“Tell me and I forget,
Teach me and I may remember,
Involve me and I learn.”
Benjamin Franklin

Boise State University
Service-Learning Office
1910 University Drive• Mail Stop 1006
Boise, ID  83725-1006
Phone 208.426.1004 • Fax 208.426.5726

servicelearning@boisestate.edu
http://servicelearning.boisestate.edu
Welcome to the Service-Learning Program

Never doubt that a small group of committed people can change the world. Indeed, it is the only thing that ever has.

-Margaret Mead

Dear Community Partner:

Boise State University sincerely appreciates your willingness to participate in the Service-Learning Program (SLP). Your partnership provides valuable real-life experiences to students in various academic fields and brings those experiences back into the classroom, which illuminates abstract theories and concepts taught from textbooks.

In addition, you have provided the student the opportunity to see how they can be an agent in their community and become a life-long volunteer.

Enclosed in this handbook, you will find valuable information about service-learning in general, as well as details and processes for service-learning at Boise State University. We hope this information helps you understand BSU’s reasons for supporting service-learning and why we are excited to work collaboratively with you on this effort.

At any time, should you have questions, concerns, or suggestions we welcome you to contact us and discuss your thoughts. Once again thank you for letting our students serve at your agency while deepening their understanding of their coursework and community.

Sincerely,

Boise State University Service-Learning Program Staff

Adapted from CMS agency handbook
THE SERVICE-LEARNING PROGRAM

Description of Service-Learning

The Boise State University Service-Learning Program Mission

_The Service-Learning Program improves learning and inspires people to a lifetime of community engagement through transformative and sustainable partnerships that address critical community needs._

The Boise State University Service-Learning Program Pillars

- Enhance academic and civic learning
- Foster culture of community engagement
- Address critical community needs

What is Service-Learning at Boise State University?

Service-Learning is a teaching strategy that integrates course work with 15-45 hours of relevant community service with non-profit organizations. Through class discussion and assignments, students reflect on the service to increase their understanding of the course, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.

◊ A non-classroom experience that provides needed service to individuals, organizations, schools or other entities in Boise and surrounding areas.

◊ A reflection of the values and commitments contained in the Service-Learning Mission Statement.

◊ A relationship to the subject matter of the course and knowledge that informs the service practice.

◊ Basic expectations for the amount of service students must perform.

◊ Activities that incorporate reflecting critically on service experience.

◊ Recognition of the needs of service recipients and opportunity for community organization to participate in the evaluation of services.

◊ Opportunities aimed at civic responsibility development and consideration of individual and peer perspectives about the service involvement.
The Service-Learning Program

The Difference between Service-Learning, Volunteerism and Internships

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**SERVICE-LEARNERS ARE STUDENTS, NOT VOLUNTEERS.**

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Students have specific learning objectives for their service experience. Agency staff helps students learn. Their service is a class assignment with specific deadlines for starting and completing service.

- **Service-Learning** is usually a course requirement. It ensures students not only participate in course-related service but also reflect upon what they are doing, relate it to the class, and evaluate what they are learning. *The service is intended to equally benefit the student and the service recipient*; sometimes there is tension in this balance.

- **Volunteering** is a worthwhile and important activity, but students generally do not learn from volunteering in the same way; they do not connect it to classroom instruction and academic course content. *The primary emphasis is on the service, not the learning.*

- **Internships** often focuses on learning job skills instead of serving the community, whereas Service-Learning emphasizes the student making a contribution to the community at the same time as they use the service as a vehicle for learning course material.

Service-Learning experiences can often lead to internships. SL provides students with shorter-term community experiences which can help them refine or redirect their goals for longer internships.
How do Community Partners Benefit from Service-Learning?

**Potential Employees**

College students look at their Service-Learning experience as a way to interact in the “Real World”. This may be their first experience with possible employers. Students want to make connections with agencies and organizations that allow them to interact on a professional level. And this is a great opportunity for your agency to take a trial run with someone that may end up working with you in the future.

