SERVICE LEARNING

Prescription for a Healthy Service-Learning Course: A Focus on the Partnership

Ruth E Nemire, Lisa Margulis, and Elizabeth Frenzel-Shepherd

NSU College of Pharmacy
The Cooperative Feeding Program, Fort Lauderdale, Fla

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This manuscript on program design is intended to provide readers with tips and lessons learned during the development of a course that incorporates service learning into a college of pharmacy curriculum. The focus of the article is on the partnership aspects of service learning. A description of the process involved for Nova Southeastern University College of Pharmacy to incorporate the service-learning method of instruction into their pharmacy curriculum is presented. Also, the partnership NSU established with the Cooperative Feeding Program of Fort Lauderdale, Fla, is described. Tips and lessons learned are provided by both an NSU faculty member and a community member/preceptor involved in the program. Appendices with additional resources to use when incorporating service-learning methodology are provided.

Keywords: service learning, community partnerships, preceptor, curriculum

INTRODUCTION

The process of incorporating service learning into a health professions curriculum challenges administration and faculty members. For many healthcare-trained academicians it is difficult to discern the differences between service-learning methodology and clinical training. Service-Learning has many definitions and there are various approaches to implementation of courses. In her book Service-Learning in Higher Education, Jacoby defines service-learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts.” Courses can be developed to include a service component with goals and objectives that match those of the didactic setting. Courses can also be developed to stand alone while incorporating service learning into curriculum goals and the framework of a college. The challenge arises when faculty members are assigned the task of developing service learning, because there are so many different definitions and so many right ways to do it. Healthcare faculty members often find themselves in uncharted territory.

The Nova Southeastern University College of Pharmacy (NSU) curriculum committee incorporated service learning into an overall college curriculum revision in the fall of 1998. The goal of the committee was to meet ACPE guidelines and provide an early experience course for students to develop professional skills and civic responsibility. A new course was created for implementation of the service-learning methodology. This new 2-semester hour course was designed to provide classroom instruction in professionalism and cultural diversity, reflection on course activities, and a laboratory experience in a community setting. Students entering their first year of pharmacy school after having completed 2 years of pre-requisites are required to enroll in course PHA 4580: Service-Learning. As a requirement of the course, students attend a predetermined number of classroom discussions from September to May of the academic year, but they do not attend every week. NSU experiential education faculty members have developed a partnership with ~15 sites within 2 counties to place 180 students. Each student is required to complete ~74 hours of activities (3.5 hours for 1 day each week) at their assigned site from October to April during an academic year.

Preparation for the PHA 4580 course included faculty members developing goals and objectives that included professional, educational, and communication skills required by practicing pharmacists. Telephone calls and visits to sites helped in gaining an understanding of what community partners could do with students to meet the goals and objectives of the course. The length of time from planning to implementation of the
first year of the course was 3 mo for a newly hired faculty member at NSU. The time required to coordinate, train, and develop preceptors and partnerships will vary depending on the university’s level of commitment. The NSU director of experiential education devotes ~20% of her time each week to this course on a regular basis, and more during scheduling time periods and finals week.

The course is a team effort between community partners and the NSU faculty members. In creating this course, the partners have always shared in the decision-making process for the fundamental operation of the course, including the development of goals and objectives, activities, and projects that are a basic requirement at every site; evaluation and assessment tools; and other logistics.

The goal of this paper is to provide faculty members in healthcare institutions with ideas and direction based on lessons learned at NSU for instituting and maintaining community partnerships. In order to provide a complete history of the growth process, ideas and views on implementing service learning in a course are included. The following steps, tips, and lessons learned during the evolution of one course are presented from the viewpoint of both the university faculty member and the community member.

SERVICE LEARNING
Review the Literature and Develop a Network of Support

Researching healthcare literature is a good first step toward discovery and defining service learning for an institution. Choose service-learning literature that will supply the faculty in a college program with basic concepts, theories, and definitions (Appendix 1). Use the knowledge gained from this research toward the growth and development of the course and partnerships.

There are sources available for networking and discovery of service-learning resources. Universities may have an office of service learning or a community outreach program where faculty members can access resources and gather names of interested community partners. Contact faculty members from other universities and members of professional organizations, (Appendix 2), as well as search the internet for information. Organizations such as Community Campus Partnerships for Health (CCPH) and Campus Compact can be most helpful in building a network of support.

