

**SPECIAL  
POINTS OF  
INTEREST:**

- ~2,260 students in service learning projects.
- ~22,600 hours of service provided!  
\$521,382 volunteer pay equivalent.
- Service learning launches new programs this year!
- Welcome new service learning community partners!

**INSIDE  
THIS ISSUE:**

School of Physical Therapy	2
School of Pharmacy	2
Division of Counseling & Family Therapy	3
Loretto Heights School of Nursing	3
Community Partners	4
Service Learning Information	4

## RHCHP Service Learning Launches New Programs

The 2017-2018 academic year was an exciting year for launching new programs in RHCHP Service Learning. We successfully implemented our new software platform, GivePulse, for managing service learning courses, signing up students in site placements/projects, logging student service hours, approving student hours by site supervisors, and providing a communication conduit between all stakeholders. GivePulse is a seamless management system for efficient and effective programming, with the ability to capture accurate data in the future regarding student service learning engagement in the community. Because a full year of data in GivePulse is not yet available, the following statistical averages are provided for this academic year: Students provided an average of 8-10 hours of service at sites (some providing as many as 40 hours). Approximately 2,260 students provided an average of 22,600 hours of service to community partner participants – a volunteer pay equivalent of \$521,382. Thank you to Carmen Stagg and Clare Felletter for their hard work with development and implementation of GivePulse.

Service Learning staff have served on the Global Health Pathway (GHP) committee to co-develop and implement this new concentration program area for

students in RHCHP. The first two cohorts of students in physical therapy and nursing (nurse practitioner) began the program this past year and have completed many of the competencies required for the GHP. Service Learning comprises one-third of the program competencies (social justice content) as well as providing domestic immersions for students in the Pathway.



**GHP Health Clinic at Father Woody's Haven of Hope**

The two domestic immersions provided by Service Learning include a health clinic, meal service, and compassion care at *Father Woody's Haven of Hope* in Denver, Colorado and a health fair (clinic and health education), meal service, and compassion care at *La Puente* in Alamosa, Colorado.

In addition, we fully launched our new assessment program and have our first report of the findings. Overall, students report high marks with their service learning experiences and learning: 90% strongly agree/

agree that service learning assignments contributed to their learning, 98% “practiced” compassion, 94% “experienced” humility, and 98% “experienced” empathy. Through service learning course curriculum and service experiences, students appear to understand their privilege and bias and describe themselves as responsible for using their advantages to help others. Two-thirds of the students noted “transformation” in their essay as it related to awareness of self (ability to live with discomfort and recognize judgment/bias) and awareness of others (being in relation to others with justice). An area for improvement with the Transformational Framework is in the area of “acting with justice,” in which students are transformed practitioners able to see their progress in being able to act with justice. It is likely that post-graduates will score higher in this category once working in the field as a professional. Service Learning staff are presenting the findings at upcoming conferences and plan to publish in industry journals.



**Cheryl, Clare, and Carmen at the Regis 9Health Fair**

◆ Cheryl Schwartz, M.A., Director RHCHP Service Learning



Physical Therapy Students at Promise Ranch Spring 2018

## School of Physical Therapy

Service Learning has been an integral part of the School of Physical Therapy since its inception in 1995. This past year is no exception and demonstrates the School of Physical Therapy's (SOPT) commitment to act upon Regis University's mission of men and women in the service of others. In particular, service learning experiences have provided our Doctorate of Physical Therapy (DPT) students with an opportunity to evaluate and reflect upon their own self-awareness, greater awareness of others, and a greater understanding of the social issues that contribute to health care disparity. There have been an abundance of opportunities for DPT students to provide service locally and internationally; from their DPT 772-773 two semester project placements to the many immersions through the Global Health Pathway (GHP). DPT student projects – in-

cluding collaborations with Promise Ranch, Spalding Rehab, and Archway Housing and Services – resulted in a great connection to social justice and impacts for ongoing Physical Therapy (PT) involvement.

DPT students that were involved with Promise Ranch; a non-profit organization that provides equine assisted activities and therapies (EAAT) for children and adults with disabilities and/or other therapeutic or rehabilitative needs reflected that, "This project allowed us to utilize our therapy knowledge and skills and work closely with the staff and therapists to create a fun, engaging, and targeted therapy sensory board that riders will be able to use for years." DPT students involved with the Traumatic Brain Injury (TBI)

support group sponsored by Spalding Rehabilitation learned that this program empowers individuals with TBI to improve beyond rehabilitation, incorporates psychosocial aspects of brain injury, and creates a platform for individuals to have a voice on their injury in a safe and respectful environment. Finally, DPT students working in collaboration with Archway Housing and Services (an organization whose mission is to change lives by providing housing and related supportive services that engender a safe environment and teach community skills for families with very low to moderate incomes) commented that "our perspective on the population changed; we worked with first generation kids rather than adult immigrants and learned a bit about cultural disparities."