**Idealism**

Students often have the most current resources available to them through their classes. They are often idealistic and offer a fresh creative approach to problem solving. This perspective allows students to be more willing to offer up suggestions, thereby encouraging your organization to consider new alternatives.

**A Base of Future Community Support**

Your Service-Learning students are your best boosters! This may be their first experience with addressing a community need, students will want to get the word out to everyone they know. A positive experience with your agency can help spread the word about your cause to friends, family, and even other civic and church groups.

Community Partners can look to gain:

- Real service accomplished by enthusiastic and creative volunteers
- Input on how to target services to youth, young adults and their communities.
- Creative ways to expand capacity
- Education of students (and families) about the mission and work of your organization.
- Positive exposure to the community
- Future lifelong volunteers and contributions

*Adapted from DePaul University Community Partners Manual*
THE SERVICE-LEARNING PROGRAM

9 Things Every Community Partner Needs to Know About Service-Learning

1. Service-learning differs from community service.
   It includes preparation, reflection, and accountability for learning and is tied into course curriculum.

2. Communication is the key to success.
   Keep an ongoing dialogue with the college, faculty, and students. Discuss goals, resources, and challenges early. Then check in regularly. If a student calls at the last minute wanting volunteer hours, politely say “no,” and suggest he or she call ahead next time.

3. When partners state what they really need, everyone benefits.
   ◊ Make your needs known to the college service-learning coordinator. The more the college knows about your specific immediate and future needs, the better the service-learning can be mutually beneficial for your agency and the students.
   ◊ Discuss your agency needs and expectations with students initially so they are clear and can service with your agency better.
   ◊ Communicate with the CSM service-learning coordinator if your agency’s needs are not being met, so we can brainstorm possible solutions.

4. Agencies must see student service as important to the organization.
   Students, organizations, and schools all must get something they truly value out of the service-learning partnership.

5. There must be clear goals for service to be accomplished and for student learning.
   ◊ Ask, “What would my organization like to do that we cannot do now?” (or “What items never get off our ‘to-do’ lists?”) Based on the answers, explore specific ways students can contribute.
   ◊ Identify what you have to offer and what can students learn from your organization
   ◊ Find out what faculty wants students to get out of service experiences.

6. Students, faculty, and site supervisors must each understand their roles & responsibilities.
   ◊ Set clear criteria to match students with projects.
   ◊ As with any volunteer, spell out responsibilities and measures of accountability.

7. Service-learning changes the way schools operate.
   Service-learning demands a facilitative style of teaching and learning which may be new to your teacher-partners. Learn how it works and what part you will play.

8. Getting started is often the hardest part.
   Begin with one or two simple projects. Then build on your experiences. Keep it fun.

9. You are not alone.
   Tap the many local, state, and regional resources behind service-learning. When you need guidance or have a question seek out experienced practitioners

Adapted from College of Southern Maryland Civic Engagement and Service-Learning Handbook
Roles & Responsibilities

Community Partner

Community Partner Roles & Responsibilities

◊ Designate a SL supervisor to serve as the liaison with BSU-SLP, the faculty and the Service-Learning students (Service-Learners)

◊ Follow the recommended BSU_SLP agency checklist, including:
  o Provide SL project descriptions to the BSU-SLP staff by published deadline
  o Schedule orientation dates and times by published deadline; send to BSU-SLP
  o Orient Service-Learners to the agency partner’s rules, policies, procedures, methods and operations, community issues, and population served
  o Sign student agreements and log sheets, which include opportunity to evaluate the Service-Learner (Service-Learners will supply these forms)
  o Check-in formally with the Service-Learners at regular intervals (recommended at the beginning, middle and end of the semester – AT THE MINIMUM)

◊ Notify the faculty partner immediately, preferably by phone, on any cause of dissatisfaction or of misconduct on the part of the Service-Learner

◊ Maintain good communication with Service-Learners, BSU-SLP staff, and faculty (return calls/emails within 2 days)

◊ Offer suggestions and ideas for improvement in BSU-SLP procedures and opportunities
Roles & Responsibilities