Determine Goals and Objectives

Every course needs goals and objectives.2,4,5 In addition to goals and objectives related to learning facts and higher order critical thinking skills, students of medicine, pharmacy, and allied health sciences must develop professional skills and attitudes before starting clinical rotations. There is usually little time to polish these skills during the didactic portion of a curriculum. Integrating service learning early into the curriculum can lead to the accomplishment of these objectives before students start advanced practice courses. For example, in a course about drugs of abuse, students can hone their communication, instructional, and organizational skills, while simultaneously reinforcing course content by preparing educational programs and presenting them in elementary and high schools in your community.

When developing program goals and objectives, consider including professional attitude, communication skills, and time management skills (Appendix 3). CCPH maintains a web page with the syllabi from courses that integrate service-learning in several health profession disciplines, including pharmacy.

IMPORTANT OF PARTNERSHIPS
Choosing Community Partners

Service-learning is not possible without community partners. The faculty member must be involved in selecting and developing sites. Partners should be chosen according to the goals and objectives of the course and the needs of the various community members. Finding sites may be the easiest part of developing the course, while developing partners may prove to be the hardest. To find potential sites, start by calling the community’s crisis information hotline. They should have a listing of the local social service agencies and their telephone numbers. If a crisis hotline is not available, call local health or homeless coalitions to get a listing of agencies. Some counties maintain a database of organizations in need of volunteers; thus, consulting the local phonebook may provide assistance in the search for community sites. Potential partners may include local soup kitchens and pantries, the Red Cross, school districts, assisted living facilities, free clinics, HIV clinics, crisis hotlines, and homeless shelters.

Once a list of potential partners has been established, individual meetings should be planned to discuss the course, service-learning concepts, and logistics with the appropriate individuals. (Appendix 4) At the conclusion of these meetings, it should be possible to determine what sites have the best potential for developing a partnership and who maintains an interest in doing so. The goal should be to find and work with quality sites, instead of choosing a large quantity of sites.

When contacting the community program directors, emphasize that the service-learning program is not merely a source of “free help” or “volunteers,” but also requires an investment of their agency’s time and resources to ensure that pharmacy students are, indeed, meeting the required goals and objectives.
Community Partners Advisory Group

Once a committed group of individuals from community organizations has been recruited, a meeting should take place during which these community partners are officially named adjunct faculty members and advisory board members for the service-learning program. The faculty member role is important for this group of individuals and encourages their active commitment to the course. During this meeting, provide drafts of the course goals and objectives, and assessment tools, and use this opportunity to obtain input from your new community partners about their visions for the course. Encourage partners to view this from the start as a course and not as a volunteer program. Use this time, to establish the vocabulary for the course. For example, the students are not “volunteers” at the sites, they are “pharmacy students” or “NSU students.” Also, provide these new preceptors with an academic calendar and the phone numbers of the experiential education director(s). Along with the previously mentioned materials in their packet, include directions for completing assessment forms (either online or on paper) and the dates by which these forms must be returned if these preceptors are providing evaluation and assessment of students. If the preceptors are not assessing students or providing a grade, it is important to provide them with some opportunity for impacting the student’s final performance evaluation. At this meeting, begin nurturing the partnerships that have been established. The authors believe it is essential to do this before implementing the service-learning course. Let the partners know they will be expected to attend an annual meeting to develop and assess the course. At this meeting, provide the partners with a list of benefits that the school provides to its adjunct faculty members, for example, payment for their services, educational opportunities, access to the college library and databases, etc.

During a partners’ meeting at the beginning of the second year, allow community members a chance to suggest change for the goals, objectives, and assessment tools. This process should be repeated as often as needed during the evolution of the course. Be sure the agenda for these meetings includes time to complete a review of student assessments of the site and improvement opportunities for partners. The partners/preceptors want feedback in order to improve. Community partner participation in the development and improvement of course tools provides the partners with a basic level of comfort while they implement service learning and evaluate the students and the overall program. They are likely to ensure students have a valuable learning experience when they feel they have ownership in the course. Use development programs and informational meetings to improve the partnership and to allow opportunities for networking among the partners. Developing partnerships requires investments from both parties. Consider partners as a whole your “community advisory board.” The partners’ opportunity to network among each other may help strengthen the course and the program. Do not underestimate the importance of development and reflective meetings.

