

Empathy and respect among other values: analysis of collaborative teaching experiences with social organizations

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Abstract

In this article, four learning and service experiences (ApS) developed between 2016 and 2019 were analyzed, with the aim of identifying the implications of this educational strategy in the values growth of future professionals. Through a qualitative methodology, which incorporated documentary analysis and focus group discussions, the perceptions of students and academics from the Occupational Therapy program who participated in these experiences were identified. It is evident that, in the territory, it is where the enclave of fundamental values occurs to exercise the future profession, the community agent being a fundamental actor in the training process. The territorial intervention made it possible to strengthen the promotion of values such as empathy, respect, equality and equal opportunities. The training process makes sense if it is carried out in collaboration with the territory, identifying problems and seeking solutions to overcome them, thus generating co-responsibility and social ethics.

Keywords: Higher education; social responsibility; social values; equal opportunities.

Empatía y respeto entre otros valores: análisis de experiencias docentes de colaboración con organizaciones sociales

Resumen

En este artículo se analizan cuatro experiencias de aprendizaje y servicio (ApS) desarrolladas entre los años 2016 y 2019, con el objetivo de identificar las implicancias de esta estrategia educativa, en la formación valórica de futuros profesionales. A través de una metodología cualitativa, que incorporó como instrumentos de recolección, el análisis documental y grupos focales de discusión, se identificaron las percepciones de 3 estudiantes y 4 docentes de la carrera de Terapia Ocupacional que participaron de dichas experiencias. Se identifica que, en el contexto, es donde ocurre la consolidación de valores fundamentales para ejercer la futura profesión, siendo el agente comunitario un actor fundamental en el proceso formativo. La intervención territorial permitió fortalecer la promoción de valores como empatía, respeto, igualdad y equiparación de oportunidades. El proceso formativo cobra sentido si se realiza en colaboración con el contexto, identificando problemáticas y buscando soluciones para superarlas, generando así corresponsabilidad y ética social.

Palabras clave: Educación superior; responsabilidad social; valores sociales; igualdad de oportunidades.

Empatia e respeito entre outros valores: análise de experiências de ensino colaborativo com organizações Sociais

Resumo

Neste artigo, são analisadas quatro experiências de aprendizagem e serviço (ApS) desenvolvidas entre 2016 e 2019, com o objetivo de identificar as implicações dessa estratégia educacional no valor da formação de futuros profissionais. Por meio de uma metodologia qualitativa, que incorporou a análise documental e as discussões em grupos focais como instrumentos de coleta, foram identificadas as percepções de alunos e acadêmicos do programa de Terapia Ocupacional que participaram dessas experiências. É evidente que, no território, é onde ocorre o enclave de valores fundamentais para o exercício da futura profissão, sendo o agente comunitário um ator fundamental no processo de formação. A intervenção territorial permitiu fortalecer a promoção de valores como empatia, respeito, igualdade e igualdade de oportunidades. O processo de treinamento faz sentido se for realizado em colaboração com o território, identificando problemas e buscando soluções para superá-los, gerando corresponsabilidade e ética social.

Palavras-chave: Educação superior; responsabilidade social; valores sociais; igualdade de oportunidades.

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Throughout this work, we analyze the Learning plus Service (LpS) experiences in the Occupational Therapy study program, with the aim of identifying the implications of these experiences for the value education of future professionals and the role of community agents in the education process of socially responsible people.

During the first decade of the twenty-first century, there was a strong social demand in Latin American countries for a higher education model that would provide society with professionals with a sense of responsibility, and the concept of University Social Responsibility (USR) was developed in depth (Martí & Martí-Vilar, 2013). Responsibility, from an ethical approach, is the cause of humanization, in the understanding that the human being is responsible, since always, for everyone and everything (Valleys, 2018). It is not enough to know the concept of social-responsibility to exercise this value; for adults to be able to respond to the needs of others and be aware of their duty, they must exercise socially responsible behavior (Navarro, 2013). In this sense, education can be considered as a vertebrate

engine of human development and the challenge would be to focus on the quality of education (Martí, Moncayo, & Martí-Vilar, 2014).