BSU Service-Learning Program Staff, Faculty and Students

❖ BSU-Service-Learning Staff will:
  o Recruit, support, and facilitate faculty, Service-Learner, and agency Service-Learning partnerships
  o Find, screen, and orient agencies whose needs match class learning objectives
  o Provide orientations, trainings, and roundtables about Service-Learning
  o Facilitate student placement through classroom visits and agency referral lists, upon request
  o Provide contracts and forms that clarify responsibilities and increase accountability
  o Support and troubleshoot with Service-Learners, agencies, and faculty
  o Evaluate the Service-Learning experience for Service-Learners, agencies, and faculty
  o Maintain regular contact with agency partners, faculty, and Service-Learners (at beginning, middle, and end of semester). Email upcoming opportunities and information
  o Seek and respond to feedback from agency partners, Service-Learners, and faculty

❖ Faculty Partner will:
  o Set learning objectives for the service experience that relate to course objectives
  o Identify community issues or service that relates to the class
  o Contact screened agencies to clarify course goals and service expectations
  o Adapt syllabus, class assignments, lecture examples, and class discussion to include links between course theory and service experience. Structure and schedule reflection assignments or activities
  o Discuss the Service-Learning expectations and requirements, agency orientation dates, deadlines for starting service, and evaluation guidelines with Service-Learners.
  o Use written agreements, time logs, evaluation instruments (recommended by the BSU-SLP)
  o Maintain regular contact with agency partners (recommended: beginning, middle, and end of semester)
  o Evaluate student Service-Learners’ experience (SL staff can assist)

❖ Student/Service-Learners will:
  o Maintain personal health insurance or BSU student health insurance, along with liability insurance if a personal vehicle is used
  o Attend agency orientation at scheduled time
  o Sign agreement with agency partner
  o Start service by the fifth week of the semester, or as specified in the course syllabus
  o Track hours using hour log sheet, or another method specified in the course syllabus
  o Maintain regular communication with agency partner regarding service hours and activities (recommended beginning, middle and end of semester AT THE MINIMUM).
  o Respect rules, regulations, and confidentiality standards of agency
  o Participate in reflection activities and assignments
  o Complete required amount of service hours and/or service project
  o Evaluate SL experience and the agency partner
PARTNERSHIP OVERVIEW
Service-Learning Timeline

WEEK 1-2
No Action Needed by Community Partner: Just Check Roster Periodically
Students are in the Process of Registering for Projects

WEEK 3-5
Community Partners conduct orientations on-site

WEEK 6-15
Students are Serving at their chosen Community Partner

WEEK 16
Time to Complete Evaluations
Celebrate Success Stories!

Adapted from CMS agency handbook
PARTNERSHIP OVERVIEW

Checklist to a Meaningful Service-Learning Experience

Action

- Review and sign Service-Learning Agreement with student (student will bring it to the orientation).
- Orient the students to the agency, the clients, the community need, the service work, the staff, and the connection with their class.
- Help students understand the community issue your organization addresses. Provide background information (fact sheet, article, etc.).
- Assist service-learners to begin service by setting a start date. Help the student feel comfortable in your agency and prepared to learn and work.
- Sign student service log sheet regularly. Students will bring it; it can also be downloaded from the SL website under “Forms”.

Reflection

- Check-in with students to help them process their experiences at your agency. You might find their responses very interesting. Reflection can help your agency to retain volunteers by:
  - Helping volunteers to personally connect their understanding to their service. These connections don’t always happen naturally, and reflection helps students dig deeper.
  - Engendering deeper connections between students, agency staff, and fellow volunteers
  - Providing an avenue for assessment for your agency

Reflection Question Examples:

- “Do you feel like you are making a difference? How?”
- “Has this experienced changed the way you view [veterans, homeless issues, etc.]?”
- “How does this relate to your coursework?”
- “How is this experience affecting you?”

