terms of their assigned roles and responsibilities within their service site and ultimately bring questions of key social justice issues to their service sites and to society.

Such reflecting, conducted individually and in the classroom, illuminates their service work and demonstrates their growth and evolution as enlightened and concerned citizens and budding leaders in their fields of study.



*Photo from a student of Kathy Vargas whose assignment asked for “photos that could change the world”*

### **Worship Opening Hearts and Hands to Service By Sister Martha Ann Kirk, CHASS**

UIW received a \$15,000 Worship Renewal Grant from the Calvin Institute of Christian Worship. This involved service learning rooted in scriptural texts, “Jesus took a towel and washed the feet of his disciplines. . .” “Jesus took bread and said. . . this is my body given for you. . .”

Understanding of and participation in worship was deepened through exploring four biblical themes in relation to service, justice, and peacemaking. The themes are 1) Feeding, 2) Sheltering, 3) Healing, and 4) Reconciling. In light of each of these themes, we had 1) a Gathering of about three hours with education about worship, prayer, and a meal; 2) Community Service of about three hours; 3) Reflection to integrate one’s experience of the service, worship, and on-going purpose and meaning in life. This program benefited students

of the University of the Incarnate Word and other members of our worshiping community. It was advertised to local churches of all denominations and built on those contacts made through the years.

The motivation for this grant came from both the positive desire to glorify God in worship through loving our neighbors more, serving as Christ served, and building God's reign of justice. The motivation also comes from four needs recognized by our Worship Planning Team and faculty:

- 1) In our culture at this time, many people seem to be going to worship to learn how to prosper rather than to learn how to give. Private spiritualities stemming from selfishness are being nurtured in some approaches to worship. The call to service not self interest was emphasized at the Gatherings and in the worship on campus throughout the year. Worship while opening us to the transcendent is not an escape from the real.
- 2) Though community service and service learning at UIW has been improving over the years in that students help more people, faculty continue to be concerned that there is not adequate reflection on what was done, what was learned, and how this might influence one's life in the future. In this grant program thinking back on the themes from scripture and worship, the experience of service, and how this impacts one's life is essential. As the newly baptized early Christians had "mystagogia" to process the intense experience of the ritual and sacraments they received, so the Reflection sessions of this program are a central part.

### **"Perceptions of Service-Learning Experience in a Social Psychology Course" -- Lisa K. Lockhart, Ph.D.**

**Purpose of Study:** This study was a first attempt at formalizing the assessment of students' reactions to a service-learning course that has been offered for a number of semesters. Additionally, it was an opportunity to expand the existing body of knowledge to include Hispanic students' perceptions of service-learning experiences, as most of the service-learning literature has focused on Caucasian students' reactions (Seider, Huguley, & Novick, 2013).

**Rationale & Significance:** Popular sentiment toward service-learning in college courses is generally positive, and this is supported by the service-learning literature (e.g., Celio, Durlak, & Dymnicki, 2011; Weiler et al., 2013). However, the literature also reports potential negative effects of such an experience (e.g., Desmond, Stahl, & Graham, 2011; Cipolle, 2004). Thus, the primary motivation for this study was a practical desire to determine whether this non-traditional approach to the course is perceived favorably by students.

**Method:** Students enrolled in a service-learning section of Social Psychology completed a questionnaire assessing their reactions to their service experience (n=26). Students were asked how satisfied they were with their service-learning experience, how enjoyable they found it, how interested they were in it, and whether they believed that it related to the course content; responses were made using a 5-point Likert-type scale. Additionally, participants answered questions about preferences to serve alongside other students, including an open-ended question regarding what they believed would improve their service experience.

**Findings & Conclusions:** Participants were predominantly female (92%), Hispanic (77%), and Catholic (77%), and juniors (50%) or seniors (42%), with a mean age of 21 years

(SD=1.20); 54% were Psychology majors. The outcome measures assessing satisfaction with, enjoyment of, and interest in the service-learning experience were significantly correlated so they were combined into a single Overall Satisfaction with Service Experience (OSSE) outcome measure. A regression analysis conducted with participant characteristics as predictors of OSSE was not significant [ $F(9,8) = .885, p > .05$ ]. Students reported a high level of satisfaction with their service experience ( $M=4.33; SD=.59$ ) and interest in participating in a future service-learning course ( $M = 4.27; SD=.96$ ). They also indicated they believed that their experience related to the principles of social psychology ( $M=4.35; SD=.80$ ). Although participants indicated a high level of interest in serving with fellow students, they also indicated they would not mind serving alone ( $M = 4.46; SD=.51$  and  $M=4.38; SD=.64$ , respectively). All responses to the open-ended question ( $n = 11; 42%$ ) indicated a desire for more interaction with the people being served by the community organization. Given this student feedback, future research will investigate satisfaction with service experiences based on degree of direct involvement with service-recipients. Future research will also focus on the role of participating in service with others as an influence on desire to serve and satisfaction with the service experience, as well as possible ethnic or cultural differences in perceptions of service-learning experiences.



