

Service Learning Showcase

Monday, February 19, 2018, 9:00 am - 4:00 pm,
UIW Student Engagement Center Ballroom
6:30 pm, Mabee Library Auditorium

Featuring faculty projects on best practices, theories, scholarship, and examples of service learning at UIW, in keeping with our mission to educate “concerned and enlightened citizens within the global community.”

Eleventh Annual Research Week “A History of Mission Driven Scholarship”



Students ready to board a ship in Ireland to go to San Antonio to learn and to serve.

**In this San Antonio Tricentennial Year 2018,
join us as we celebrate “A History of Mission Driven Scholarship,”
February 19-23, 2018 at the Student Engagement Center.**



An Incarnate Word Sister teaching at the school at Espada Mission, now a UNESCO World Heritage Site. Join our Historical Tour, March 24 or October 6, 2018
http://www.uiw.edu/eccl/Special-Events/Historical_Tour/index.html

Incarnate Word faculty established the requirement of forty-five hours of community service for all undergraduate students in 1989 recognizing that this furthered educational goals. In support of this, the Ettling Center for Civic Leadership was founded in 2014. ECCL can assist faculty in finding community partners and in developing service learning and the scholarship of engagement. UIW wants for students to become concerned and enlightened global citizens imbued with social justice.

The Faculty Service Learning Committee chaired by Dr. Adrienne Ambrose, Religious Studies Department, and Dr. Chad Jackson, School of Physical Therapy works in partnership with the Ettling Center for Civic Leadership.

The Office of Research and Graduate Studies under the leadership of Dr. Osman Ozturgut, has generously welcomed the Faculty Service Learning Showcase as part of UIW Research Week and Dr. Trinidad Macias has worked extensively organizing it.

All photographs are courtesy of the Archives of the Sisters of Charity of the Incarnate Word and were generously provided by Donna Guerra, Director of the Archives and Records Management.

During this Tricentennial Year all are invited to be part of the educational, service, and social initiatives http://www.uiw.edu/eccl/Faculty-Resources/uiw_tricentennial_invitation.html
Serving in Sustainability Projects <http://www.uiw.edu/eccl/sustainabilityservice300.html>

March 24 and repeated October 6 - Historical Tours http://www.uiw.edu/eccl/Special-Events/Historical_Tour/index.html

April 15 - “Origins – Native Peoples, Spaniards and Early Education in San Antonio,” an afternoon educational symposium which is part of the series with other colleges and universities <https://www.sanantonio300.org/higher-education-events/> and the daylong free festival, “Mi Casa Es Su Casa,” with fun for the whole family www.sa300ccvi.org

September - A photo exhibit on educational contributions to the city www.sa300ccvi.org

~~Sister Martha Ann Kirk, ECCL Faculty Liaison, and UIW Tricentennial Planning



Santa Rosa Hospital was the first public health care in San Antonio and opened in response to the mayor's request for help. The history of Incarnate Word is one of responding to civic needs.

**Faculty Service Learning Showcase- Schedule
Monday, February 19, 2018
Engagement Center Ballroom**

9:15am – Welcome

Dr. Kathi Light, Provost

9:20am- 10:00am

A Wealth of Support: External Funding and Service Learning at UIW

Panelist: Dr. Carlos Garcia, Dr. Zenon Culverhouse, and Jon Gillespie

Moderator: Sr. Martha Ann Kirk

Many agencies, foundations, and organizations which give grants require or suggest that service-learning be a component of the program. Government grants in particular want students to develop civic engagement. This presentation will be a conversation on the importance of service-learning in grant programs. Examples of service-learning in present and in past grants will be considered. Some information on how to search for grants in support of service learning projects will be shared. For the last two years the Ettlring Center for Civic Leadership has had two small grants that have promoted service-learning.

10:05am- 10:25am

Heather Barton-Weston, Dr. Randall Griffiths, Dr. Erlinda Lopez-Rodriguez, Dr. William Carleton, Dr. Gregory Soukup, and Dr. Susan Hall

Implementing Service Learning into a Core Course focusing on Dimension of Wellness

In 2009, the state of Texas realigned secondary and under graduation requirements that limit student access to health education. Although health is no longer a required credit for students to earn their high school diploma, the state still requires students to meet the Texas Essential Knowledge and Skills (TEKS) for health. This has left school districts all over the state forced to meet the requirements with little to no additional resources dedicated towards the health content.

This poster presentation will provide information related to developing a service learning project that meets the needs of both the community and future physical educators in a new educational environment. Student reflection and feedback will highlight the overall experience of the activity.