Evaluation

- Evaluate the student online (Log-in, click “Roster/Evaluation”).
- Solicit feedback from service-learners and agency staff.
- Critically evaluate the endeavor. Did the service meet a critical need? Did participants learn from the experience/value it? Did your organization benefit?
- Consider what you might do differently next time. Contact the SL staff to suggest how they can be more helpful to you and your agency.

Celebration

- Recognize the service-learners’ efforts, as well the efforts of those at your agency who helped the students learn. This is also a wonderful opportunity to invite students to continue working with your agency.
**Partnership Overview**

Service-Learning Student Frequently Asked Questions

**Orientation Questions**

Q: Can the student count their orientation hours?
   A: The faculty member decides if orientation hours count towards the students' total required hours. Typically, orientation does count. However, for clarification, please ask the faculty member.

Q: A student can't attend the orientation but really wants to work with you. What should you do?
   A: It is always up to you if you want to make an exception and allow a student to meet with you at another time for orientation. When students inquire about working with an agency when they can't make the scheduled orientation, we advise them to contact the agency. However, we also tell them that this is a significant request and the agency is not obligated to accommodate them.

**General Questions**

Q: A student is on my roster for two different classes? Will they serve double hours? Where should I evaluate them?
   A: It is up to the specific faculty members if they will allow the student to serve at one agency and thus, reduce his or her total hours. You should be consulted by the student if this is the case. Reduction of hours: The SLP Program recommendation a reduction of 25% of the combined hourly requirement. Evaluations: Since evaluations are only available to the individual faculty member assigned to the class, you will need to complete an evaluation form for the student for each class.

Q: A student started the semester with me, but is no longer coming.
   A: We always recommend that you begin voice a student concern directly with the student either via email or over the phone. Beginning with the student, allows him or her to voice a legitimate reason, if there are any, as to why he or she is not longer coming to the site. However, if an initial attempt is unsuccessful, please send a second email to the student and copy the faculty member. We recommend give the student a deadline to contact you and to let them know if you don’t hear from them by that time, they will be removed from your roster.

Q: I need to have a student removed from my roster?
   A: The only way to have a student removed is to contact the Service-Learning Program. Any of the SLP staff members should be able to help you with this so feel free to use our main line at 426-1004. You can also contact the Coordinator of Community Partnerships at 426-5722.

Q: Can a student continue serving even after my SL requirement is complete?
   A: Absolutely! We encourage all students to continue serving with their agency and tell students that agencies really appreciate your continued participation and you will likely see many benefits for your continued service such as letters of recommendation, job offers, and scholarship opportunities.
**Partnership Overview**

Tips for Success

**Service-Learners are students, not volunteers:**

Supervisors must always keep in mind that Service-Learning students want to help meet important community needs using the experience as the basis for understanding their college course. Students are receiving academic credit for learning through their service efforts. Help students think about what the experience means to them, the organizational context, and overall societal issues and impacts.

**Plan ahead:**

Clear, well thought-out Service-Learning placement descriptions outlining tasks, responsibilities, and required skills must be included on a project proposal and turned in to the Boise State Service-Learning Program office. Often, a fresh needs assessment with key staff will allow you to more effectively and creatively use service-learners within the framework of your agency. Are there tasks that you and your staff are now doing that could be divided up and given to one or several students? Is there a project that you’ve always wanted to do but never had the time to organize? Positions that carry some degree of responsibility and involve client contact are ideal.

**Be aware that some students may not meet your needs. Be selective:**

Although the Service-Learning office will refer student Service-Learning candidates to your agency, the final selection will be made by you. If a student’s qualifications and/or motivations are not in harmony with your needs, it is your right and obligation to request a different student.