*First Annual Fashion Show, Irapuato, Mexico for the UIW Bajío Campus, February 9, 2017*

**Crossing Borders to Enhance the lives of future fashion management students at UIW Bajío Campus – Theresa Ann Lopez, SMD**

**BACKGROUND:** A new UIW campus opened in Irapuato, Mexico, in August 2016, with future plans to offer a degree in fashion management in August, 2017. The Fashion Management Department in San Antonio was asked to assist in recruiting potential students to the UIW Bajío Campus by producing a "Pasarela", a fashion show. Secondly, the President of the UIW Bajío Campus, Lic. Jose Antonio Lopez Verver, wanted to announce the new degree to sponsors and community partners. As a result, the UIW Fashion Management Department in San Antonio, led by Teri Lopez, Sr. Instructor, and assisted by

senior, Natalia Hendrichs, produced a sophisticated New York style runway show on February 9, 2017.

**METHODOLOGY:** To promote the successes of alumni from the design program in San Antonio, five garment collections were collected for the fashion show. Additional garments were solicited from current junior and senior student projects. Sixty garments were mailed to Irapuato, Mexico to prepare for the fashion show. Ten days before the show, Mexico Customs confiscated the garments for inspection and refused to release the garments for failure to present necessary paperwork.

Plan B went into action and the Marketing Director, Alejandra Martinez, began contacting local boutiques and young designers to show their garments. Internationally renowned designer, Lydia Lavin, also offered a fall and spring collection to add to the fashion show.

**RESULTS:** Over 330 guests attended the 1st Annual UIW Bajio Fashion Show to hear about the new Fashion Management Program and view the fashions. Community leaders applauded the event and expressed their support of the University presence in Bajio.

**CONCLUSION:** The fashion show was a crowd pleaser and it attracted an audience to the event to hear about the new university in Bajio, Mexico. The major community leaders wholeheartedly endorsed the creation of the UIW Bajio Campus Fashion Management Degree Program. With the city of Leon being the major leather manufacturer in Mexico, a partnership for cultivating the future leaders of the leather industry will be established. The outreach to the community of Irapuato, Leon, Guadalajara, and San Miguel de Allende will promote student enrollment in Bajio, Mexico. The student designers of Mexico were also excited and saw meaning in their lives through the participation in the fashion show. (Pictures and video will be presented for the poster presentation.) I can submit separately if you wish.

**REFLECTION:** The UIW student reflected on the opportunity to apply the knowledge and training that she has received in the Fashion Management Program at UIW. She was able to produce the Bajio Fashion Show in Mexico, her home country. The gratitude and appreciation expressed by the faculty, staff and administrators at UIW Bajio reinforced the importance of service to our neighboring community in Mexico. Despite the political tension in our country, it is even more critical that we reach out to Mexico to assist them to provide a better life and future for our youth.

### **“Service Learning as a Pedagogy of Community Engagement” – Julie B. Miller, CHASS**

The Wabash Center for Teaching and Learning in Religion and Theology is a leader in educating professors and scholars in effective teaching techniques, theories and pedagogies. This past summer I was honored to participate in a week long workshop the Center sponsored on pedagogies of community engagement. In my talk I will share with my colleagues a variety of “lessons learned” and some ideas of how we may implement some of them here at UIW.



*Photo: Rebecca Quigley*

*From the Peruvian Andes where people have benefited from the radio programs.*

### **Huancané en el Corazón (Huancané is in Our Hearts): Creating Radio Programs for Peruvians in the Altiplano -- Amalia Mondríguez, CHASS**

The students in the Spanish major/minor and Communication Arts (Radio students) wrote 20 radio interviews and recorded 15 for Huancané, Perú. The recordings were given to the Incarnate Word Sisters for their radio station in Perú. .Al Some topics are domestic violence, suicide, alcoholism, quality life for elders, how to clean the river water, how long to nurse children to protect them from stomach illnesses, and the diet for pregnant women. We are so grateful to our consultants, physician José Pascual, Dr. Yolanda Tarango, and the Sisters from Perú who helped the students to understand the suffering of the poor communities, and to understand their culture and their language in order to help them in better ways. The text of the radio interviews are in an unpublished book: Huancané en el Corazón (Huancané is in Our Hearts).