The many service learning opportunities in this last year have provided for a tremendous amount of growth and development for DPT students, allowing them to grow as healthcare providers and better serve their communities.

◆Melissa Hofmann, Ph.D., PT

## School of Pharmacy

The School of Pharmacy Service Learning experience culminates with a two-semester longitudinal project during their third year. Students choose a site, "out of their comfort zone," and create a project proposal to best serve the needs of their community partner. Below are two examples of projects that were wonderfully effective at meeting the community's needs as well as impacting student learning, especially as it relates to their future pharmacy careers.

The Ronald McDonald House Charities team had personal connections to a family member that had utilized Ronald McDonald House, so they talked about social and emotional connections to the

site stating, "My 18-year-old cousin was diagnosed with cystic fibrosis and had a double lung transplant. She and her mother had to pick up and move from Georgia to Duke University Health Center in Durham, NC for a year. If not for Ronald McDonald House they would not have had the money to make the move. One of the things my cousin really missed was celebrating the holidays with family and friends." Due to that personal experience, the group focused on creating holiday events for the support network of those families staying at the Ronald McDonald House, such as pumpkin carving at Halloween, cookie decorating at Christmas, and

a special date night on Valentine's Day.

Another group, serving Easter Seals of Colorado, had many takeaway lessons that showed both the social justice impact and personal impact of the campers/family/friends during a respite weekend. Students noted that they learned about withholding judgment and giving all participants equal time and treatment. Their major takeaways into their pharmacy careers were, "Don't assume a person's ability, no matter what situation they might be in. Don't doubt the impact you can have with a positive attitude. Sometimes people need you to hear them out. They just need someone who will truly listen."

Pharmacy Student at Easter Seals Rocky Mtn. Village Camp Fall 2017



◆Megan Leeds, PharmD, MBA, BCACP

## Division of Counseling & Family Therapy

All of the students who complete a Master's degree in Marriage and Family Therapy or a Master's degree in Clinical Mental Health Counseling from DCFT participate in the service learning program. Their service learning experience is embedded in a required course, entitled *Cultural Issues and Social Justice*, and the service learning component is 40% of their grade, which includes a minimum of ten hours of work at a site with one of our community partners.

During the 2017-2018 year, 126 students completed this program providing a minimum of 1,260 hours of service at approximately ten of our community sites, which include the Colorado Ballet Adaptive Dance Program; Family Promise of Greater Denver, assisting families experiencing homelessness; Juniper Village, providing memory care for older

adults; and Archway Housing and Services, providing support for youth that are experiencing the impacts of immigration, refugee status, and/or poverty.

Students have written songs, poems, and papers to reflect and share their experiences of learning about their own biases, privilege, and identities as they have built relationships at their sites and learned about people who differ from them across contexts such as race, economic status, ability, and age. One student wrote about her experience giving a manicure to an older adult, "As I hold your hands in mine, I am slowly able to feel your warmth and energy. I realize that your tiny hands have touched so much of this world. I am wrong about you aging. It is not time that has taken you. It is you that has taken your time. Your hands tell the story."

Another student described her experience working with individuals experiencing homelessness in a poem, "You don't see me/ But if you take the time/ Of which you may have more than I/ Then let me show you/ The vibrant soul/ Which transcends the footprints always within your shadow/ We are more alike than you prefer to believe/ Than you want me to think/ I am a daughter/ A son/ A husband/ A wife/ A father/ A mother/ I'm a student/ A committee member/ A volunteer/ A breadwinner with little mouths that depend on me.

Students in DCFT share their experiences with each other in classes, and they go home and discuss them with their families and friends. They are changing from the inside, then learning to *act with justice*.

◆ Jennifer Cates, Ph.D., LMFT, LPC



DCFT Students and Faculty at the spring 2018 Regis 9Health Fair

## Loretto Heights School of Nursing

The Loretto Heights School of Nursing continues to provide many service learning opportunities in all of the programs of study: Traditional, Accelerated, CHOICE, and RN-BSN Bachelor's degree programs and the Masters in Leadership, Family Nurse Practitioner, Neonatal Nurse Practitioner, and the Doctor of Nursing Practice graduate degree programs. Service learning projects are offered both in the Denver metropolitan area as well as across the country with

online students.

