



Student Training Guide for Service-Learning

**Bristol Community College
Fall River, Massachusetts**

August 2014



What Does Service-Learning Involve?

- At BCC, service-learning is defined as an *unpaid, credit-bearing, course-specific* educational experience in which students participate for a *minimum of ten hours during the semester*.
- The service-learning placement *must meet actual community needs* and *requires reflection* on the service activity that furthers your understanding of course content, broadens your appreciation of the discipline, and enhances your sense of civic responsibility (Adamowicz, 2000)



Benefits of Service-Learning for Students

- Increased *interest* in and *understanding* of conceptual *course material* and related *social problems* in the community
- Opportunity to *experience working* in a particular field in which you may be interested in pursuing
- Opportunity to gain *career related* skills
- Opportunity to *network with professor* and to *meet mentors in community*
- Opportunity to *gain leadership experience*
- Opportunity to *gain academic credentials and recognition from the college*



How Does Service-Learning Enhance Mastery of Course Material?

The student

- *Reflects on lessons learned* from applying theoretical material presented in the classroom to problems encountered in the community (Strober & McGoldrick, 1984)
- *Integrates the knowledge gained* from the experiential and traditional learning experiences (Kolb, 1984)



Why is Reflection Required?

Reflection requires you to look back in a thoughtful way on your service and *make cognitive connections* to your course work and your life.

Since “we remember 80% of what we do with active reflection,” reflection *helps to deepen your service-learning experience*. (Phillips, as cited in Strober & McGoldrick, 1984, p. 375)





What is a Reflection Activity?

- The reflection activity *can take many forms* including a paper, creative project, film, presentation, or a series of discussions with your professor.
- Your *professor may assign* you a certain reflection activity, *or you may work together* to choose or design one you both like.
- A successful reflection activity *may produce a scholarly product* that you will be able to use as a valuable part of your portfolio when applying for other colleges, scholarships, and jobs.



Process for Students to Follow to Engage in Service-Learning

A BCC student who is enrolled in a course in which the professor offers him or her the opportunity to engage in Service-Learning must complete the following process:

- ✓ Review this *Service-Learning Training Guide* and complete an online *Self-Test* if not previously done.
- ✓ Read and submit an online *Risk of Liability Form*. If the student is under 18 years of age, he or she must print it and have a parent or guardian sign the form.
- ✓ Choose a *service placement* that his/her professor agrees is *consistent with the course objectives* either from BCC's Noble Hour Service-Learning site or with another non-profit agency, organization, or school as long as it is approved by his or her professor.
- ✓ Perform a minimum of *10 hours unpaid service* and have your community partner sign the *timesheet*.
- ✓ Complete the *reflection activity* assigned by the course professor.



Tips for a Successful Interview

- ***Before calling*** a non-profit agency or organization to set up an interview, ***prepare notes*** with the times that you'll be available for the interview and all other important information.
- ***When calling*** to set up the interview ***speak in a clear voice and speak in Standard English used for business*** to the best of your ability.
- ***Identify yourself as a BCC student looking to do a service-learning placement*** and mention the specific course connected to your intended project. If you can't reach the person directly, you can leave a voice mail message with your reason for calling, phone number, and times you can be reached.



Tips for a Successful Interview (Cont.)

- *Use your BCC e-mail address*, which identifies you as a BCC student. This is especially important if your personal e-mail address is inappropriate for business. Use standard spelling and grammar. Use *spell check*. If your e-mail program doesn't have spell check, you can prepare your text in MS word™ and spell check it before copying and pasting it into the body of the e-mail message or use an online spell checker such as <http://www.spellcheck.net/>
- Always speak and act in a polite and professional manner. It's important to *show respect to everyone you are in contact with* including, your professor, the Service-Learning staff, and the staff and professionals at the agency or organization at which you are seeking a placement.



Tips for a Successful Interview (Cont.)

- *Return phone calls or e-mails promptly* and tell everyone who helps you that you appreciate their efforts. (National Association of Colleges and Employers (NEASC), 2005a)
- Think carefully about why you are applying for this placement and *prepare good answers* to questions like, “What attracted you to service-learning?” and “Why are you interested in our organization?” You might want to write answers and review your notes ahead of time.
- *Have notes ready for the interview* with information such as your career goals, previous volunteer or work experiences, and the dates and times you’ll be available to perform the required minimum of 10 hours of service. It is OK you use your notes during the interview.



Tips for a Successful Interview (Cont.)