Licando and Yepes (2018) point out that the abandonment of humanistic training components, particularly those related to ethics and social integration links, is one of the problems of the teaching function in Higher Education (HE). A probable explanation for the current distancing of universities from the symbolic-territorial dimension of the impact of their activities is the scarce conversation of their curricula or disciplines with it. Some disciplines are in constant dialogue with their environment, but field training is usually incipient in the universities (Quinteros, 2019).

In spite of this, evidence shows that universities have pedagogical tools that have strengthened their educational mission, and the transfer of knowledge generated in the classroom, in order to have instances of dialogue with social, educational, and political agents in the surrounding environment (Ruiz-Berajano & Alastor, 2018). One of these strategies is the Learning plus Service (LpS) methodology, an educational proposal that combines learning and community service

processes in a single well-articulated project, so that students learn to work on real needs or problems in the environment. This methodology combines learning through community service experience and action (Rodríguez-Martín, 2017).

Learning and service imply an educational practice that favors the acquisition of skills in new teaching spaces, at the moment when it gives rise to the encounter between different nuances in a practice immersed in the real world, by providing a service to the most vulnerable sectors of society (Simó, 2013). It is on the basis of socio-moral psycho-education that an educational proposal can be presented for the current context, proposing ethical learning paths for university students to build and elaborate their moral autonomy, with the aim of reaching moral maturity from an ethical learning based on autonomy, dialogue, and respect for oneself and the common good (Martí, Martí-Vilar, & Almerich, 2014).

Moral values are the pillars that support the behaviors and ways of life of human beings. It is not an isolated society, but it is inserted in a globalized world because the values in today's society are the result of economic and social changes that transform them profoundly (Vera et al., 2016). It is for this reason that it is necessary to analyze integral education processes in higher education, and the impact that the relationship with the environment has on the acquisition of professional and value skills.

Theoretical Framework

Ethics in professional practice is the guarantor of honest performance and socially responsible conduct, especially of those who must provide their service to others (Salazar, Salazar, Rodríguez, & Díaz, 2019). In the case of health professionals, for example, the quality of their training will depend largely on the construction of their own values to regulate their future professional actions, from which their ethical, moral, and humanistic conduct will be governed. The quality of professional training does not depend only on the knowledge and skills developed in the academic curriculum, but also on the interests and values that regulate their practice (Sosa et al., 2016).

Therefore, professional training must go hand in hand with moral and value education, being

part of the role of Higher Education, learning moral autonomy, self-respect, and the search for the common good. For Martí, Martí Vilar, & Almerich (2014), such optimization would benefit the cognitive-rational areas (moral reasoning, moral judgment, and decision making); emotional-affective area (moral sensitivity and sociomoral experiences), and motivational-behavioral area (effort and regulation of prosocial behavior). It is therefore relevant to deepen the training as a socially responsible person, with citizen conscience and prosocial conduct that are at the base of their work. The education of active citizenship implies to propitiate spaces of social-community participation, which allow to contribute in improving the quality of life of a vulnerable context (Briede & Mora, 2016). Quality higher education is not enough if this quality does not include a comprehensive and humanitarian value formation. Higher education institutions must be capable of responding to the demand of the United Nations Educational, Scientific and Cultural Organization (UNESCO), in relation to the need to train professionals with a solid preparation, along with an understanding of the needs of the environment that their knowledge can support to solve (Martí, Martí-Vilar, & Puerta, 2011).

At this point, it should be emphasized that value education is not linear or mechanical, but rather, it corresponds to a personal elaboration, by which human beings develop their own values in interaction with their historical and social surroundings and, in this sense, educational institutions play an outstanding role to make this interaction happen (Trujillo, 2016). As for the learning of moral autonomy, respect, and the common good and dialogue, actions should be taken in three areas: first, the cognitive-rational areas, related to reasoning and moral judgment and decision making; emotional-affective area, which considers moral sensitivity and sociomoral experiences; and, finally, the motivational-behavioral area, which involves the effort and regulation of prosocial behavior (Martí-Vilar, Vargas, Moncayo, & Martí, 2014).

