LEARNING AND PROCEDURAL SUGGESTIONS
SELF-ORIENTATION LEARNING ACTIVITIES IN YOUR PLACEMENT

- Observe daily operations.
- Take a tour of facilities.
- Read organization's annual reports, studies, professional literature, and journals.
- Familiarize yourself with the goals and objectives of the organization.
- Observe and discuss with other staff persons, their roles and responsibilities.
- Discuss personal attitudes, values, and services, which are expected at the agency.
- Familiarize yourself with in-house forms, library, and other resource information.
- When appropriate, ask for permission to sit in on sessions where other services are provided for a particular group or client.
- After you have completed your initial assignments, discuss with your supervisor the possibility of adding more or varied responsibilities or projects.
- Ask for feedback, evaluation, or letter of recommendation before you leave.
- When you prepare to leave, notify your supervisor several days in advance of your last day. You may want to formally thank the staff for the learning opportunity.

SAFETY AND SERVICE SUGGESTION FOR VOLUNTEERS

Service to the community may take you to places that seem different from your own neighborhood. Some people welcome the chance to learn about new areas, but others wonder if they are safe. The following simple precautions make good sense at a service site as well as in your hometown, your favorite weekend spot or on the UC campus.

1. Know where you are going. Make sure you have the correct address and a verbal description if possible. Get the telephone number so you can call for instructions if you get lost. Have a map. Check the route before you go.

2. Before you go to the site, make an appointment so that people are expecting you. Do not go where you are not expected. Always let someone know where you are going and when to expect you back.

3. Avoid being a target for trouble by:
   - Being aware of your environment at all times;
   - Not displaying expensive jewelry, large amounts of cash or valuable items such as sports equipment, compact disc players or cellular phones; and
   - Not leaving the same articles visible in your car, whether locked or unlocked.

4. Always lock your car. When returning to a parked car, have the key in your hand as you approach. Before opening the car, visually check around, under and inside.

5. Take action if necessary. It is very unusual to be harassed or threatened while
volunteering in the community or traveling to a site. If you should be harassed or threatened, try to leave the area and avoid the situation. Then, notify appropriate authority (i.e. supervisor, police, etc).

6. Report any incident or accident to your Service Learning professor and to Michael Sharp at 556-1533 or sharpmj@uc.edu

SUGGESTIONS FOR SERVICE LEARNING STUDENTS

Please keep in mind that you will be representing UC while performing service learning at your chosen site. Your dependability, conscientiousness and cooperative attitude can make you a very positive ambassador for promoting good relations between the college and the community. Have fun and get the most out of your experience!

➢ Meet with the person who will serve as your community service site supervisor. Together, complete the "Service Learning Plan and Contract." Return the agreement to your instructor.

➢ Ask your supervisor about any rules or regulations regarding the agency of which you need to be aware.

➢ Make sure you have transportation arranged for the days/times you will be going to the service site.

➢ Think of your service learning assignment as you would a regular job. Arrive on time and be prepared to work (i.e., wear appropriate clothing). If for some reason you are unable to be on time or unable to go at all, notify the site supervisor as much in advance as possible.

➢ When in doubt about what you are to do, ask the site supervisor directly for clarification.

➢ Fill out the "Service Learning Hour Report" at the end of each service day and have your site supervisor initial it.

➢ If any problems or concerns emerge as you perform your service duties, be sure to discuss them with your site supervisor or course instructor.

➢ If you need additional assistance, contact Michael Sharp at 556-1533 or sharpmj@uc.edu and/or speak to your professor.

➢ If you have any concerns during your service, talk to your supervisor openly and honestly to resolve the problem.
RIGHTS AND RESPONSIBILITITES AS A VOLUNTEER

Rights:

- To be treated as a co-worker.
- To be carefully interviewed and carefully assigned.
- To know as much as possible about the community partner.
- To receive orientation, training and ongoing supervision for the job expected.
- To receive sound guidance and direction.
- To have a variety of field experiences.
- To pursue leadership roles.
- To voice opinions and have ideas included in the planning of programs.
- To do meaningful and satisfying work.
- To be evaluated and to receive letters of recommendation based on service completed.

Responsibilities and Commitment:

- Treat your Service Learning assignment like a job:
  - Be prompt for your interview/orientation.
  - Set up a schedule and stick to it.
  - Call your supervisor ahead of time if you can't attend and arrange to make up the missed hours.
  - Do a good job.
- To be open and honest at your site from the beginning.
- To understand commitments of time and tasks and to fulfill them.
- To participate in evaluation when asked to do so.
- To share thoughts and feelings with staff, including making your learning objectives clear to the people with whom you'll be working.
- To respect confidentiality (while at the site, in discussions with friends, etc.)
- To seek honest feedback.
- To serve as ambassadors of goodwill for the project.
- To be effective advocates for change when it is needed.
- To enter into service with enthusiasm and commitment.
- To maintain professionalism (observe dress code, avoid gossip, use appropriate language, etc)
- Waiting to the end of the term and then complaining about your placement is unacceptable!
- When in doubt, seek advice
- If you drop the class or stop doing your service for any reason, please inform the agency.
LEARNING PLAN INFORMATION

A learning plan can be thought of as a “blueprint” that maps out what you hope to learn / accomplish as a result of your service learning experience. It includes specific learning objectives that provide some means of measuring progress toward completion of educational goals. Learning objectives are brief statements that define results expected in a specific period of time. They should:

- Be specific as to exactly what is to be accomplished.
- Be scheduled for accomplishment in a defined period of time.
- State results to be accomplished and state them in measurable terms.
- Be realistic, but challenging.

Discuss this plan with your faculty and site supervisors. You all should have input into this and each of you should sign it and keep a copy. It is your responsibility to ensure that this is done. If you require further assistance, please contact Michael Sharp at 556-1533 or sharpmj@uc.edu.

Learning Objectives

1. Knowledge / Understanding. Gaining Knowledge implies acquisition of information, facts, concepts, theories, or ideas. Gaining understanding implies an ability to apply this information to problem-solving situations; seeing patterns and relationships, using knowledge for reasoning, analyzing, to extend learning beyond information acquisition.

   Example: To gain knowledge about how computers are used in bill collection; To develop an understanding of the psychology used in writing fund-raising letters.

2. Skills. Gaining skills implies becoming able to do so activity; skills improve with use and practice; skills and the result of their use are observable. Skills may be mental or physical and can pertain to activities carried out with people (interviewing, public speaking, counseling), with things (sculpture, photography, computers), or with data (analyzing/preparing reports, gathering research information).

   Example: To develop skill in interviewing clients at the Mental Health Association; To develop skill in categorizing photographs at a historical museum.

3. Attitudes / Values. These objectives usually involve the formulation and/or clarification of personal values or feelings. Think in terms of the personal convictions you think will be affected by this experience. What opinions, attitudes, or feelings do you hope to clarify?

   Example: To clarify my opinion about the use of behavior modification in the treatment of juvenile delinquents; To clarify my feelings about the moral issues surrounding the debate on the safe disposal of toxic waste materials.