- Your *clothes and personal grooming should be appropriate* for a college student who is applying for work at the agency, organization, or school where you are seeking a placement. Do not wear perfume or cologne, as some people may be allergic to its scent. Avoid excessive jewelry, especially facial or tongue piercing, (NEASC, 2005b). Do not wear revealing or suggestive clothing.
- Be sure to *turn off your cell phone* and pager during the interview.
- *Be professional and polite* at the interview. Speak in a clear voice and in Standard English used for business to the best of your ability.
- *Answer the Community Partner Supervisor's questions directly and honestly.* Make eye contact with him or her.
- When the interview is over, *thank the Supervisor for his or her time.*



Tips for a Successful “Work” Experience

- Remember to *dress, speak, and act in a professional manner* at all times while working at your service-learning placement site. (NEASC, 2005c)
- *Be on time. If you have to cancel, be sure to call well in advance* so that your supervisor can find a replacement for you or make other arrangements.
- Be sure to *turn off the ringer on your cell phone* or pager while performing the service activity.
- *Honor the commitment you made* with the supervisor when you accepted the placement.



Tips for Staying Safe

BCC does its best to make sure our community partners provide a safe and reliable work place for you. However any work place has potential hazards and, since many placements are off campus, ***we cannot control the environments where you are working.*** This is particularly true if you find your community partner independently.

When choosing to perform a service-learning activity you have to ***take responsibility to protect your own safety and to make sure that your actions don't endanger the safety of others.***



Tips for Staying Safe (Cont.)

No one can ever be completely safe, but ***reasonable precautions*** and ***good judgment*** can keep the risk of injury low.

- Do not transport others in a motor vehicle as part of your service.
- Never perform any activity that you are not legally certified to perform. This is particularly relevant to the field of health care.
- Do not perform activities for which you haven't received training or been instructed how to do.



Tips for Staying Safe (Cont.)

- Avoid using any equipment that could cause bodily injury.
- Avoid hazardous chemicals. Never mix chemicals.
- Avoid working alone and unsupervised at a placement site.
- Avoid walking alone after dark. Ask for an escort to your car when needed.
- Always wear bright reflective clothing if working near roads.



Tips for Staying Safe (Cont.)

- If your supervisor asks you to perform any activity which you don't feel is safe or you aren't properly trained to perform, request further training and clarification.
- If you still don't feel comfortable doing something, politely refuse to perform the activity and explain why you are doing so. Remember at the end of the day if you were to get hurt your supervisor would wish you had refused to follow his or her instructions
- If issues concerning your safety or ability to perform an assigned task arise while your are working in a service-learning placement, please inform your course professor and BCC's Director of Civic Engagement, Dr. Mary Zahm, at Mary.Zahm@bristolcc.edu.



Examples of Previous Service-Learning Placements



SERVICE LEARNING
BRISTOL COMMUNITY COLLEGE

- GAIN EXPERIENCE
- EARN CREDIT
- MAKE A DIFFERENCE!

WHAT IS SERVICE-LEARNING?
Earn credit and experience while on a service project in the community. You and a faculty member tailor experiences that do the most good for you and for others.

BENEFITS FOR STUDENTS

- Apply your classroom learning to community experience
- Explore careers
- Strengthen your résumé and portfolio for transfer or for work