Promote Open Communication Between Site Faculty

An important factor toward maintaining any healthy relationship is to have frequent and open communication. Just as with a clinical program, the relationship between preceptors and faculty should extend beyond telephone conversations or mail correspondence. A partnership is successful when there is healthy communication between the community preceptors and the university faculty members, and when both have an investment in the program outcome. Partnerships generally strengthen when visits to the site and college are scheduled on a regular basis. Though time is often limited, try to visit each preceptor informally once or twice a year and encourage the preceptor to visit the College.

COURSE LOGISTICS
Assign Students to Sites

After the foundation for the program has been prepared, students will need to be assigned to a site. Partners and students in the NSU service-learning course both prefer that the students be provided the opportunity to prioritize their preferences for site placement. One effective way for students to become familiarized with community partners is by inviting partners to give presentations at the college or university. The authors experience is that scheduling 4–5 presentations in a 1-hour session allows adequate time for the partner to describe their agency and answer questions from students. Another way to provide an opportunity for students to learn about sites and meet preceptors is to create a “fair” atmosphere by providing partners with booths or tables, for students to ask questions. In order for students to make the best decision about placement and develop their list of priorities, community partners should provide background information about their agencies, the population being served, and the activities in which the students will participate.

Reflection

In the NSU curriculum, aside from an experiential component, there is a classroom component to the service-learning course. Class topics include professionalism, cultural diversity, the role of the pharmacist in the community, and others. The format of the classroom instruction varies over the course of the year. Small
groups are used in the classroom for reflection, as well as for integrating problem-solving activities. In year one of the program, the only information being shared in the course by students during a group reflection was what was happening at sites. Reflection revolved around students discussing tasks. While faculty members asked questions to promote deeper reflection, a student rarely had the insight to see why they had to go to a soup kitchen or an elementary school. In our program, the first year students felt like they were doing forced volunteerism and they complained. Forced volunteerism, of course, is an oxymoron. Faculty members were striving to create a service-learning environment, not just volunteer hours. In years 2 and 3 of the program, more reflective activities that included problem-solving and critical-thinking skills were added to the didactic component of the course. Theoretically, improving student reflection at the site and in the classroom should improve student learning, and this is supported by published literature.\textsuperscript{1,3} Assessment of the NSU students showed that when the reflection and learning improved in the classroom, the students developed a healthier attitude toward the community and their professional role. The increased efforts at reflection helped incorporate service learning into the fiber of the pharmacy school curriculum.

Students may not know how to reflect when entering a pharmacy school program. Faculty members and preceptors may have to first teach students how to reflect so that they can learn and achieve the goals and objectives of the course.

**DESCRIPTION OF A PARTNERSHIP**

The NSU College of Pharmacy Directors of Experiential Education and The Cooperative Feeding Program (CFP) director believe that after years of trials and errors, our organizations are representative of an effective campus-community partnership.

The first visit in 1998 to CFP opened our eyes as Directors of Experiential Education for we did not really understand what students could do (for example, at a feeding program) that might fit with the course goals and objectives, but we maintained an open mind. It was clear to the administrators at CFP that they could meet the needs of the course, and we could in turn help expand their services through the addition of new resources.

NSU students started going to CFP in the fall of 1998. In the first couple of years of the program, CFP was the site with the worst reputation among students. In 2003, it is one of the most requested sites due to changes in program structure. In the beginning years, students worked in the kitchen serving food and helped clients to complete surveys used to support future fund-
hood of meeting the required goals and objectives of a service-learning course. The students are given training regarding available community resources and are taught how to do basic case management. Students are currently engaged in helping clients find employment and housing, write resumes, and apply for food stamps.