In this sense, LpS projects can be a valid strategy for the value shaping process of future professionals, because they allow the exercise of clinical reasoning, decision-making and emotional

connection with people and their needs, and generate behaviors driven by their motivation to make a change. These experiences are connected to the ethical dimension of higher education, which is necessary to respond to the current and historical problems of the community, and to promote the comprehensive training of future professionals (Ruiz-Berajano & Alastor, 2018).

LpS allows students to connect with a community scenario, in which they will mobilize both disciplinary and value knowledge, as well as institutional prints of their training, in order to provide solutions to meet the needs and improve the quality of life of the population. Additionally, we present the learning objectives that the students will achieve by developing this solidary and active action (Briede & Mora, 2016). The educational style of the LpS hands the pedagogical spotlight of each experience to students, and they develop a process of recognition of other individuals, as they connect with the people who are part of vulnerable communities. This recognition implies valuing the other and offering them affection, rights, and respect (García-Pérez & Mendiá, 2015; Puig & Bär, 2016).

For teachers and students in the health area, professional values are based on personal values of a moral nature and ethical values inherent to professional work, where the following stand out: professional identity and vocation, responsibility, truthfulness, respect, friendship, justice, and scientific knowledge (Vera et al., 2016). The identification of essential values in a health professional and the incorporation of these values by new generations requires the design and application of effective methods that allow us to know what the estimated values are, to what extent they can be oriented towards the goals of each profession, and how they can be incorporated throughout university training (Véliz, Döner, Gonzáles, & Ripoll, 2017).

As a first approach to identifying the values of future occupational therapists and the involvement of community agents, this study used a qualitative, descriptive, and cross-sectional methodology since, according to Hernández, Fernández, & Baptista (2006), this type of study allows to describe situations and events, that is, how a certain phenomenon is and how it

manifests itself, and seeks to specify important properties of people, groups, and communities. Qualitative studies on the development of the values declared in the professional model of a certain activity constitute a valuable tool to improve educational actions in an institution and to know the functioning of the methodological strategies used. This will contribute to organize the teaching work based on its function of educating future professionals in terms of values (Trujillo, 2016).

The information collection mechanism used was the review of secondary data, which correspond to reports and documents related to the execution of the LpS Experiences, developed between 2016 and 2019 in the Commune of Punta Arenas, Magallanes Region, Chile. In addition, semi-structured interviews and focus groups were conducted with students and teachers. The unit of analysis comprised the text extracted from the documents and the analysis of the participants' speech. The primary informants were people who took part in the experiences: 4 teachers and 3 students. The sampling procedure was intentional, considering the level of involvement with the experiences developed.

The following is a contextualization of the LpS experiences based on the groups that were community partners in the training process and the strategies used in conjunction with the career (see Figure 1).

The projects developed in collaboration with community organizations, in this case, social groups of and for disabled people, have sought to alternate the intrinsic functions of teaching, with the shaping of a socially committed and supportive citizenship (Vallaey, 2008). It should be noted that the analysis on this occasion was not centered on the development of the experiences, nor on their territorial impact, nor on the professional skills acquired by the students, but rather on value education and the role of community agents in the training process of future professionals.

Process of Value Shaping Throughout the Program

It is important to highlight in future health professionals how the value repertoire is being configured and how professional training