### **“Opening the World To the Students: Mentoring Refugee Families in San Antonio” – Lopita Nath, CHASS**

Abstract: San Antonio has become one of the preferred destinations for the resettlement of refugees from different parts of the world. There are refugees from Africa, Middle East, Asia, and other conflict areas. Although the Catholic Charities is the only resettlement agency in San Antonio, they are understaffed and need volunteers. Most of the refugees need help transitioning to life in the United States. The Global Refugees course offered out of the history department, in addition to examining issues leading to human displacement and refugees, the International Refugee Protection regime, refugee rights and human rights, camp

life and conditions, and third country resettlement, also includes an experiential component, where students are paired with refugee families that need help. Students help families with their English, teaching them how to shop in America, tutoring the children, getting them ready for employment and anything else the family might need help with.

Some students even do donation drives for the refugees. At the end it is a win-win situation. The refugee families get a lot of help in understanding and making sense of their life in a foreign land, and the students make friends for life, that always extend way beyond the semester. The course engages the students with a diverse international community without having to travel abroad, as well as brings them face to face with the most vulnerable population groups in the world. The course through its ongoing reflection activity, introduced students to ideas of compassion, empathy, global conflict and its impact on civilian lives. At the end the course and the service learning experience armed students with a skillset that



equipped them for jobs at International Organizations, NGO's and other organizations dealing with vulnerable and diverse population groups. This article will examine the impact of such a service learning course, where students are learning about the global crisis and working directly with communities that were affected by the crisis. The article will also discuss the advantages and disadvantages of a semester long service compared to a day or week of service? The course with its academic grounding in literature and content, and a semester of service learning with its ongoing reflections, have proven to be more effective in providing students with opportunities much beyond their undergraduate years at UIW.

*Photo: Lopita Nath*

**“A Case Study: Design a Voice for the Vote! Collective Design with Social Impact” -- Doris Palmeros, SMD**

**GOAL** Working in teams, students were challenged to design a voting campaign to educate, motivate and empower eligible voters in San Antonio to express their voice with voting.

**BRIEF** This practice case study of a design team project was developed to give students an experience in service learning through a collaborative effort. Not only with each other, but with a client that is a cooperative, hence a non-profit organization.

**PROCESS** The class worked with VoteSA to produce an essential need in their voting campaign. The mission of the VoteSA is to increase voter turnout and is part of a bigger initiative in San Antonio, Texas that nurtures civic participation to achieve a collective vision with specific goals by the year 2020. The goal of the design team was to create a successful campaign to communicate the message of voicing out the vote. The full campaign included, logo, tagline, billboard, info-graphics, posters, website and wearables. Creative phases included initial meetings with client to understand and research objective and strategy. Final designs and presentation were given to the client committee. Challenges in the project included the bilingual component for the Anglo/Hispanic market and the diverse target audience of registered and unregistered voters.

**EFFECTIVENESS** VoteSA will be using the campaign designed by UIW students in San Antonio’s 2015 upcoming elections. The students learned how to empower the vote with their own talents and voices.



*UIW European Study Center Students Supporting Patrick Henry Village Refugees in Heidelberg Germany, fall 2016. Photo courtesy of Cynthia Plueger' class.*

### **“Contemporary Refugee Crisis: Service Learning and Theory” (UIW in Heidelberg, Germany) -- Cynthia Plueger, Heidelberg Campus**

The practical experience of living in another country, even for a brief interval of time, permits one to acquire a perception of cultural compassion and understanding that impossible replicate within one’s native country. This course is designed to assist students in thinking profoundly about their own cultural uniqueness, in addition to constructing context for understanding one of the most imperative global issues, how we can collectively and individually manage the greater than 60 million refugees across the world. This course allows students to analyze the issues from an academic and personal perspective interacting with the local community in Heidelberg and beyond, as well as review numerous of sources from poems, news stories, journal articles, works of art, and personal interviews.

A critical component of the course is service learning at the Patrick Henry Village, Counseling Center for Refugees. All students enrolled in the course serve weekly at the center as part of the host and care team, a facilitator, or assistant in sponsored activities such as kids crafts, sports, language and mathematics classes. Three times a week the students, along with the course instructor, serve as staff members at the center. All service is highly supervised with security personnel present at all times. Caritas, a non-governmental organization manage the Counseling Center, staffed by 18 professional counselors and a volunteer group including local attorneys and teachers who assist with support services. The counseling center encounters between 30-50 refugees per day to offer various types of counseling services including social, psychological, and asylum preparation.