**Orient. Orient. Orient...Train. Train. Train...Supervise. Supervise. Supervise:**

Students require carefully structured orientation to your agency, staff, and clients. The orientation should answer such questions as "Where do I fit in? How do I get things done? What do I need to be aware of? What is expected of me? How do I get information/support if my supervisor is not available? What do I have to learn?" Introduce them to other staff, give them a tour of the facility, and make sure they feel comfortable and welcome. Students should also be familiarized with your mission and key community and societal issues facing your agency (i.e., "the bigger picture" -- why you do what you do, and how the student can contribute to this end). Be realistic and flexible about time commitments from students:

*Think semester! Remember that you will have to be aware of the semester schedule and adapt accordingly (offer training sessions during the early part of the semester and expect students for only twelve to fourteen weeks at the most).*

**Be an involved teacher and mentor:**

Throughout the assignment, the supervisor should help the student interpret the experience and the relationship between what he/she is doing and the work of the agency and others. The student-supervisor relationship is one of the most significant parts of the student’s experience and often determines the success of the placement. The supervisor is truly a partner in the student’s education and should view him or herself as an "educator."

**Say thanks:**

Like everyone, students want to be welcomed and appreciated. This may take many forms: from letters of recognition, to a thank you note, to a simple acknowledgment of a job well done. They also need to see how their work is important to your agency’s mission. Ask the students how they’re doing and what can be improved upon.

**Talk to us:**

Keep the Service-Learning Program staff informed of any concerns, problems, successes, or other pertinent issues related to the placement and/or student. We are here to facilitate the entire process and ensure that all parties are satisfied.
**PARTNERSHIP OVERVIEW: PLANNING**

Accessing the Service-Learning Database

**UPDATE YOUR AGENCY INFORMATION:**
- Click on Update Your Agency Profile. From this page you can update contact information, complete missing information, and change your password. Click on “update agency” at bottom of page to save changes.

**ADD/EDIT/ROLLOVER A PROJECT:**
- Click on Manage Your Projects.

**TO ADD A NEW PROJECT:**
- Click on “Add New Project” in upper right of screen
- Enter information on your new project. Be sure to correctly enter which semester the project is for.
- When information is complete push “next” which will take you through the steps until completed.

**ROLLOVER AN EXISTING PROJECT:**
- Select “manage your projects”
- Select the semester which lists your projects
- Select the project to rollover, click the “Option dropdown”, click “Rollover”
- Make any changes you like (Be sure to correctly enter which semester the project is for)

**EDIT AN EXISTING PROJECT**
- Select the project to edit, click the “Option dropdown”, click “Edit”
- Review project information, edit, and click “update.”

**SUBMIT A PROJECT FOR POSTING**
- When you are finished updating/adding a project, Click “Submit project”. SL staff will review it, email you with any questions, then approve your project. Approved project are available for students to view.

**VIEW STUDENT INFORMATION or TO VIEW ORIENTATION SIGN-UP**
- From main menu, click Orientation Roster. You can print this to use as attendance sheet.

**VIEW PROJECT ROSTER, or TO EVALUATE STUDENTS**
- From main menu, click on View Roster/Evaluations
- On the roster’s left column, click the pencil icon then indicate if students completed their hours. You can add comments, too.

While we don't anticipate any issues with our database, if you do experience any issues, please contact Faith Beyer Hansen immediately. Faith can be reached at 426-5722 or via email at faithbeyerhansen@boisestate.edu
**PARTNERSHIP OVERVIEW: RECRUITING**

Recruiting within the Service-Learning Program

When evaluating your service-learning projects it is helpful to consider a few factors: Has service-learning successfully met your particular agency need? Is there another need that service-learners might help your agency address? Below is a list of steps to help you recruit projects within the Service-Learning Program at Boise State University.

### Start Here: Evaluate the Need

Does your current Service-Learning Project:
- Meet a real community need?
- Provide students with a rich experience to reflect and connect to the course learning objectives to their service, but be specific enough to be accomplished within a semester timeframe?
- Occur within the academic calendar. (Many events and one-time projects take place outside of the semester schedule and do not fit within the service-learning model).