10:30am- 10:50am

Dr. Chad Jackson and Dr. Monica Mendez

Lifelong Impact of Service Learning – How Important is Creating Student Experiential Learning Experiences?

The impact of faculty facilitating experiential service learning experiences can have an exponential effect on students. Dr. Jackson and Mendez plan to share their story and bring to life the impact graduates have as they leave the university by truly living out the mission of the universities from which they were educated. Faculty may not realize this impact and this presentation will include encouragement to partner with others to create experiential learning opportunities. Additionally, this presentation will include practical tips on ways to create room in courses for experiential learning experiences based on experiences and published literature.

11am- 12:00pm- Faculty Service Learning Poster Presentations

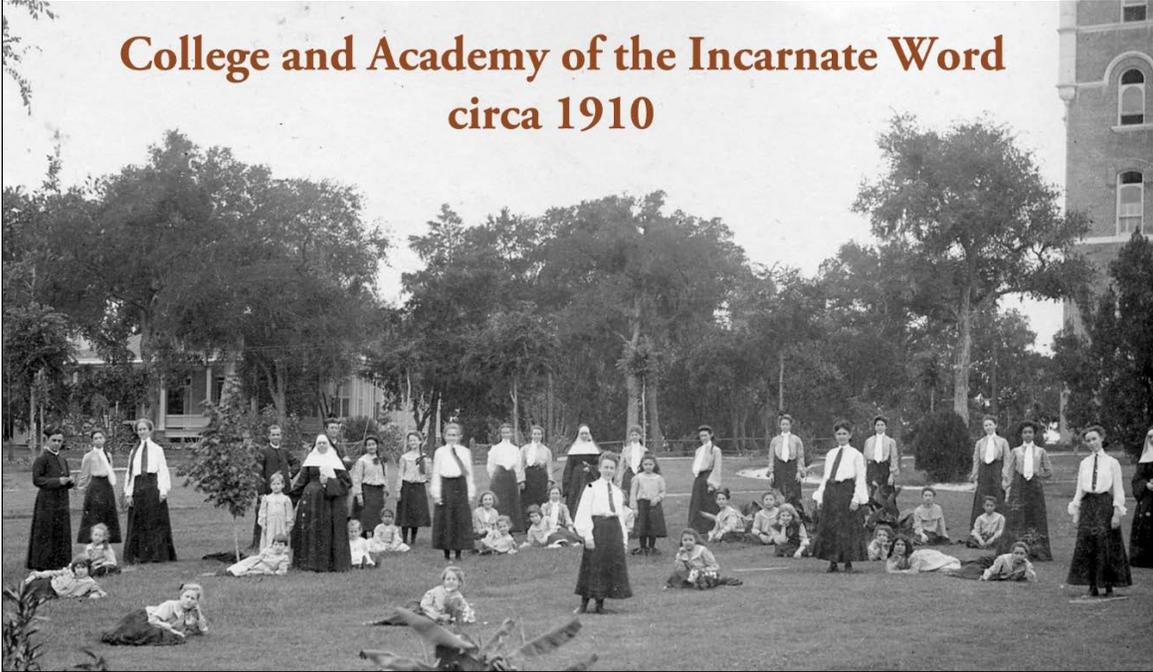
Heather Barton-Weston, Dr. Randall Griffiths, and Dr. Gregory Soukup

Pushing the Limits: The Use of Service Learning to Prepare Physical Educators on how to develop and teach lessons focusing on Health in a classroom setting

Traditionally when the term service learning is used, it means that a single course has been redesigned to include and optimize the benefits of this pedagogical method. However, this methodology minimizes the population that benefits from what service learning provides. Redeveloping core offerings to include identical service learning activities expands the spectrum of opportunities and benefits to a much broader base of students. In fact, by implementing service learning into a core course all students at one point or another will benefit from the experience and reflection of the assigned activity.

This podium presentation will include a brief description of what and how the identical service learning activities were developed, implemented, and evaluated within the core Dimension of Wellness course. From there, a brief roundtable discussion will include best practice approaches to redeveloping, implementing, and evaluating identical service learning activities across core offers with multiple sections of students.

College and Academy of the Incarnate Word circa 1910



Heather Barton- Weston, Dr. Ricardo Gonzales, Dr. Erlinda Lopez-Rodriguez, and Ashley Hernandez

Spanning Past the Single Course: When A Service Learning Project Becomes a Two-Year Coordinated Community Health Education Program for Undergraduate Community Health Education Students

The transitional period between 8th and 9th grade has been identified as one of the most critical times associated with a student's academic success. Transitional programs focusing on student health and academic preparation are being implemented in secondary institutions across the state of Texas. Unfortunately, resources for these types of programs are scarce among institutions serving lower socioeconomic students. For these institutions, community collaboration is imperative to enhance the opportunities offered to their student body.