The course structure explores various teaching and learning strategies to cultivate subject comprehension and fosters abilities in critical thinking, creativity, writing, and independence. The course is separated into three units, with the last section of the course allowing students to engage in profound learning in an area significant to their discipline. Each student is required to maintain a digital journal for the course. Formal classroom instruction and informal digital group blogs, permits dialogue of readings, videos, and encounters, which fosters students in comprehensive reflection on the issues surrounding the refugees and community.

### **“Establishment, documentation and reflection on co-curricular participation to enhance pharmacy education” -- Amanda Sharpe, FSP**

The 2016 Standards for the Accreditation Council for Pharmacy Education (ACPE), the accrediting body for schools of pharmacy, requires development and implementation of "co-curricular" learning. The intention behind co-curricular experiences is that the students will actively participate in events that can complement, reinforce, and/or add on to what is learned in the classroom and experiential sites. These activities are designed to increase professional growth and development in several areas such as professional education, cultural sensitivity, self-awareness, leadership, innovation/entrepreneurship, and professionalism. In the development of the Feik School of Pharmacy’s co-curricular requirements, we are using CardinalSync (OrgSync) to document participation in co-curricular events and reflection on the event by the students. One area of our co-curricular learning is in patient care service. Under this category, students will be expected to participate in flu clinics, health fairs, and

vaccination fairs each year of their education. Many of these events are held in underserved areas, and are aimed at increasing health awareness, education, and service to those most in need. Certainly some of these activities are considered service learning opportunities, and will play a key role in the growth (professional and personal) and development of well-rounded pharmacists who promote social justice. Students will be required to complete a minimum number of co-curricular events each year, and will provide a reflection on their professional growth and development (increasing self awareness) each year.



*Photo: UIW Office of Communications and Marketing  
Holi, the spring holiday introduced by Hindu students and faculty from India, is celebrated at UIW enriching both internationals and locals.*

**“Connecting Global and Local Learning through Service Learning in a World Literature Class” – Tanja Stampfl, CHASS**

Through the example of one particular service-learning experience my students in world literature engage in, I would like to identify some simple priorities in designing service-learning opportunities in our classes and to share suggestions that will make the design and implementation less complicated.

As a class, we spend five of our class meetings throughout the semester in conversations with ESL students here on campus. These are 1-hour-long guided small group conversations, where US students engage with international students. The students each also have to arrange for a meeting outside of class time with an international student. After each meeting the

students complete a 2-page written reflection, which I collect and grade at the end of the semester.

In this presentation, I will emphasize the importance of benefit on both sides of the service-learning partnership, and the direct connection to learning through service for both the domestic and international students. Secondly, this example illustrates that we don't have to teach specialized courses in order to include service-learning experiences; in fact, our core classes or introductory major classes lend themselves quite easily to service-learning. Lastly, we don't always need to look afar when identifying and addressing needs in the community, but we can provide service to the community on our campus.

**“The Volunteer Income Tax Assistance Program at University of the Incarnate Word: VITA: Promoting Cognitive and Non-cognitive Factors in Learning” – Theresa M. Tiggeman, HEBSBA**

In 1984, an accounting professor initiated the Volunteers in Income Tax Program (VITA) at University of the Incarnate Word (UIW). The VITA Program prepares tax returns for the low income and elderly of the community for no charge. The United Way of San Antonio and the Internal Revenue Service refers clients with complex tax returns to the UIW VITA site. The university specializes in individual returns, small business returns, amended returns, itemized deductions, and stock sales. As long as the client meets the income restrictions, the university does not refuse to prepare a tax return due to its complexity. Moreover, the university requires 45 hours of community service from our students. The VITA Program assists with that requirement.

A unique feature of UIW's VITA Program is a mobile service to the retirement community. Our volunteers bring computers and printers to our retirement home and prepare returns for those clients too ill to come to the campus.

A review of the UIW Program revealed that it was responsible, on average, for 23% of the annual income of its tax clients. The UIW program is the longest continuously operating VITA site in the City of San Antonio and has been in operation for over 30 years.

UIW students from two taxation courses participate in service-learning activities for the VITA Program. In 2016, 47 accounting students volunteered in processing 350 tax returns logging nearly 2,000 student volunteer hours. The IRS reported a low rejection rate for UIW from e-filing this tax season. The total refund amount for the clients was \$335,000 with an average client income of \$21,000. The students worked with seven faculty and community volunteers such as CPAs, attorneys, enrolled agents, and former students. Preparation of income tax returns is a stressful process for clients and novice preparers. Our community volunteers act as role models guiding the students through the client intake and interview process. In addition to learning interpersonal skills such as interviewing clients, UIW students gain tax knowledge, computer software expertise, and research proficiency. Our faculty and community volunteers recorded approximately 500 hours this tax season.