#### If you answered “Yes” to any of the above questions...

Here are the steps to explore a new partnership:

**Step 1:** Explore the Service-Learning class list at [http://servicelearning.boisestate.edu/slcourses.asp](http://servicelearning.boisestate.edu/slcourses.asp) to see if there is an apparent class match

**Step 2:** If there appears to be a class match, post the project on the database and contact the Service-Learning Coordinator of Community Partnership (CCP) about your match preferences or

If you are not certain if there is a class match, contact the CCP prior to posting to discuss potential matches

**Step 3:** The CCP sends out the posted project to potential faculty to look for a match OR when the CP is comfortable, you can take this step

**Step 4:** The partnership is officially recorded on our matchmaking grid and the match continues every time this class is taught or until one of the parties decides this match is no longer a good fit.

#### If you answered “No” to any of the above questions...

**It is a one-time project?**

Try the BSU Volunteer Services Board and their Service Saturday Projects at [http://vsb.boisestate.edu/](http://vsb.boisestate.edu/)

**It is too complex for a semester project?**

Try posting it as an Internship [http://career.boisestate.edu/employersinternship/](http://career.boisestate.edu/employersinternship/)

**Is it transaction and doesn't easily lend itself to connecting to course content?**

Try posting it to volunteer recruitment sites such as [http://www.volunteermatch.org/](http://www.volunteermatch.org/) [http://unitedwaytv.org/](http://unitedwaytv.org/)
Partnership Overview: Orienting

Agency Student Orientation Checklist for Boise State University Service-Learners

Once the agency and service-learner have agreed upon a placement and a specific assignment, the service-learner needs an orientation including:

- An introduction to the agency, its Mission Statement as well as a historical background.
- A tour of the agency (ie. the physical layout)
- An explanation of the program (goals and objectives).
- A description of the client base, including numbers of clients served, socio-economic and other demographic data, and political subdivisions served.
- Community issues the program addresses and why there is a need for the service.
- A discussion of the service-learner’s role, including specific tasks and specific benefits to the agency, specific importance to the population serviced, and to the community in general.
- Discuss specific policies and procedures related to the service placement.
- Will a background check be needed and how is this completed?
- An introduction to the staff. Although persons who will be supervising the volunteer should attend, it is important the volunteer be introduced to all agency personnel with whom contact will be made.
- Exchange contact information and discuss the best way to communicate with the agency and project supervisor.
- Discuss the amount of supervision the students should expect. Will they see the supervisor daily? Will they be expected to do an amount of work on their own?
- A handbook or other written materials should be distributed to the service-learner during the orientation.
- Review confidentiality policies. Are pictures or video allowed?
- Establishment of a start date for students to begin their service hours. (Keep in mind students need to begin service by the fifth week of class.)
PARTNERSHIP OVERVIEW: ORIENTING

Agency Student Orientation Checklist for Boise State University Service-Learners
Continued…

- Where do students check-in at the site for their first day of service? Is there a log book they will need to sign?

- How are students’ hours recorded? Are timesheets kept at the agency or will students need to bring them each time they complete service hours?

- Where do students park when at the agency? Is there a cost associated with parking? Emphasize the student’s responsibility in getting to and from the service site (considering including relevant bus routes or allow time for them to work out carpools during orientation)

- Discuss risk and safety guidelines. Training students in safety procedures, potential dangers, and the risk management policies of your organization. If students have to drive (not recommended), the agency must get a copy of their drivers license and proof of insurance before students drive. In addition to proper education, waivers and informed consent forms can help document how organizations communicated potential risks and that participants understood those risks.

- Explain what students should do if harassment occurs. Whom do they contact?

- Review accident procedures at site and what to do if a student or client is hurt.

- If appropriate tell the students about yourself and how/why you work with the agency. Share some of your positive experiences to engage the students and make a personal connection with each of them.
PARTNERSHIP OVERVIEW: ORIENTING

Sample of Scheduling System
Friends of Children and Families – HEAD START/EARLY HEAD START
Volunteer Application for Service Learning Students

Name: __________________________ Daytime Phone: __________ Date: ______

Address: __________________________________________
Street City State Zip

Email: __________________________________________

In Case of Emergency Contact: __________________________
Name __________________________ Phone __________________________