Students’ behaviors and attitudes toward CFP changed after the second year when we decided to increase our investment in the program. We revamped everything, starting with formalizing the orientation process (prior to that time there was no formal orientation). There was a substantial difference after we incorporated an intensive and comprehensive 3-hour orientation. The students became more motivated and focused on learning. Our orientation now begins with a background of our agency’s mission and history, and the services we provide. We educate the students about the target population and the needs and strengths of our community. We then allow students to ask questions, share fears, and formulate expectations for themselves and for us. The students are then given a course timeline with dates for the midterm evaluation, final evaluation, and the due date for final project. Although the orientation offers an ideal opportunity to meet the students, there are still certain things that cannot be accomplished in that short time period. We make an appointment with the student for a second individualized meeting to learn more about them, and their background, goals, skills, and style of learning. In this way, we glean information that will be helpful to the agency while learning how to meet individual student needs. It is also a good opportunity for students to formulate their own thoughts. This time investment in a thorough orientation has improved the outcome of the course for the students and our agency. Providing agencies with an asset assessment profile (Appendix 6) for use as a tool to familiarize themselves with students may be of benefit to both the agency and the student. The tool should be distributed by the preceptor immediately following an orientation with students and then discussed on an individual basis.

Scheduling conflicts are a challenge for community partners when working with university students. Although scheduling is coordinated with the school before the course starts, students often ask to alter their schedule. These conflicts need to be worked out in advance so that students can meet their responsibilities to both the university and the agency. It is best to provide students with a schedule during orientation and not to waiver from that schedule except in the case of an emergency. School vacations seem to coincide with our busiest seasons and that created a hardship for us in the beginning years of the program. The vacation and break week problems have now been confronted by CFP through better planning and by involving other university programs at our site.

In the beginning of our partnership with NSU, it was challenging to meet the learning aspect of this responsibility because we had a tendency to view the students as volunteers rather than future pharmacists. It was difficult to always keep in mind the goals and objectives of the program and our agreement with the University. As we have gained experience, we have developed an understanding that the line between volunteering and service-learning is more easily distinguished when there is shared, frequent, and open communication about the day’s learning experiences with the students. Although the time commitment is not always easy, it is a very important investment in the student’s future. The power of reflection in helping students understand their roles and their learning objectives is an important aspect of the course. The opportunity to organize and interpret ambiguous thoughts helps students to fully appreciate their experiences. It also helps to clarify any inconsistencies between their knowledge and newly acquired skills.

Finally, student evaluations of the site and preceptors are pivotal to the success of any service-learning course. It presents an opportunity for agencies to pinpoint where they excel and where they need to invest more effort. Although our evaluations have improved based on the changes we have made in the service-learning course, we understand the importance of continuing to strive for excellence so that all parties can reach their potential.

Benefits of Partnership to the Community
The addition of new services for our agency and our clients has been invaluable. Community partners benefit from partnerships in many ways. The most obvious is that agencies can provide more services (or more effective services) because they have additional help. Another benefit is that agencies serving special needs populations can teach future pharmacists how to effectively communicate with that population. Still another benefit of the partnership is that building a relationship with a university can lead to further collaboration and growth potential for the agency. Lastly, community-campus partnerships provide an opportunity for an agency to enhance its image. An agency linked with a university illustrates a certain amount of credibility simply by association.

Faculty Perspective
When reflecting back on the first year of the service-learning course, despite best efforts by faculty members and community members, the reality is that students were probably treated as volunteers at every placement site. The students may have been learning
something, but were not necessarily attaining the goals and objectives for the course. In retrospect, the NSU partners and faculty members believe that service-learning begins as volunteering and moves along a continuum to an end point where students and community partners are equal beneficiaries. The hardest part in developing the course is moving students and preceptors from point A (students volunteering) to point B (service-learning). Three years elapsed before we felt that we had integrated service-learning as a method of learning into the PHA 4580 course. At the beginning of this article we discuss steps for setting up a course that incorporates service learning and how to find partnerships. From this point on, we largely focus on the NSU faculty member efforts and their responsibility in building and maintaining partnerships; or investing in movement from point A to point B.

Once a course has been established, at the end of each school year there should be an opportunity for reflection by faculty members and community members before planning for the next. At NSU a workshop is convened each fall and the community advisory group, our service-learning preceptors, are invited to meet and discuss the previous year. Logistically this meeting is a time for making decisions about improvements to the course syllabus and the evaluation and assessment tools. During this time, the partners discuss what they have accomplished over the year as a community program or school, and then they add what they have accomplished with the NSU students. This includes what activities they may have added or deleted and how the NSU students came to be viewed by the faculty members, staff members, students, or clients at a particular site. This discussion provides seeds for other sites that may be new or struggling with moving along the continuum toward service learning. The NSU faculty members share reflection pieces and student comments about the sites with the community member preceptors. This time of reflection with partners, and enforcing service-learning concepts seems to help strengthen the partnership with the University and has helped improve the outcome of student learning.