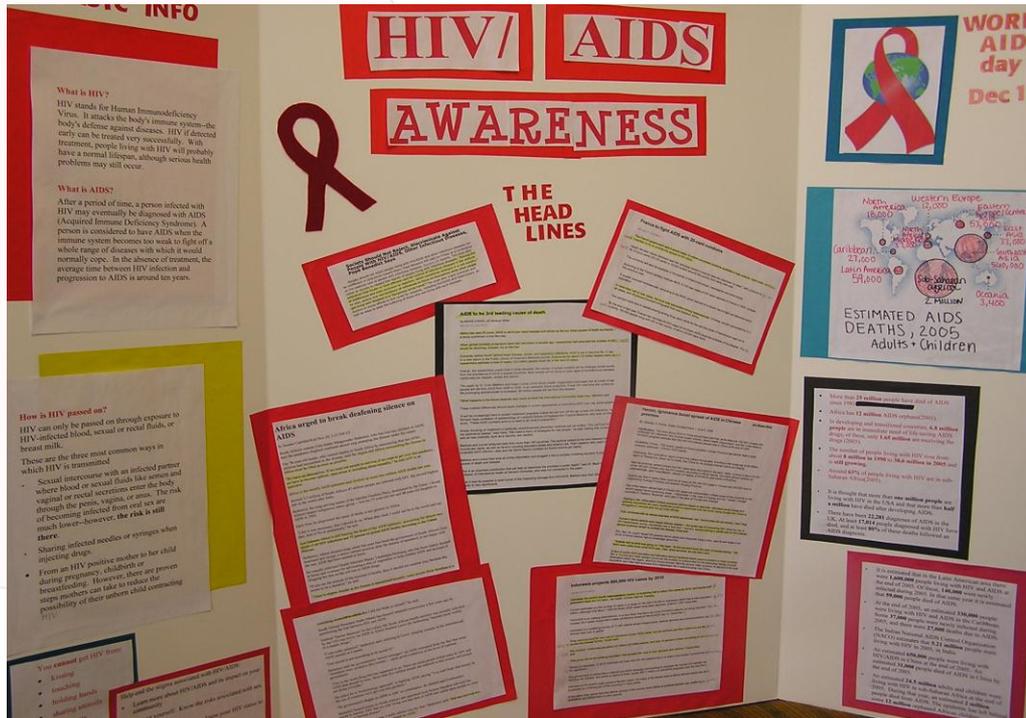
I felt like I was making a difference.
— Maria R. DeMedeiros, Occupational Therapy Assistant student

GET INVOLVED!

Contact Dr. Mary Zahm,
Service-Learning Coordinator
Bristol Community College, Rm. E113
508 678 2811 X2579
mzahm@bristol.mass.edu