	REPRODIS	YAFUN	AGACI	SENADIS
Description of the organization	<ul style="list-style-type: none">• A community organization that seeks to generate social progress, eradicate barriers, and equalize opportunities and influence as an agent of change within society.	<ul style="list-style-type: none">• A group of friends and patients with rheumatoid arthritis, which seeks timely treatment alternatives and maintenance of roles and social inclusion.	<ul style="list-style-type: none">• An organization comprised of family, friends, and visually impaired people. For 30 years it has been working for the social and labor inclusion of blind people.	<ul style="list-style-type: none">• Public service that aims to promote the right to equal opportunities of disabled people, through coordination of State action.
Objective of the LpS experience	<ul style="list-style-type: none">• To promote and safeguard Human Rights of people in a situation of social vulnerability.	<ul style="list-style-type: none">• To promote inclusion and carry out activities oriented towards improving their well-being and quality of life, in order to obtain active social participation in the community.	<ul style="list-style-type: none">• To promote the participation, social inclusion, and rehabilitation of people with visual sensory impairment.	<ul style="list-style-type: none">• To promote the right to equal opportunities for people with disabilities, in order to obtain their social inclusion, contributing to the full enjoyment of their rights.
Intervention strategies in conjunction with the career	<ul style="list-style-type: none">• Training and education to people with disabilities and their families in relation to sexual and reproductive rights.• Advice from professionals and institutions in relation to disabled people's maternity and paternity rights.• Support in individual cases of people with disabilities.	<ul style="list-style-type: none">• Generation of a group therapy intervention workshop.• Individual service at the university and at home.• Design and manufacture of orthotics and technical aids.• Field training for members of the organization and other institutions.	<ul style="list-style-type: none">• Design and implementation of an "accessible tourism" project, specifically the experience of kayaking through the Strait of Magellan.• Conducting a seminar on accessible tourism.• Training of operators and tour guides in the region.	<ul style="list-style-type: none">• Implementation of the Inclusive Local Development strategy, from local governments, in partnership with community organizations.• Development of management and leadership schools for disabled people organizations.

Figure 1. Community Partners and Strategies Used.

affects the personal and social values with which students access higher education (Véliz, Döner, Gonzáles, & Ripoll, 2017). Faculty and students who participated in the experiences described in this work agree that there are key moments throughout the value training. First of all, they mention the moment that takes place in the classroom, through the transmission of the professors' experiences and reflective processes. Students consider it relevant to be able to approach the experiences and intentions of their teachers through the analysis of clinical case studies, examples, videos, literature, among others. This is related to the cognitive-emotional area since it is closely linked to reasoning and moral judgment. Another element of the process of value or moral formation is the

approach to reality through the link with their social environment, a moment in which students begin to question and confront reality, and it is there that they can put into practice values such as empathy, respect, and confidentiality.

The confrontation with a reality that they did not know, or that they had seen from afar, generates an action in the emotional-affective area, mentioned by Martí-Vilar et al. (2014). Students report that by approaching reality they can identify people's needs and thus propose how they could support them, collaborate in satisfying those needs, that is, move from emotion to action. Their interest in mobilizing and generating a positive change in that reality would be an action in the motivational-behavioral area, which would

Vision	Testimony (finding)
Faculty's Vision	<p>"The value shaping of the students is carried out on two levels. Firstly, in the classroom, bringing them closer to reality and their needs through analysis of cases, examples, videos, readings, analyzing in depth the task from the technical and professional point of view but also from the point of view of their value actions." (F.3)</p> <p>"It is important to consider that we do not start with a blank page, our students come with a value background. This facilitates the process of building professional and value skills to become a professional with social responsibility." (F.3)</p> <p>"The values that the students bring are reinforced with the humanistic vision of the occupational therapy... Sometimes it is more conscious; in others, it arises from our experiences, to pass on to the students a way of seeing the others as people who deserve our respect and empathy, how to live in harmony with the others... It is a process of deconstruction of the values that they bring to make a new individual and collective construction." (F.1)</p>
Students' Vision	<p>"We bring values from before we enter university, but throughout our study period they reinforce values that will allow us to relate properly to our users and the community." (S. 2)</p> <p>"Throughout our study time they show us a way to live this discipline, and their experiences, to take the positive. This is a formative process, to be better later on, and what the professors tell us allows us to identify how we should act and relate to others." (S.1)</p> <p>"Our teachers make us see other realities through their experiences, but also bring us closer to reality. That is when they begin to question and put into practice values such as empathy, respect, confidentiality, etc. By being with other people and their realities, sometimes different from our own." (S.2)</p> <p>"I believe that ethical training is not enough with theoretical aspects, it is necessary to put it into practice with the people of the community. They make us see what they need from us and we also understand what we are capable of giving." (S.3)</p>

Figure 2. Process of Value Shaping in Occupational Therapy.

finally generate prosocial behavior.