This poster presentation will discuss the process of coordinating an ongoing service learning project that spans across multiple semesters and through multiple program courses. Detailed information pertaining to best practices and student perception will be included.

Dr. Jean Dols and Latonya Roberts

Building Human Trafficking Research in the Health Care Setting

At the University of the Incarnate Word, service learning was implemented in a graduate nursing research course by a team of three students under the guidance of faculty. The students investigated publically available information regarding human trafficking and analyzed completed research studies on the topic. Recognizing that Texas has the 2nd highest number of trafficking cases in the US with 473 reported cases in 2016 (HHS, 2016), these students, completing their doctorate in nursing practice, realized that research related to human trafficking would directly impact their clinical practice.

The students' final research proposal was to educate health care professionals and implement the use of the selected victim identification tool in one emergency room. The hypothesis was: Education and Training regarding the administration of the TVIT created by the Vera Institute of Justice (2014) will allow emergency center health care professionals to appropriately identify, treat, and refer human trafficking victims.

Sr. Martha Ann Kirk, Melinda K. Adams, Diana L. Allison, Danielle J Alsandor, Adrienne Ambrose, Debora Z. Kaliski, Jean D. Dols, Dora E. Fitzgerald, Valerie Greenberg, Robert J. Martinez, Delia Meyer, Alicia Rodriguez de Rubio, Gabriel Saxton-Ruiz, Karen Weis and Kelly Z. Daughtry

Engaging Students on the Critical Issues of Human Slavery and Trafficking: Faculty Contributions in a Lilly Fellows Grant Program.

Since the Incarnate Word Sisters have taken a corporate stance against human slavery and trafficking <http://www.amormeus.org/en/justice-peace-and-integrity-of-creation/#justiciapaz-denuncia>, we sought and obtained a grant from the Lilly's Fellows Program in Humanities and the Arts called "Conversations on Service Learning and Engaged Scholarship Considering the Mission of the Incarnate Word Founders to the Vulnerable." The corporate stance emphasizes a commitment to research, education, advocacy, and action against human trafficking.

Though many faculty began as strangers to each other, the conversations provided an atmosphere in which they became comfortable enough to share deep feelings of compassion for those caught in trafficking, strong desires to motivate students to ethical action, and statements of how faith can give strength and courage beyond ourselves to confront these challenges.

Dr. Lisa Lockhart

Predictors of Emotional Reactions to Proposed Service-Learning Project

Purpose of the Study: The current study was an exploratory study conducted to begin to investigate some potential predictors of student receptiveness toward service-learning. While our objective as faculty administrators of service-learning projects is to contribute to the development of concerned and enlightened citizens, our students' reactions to this type of learning should also be considered in order to make it a positive experience for all involved. Service-learning is an experiential learning strategy that is being advocated widely by various institutes of higher learning, both religiously-affiliated (e.g., DePaul, Loyola, Villanova, the University of the Incarnate Word) as well as public (e.g., Montana State University, the University of Texas at San Antonio, Binghamton University). Although the literature on the efficacy of service-learning is growing (e.g., Reinders & Youniss, 2009; Celio, Durlak, & Dymnicki, 2011; Weiler et al., 2013; Desmond, Stahl, & Graham, 2011), it would be helpful to know more about whether there are certain types of students who are more (or less) receptive to service-learning in their undergraduate experience.

Dr. Leslie Martinez and Zane Alsareinye

Freedom Youth Project: Fighting Human Trafficking Through High Impact Service Learning

Dr. Marcos Oliveira

Mission Life: A Platform for Student Innovation in the Development of Products or Services that Address Needs of Communities

We have developed a platform where teams of students develop ideas/concepts for products and services. These teams then compete for the ideas or concepts that address real world needs of communities "see a need fill a need". Currently this experience is being designed so that students can add this experience to their co-curricular transcript. This competition is also an international since it includes students from UIW and a sister university compete for the most innovative, socially inclusive and civically engaged innovation.