BCC
WWW.BRISTOL.MASS.EDU

Design of service-learning program poster and e-newsletter



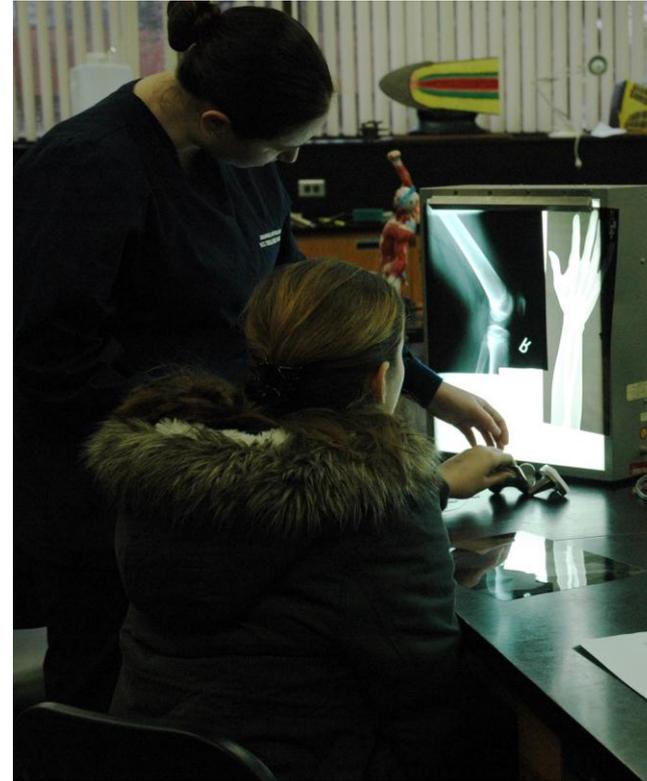
Health Services – AIDS Education



Peace Pole Project



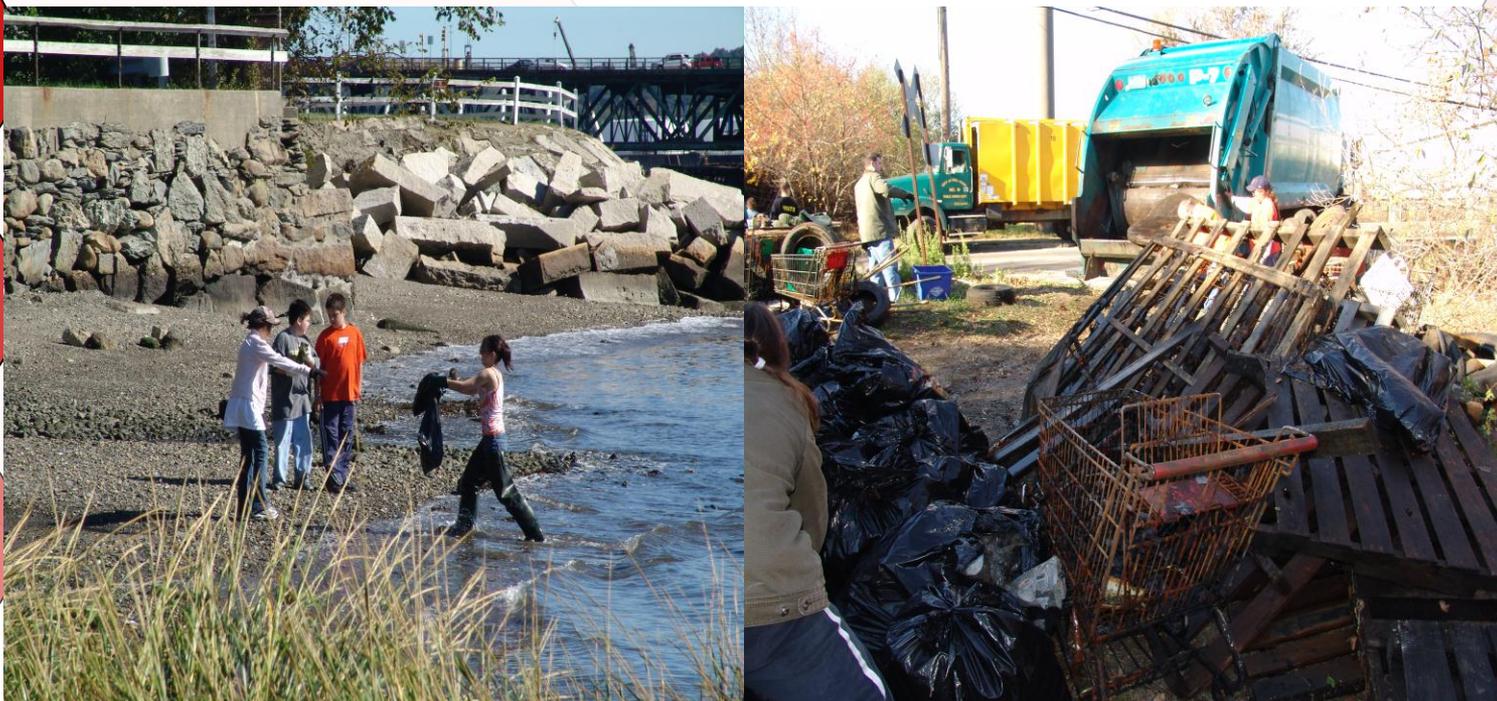
Writing Lab and Tutoring Center



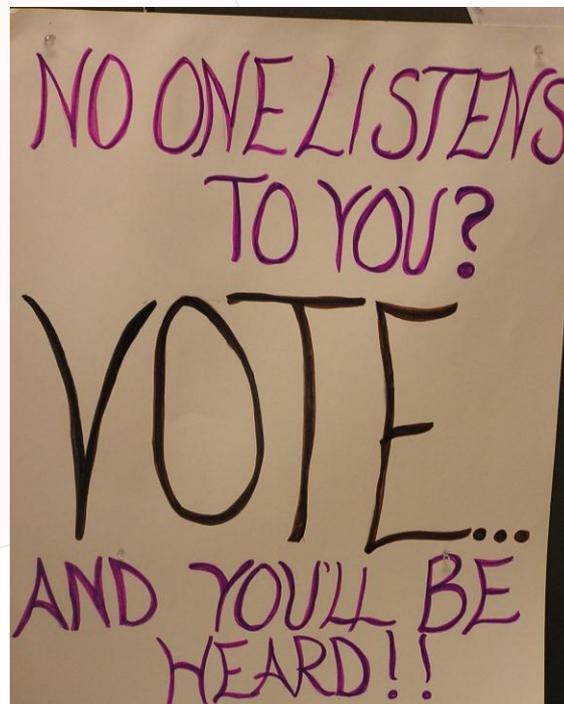
Hosting College Access & Career Day Events for Middle School Students