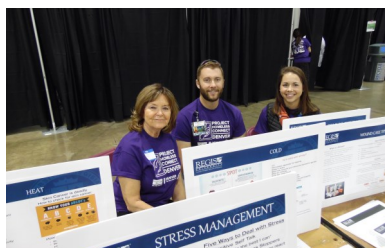
The nursing students on campus often take an active leadership role in community service learning events such as the Gear Distribution and Wellness Fair for the Homeless Community of Denver at Father Woody's Haven of Hope, Project Homeless Connect, and the Regis 9Health Fair. Nursing has also participated in the Global Health Pathway domestic and international immersion projects, again supporting those experiencing homelessness and marginalization.



CHOICE Nursing at Homeless Fair Summer 2017

One of the highlights of service learning within the Masters programs is a course titled Health Care Policy and Issues in Practice, whereby students focus on advocacy and practical ways to serve as a professional within their communities; interfacing with school boards, public health agencies, professional organizations such as the Colorado Nurses Association, city councils, and state government officials. This experience helps students understand the actions necessary for social change and the impact they can make on the community through knowledge and compassion.

◆ Kari Goerke, MSN, RN, NEA-BC



Nursing at Project Homeless Connect Fall 2017

## REGIS UNIVERSITY

RUECKERT-HARTMAN COLLEGE  
FOR HEALTH PROFESSIONS  
SERVICE LEARNING

**Cheryl Schwartz, RHCHP Director of Service Learning**  
303-964-5754 / [cschwartz@regis.edu](mailto:cschwartz@regis.edu)

**Carmen Stagg, RHCHP Service Learning Coordinator**  
303-458-4978 / [cstagg@regis.edu](mailto:cstagg@regis.edu)

**Clare Felletter, Administrative Coordinator, Centers for Service Learning**  
303-458-3550 / [cfelletter@regis.edu](mailto:cfelletter@regis.edu)

**RHCHP Service Learning  
Regis University  
3333 Regis Boulevard, E-28  
Denver, CO 80221-1099**

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

We provide service learning for students in 64 courses each year in the following schools/divisions:

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

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

**◆ Fr. Peter Hans Kolvenbach, SJ**

## Welcome New Community Partners!

Over the past year RHCHP Service Learning has welcomed a number of new partners to our service learning community, expanding our student experiences and populations served. The new partners below worked with students over the course of an entire academic year. Student projects with these partners included a Baby Shower for young mothers in need, an Olympics-style fitness day serving primarily immigrant and refugee youth, and a sensory-appropriate game series for children with autism. We are excited to welcome our new partners to the RHCHP family!

### **Catholic Charities of Denver**

- ◆ *The Mulroy Senior Center* delivers free and bilingual on-site supported services to 55+ seniors, including VOA lunch, recreation support, social activities, exercise, educational topics and weekly case management.
- ◆ *The Gabriel House Project* is a ministry of Catholic Charities of Denver which serves pregnant mothers and families with young children by providing material, emotion and spiritual support for families with newborns to 5 years old.
- ◆ *The Kinship Caregiver Program* supports relatives who are raising relatives' children due to circumstances such as the death or illness of the biological parents, incarceration, or drug abuse. The program offers monthly support groups, fun family events, educational trainings, and individual resource/referrals to caregivers and their families.

### **Autism Climbs**

Autism Climbs strives to empower all those affected by autism through rock climbing activities. Autism Climbs invites individuals with autism, their families and friends to Climbing Workshops, where they can strengthen family bonds, climb at their own speed, set individual challenges and foster a community.

### **Archway Housing & Services, Inc.**

Archway Housing and Services Inc. builds and manages affordable housing for low-income individuals and families. Archway's mission is to change lives by providing housing and related supportive services that engender a safe environment and teach community skills for families with very low to moderate incomes, including many immigrant and refugee families. In addition to affordable housing, Archway also provides after-school and summer programming for youth 6-18 years old, adult educational and recreational classes, and community engagement functions.

### **Denver Health: MEND**

MEND is a project of Denver Health that targets kids 6-13 and their families, providing experiential nutrition and exercise workshops as an initiative to address root causes of obesity. Children are referred by their pediatricians because of their weight and then the entire family participates twice a week for 10 weeks. There is an hour of nutrition education and then an hour of physical activity for the kids. Denver Health is a safety-net health care system and runs 9 community health clinics, all of which serve poor, minority and Latino populations.

◆ **Carmen Stagg, M.A., RHCHP Service Learning Coordinator**