Figure 2 shows that value education is a process of co-construction, which starts in the classroom and is strengthened in practice. Teachers, colleagues, and social agents reinforce the value baggage that comes from home and ethical competencies that are typical of professional work are acquired.

A space for reflecting on principles, such as social justice, human rights, or citizenship, would be fundamental to encourage learning about their own capacity to improve the current situation (Simó, Ginesta, & San Eugenio, 2013).

Terms, such as sustainability, human rights, equality, diversity management, are the social expression of an internal desire for human development based on the social context. The ability to feel these concepts as their own would lead the person to be responsible based on emotional regulation (Martí-Vilar, et al., 2011). The involvement of students in the activities developed in a social context allows them to show skills that often cannot be developed in the official curriculum, and to feel that they make a socially

useful contribution during their educational experience. Educational accompaniment is a fundamental dimension in the processes of growth and development of individuals and groups in this context, and as mentioned by the students interviewed, the teacher is a key factor in the articulation of the experience that favors the involvement of students in their community, which constitutes a relational and socio-affective basis for the work of value and citizenship formation (García-Pérez & Mendía, 2015; Jara, Sánchez, & Cox, 2019).

Contribution of the Community Agents in the Value Shaping Process of the Student.

The Learning plus Service methodology has been presented as a tool to respond to the need to bring professional training closer to the contextual reality. It allows us to cover three dimensions: the academic one, where direct contact with reality would make possible greater and better learning in students; another one linked to the quality of the service and to the community problems; and

finally the possibility of generating a space of formation in values for students, structured of reflection, relating the knowledge and the service (Jouannet, Salas, & Contreras, 2013).

The students and teachers who were part of the experiences presented in this article emphasized the relevance of community partners as a key piece in the moral and value training process of the future professionals. The exchange of these experiences allows to internalize moral aspects like cooperation and mutual respect. This way, they can face the decisions they must make during their academic development and build their sense of concern for others, for a community they are going to work with, throughout their professional exercise, which demands commitment and personal objectives that are aligned with the objectives of society (Bustamante & Navarro, 2007).

Figure 3 shows that the contribution of the community partners is widely appreciated by students and professors in terms of the feedback

they give to future professionals for their growth in value and comprehensive training. The social organizations that were a part of these experiences have understood their training role and have assumed the mission of supporting the strengthening of the human resources that will provide their services. They value this young and hopeful human resources, not only as a free and professional workforce, which they could not otherwise count on, but also to convey to them that the future of society is in their hands (Echeverría-Falla, 2013). Similarly, as students and teachers refer, the feedback given by the community partner is honest and disinterested, reinforcing daily those positive values that are evident in the interaction or requesting change in attitudes or commitment when they notice that this aspect is deficient. When the community partners understand their role and do not confront students as a subject of benefit or charity, but rather demands quality service and