At the close of each school year, faculty members should contemplate both the quality and the quantity of the community sites and partners. New partners can be added and ineffective sites removed; the course can be revised to meet the changing times and to meet the needs of both the college and the community partner. It would be easy to fall into a routine and assume that the community partners have a history of working with students and so all will be well at the beginning of each school year. Nourish and improve partnerships with preceptors who will move the program forward and get students to the service-learning end of the continuum. Make the effort to build trust and communication with these instructors. Do not be afraid to ask partners to withdraw if they are not providing a quality learning experience for students. Word about a well-managed course that provides a valuable service to the community will spread quickly and new agencies will ask to be involved.

Offer additional benefits (beyond that of having students) to the community partner faculty member whenever possible. At NSU, partners are considered clinical affiliate assistant professors if they have a BS degree or higher. Partners are provided access to the NSU online library databases. In the second year of the program the college provided each site with a copy of Service-Learning in Higher Education and Where’s the Learning in Service-Learning. Each year students select a “Student Choice” preceptor of the year from among the service-learning community partners and the award is presented at an annual dinner event. Community preceptors are invited to attend continuing education programs that involve both teaching instruction and therapeutics lectures. The CFP preceptor has been involved in providing workshops at the National AACP and CCPH level. Provide membership to CCPH if possible for each site if the preceptors there are interested. NSU has provided travel opportunities for a partner to attend a National meeting.

Faculty member responsibility in nourishing a partnership should include, at a minimum, training and providing benefits for community partners, reflection with students, and providing a support basis for students and partners so that all problems are really only opportunities in the making. Communicating with the preceptors on a regular basis and coordinating the course in an efficient manner provides assurance to the partners that they are involved in a health program. It is essential for the faculty member to be assiduous in working with community partners. Initiating movement along the continuum to service-learning sounds easier than it is. Assisting the community partners should be a priority if a service-learning teaching method is to improve and thrive. Do not be afraid to experiment. The program should be under constant assessment by the faculty member.

There may be faculty and administration at the university who do not believe in the effectiveness of service learning for health care professionals. As a faculty member coordinating a service-learning course, it may seem that administration or other faculty members are always questioning the validity of the course. Developing faculty workshops, including faculty members in reflection, and inviting the faculty members and administration to participate in activities at the site are ways to improve institutional support and educate oth-
Dissemination of information to colleagues can be just as challenging, because it is not always data that need to be presented, but rather a story. Good assessment of service-learning outcomes is necessary, and commitment to qualitative research and publication of findings is needed. Faculty members must take the initiative, but with good partners, there will be someone to share the workload.

CONCLUSIONS

Service learning is a methodology that may provide an opportunity for healthcare students to develop professional skills and knowledge that cannot be learned in the classroom. Community partnerships are key to a successful course. Time is needed to develop trust and an open line of communication with your partners. We have learned that healthy, frequent communication with each other is essential to the implementation of a successful service-learning course and for getting from point A to point B. Take the time to pursue true partnerships and to engage in service-learning for the sake of the students and community. Improving a partnership requires having respect for the individuals and a commitment to each other's organizations as well as to the student program. To maintain a partnership takes the same amount of energy and ongoing commitment.

REFERENCES
Appendix 1. Resources for developing concepts, theories, and definitions for a service-learning course.

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Appendix 2: Resources for developing programs, networking, and grants for a service-learning course.

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<th>NAME</th>
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| Community Campus Partnerships for Health (CCPH) | WEB: futurehealth.ucsf.edu/ccph.html  
MAIL: University of California  
3333 California Street, Suite 410,  
San Francisco, California 94118 | (415) 476–7081  
ccph@itsa.ucsf.edu |
| Campus Compact* | WEB: www.compact.org  
MAIL: Campus Compact  
Box 1975  
Brown University  
Providence, RI 02912–1975 | (401) 867–3950  
campus@compact.org |
| Corporation For National Service (CNS) | WEB: www.nationalservice.org/  
MAIL: 1201 New York Avenue, NW  
webmaster@cns.gov |

* Many States have their own Campus Compact Organization and those addresses are available from the National Organization.

Appendix 3. Goals and objectives from a college of pharmacy service-learning course.

