Graduate Studies Service-Learning and Interprofessional Education Badge Program Guide

Instructions, Walkthrough, and FAQs for the Service Learning Badge Program to gain credit for your extracurricular achievements.

Contents

1. Introduction

Graduate students expressed a desire to obtain formal credit for extracurricular service learning or interprofessional education activities. With the Service-Learning/Interprofessional Education Badge Program, graduate students can document time spent in important activities that advance their careers outside of the laboratory or classroom. UNMC offers four levels of recognition (bronze through platinum), with each increasing level requiring more service learning or interprofessional education activities.

What: A recognition program for Graduate Studies students to receive formal credit for their participation in *service-learning* and *interprofessional developme*nt activities.

Why: Graduate students expressed a need for recognition of their significant involvement in the community and their efforts in professional development outside of traditional venues.

How: When participating in recognized activities that include a service-learning and/or interprofessional education component, simply document and reflect on your experience to gain credit. **Activities must be documented within one month of the activity to receive credit.**

Students completing the minimum requirements to obtain a given badge level will be eligible to apply for the award at graduation. Students will be awarded with a bronze, silver, gold, or platinum badge based on their achievements that can be included on the CV and will be acknowledged at graduation.

What is Service-Learning?

"A method in which students learn and develop through active participation in thoughtfully organized service that is conducted and meets the needs of a community and is coordinated with an institute of higher education and with the community; helps to foster civic responsibility and is integrated into and enhances academic curriculum of the students and includes structured time for the students to reflect on the service experience."

-National and Community Service Trust Act of 1993

What is Interprofessional Education?

Interprofessional education (IPE) is defined as activities including talks, workshops, panels and other events that can help students identify and develop transferrable skills to prepare for careers in academia, industry, government, nonprofit, and entrepreneurship.

Levels of Achievement

Bronze: 80 hours

Silver: 100 hours

Gold: 120 hours

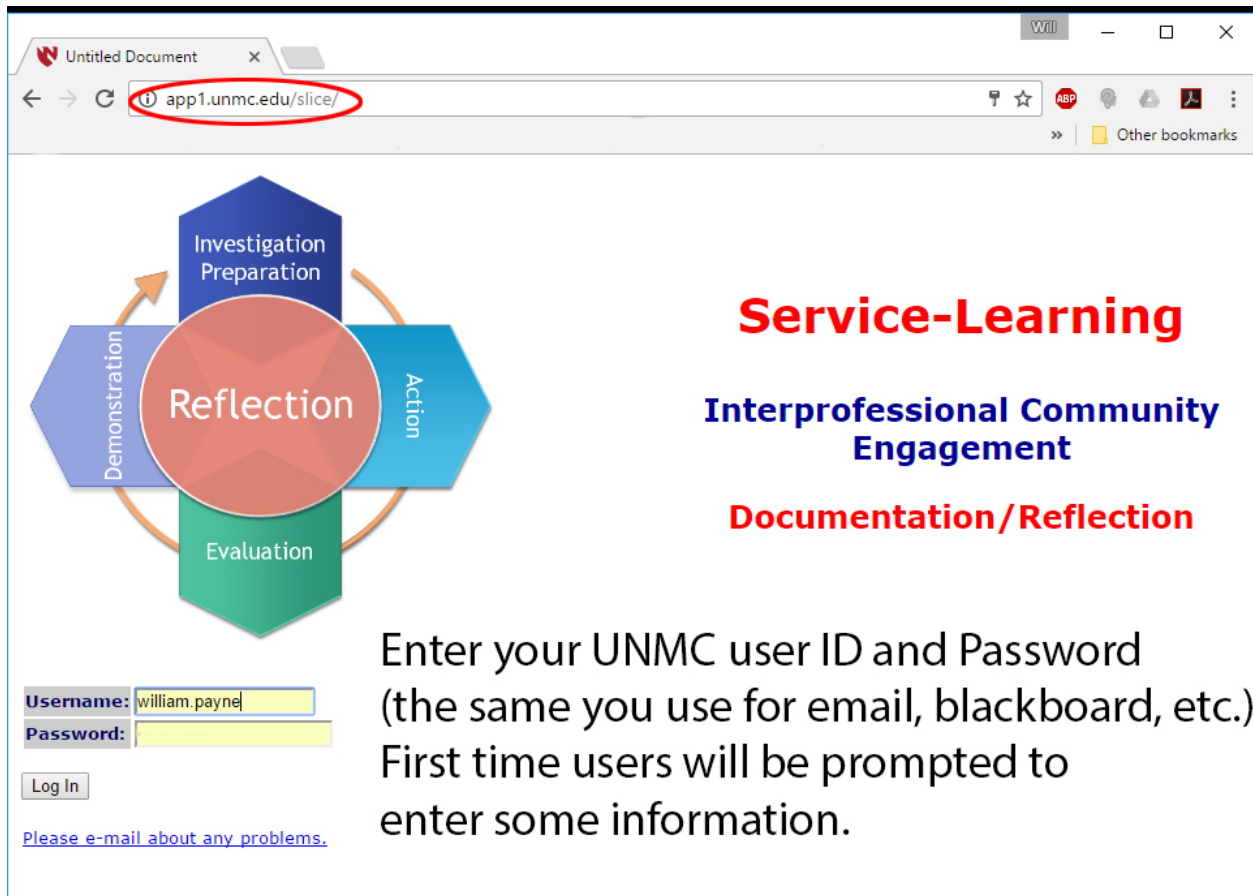**Platinum:** 120 hours PLUS one of the following:
- Service for at least one year as a president or vice president of a recognized student organization at UNMC.
- Exceptional contribution to the student community such as development of a new program or starting a new club or organization at UNMC.

