



LOMA LINDA UNIVERSITY
HEALTH

Service Learning Faculty Tool Kit



LOMA LINDA UNIVERSITY
HEALTH

Institute for Community Partnerships
Community-Academic Partners in Service

Updated: June, 2020

Service Learning Definition

Service learning is a structured learning experience that combines community engagement with academic preparation, reflection, and ongoing assessment (LLU Service Learning Committee, 2014).

Loma Linda University Mission

To continue the teaching and healing ministry of Jesus Christ

Loma Linda University Motto

To Make Man Whole



Table of Contents

Service Learning Definition	1
Loma Linda University Mission	1
Loma Linda University Motto.....	1
Table of Contents	2
Service Learning at Loma Linda University	3
Steps in official Service Learning designation	4
Service Learning vs. Community Service or Internships	5
Reasons “Why Now?” for Service Learning Designation	6
What is the benefit of officially designating your course?.....	6
Phase-I form; course review application.....	7
Sample Course Objectives with Service Learning (#2).....	7
Sample of community-and-student reciprocity (#3).....	8
Sample of structured critical reflection questions (#4).....	8
LLU Service Learning Student Grading rubric.....	9
Criteria for a Service Learning Site	10
Service Learning Information	10

Service Learning at Loma Linda University

Loma Linda University



To continue the teaching and healing ministry of Jesus Christ



Institute for Community Partnerships

To ensure that Loma Linda University Health is relevant and responsive to the community.



Community-Academic Partners in Service



To connect LLU students, staff and faculty's passion for service and academics in partnership with the local community in mutually beneficial and sustainable ways.



Service Learning

Service learning is a structured learning experience that combines community engagement with academic preparation, reflection, and ongoing assessment. Reciprocity in learning alongside the community is at the heart of Service Learning at LLU.



Steps in official Service Learning Designation

Step 1

Review the Service Learning definition, and determine if your course could qualify as Service Learning.

Step 2

Read through the four-question Phase I form found on page 6 in this packet, to self-evaluate your course for official designation.

Step 3

Complete the Service Learning Designation

["Visit Service Learning Resource Website"](#) and submit it along with your current syllabus and course documents to the Service Learning Coordinator at servicelearning@llu.edu.

Step 4

The Academic Service Learning Committee (ASLC) will review your course for official designation. The course instructor will be asked to be present at the ASLC meeting to answer any questions about the course. If there are questions regarding Service Learning as it applies to your course, the ASLC will ask for clarification.

You will be notified, in writing, if your course has been approved for official Service Learning designation.



Service Learning vs. Community Service or Internships



Loma Linda University engages with the community in many capacities throughout the Inland Empire and abroad. Service Learning is the integration of service into the curriculum through a balanced partnership with the community, where both the community and the student benefit. Service learning is a dynamic balance between service and learning Figure 2 below.



Traditionally, clinical internships place more emphasis on the student's skills and professional practice, while the community provides patients or clients. On the other end of the spectrum, community service or volunteering focuses on the cause, while not necessarily keeping the academic connection during the service experience.



Service Learning encourages community collaboration, structured reflection, ongoing assessment, while directly correlating the service with the academic work. Service Learning ensures that the fieldwork is closely tied to the course objectives.

Health Service Learning goes beyond professional practice and training, and engages the community as collaborator in the programs or projects being implemented by the students. The community takes an active role in the work being provided by the student, rather than just a passive recipient.

FIGURE 2: DISTINCTION AMONG SERVICE PROGRAMS

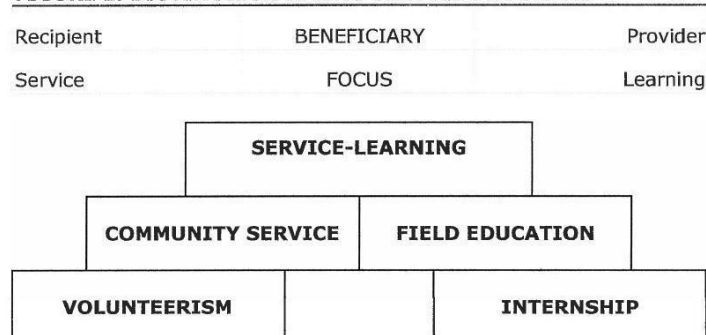


Figure 2: Distinction Among Service Programs, www.FloridaCompact.org Service Learning: A Balanced Approach to Experiential Education, by Andrew Furco

Reasons “Why Now?” for Service Learning Designation

Service is at the heart of Loma Linda University; it is at the core of our mission. Service learning is the academic application of community engagement, a clear example of community engaged scholarship.

What is the benefit of officially designating your course?

Some core tenants to Service Learning are:

- Service learning has sufficient duration and intensity, which allows the students to explore the community needs/assets and meet specified outcomes.
- Service learning is intentionally used as a pedagogical strategy to meet learning goals of the course and to enrich what is taking place in the classroom.
- Service learning partnerships are collaborative, mutually beneficial, and address community needs and recognize assets.
- Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt critical thinking and analysis about oneself and one’s relationship to society.

Phase-I form; course review application

Instructions: This form is for self-evaluation only. The official Service Learning Designation Application Form can be found [visiting the Service Learning Resources Website](#). It will be used as the first step toward designating a course as an official “service-learning course.” To gain this designation, all of the questions below must be answered affirmatively and relevant evidence must be provided. In addition, the answers to these questions must be found and actively displayed in the current syllabus.