Vision	Testimony (finding)
Faculty's Vision	<p>"The relationship with the community partner is fundamental to educate our students. We learn from them and with them... it encourages us to continue advancing as professionals and as people." (F.2)</p> <p>"By engaging with community organizations and by being responsive to their needs, students are also empowered, and their self-esteem is increased. And they understand the importance of their professional role." (F.4)</p> <p>"There is a need and reciprocity in collaborative work. The civil society with which we work gives special value to the discipline for the fulfillment of its objectives and for local development...I do not visualize value shaping in Occupational Therapy without community networks." (F.3)</p> <p>"Our community partners play a significant role in providing active and constant feedback to both faculty and students (...) in the informality of their daily relationship they reinforce values and make them see when these are not present. They are active and clear in saying what quality of professionals they want and need. The community is the protagonist of the learning and value shaping process; we could not do so without community partners." (F.1)</p>
Students' Vision	<p>"For me, the organizations we have worked with also have a role as educators. For me, it was a challenge to face this new reality, and they supported me and taught me how to relate to people." (S.1)</p> <p>"By being able to insert ourselves in a social collective we can see the reality and the experiences of others, we can understand the situations and experiences that they have had to face. We exercise interdependence, we work together with the community for a common goal and objective. We are building values, in addition to classroom learning." (S.3)</p> <p>"Without the experience I had with Reprodis, for example, I feel that I would have never been able to relate properly to people, not only professionally, but also in terms of the personal values needed for our career." (S.2)</p> <p>"The ethical and value aspects have been reinforced from the link with the environment, considering the user from an integral aspect, covering his environment and his networks, families, friends... knowing other realities reinforces those values." (S.1)</p>

Figure 3. Contribution of Community Partners in the Integral Training Process.

respect, important and indelible changes in the professional future are achieved.

Values Related to the Future Professional Practice and That are Strengthened by the LpS Experiences.

Throughout the dialogue with the participants, we were able to identify the values strengthened by the LpS experiences to adequately perform the professional role. This role is marked by the empowerment of the people with whom we work, through education, associativity, and social participation, organization, and social communication (Flores, Contreras, Levicoi, & Vargas, 2015). The Code of Ethics of the Chilean Association of Occupational Therapists states that these professionals must have a deep sense of morality, so that they can put their work at the service of society and promote its progress and welfare, seeking to update and improve their knowledge to cooperate in the development of science and the techniques related to their profession.

In the group discussions, the participants referred the following:

- "Values such as respect and empathy are fundamental because we need to visualize and recognize the other as a subject and holder of rights." (F.3)
- "Occupational Therapists work with very vulnerable people, perhaps the most vulnerable in society; therefore, the value component is as important as the skills as professionals (...) we must fight so that these persons are never disrespected again." (F.1)
- "Ethics, empathy, respect, and confidentiality are values that we must uphold with our users (...) we use them to fight for equality and equity, and they are also important social values in our work as future OTs. (S.1)
- "Value shaping is fundamental since we are going to work with and for people." (S.2)

When students acquire value skills, they are not only training for a committed citizenship, they are finding a meaning to their own existence. Values help us guide the acquisition and strengthening of prosocial attitudes in our lives. This will allow professionals to work together with their communities to achieve equality and

equal opportunities, as well as the exercise and vindication of human rights (Simó, 2013).

When a person dedicates their professional practice to accompany people whose rights have been violated and have suffered social exclusion, they must undoubtedly have a value background that allows them to fully understand the needs of the other, to validate them as a human being deserving of their full rights, and to put themselves at the service of the other, accompanying them in their struggle for rehabilitation and social reinsertion. One of the educational functions of universities is precisely to guide the curriculum and teaching methods in the direction of the country's context, to offer students opportunities to approach the social reality and service, and to raise awareness on the ethical implications of their personal and professional performance (AUSJAL, 2009, as cited in Licando & Yepes, 2018).

Discussion:

The objective of analyzing the teaching experiences was to identify the implications of the LpS in the value shaping of future professionals. The results obtained show that students and professors consider the experiences of territorial intervention as a fundamental part of the value training process. Recognizing that it is there, in the field, where the fundamental values for practicing professionally in the future are shaped. In a real context, the LpS experiences allow faculty, students, and the community to work collaboratively in carrying out actions that change the social reality, in this case, of groups that are socially excluded and whose rights to social participation have been violated.

Once again, it was possible to demonstrate that higher education has the tools to generate transformative knowledge from reality itself. Training professionals while providing a service to society, especially to the most fragile and vulnerable groups, has two benefits: social and academic (Simó, 2013). Higher education has a preponderant role in the training of socially responsible professionals, so it must guarantee participatory spaces in the production and

transfer of knowledge, to generate a moral and ideological change on the people who will be in charge of the development of society (Alcaín & Medina-García, 2017).