Areas of Interest: ___ Classroom Aide ___ Art Projects ___ Clerical
___ Bus Monitor ___ Child Care ___ Gardening
___ Reading to Children ___ Maintenance

Date you are available to start: ______
Number of Hours required for Service Learning: ______

Check which days you are available:

<table>
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<tr>
<th>Tuesday</th>
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Which Head Start Location would you prefer? First Choice __________________________
Second Choice __________________________

How many hours do you want to work at a time? 1 hour: _____ 2 hours: _____ 3 hours: _____

Do you have experience working with children? Yes ______ No ______

If yes, please explain: __________________________________________

What are your volunteer goals? What would you like to gain from this experience?
________________________________________

Purpose of form: The Volunteer Application will provide the classroom teacher (or other volunteer supervisor) with some basic information regarding the volunteer. In addition, it will provide information regarding the goals of the volunteer and what the volunteer would like to gain through the volunteer experience.

Process: The Volunteer Application should be completed during the orientation process. Once the volunteer has been assigned to work with a particular teacher (or other volunteer supervisor), a copy of the Volunteer Application should be forwarded to that teacher (or other volunteer supervisor) so that goals can be incorporated into the volunteer service plan.
PARTNERSHIP OVERVIEW: ORIENTING

SAMPLE VOLUNTEER AGREEMENT/WAIVER

General Provisions

I understand and agree that I am not an employee of the agency; and as a volunteer providing services without compensation, I will not be entitled to any benefits afforded employees of the agency or bound by any obligations of employees of the agency.

I understand and agree that, in accepting a volunteer position, I will comply with all established rules, regulations, guidelines and policies. I will read the material provided by my volunteer program, so I may follow the policies, regulations and program procedures for a safe volunteer experience.

I agree to operate within the scope of the duties associated with my volunteer position, whether performing those duties on or (as in the case of special events) off agency property.

I give permission for my photo to be used in marketing materials.

I understand that I am a representative of the agency and must do my best to present a positive image, which includes being courteous and helpful and professional in my dress and conduct.

Confidentiality

I understand that I must maintain the privacy and confidentiality of any and all participant information. I recognize the value and sensitivity of confidential information and understand that it is protected by law (Health Insurance Portability & Accountability Act). In general, the same policies apply to volunteers as paid staff and following guidelines apply:

1. There may be times, that a child, individual or family may share information with me that is personal and confidential. My relationship with the child, individual or family, their situation, and their personal affairs is privileged and confidential information.

2. I will only talk in generalities about the child, individual or family, and will never talk about their personal lives, names, where they live, etc.

3. As volunteers, I am encouraged to talk about the program, benefits, your pride in my service, but not to talk about specific persons, their homes, their problems, etc.

4. I understand that it is a breach in confidentiality to post sensitive and/or confidential information on social media sites, even when those sites are private. (including videos and photographs)

Risk

(Specific guidelines regarding assumption of risk should be included in any volunteer agreement. However, the specific language should based on your agency’s risk policy and procedure)

I understand that any violation of the above agreement, or misrepresentation of information, on my part, could lead to my immediate dismissal from this volunteer service.

VOLUNTEER SIGNATURE________________________ print name________________________ date:_________
Reflection is another key difference between service-learning, internships and volunteerism. In Service-Learning, students reflect on relationships between the service, community issues, and the class. Both faculty and community partners are encouraged to engage students in reflective discussions.

You may choose to focus your reflection activities on the issue area that your project addresses. Here are some ideas for questions related to some of today’s biggest issues:

**HIV/AIDS**
- How can we as individuals, as well as our community, state and country, be more effective in addressing the needs of people living with HIV and AIDS?
- What is the one thing that you would want to know about HIV and AIDS from people who are living with the virus? How would you use that information?

**Animals**
- Had you ever considered homeless animals before your service today?

**Children & Teens**
- Many students read under grade level. Why is this an important indicator for our community’s future?
- What is your perception of how childhood changed since you were a child? Is it better or worse?

