

JOB DESCRIPTION

Job Title: Coordinator of Service Learning
Position No.: _____
Department: School for Health Care Professions
Supervisor: Patricia Ladewig, Dean

JOB SUMMARY:

Consistent with the Jesuit mission of Regis University, the Coordinator of Service Learning in the School for Health Care Professions (SHCP) works with the Dean and faculty in the design, development, oversight, and implementation of the academic Service Learning Program in SHCP. The coordinator assists community partners, service learning faculty, and students to developing mutually beneficial service learning partnerships; works collaboratively as a member of the Service Learning team (SPS, the College, and SHCP) to carry out Regis University's mission; coordinate events to connect service learners with appropriate service opportunities (e.g., 9Health Fair, speaker panels in the classroom, Wind River Trip); and gathers and acts upon feedback from the community partners on their satisfaction with the service learning process. In addition, the coordinator teaches the Sophomore Seminar, CCS 300 – Volunteers in a Healthcare Setting. This course provides a theoretical and experiential basis for learning about cultural diversity in the United States and the role of service to the community.

MAJOR DUTIES and RESPONSIBILITIES: (in order of importance & including % of time for each duty)

Essential:

Direct the Center for Service Learning in SHCP 35%

- Explore opportunities for student service learning experiences at a variety of community agencies. This includes site visits.
- Serve as a liaison between community agencies and faculty by establishing and maintaining contact with directors and appropriate staff at these agencies.
- Develop and lead meetings and workshops designed to assist community partners to become more effective at facilitating service learning experiences for students from varied backgrounds.
- Seek grant funding and financial support for the programs of the Center.
- Contributes to the SHCP newsletter and other media to share successes and developments in service learning community partnerships.
- Prepare monthly reports for the Dean and writes progress reports for grants etc. as needed.
- Maintain files and necessary documentation for student experiences.

Assist faculty in the implementation of service learning concepts and experiences in courses and clinical experiences. **20%**

- Meet with faculty and departmental curriculum committees to formulate course objectives and develop course content related to service learning.
- Assist faculty to identify useful community resources including guest speakers, locations for site visits, experiential opportunities.
- In collaboration with course faculty, develop appropriate evaluation tools to assess the achievement of course objectives related to service learning.

Develop and annually teach CCS 300 Sophomore Seminar -- Volunteers in a Healthcare Setting. **5%**

- Conduct this seminar-style class, which includes both theoretical content and service learning experiences as well as a formal written paper.

Plan and coordinate SHCP service learning projects. **25%**

- Organize the annual 9Health Fair, 9Health Fair in the Classroom experience, Argyle Senior Citizen Project, and Wind River Alternative Spring Break trip.
- Supervise students participating in service learning activities including the Wind River trip.
- Develop new school-wide service learning projects.

Work collaboratively with the Service Learning Coordinators of Regis College and the School for Professional Studies. **10%**

- Represent SHCP on committees and task forces related to service learning, community service, justice education etc
- Serve as a resource person on campus for the other schools and departments.

Perform other duties as assigned to support the Regis mission. **5%**

DECISION MAKING: (Level of difficulty or intensity of the mental process and is it routine or non-routine.)

High level of independent thinking and creativity required as well as flexibility in dealing with diverse groups of people. Makes constant decisions on the appropriateness of particular service sites. Must be able to assess situations quickly and gather needed information. Requires ability to make non-routine decisions unique to each situation. Must prioritize multiple job demands, problem solve, and trouble shoot with minimal direct supervision.

SCOPE of AUTHORITY: Financial, program, specific activity (Amount of freedom to establish methods to complete assignments.)

Coordinator serves as the School's resident expert about matters related to service learning, community agencies, and student opportunities. Has broad authority to establish practices and policies for service learning in SHCP in consultation with the department directors and/or academic dean as appropriate.

COMMUNICATION: (Interpersonal level of communication, e.g., factual, interpretative, motivational.)

This position involves a high degree of visibility, both internally and externally, in dealing with community members, faculty and Regis administrators in developing and expanding the service learning program in SHCP. Position requires excellent oral and written communication skills because of the extensive interaction with a broad array of community agencies and leaders in the nonprofit sector. Teaching skills also necessary.

RESULTS of ACTIONS: (Impact of results on the department/Regis.)
Development and expansion of the service learning program within SHCP.

MINIMUM REQUIREMENTS: (Necessary for essential duties.)
Experience: (Specific, observable and linked to essential duties.)

- Master's degree
- 1-2 years related experience
- College-level teaching experience preferred
- Experience with Denver area non-profit organizations preferred

Skills: (Psychomotor activities needed to perform tasks.)

Knowledge: (Body of and level of information necessary to perform a duty.)

Demonstrated ability to develop collaborative partnerships between and among diverse groups of people in multicultural environments. Commitment to cultivating social responsibility, cultural awareness and an ethic of civic engagement, both personally and professionally. Demonstrated ability in developing, facilitating and leading workshops, meeting and training experiences. Proven ability in planning, implementing and managing budgets of special events. Proven ability to work collaboratively in a highly interactive environment. Excellent organizational, oral and written communication skills.

Abilities: (Application of knowledge, i.e., intensity, duration, frequency of mental capabilities needed to perform tasks.)

Exhibits professionalism in dress, manner, behavior, and communication. Exercises judgment and diplomacy in representing Regis University and the School for Health Care Professions within the

community and among diverse groups. Also requires the ability to organize events and coordinate the efforts of groups of people. Time management ability is critical to this position.

Physical and Mental: (Frequency, duration, very easy to very hard, essential to helpful)

Lifting & Carrying:

Minimal amount (not to exceed twenty-five pounds) and duration.

Pushing & Pulling:

Minimal amount and duration.

Body Positions:

Essential: Daily sitting, walking, climbing and standing.

Body Movements:

Essential: Daily twisting, squatting, reaching, stooping, and bending.

Hand Use:

Essential: Daily use of office equipment (computer, telephone), opening and closing drawers and files.

Sense of Touch:

Normal, necessary to operate equipment/greet visitors/students.

Hearing:

Daily, constant, essential. Normal hearing (telephones, speech, customers coming and going, etc.), selective hearing when appropriate to concentrate on specific task, the ability to hear and interpret correctly language, sounds, and oral expressions.

Vision:

Daily, constant. Ability to drive to community sites and evaluate these sites for safety and appropriateness for students. Ability to see, differentiate, and be aware of surroundings and be able to recognize directors, faculty, staff, students, and visitors. Ability to visualize objects and images in task arrangement and completion.

Mental:

Mathematics: (Counting, adding, subtracting etc.)

Frequently, short duration, essential. Ability to add, subtract, multiply and divide quickly and accurately.

Remembering: (Recalling information.)

Daily, constant, essential. Must combine selective attention and time sharing. Both episodic and semantic memory required.

Language Ability: (Reading, writing, speaking.)

Daily, constant, essential. Must have command of English language, oral and written comprehension as well as oral and written expression.

Reasoning: (Judgement and decision making)

Daily, constant, essential. High degree of problem sensitivity, deductive and inductive reasoning, information ordering, originality, speed of closure, and prioritization of tasks.

WORKING CONDITIONS: (Physical environment)

Normal busy office with regular interruptions (phones, staff, other personnel, customers, etc.) Ability to use selective attention. Good climate control, lighting and minimal noise distractions. Also involves extensive work in the community at service learning sites.

Other Requirements:

Ability to work under tight time constraints, get along with others and handle difficulties or conflicts in appropriate ways. Problem solving, time management, and ability to grasp the whole picture is essential. Confidentiality and loyalty to the School and the Regis mission.

Signature: _____ Date: _____

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