BE ENRICHED Afterschool Program



Clean up of local rivers



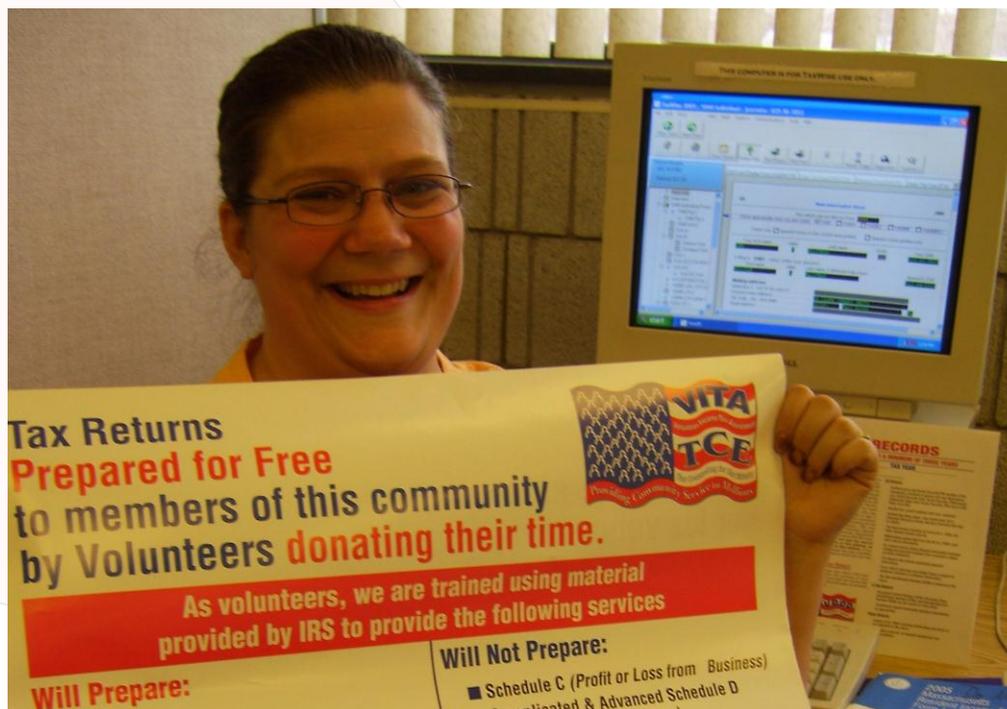
Voter Education Projects



Food Drive and Shoes for Africa



Project Cinderella prom dress drive



Students in accounting Courses prepared tax returns for people with low-income



Students' Comments about Service-Learning

- “It was a great opportunity to interact with the community and apply classroom knowledge to real life situations. It made me feel like I was making a difference in contributing to the good of the community. I highly recommend Service-Learning to any student who is looking for an enriching and rewarding experience.”
– Kimberly LePage, Dental Hygiene student
- “It was a great opportunity to help others even with the limited amount of time that I had available. It showed me that just a little time given makes a big difference.”
– Tina Gobeil, CIS student



Students' Comments about Service-Learning (*Cont.*)

- “Service-Learning has been a great experience. Although I have worked within the agency for three years, it’s great being able to involve myself in other areas of it. I did not work in the environment where I usually do, so I was able to explore in that sense.”
– Andrea Carrerio, Human Services student
- “It meant a lot, just to see the smiles on the family’s faces that I helped make it all worth it. I intend to do more community service in the future.”
– Sophia Gidley, Psychology student



References

Adamowicz, C. (2000). *Center for service learning and community service: Definition of service-learning*. Fall River, MA.: Bristol Community College

National Association of Colleges and Employers (NEASC) (2005a) *Finding the first job: Advice for novice jobseekers*, Fall River, MA: Bristol Community College.

National Association of Colleges and Employers (NEASC) (2005b) *Dressing for the job interview*, Fall River, MA: Bristol Community College.

National Association of Colleges and Employers (NEASC) (2005c) *Top tips on today's job market*, Fall River, MA: Bristol Community College.



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Kolb, D. (1984). *Experiential learning: Experience as a source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Perry-Longo, L. (2005). A more holistic model for treating victims of domestic violence: The case for art therapy in the shelter environment. In J. Grandchamp, & F. Habib (Eds.), *Colloquia: Conversations on Teaching & Learning — Challenging Assumptions, Changing Perspectives* (pp. 52-63). Fall River, MA: Bristol Community College.

Serve your community safely: A guide for Ontario secondary school students completing their 40 hours of community involvement (2005). Retrieved September 27, 2006, from <http://www.livesafeworksmart.net/english/volunteering/pdf/students>

Strober, M., & McGoldrick, K. M. (1998). Service learning in economics: A detailed application. *The Journal of Economic Education*, 29(4), 365–376.