Our site on campus provides handicapped access and parking. Clients appreciate that, during tax season, the site does not close for holidays, Spring Break, or inclement weather.

**“Reach Out Africa: A Local non-profit documents studies in community empowerment, sustainable development and global engagement” -- Lisa Uribe, WGC**

This presentation is based on experiences from the last service learning book initiated by UIW faculty and administration *Reach Out Africa* by Sr. Dorothy Ettling and Dr. Kevin B. Vichcales. Sustainable economic development in developing nations depends in great part upon the education of the next generation. In conjunction with micro-finance developments in Zambia, Reach-Out Africa has emphasized the importance of Early Childhood care and education. Promoting model pre-school programs and teacher training in rural areas has inspired hope and furthered the Zambia government’s efforts to invest in their children’s future.

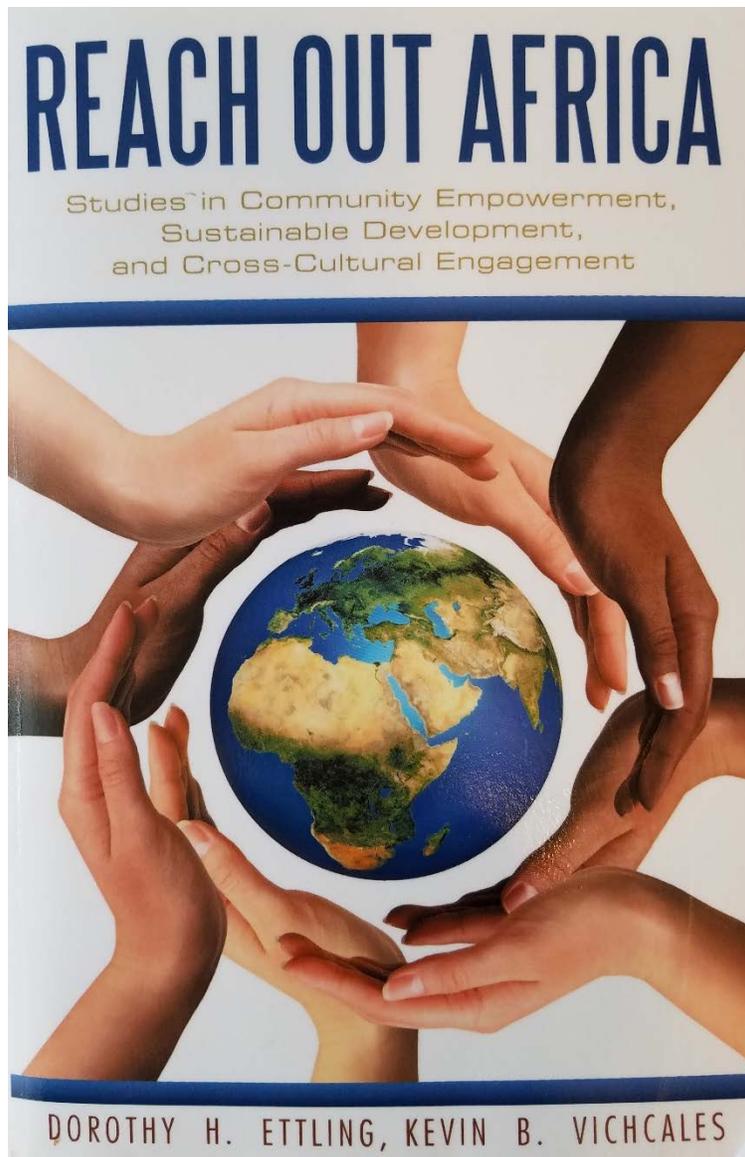
Women’s Global Connection’s book *Reach Out Africa* provides an informative look at the process of the collaborative commitment between an international non-profit organization who crossed the boundaries of culture and class to meet their “brother and sister” in need in two African countries. The process began with an understanding that the mission of the CCVI congregation matters both locally and globally and that global solidarity is more than an academic concept or a wistful dream. In this process ordinary persons, who believe that their faith experience, whether grounded in Christianity, Judaism, Buddhism or Hinduism, calls them to respond with an open heart and participate in the creation of a more just and humane world order.



*Photo: Women’s Global Connection*







*The last book from the University of the Incarnate Word faculty  
and graduate students on Service Learning.*

*Will you contribute to the next one?*