An Incarnate Word Sister leading students to class at Espada Mission, now a UNESCO World Heritage Site. Join our Historical Tour, March 24 or October 6, 2018
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Dr. Jeannette Wong-Powell

An Effective Model for Fighting Carat-Derived Blindness in Yucatan, Mexico

Large Scale Humanitarian Missions: Challenges, Advantages and Proposed Model to Capitalize on Inter-professional Collaboration

12:00pm- 1:30pm – UIW Moody Professor Lecture- Lunch Reception

Dr. Laura Muñoz

Planning for Succession in Nursing Academia: Why? How?

1:45pm- 2:05pm

Theresa Lopez

Tribute to Breast Cancer

Breast cancer through our eyes.

Students from the Fall 2014 Promotional Strategies Class were challenged to reflect on “How Breast Cancer had impacted their lives. Some students had been affected by breast cancer through their family members, a friend, a mother, or a grandmother. Some were survivors and others were victims of breast cancer. Other students were indirectly influenced by media and health alerts. Regardless of the

circumstances, the students agreed that Breast Cancer must be celebrated by the living and the deceased to bring awareness to the need for a CURE.

2:10pm- 2:30pm

Dr. Paul Lewis

Applied Ethics and Service Learning

Based on a session on Service Learning that Dr. Lewis attended at Dr. Bob Connelly's recommendation at a 2003 Catholic Social Teaching Conference, Dr. Lewis developed a service-learning course for Fall, 2004. Following a summer of prep and planning, Dr. Lewis introduced a course that included opportunities for students to engage with 7 different community partners. Students successfully made connections between the classic topics and problems in ethics they learned and their sustained service-learning experiences. This presentation will provide an overview of Dr. Lewis's experience developing and teaching the course, and will serve as an announcement of the course's return to the curriculum in Fall 2018.

2:35pm-2:55pm

Yvonne Davila and Cynthia Richardson

The Impact of a Service Learning Course on BSN Nursing Students

The Health Promotion and Disease Prevention course was designated as a service learning course in 2015; however, the participation at Haven for Hope has been ongoing since 2010. Nursing students participate in 16 hours of clinical at Haven for Hope Courtyard and Child Care Center. The students perform foot care, immunizations, health screenings, needs assessments and teaching projects.

At the end of each semester, students reflect on how their clinical experiences relate to service learning. Some key words students selected include: compassionate, meaningful, transforming, humbling, and fulfilling.

This service learning course not only impacts the nursing students, but also positively impacts the clients, populations, and communities we serve. The goal is to help students continue to make a difference in the community and in the world.

3:00pm- 3:20pm

Dr. Trish Driskill and Dr. Tracie Edmond

Gen Z and Service Learning Projects in Accounting

Due to a declining number of accounting majors in recent years, programs are examining methods to increase student interest and further develop individuals' skillset before entrance into the accounting profession. Active learning has gained interest within the accounting field, as research demonstrates that this form of learning contributes to an individual's ability to transfer knowledge from the textbook to the real world. By linking course material with service learning projects, accounting students gain experience in various sectors and develop the AICPA's core competencies demanded for the profession.

3:25pm- 3:45pm

Dr. Julie Miller

Community Engagement and the Cultivation of Empathy

Based on a series of three workshops sponsored by the Wabash Center over the course of 18 months, Dr. Miller has identified two core values she considers central to the service learning experience. The first is the idea that care and concern for social justice and community are ultimately based on a concern for persons with whom we are in relationship; therefore, relationship-building skills, ideally, would be an explicit component of a service-learning course. There are a variety of ways in which this can be done, and I will explore a few, such as "deep listening" strategies and elements of civil discourse.

The second concept is that of trying to cultivate empathy within students. If social justice and community are based on relationships, we must learn to cultivate empathy for those from whom we differ. Hence, I will explore a variety of ways in which this can (theoretically) be done, such as imagining other worlds and practicing an ethic of care. If we hope our students will become life-long learners and continue to be active participants in their local and more global communities once they graduate, it is not enough to simply have them “do service.” Rather, we will most likely need to promote an affective change—cultivate empathy—within them that will remain past their graduation day and far into their futures.



College and Academy of the Incarnate Word Orchestra, c. 1910, in St. Cecilia's Hall. Beauty nourishes the spirit and has art, drama, dance, and music at Incarnate Word have been a service to the city.

3:50pm- 4:10pm

Dr. Russell Coates

Sustaining Optometry Services in Guatemala

Dr. Coates has led and supervised UIWRSO optometric interns on one week international service learning trips to Chichicastenango, Guatemala on numerous trips since 2015. The interns perform comprehensive eye exams, diagnose refractive conditions and ocular diseases, prescribe medications, and dispense spectacle correction to over 120 patients each trip while providing care in a clinic staffed by Guatemalans. UIWRSO partners with ASELSI ministries (a Guatemalan non-profit organization serving Chichicastenango and beyond) and KindSight 20/20 (a non-profit organization associated with a Missouri based private optometric practice).

