Service Learning Policy
Educational Program Committee Approved: December 19, 2012
Educational Program Committee Last Revised: May 6, 2015

Effective Date and Service Learning Definition
Effective with the class of 2016, all students shall be required to complete an EPC-approved service learning activity prior to graduation. EPC-approved activities include:

- AHEC Project in the Family Medicine clerkship
- Mission Trips/Service Trips
- Student-Run Clinics

A service learning activity is defined as a structured learning experience that combines community service with preparation and reflection. *

Required Learning Objective
All service learning activities should include the following learning objective: Students will develop an appreciation for community service and the contributions that physicians can make to their communities through such service.

Requirement for Reflection by Students
In order to qualify as a service learning experience, a reflection must be included. Students may complete the reflection component individually or as part of a group. This component must be described in the syllabus of required courses, or in the course form in the case of electives.

Documentation of Service Learning Activities by Students
Students must document their service learning activities using the service learning database. They must include the name of the service learning activity and the number of hours involved; they must also upload their completed reflection assignment.

Procedures for Providing Feedback to Student’s Reflection
A faculty member will provide feedback to students on their service-learning reflection assignments as follows:

1. If there is a specified director of the service-learning activity (i.e., sponsor of international trip, student clinic directors, etc.), he/she will provide feedback to the student.
2. If there is no specified director, the Associate Dean for Student Affairs, in conjunction with the Service Learning Coordinator (SL Coordinator), will identify an appropriate faculty member to provide feedback.

Criteria for Approving Service Learning Activities
New service learning opportunities may be proposed by students or faculty members by submitting a proposal to the SL Coordinator. Any proposed service learning activity that meets the service learning definition as verified by the Associate Dean for Student Affairs and the SL Coordinator will be considered an approved service learning activity.

Notification to Students Regarding Service Learning Experiences
The SL Coordinator in Student Affairs will distribute a list of EPC-approved service learning experiences to students by August 1 annually. In addition, the SL Coordinator will post a copy of this service-
learning policy and maintain a current list of activities to a Service Learning webpage at the Medical Student Affairs website. The SL Coordinator will be responsible for updating this list quarterly.

**Tracking of Service Learning Experiences – Procedures and Schedule**
The SL Coordinator will produce and examine service learning database reports on student completion of service learning activities, reflection, and feedback. The SL Coordinator will provide composite reports to the Educational Program Committee in January (to include activities completed from July – December) and July (to include activities completed from January – June) of each year.

**Educational Program Committee Responsibilities**
- Review UME survey results regarding student satisfaction with service learning experiences and reflection feedback annually in July.
- Discuss student completion of service learning and reflection requirements. Address any deficiencies.

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**Applicable LCME Standards and Elements (if any):**

**(Prior to 2015) LCME Standard IS-14-A.** An institution that offers a medical education program should make available sufficient opportunities for medical students to participate in service-learning activities and should encourage and support medical student participation.

**(Beginning July 1, 2015) Standard 6: Competencies, Curricular Objectives, and Curricular Design**
The faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enables its medical students to achieve those competencies and objectives. The medical education program objectives are statements of the knowledge, skills, behaviors, and attitudes that medical students are expected to exhibit as evidence of their achievement by completion of the program.

**Element 6.6: SERVICE-LEARNING.** The faculty of a medical school ensure that the medical education program provides sufficient opportunities for, encourages, and supports medical student participation in service-learning and community service activities.

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**Policy History**
Approved: December 19, 2012
Revised: May 6, 2015 (Added term “Service Trips”)