In recent years, research analyzing LpS experiences has concluded that this teaching strategy is intended to train active citizenship, social responsibility, collaborative work, and the ability to communicate ideas. As long as the articulation of theoretical and practical disciplinary knowledge is fostered in a situated context, students will build the humanizing values necessary for their professional and personal social development. The research analyzed emphasizes the acquisition of values such as individual and social responsibility, respect, tolerance, solidarity, generosity, empathy, collaboration, among others; as well as professional skills such as communication and activity planning (Briede & Mora, M, 2016; García & Sánchez, 2017; Montesi & Villaseñor, 2018; Salazar, Salazar, M., Rodríguez, C., & Díaz, J., 2019).

Some aspects that should be highlighted among the elements that emerge from this study are recognition and legitimacy, both at a personal and practical level. In the participants' enunciations, it is repeated that the LpS experiences allowed them to identify the other as a holder of rights and, therefore, deserving of respect and empathy and, also, as a participant and collaborator in their individual training process. Actions that involve collaboration and active participation of students with the members of their community make the community give the social/territorial license that authorizes the university, through its faculty and students, to support them in the search for solutions to their needs, and it generates a gratitude and appreciation for the service provided (Puig & Bär, 2016; Quinteros, 2019). Thus, recognition and legitimacy is achieved in a double sense from the community to the student and from the student to the people who are part of their field practice. The feedback given in the daily work allows the future professional to identify social deficiencies and needs, and to be proactive in solving them, finding their place, and identifying themselves as an agent of social change. For faculty and students, everything makes sense when they go from reason to emotion, and from feeling to action; this last step being

fundamental for the achievement of prosocial behaviors (Martí, Moncayo, & Martí-Vilar, 2014). Consequently, for the university, the alliance with the organizations and social groups in the field represents a link with the external environment that effectively collaborates with the socio-cultural processes produced in the social reality, through the generation and rescue of knowledge and know-how of the civil society (Ketterer, Solá, Tragolaf, & Obando, 2019).

Although this study achieved its objective of identifying value shaping elements in the LpS experiences and the role of community agents in this process, it had some limitations that must be analyzed. Firstly, the number of participants is small, which allows us to describe a specific reality but could not be considered to extrapolate the results to the training of occupational therapists at a broader level. For this reason, it is recommended that studies be carried out with a higher number of informants, with collaboration between different universities. Secondly, students and professors participated, but it would have been interesting to know the opinion of the social actors who were the protagonists of these experiences, in order to identify the perception of their role as educational agents and thus triangulate the information with all of the actors in the experiences.

The conclusions of this work and of other studies analyzed allow us to show that it is relevant to continue researching this area. We suggest a more in-depth study of elements such as: value components in student admission profiles, methodological proposals oriented to the upbringing of socially responsible professionals, tools and teaching skills to accompany the value training process of future professionals, and student autonomy and proactivity in territorial interventions, among other research works that strengthen knowledge in the integral formation of higher education students (Véliz, Döner, Gonzáles, & Ripoll, 2017; Martí, Moncayo, & Martí-Vilar, 2014; Sosa et al., 2016; García-Pérez & Mendía, 2015).

Finally, it is concluded that students and faculty identify the social agent as a key element of constant feedback in this process. It is important to highlight that teaching efforts can be channeled towards the construction of a more fair and supportive community, and to accelerate

the processes of social change starting at higher education institutions. The proper implementation of the LpS in the educational context starting out with the collaboration among University, Educational Centers, and the Community requires the involvement and encouragement of the Administration by supporting this collaborative work network, the dissemination of ideas and the presentation of successful proposals, and by contributing to the coordination between institutions. The successful implementation and development of the LpS seems to be inseparable from the teamwork carried out by different institutions (Rodríguez-Martín, 2017). If education is deeply understood as a common good, the role that everyone plays in the training process of future professionals will become evident. The future of a more fair and equitable society lies in socially responsible human resources.

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