Platinum badges require review and are awarded on a case-by-case basis.

To be awarded a platinum badge, the recipient must have publicly presented their work on service learning or interprofessional education in a post or oral presentation format. Research and lab related presentations do not count toward the platinum badge; the student must present on their activities **outside** of their graduate study obligations performed in the context of a service-learning or interprofessional education initiative.

2. Walkthrough

The Service Learning Badge Program can be accessed at http://app1.unmc.edu/slice/

Upon logging in, graduate students will be prompted to enter a little bit of information about themselves. You will be directed to the user dashboard, where you can document a new activity, review your activities submitted, and see an overview of your current progress in the program.

To submit an activity for credit, click to "Document New Activity/Reflection." This will take you to a new screen which includes general instructions on how to document your activities, as well as some fields for collecting information about the activity in which you participated as shown below.

Scroll down to enter information for your activity.

Enter the date of your activity. There will be a pop-out that allows you to select a date range from a calendar. Next, select which category your event falls into. Most UNMC organizations are listed in the list, however there are organizations that are not included in this list but would count for credit toward the badges. If your organization is not listed, simply select the option that appears the closest to your organization, or select the bottom option and enter the name of the event.

Next, enter the total hours for the event you are seeking credit for. Round to the nearest half hour.

After entering details about the activity, scroll down to the reflection portion of the application.

○ Learn@Lunch Series
○ Grand Rounds and Special Seminars (McIntyre award, Latta Lecture)
○ Community Outreach (Physiology PhuN Day outreach, Science fairs)
○ Tutoring/Teaching (High School Alliance, BRTP tutor)
○ Name of Activity (Please list/describe below)

Enter Hours for Each Type of Activity
(Hover over item for details)

	Professional Development
	Direct Education/Outreach
	Indirect Service
	Advocacy
	Research
	Planning/Administration
	Program Evaluation
	Other (please describe below)

Reflection

- **Graduate Students:** To receive recognition/awards for service-learning and professional skills development activities, you must submit a reflection for every 10 hours of continuous service or development (Leadership position in GSA or teaching and preparation of a High School Alliance course, for example) or a refletion for every 5 hours of non-continuous activities (seminars/workshop attendance).
- General recommendation is 300-500 words (more if needed) for each reflection. You can compose your reflection in a word processing program and copy/paste it below if you wish.
- Be sure to list each individual event in your reflection that composes any non-continuous activities.
- You should address the following three "What" questions in your reflection. (Hover over the links below for specific questions to consider; only address those that are relevant.) It is important in your relfection to help the reviewer understand what you gained from the experience.
- Don't forget to save your work by clicking "Submit to Save" below.

What? So What? Now What?

What? (Reporting what happened objectively.)

- Without judgment or interpretation, describe in detail the facts and event(s) of the experience.

So What? (What did you learn? What difference did the event make?)

- Discuss your feelings, ideas, and analysis of the experience. Reflect on the meaning or importance of the activity to you and/or the community, as appropriate.

Now What? (How will you think or act in the future as a result of this experience?)

- Consider broader implications of the service or professional experience and apply learning. Be aware to strike a balance between realistic, reachable goals and openness to spontaneity and change.

Type your reflection here (or copy and paste).

If you want the event organizers to receive your reflection as feedback, select this box

☐ Check if you would like your reflection sent to leaders of the program for feedback or program improvement.

Submit to Save | Check above for incomplete required items if program remains on this page after clicking "Submit to Save".

Click here to... | Return to Menu Without Saving | Finally, submit for credit.