Course Name and Number:

Academic Quarter offered:

1. Does this course require students to engage directly with the community for at least 5 hours? Yes or No. Supply Evidence:
2. Does the service-learning component have a clear connection with the course objectives? Yes or No. Supply Evidence:
3. Does service learning collaborate with the community? Is there a sense of reciprocity where both students and the community benefit? Yes or No. Supply Evidence:
4. Does this course provide the means for structured critical reflection? Yes or No. Supply Evidence:

Sample Course Objectives with Service Learning (#2)

Course Objectives	Related ACOTE Standard	ACOTE Assessment Measure
1. Complete a “windshield survey” of their home community.	1.8, 2.9	5 - project
2. Understand the occupational therapy process and program planning process.	6.1	1 - assignment
3. Conduct and write up a needs assessment.	B.1.8, 2.9, 3.4, 5.15, 5.18, 6.3	5 - project
4. Collaborate with community-based organizations to meet population needs.	B.1.8, 5.15, 5.18, 5.22, 5.23	5 - project
5. Develop an occupation-based program for a community organization based on the needs assessment.	B.2.3, 5.15, 5.16, 5.17, 5.22	5 – project, 6 - presentation
6. Develop appropriate program evaluation methods.	B.7.8, 5.23	5 – project
7. Reflect on the importance of developing partnerships for sustaining program implementation.	B.2.9, 3.4, 5.23, 6.3	1 - assignment

Sample of community-and-student reciprocity (#3)

Course description: This course focuses on the optimal wellness of the client community in partnership with the community health nurse.

Objective #4: Apply the concepts of extra-system, intersystem, and intra-system to nursing care of the community as partner.

Objective #6: Explore the role of empowerment and advocacy by and for the community with a goal to strengthening community lines of defense and facilitate wellness/reconstitution.

Clinical Evaluation evidence:

- Show ability to identify and support the strengths/assets of the community members.
- Recognize the community members' right to identify their needs for health promotion and provide consultation in designing an intervention.
- Express care and concern in building trust with individuals/families/communities.
- Use open-ended questions and reflective comments to encourage client system confidence and participation in decision making.
- Validates non-verbal communication.
- Demonstrates appropriate participation in group process with peers and community partners.
- Consults client to ascertain his perception of health needs and/or problems.
- Identifies at least one major health threat for a group at risk within the community.

Sample of structured critical reflection questions (#4)

1. What are some of your assumptions about the community/people groups (socio-economic status, religion, race, ethnicity) you will be serving?
2. How did this service-learning experience affect me personally and as a future professional?
3. What has this taught me about serving the organization and the greater society?
5. What challenges did I encounter?
6. How did your assumptions about the community/people groups (socio-economic status, religion, race, ethnicity) change over your hours of service?

LLU Service Learning Student Grading rubric

The following rubric was approved by the ASLC, and is shared through LiveText with SL faculty for institutional-wide Service-Learning assessment. All SL faculty are to implement this rubric as part of their SL course.

	Sustaining (4 pts)	Experienced (3 pts)	Introductory (2 pts)	Beginning (1 pt)
Community Awareness CA-LLU-ICP-ASLC-2016.1	Student demonstrated substantial interest and awareness of the community's experience, history, and reality; and responded with appropriate behaviors to enhance a future career.	Student identified areas where stereotypes had influenced their perceptions of the community.	Student remained open to the community during the service opportunity and demonstrated positive community awareness behavior.	Student showed little awareness of the community.
Connection to the Curriculum CA-LLU-ICP-ASLC-2016.2	Student consistently applied theory during the service opportunity and could assist other students understand the applications.	Student expressed that the service opportunity enhanced classroom learning.	Student discerned when to apply theory applications in the field appropriately.	Student had difficulty connecting the service opportunity to the curriculum.
Reciprocal Service CA-LLU-ICP-ASLC-2016.3	Student showed initiative to learn from the community that informed the service opportunity and voiced interest in staying connected beyond the assignments.	Student met regularly with community members who participated in the service opportunities.	Student established rapport with the community and was an active learner in the context of the service site.	Student understood the mission and purpose of the community partner.
Meaningful Reflection CA-LLU-ICP-ASLC-2016.4	Student demonstrated self-reflection, and personal/professional growth. Tied service-learning to future career and/or personal life.	Student identified basic emotions in explaining the service experience.	Student conveyed meaningful and thoughtful experiences, while addressing the service development and accomplishments.	Student expressed limited connection between themselves and the service opportunity.

Criteria for a Service Learning Site

Loma Linda University has a long history of working in the community. Many community partnerships have been formed over time. If your course does not already have a community partner, the CAPS office is the on-campus hub for connecting to the community. Visit [CAPS](#) to learn more.

The definition of a service-learning site can be understood as a place within the community, off campus, and where students, staff, or health care providers are guests.

Some criteria for a Service-Learning site are:

- An organization or group doing work in service with or for the community.
- Existing partnership or new partnership, which is not a typical clinical setting like a private or community hospital.
- Schools or service clubs.
- Outreach or missions' programs or projects.
- Non-profit organizations.
- Senior care facility or other residential care facility.
- Community Centers, Family Resource Centers, or other Resource provider agencies.
- A site listed above, where a reciprocal agreement and collaboration can occur.

NOTE: SL sites should provide environments that challenge student's comfort by exposing the students to different social, economic, racial, cultural, and religious contexts.

Service-Learning Information

LLU Institute of Community Partnerships, Service Learning page <https://icp.llu.edu/our-work/service-learning>

LLU Institute of Community Partnerships, Service Learning Resources page <https://icp.llu.edu/our-work/service-learning/resources>

Community-Campus Partnerships for Health, Resources <https://www.ccphealth.org/resources>

Campus Compact, Service-Learning <https://compact.org/initiatives/service-learning/>