Since UIWRSO began our partnership with KindSight and ASELSI the services provided to the Guatemalan people have continued to increase and improve. Unique ways of funding the program have enabled it to continue and these are being further developed. A key ingredient is collaborating with our Guatemalan clinic staff. The processes that have been developed for finding patients and partnering with

local primary care doctors and ophthalmologists can be helpful models for others who wish to develop sustainable international service.

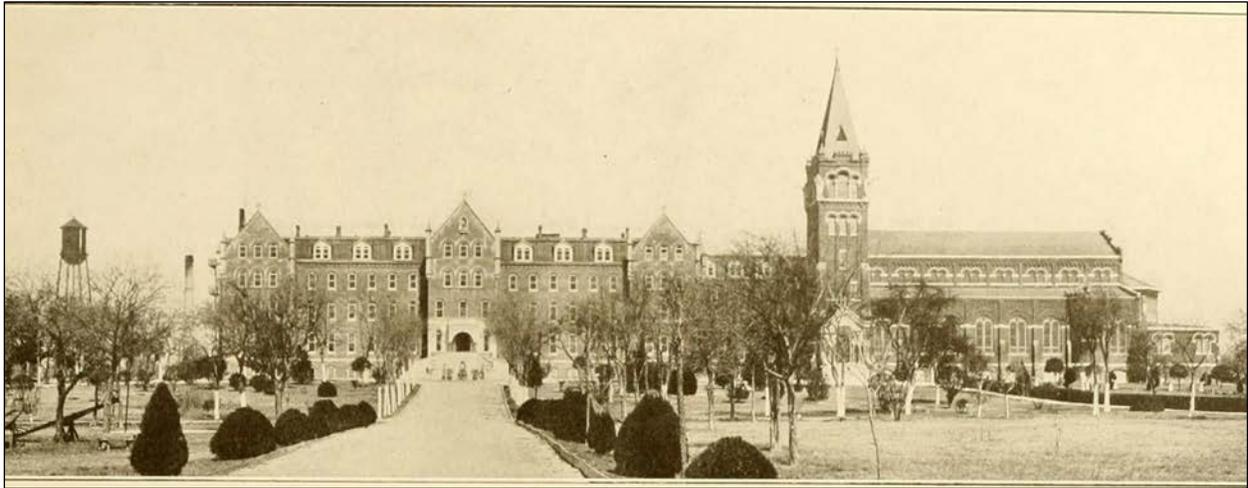
6:30pm- 8:15pm- Mabee Library Auditorium

(re)Formation, a Documentary Film Passionately Advocating Service and a Conversation with UIW Theatre Graduates and Faculty

See *(re)Formation*, a new documentary film created by UIW Theatre Arts students from about twenty years ago revealing their passionate care for foster children. Enter into a conversation on compassion and creativity with UIW Theatre Arts faculty Margaret Mitchell, and the former students: Shannon Ivey, Shelly Chance, and Renee Garvens. Tommy Calvert, Bexar County Commissioner, Precinct 4, will share an introduction on the importance of service. The film points out “There are 2.5 churches for every foster child in South Texas’ Region 8 foster system.” Why is there not more compassionate care? See a trailer of the film <https://vimeo.com/241027881> For more information on the gathering, contact Sr. Martha Ann Kirk kirk@uiwtx.edu and for information on the film, contact Shannon Ivey sivey@tlu.edu



Students after a drama at the College and Academy of the Incarnate Word (now known as the University of the Incarnate Word), c.1920, on the steps of the Chapel of the Incarnate Word.



Incarnate Word College and Academy and Convent. C. 1920

The Ettling Center for Civic Leadership Assisting Faculty in Service Learning

Understanding Service Learning

<http://uiw.edu/eccl/Faculty-Resources/service-and-service-learning-guidelines.html>

A listing of local community partners who seek volunteers

<http://uiw.edu/eccl/communitypartnerships/local-partners.html>

Interfaith Innovation Grant Resources <http://uiw.edu/eccl/interfaithliteracyandservice/>

<http://uiw.edu/eccl/interfaithliteracyandservice/interfaithevents.html>

General information <http://uiw.edu/eccl/>

Contact the Ettling Center for Civic Leadership at (210) 283-6423, visit the office in the Broadway campus Administration Building 158, or write ccl@uiwtx.edu

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