This screenshot demonstrated the page in its entirety, including information on what to include in the reflection. You may type your reflection in the box provided, or copy and paste your reflection into the box from another word processor. You may want to allow your event organized to see your reflection as feedback. This can be helpful for improving activities or letting the organizer know what you got out of the activity. The option to submit the reflection to the leaders of the program for feedback is optional. Finally, click "Submit to Save" to submit the assignment for credit.

You will be returned to the user dashboard.

Should you want to view your submissions, click on the button to "Review Previously Documented Activities/Reflection." You will arrive at the following page:

This page allows for the selection of a given event in your history of submissions. When you select a submission, you will then be taken to a page to view the details of that submission. You will be able to view the content of your submission, including the reflection.

To view all your submissions in a summary format, "List/Print Summary of All Documented Activities" from the user dashboard (the main page when you log in) to take you to the following page.

In this page, you can view a list of your activities, or click the button at the top to view a listing of your activities in a printer-friendly version. This is a great summary of your activities that you can add to your portfolio.

3. What is a Reflection?

"Reflections are the hyphen in service-learning; it is the process that helps students connect what they observe and experience in the community with their academic study… students are engaged in worthwhile activity in the community, observe, make sense of their observations, ask new questions, relate what they are observing to what they are studying in class, form theories and plans of action and try out their ideas."

   -Adapted from Janet Eyler, Creating Your Reflection Map, 2001

Writing reflections can be the most intimidating part of the program. Fortunately, these reflections are much more about what you learned from your experience rather than any sort of

graded assignment. Instructions are provided in the application on what to include in your presentation. When writing, it's important to answer three main questions (bullet points are helpful suggestions to guide writing):

1. **What?**
   - What did you do, see and experience?
   - Without judgement or interpretation, describe in detail the facts and event(s) of the experience.
2. **So what?**
   - What were the results/outcomes of your interaction and participation in the event?
   - What did you learn? What difference did the event make?
   - Discuss your thoughts, ideas, and analysis of the service-learning or interprofessional development experience.
   - Reflect on the meaning or importance of the activity to:
     - The participant (you)
     - The recipient (whoever benefited from the event)
     - The community
3. **Now what?**
   - How will your experience from this activity affect your future actions?
   - Consider the broader impacts of the service or educational experience and apply them to your everyday life.

4. Frequently Asked Questions

Q. My organization/event isn't listed in the application. Can I still get credit toward the badges by participating in my event?
A. Possibly, yes. If the event or organization is not explicitly listed on the application, it could still count (it would be too much to list all the possible activities students can receive credit from). However, the criteria for an event to count toward credit are that:

1. The organization or event is officially sanctioned by UNMC or a UNMC-sponsored organization.
2. There is accountability in the form of a faculty sponsor.
3. The event includes aspects of service-learning and/or interprofessional education.

If you are unsure if an event qualifies for credit in the badge program, contact Dr. Pam Carmines (pcarmines@unmc.edu) or Dr. Alicia (Diener) Schiller (adiener@unmc.edu).

Q. Can I get credit for attending seminars?
A. Yes and no. A critical component of service-learning and interprofessional education is voluntary participation. If an event is mandatory for your department, program, etc., that activity **does not** count toward the badge program. However, attending seminars where attendance is not compulsory (such as grand rounds or special seminars) **does** count toward the program. Seminar attendance will be validated.

Q. I'm confused by the 10-hour/5-hour rule. What is that?
A. Since many students are involved in activities that require a lot of time, breaking up the experiences into chunks makes things easier. For example, GSA officers submit reflections on each 10 hours of work they do for GSA, as this is considered "continuous." Since GSA officers work much more than 10 hours per year, they break up their activity in GSA into 10 hour segments and reflect every 10 hours to gain credit for their work.

An example of a "discontinuous" activity would be participation in a program such as Bridge to Care. In Bridge to Care, students volunteer two hours on several Saturdays to teach in a local school. Instead of submitting a reflection for each Saturday that a student volunteers for the program (two hours of volunteering), the student may elect to submit a reflection at every five hours, encompassing multiple experiences within that program. Although the experiences are separate, they are part of the same organization and outreach initiative, and therefore may be submitted together in a "discontinuous" reflection. Another example of discontinuous activities would be grand rounds; if over the course of a semester months a student attends five grand rounds seminars, the student could submit a single reflection for five hours of credit encompassing all the seminars attended. The reflection on such an event would be due within one month of the last experience for that event.

Q. I did a lot of activities in the fall of 2016, but the badge program wasn't active yet. Can I still get credit?
A. Yes. Submit reflections on the activities you participated in between August 2016-December 2016 to gain credit for the activity. Activities before August 2016 cannot be counted for credit. If a program began prior to August 2016 (for example, beginning a GSA officer) and continued through the fall semester, you may count this activity. **Activities after December 2016 must be documented within one month of the activity to receive credit.**