**Conservation**
- Has your service informed your actions and interactions with the world around you?

**Disability Services**
- What have you learned from your service about the everyday obstacles that face people with disabilities? What can you do to help alleviate those obstacles?
Family & Women’s Services

◊ Every nine seconds a woman is battered in the United States; Domestic violence is the leading cause of injury to women between the ages of 15-44, each year an estimated 3.3 million children witness their mothers or female caretakers being abused every year. How did your work today help address some of these issues?

Homelessness & Meal Service

◊ If you could ask one question of a homeless/hungry person, what would you ask? How would you use that information to contribute to the solution?

Housing Revitalization

◊ Drawing from your service, what are the possible solutions for those who cannot afford safe quality housing?

Literacy/Refugees & Immigrants

◊ When you think of “literacy” what is your immediate opinion? Has this service had an impression on your opinion? If so, how?

Senior Care

◊ Ask a few volunteers to offer a personal story about an elder who has had a significant impact on their life. This could be someone they once met who shared a bit of wisdom, a close friend, a relative or a role model. Has your service had a significant impact in your life?
**PARTNERSHIP OVERVIEW: EVALUATION**

**Service-Learning Program**

Please send the completed evaluation to the Service-Learning Program: by mail at 1910 University Drive, Boise, ID 83725-1006 OR Fax to 426-5726 OR email servicelearning@boisestate.edu. Call 426-1004 for assistance.

---

Service-Learning Student: _____________________________ Date: _______________________

Agency: __________________________________________ Class (if known): _____________

Supervisor Name and Title: __________________________________________________________________________

Number of hours required for service: _____ Did the student complete the required hours? (circle one) YES  NO  Don't Know

If NO, please explain if possible: ________________________________________________________________

******* QUESTIONS BELOW ARE OPTIONAL ****************************

Please identify the most important tasks for which the service-learning student was responsible below (please refer to your written Student/Agency Agreement document). Assess the student’s performance on those tasks on the scale at the right. The description of these letter grades used in BSU’S grading policy is:

- **A** = Distinguished Work (greatly exceeded expectations)
- **B** = Superior Work (exceeded expectations)
- **C** = Average Work (met expectations)
- **D** = Unsatisfactory but Passing Work (adequate work, but below expectations)
- **F** = Failure (failed to meet expectations)

<table>
<thead>
<tr>
<th>Activity/Task/Responsibility (from student/agency partnership contract)</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td></td>
<td>A B C D F</td>
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<tr>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td></td>
<td>A B C D F</td>
</tr>
</tbody>
</table>
**PARTNERSHIP OVERVIEW: EVALUATION**

Supervisor Evaluation of Student

Please assess the service-learning student's performance on the following items dealing with professionalism:

<table>
<thead>
<tr>
<th>Item</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>A B C D F</td>
</tr>
<tr>
<td>Initiative</td>
<td>A B C D F</td>
</tr>
<tr>
<td>Cooperation</td>
<td>A B C D F</td>
</tr>
<tr>
<td>Professional Attitude/Behavior</td>
<td>A B C D F</td>
</tr>
</tbody>
</table>

Was the student adequately prepared for the service-learning experience? If not, what suggestions for improvement would you make?

Other comments or suggestions:

Overall grade for service-learning student: (circle one) A B C D F

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Boise State University  
Service-Learning Program  
(208) 426-1004  
servicelearning@boisestate.edu  
http://servicelearning.boisestate.edu/  
Simplot Micron Building 201

Faith Beyer Hansen  
Coordinator for Community Partnerships  
(208) 426- 5722  
FaithBeyerHansen@boisestate.edu  
Simplot Micron Building 201

For more information on BSU Internships:  
Boise State University  
Career Center  
(208) 426-1747  
career@boisestate.edu  
http://career.boisestate.edu  
Academic & Career Services Building

To recruit students for Saturday volunteer projects:  
Boise State University  
Student Involvement & Leadership Center  
Volunteer Services Board (VSB)  
(208) 426-4240  
young@boisestate.edu  
http://vsb.boisestate.edu/  
2nd Floor of the Student Union Building