The goal of Service Learning is to develop a standard of conduct becoming to a pharmacist and to help students appreciate why community service should be a significant and ongoing part of life. This course enhances the student’s awareness of the need for and role of volunteers in the community. The student will attend to needs of the community that are not being met; see aspects of illness or dying that cannot be learned through didactic study; and learn the importance of developing and nurturing a moral and ethical conduct individually and among peers. Classroom work combines didactic lectures and lessons learned at the service sites.

OBJECTIVES:

Upon completion of this rotation the student will be able to:
1. Display attitudes, habits and values becoming to a pharmacist.
2. Promote awareness of health and prevention of disease independently.
3. Articulate their personal values and ethical principles.
4. Furnish examples of unmet community needs and explain how social attitudes cause or cure these situations. Displays an understanding of, and discusses issues of diversity.
5. Choose the level of communication that is appropriate.
6. Adapt and work to solve or correct any given challenge.
7. Completes projects in a timely manner, develops and follows through on details as necessary.

In addition to the specific goals and objectives of the course the student should endeavor to attain these outcomes in part or in whole as a result of participation in the Service-Learning rotation.

EDUCATIONAL OUTCOMES:

1. Display habits, attitudes, and values associated with mature critical thinking.
2. Dress and speak in ways that convey a professional image.
3. Communicate clearly, accurately, and effectively with the general public, patients, peers, and health care professionals using information technology and a variety of innovative methods and media.
4. Read and listen effectively.
5. Speak and write clearly.
6. Adapt topics, content, style, tone and arguments to a specific audience.
7. Recognize the influence of personal values in professional settings.
8. Respect the values of others within decision-making.
9. Integrate personal and professional values into decision-making.
10. Participate in volunteer activities in the community.
11. Use appropriate interpersonal and inter-group behavior during professional interactions.

Appendix 4. Assessing the assets of a potential service-learning site.

PREVIEW QUESTIONS TO ASK WHEN CALLING A SITE:
1. Do they know what service learning is about?
2. Have they had any previous experience working with a program?
3. What kind of programs, activities do they provide for the community?
4. Do they require a training period for their volunteers? How many hours?
5. If you have a schedule of time for students, would that fit with their goals?
6. Are they interested in pursuing a partnership?

SITE VISITS: QUESTIONS AND TOPICS:
1. What do they know about pharmacy and pharmacists?
2. Discuss Service-Learning theory, and consider whether there is philosophical agreement. If not, then you can be polite, finish up, and go home early. (This may also be discovered in phone call above, but sometimes it's hard to tell.)
3. Ask how they think that the students can benefit the organization meeting the goals and objectives that you have established for the students.
4. Go over goals, objectives and the syllabus thoroughly. Offer to come back to work with other individuals if necessary.
5. What kind of activities will the students be involved in doing? Do they meet #4?
6. Do they have the manpower and the time to invest in the students?
7. Will the person you are meeting with be taking the students or will other people supervise them? Who are the other people?
8. Are they willing to provide assessment for the students (grading!)?
9. What are the training requirements going to be for students?
10. What kinds of orientation do they as an organization provide, and how will they modify it for your students?
11. Will they be willing to meet as a Community Counsel member at least yearly to discuss the goals/objectives, assessment and improvements needed to attain service-learning?
12. What do they want to do about an affiliation agreement?
13. When will they be prepared to start?
14. How many students do they want to take at a time?
15. Discuss the academic calendar.
16. Obtain contact information from the site, and provide your own contact information.
Appendix 5: Roles and responsibilities of a community partner.

1. Orient student to the agency’s history, background, and organizational structure.
2. Discuss targeted population’s needs and strengths.
3. Set up written rules, consequences, and timelines so students know what is expected from them.
4. Review evaluation tools with student before rotation begins.
5. Have periodic meetings to gage the student’s progress and to determine if needs are being met.
6. Take evaluations seriously using them to improve your teaching strategies.
7. Help student develop a deeper understanding of his/her community’s needs and strengths.
8. Assist student in improving communication and problem-solving skills.
9. Designate time to sit and process with the student about his/her experiences.
10. Maintain frequent and open communication with academic institution.
11. Recognize the potential for improvement. Initiate change.

Appendix 6. Student asset assessment

RELEASING YOUR POTENTIAL
FOR SERVICE-LEARNING

1. When you think about your skills, which 3 things do you do best?
2. What skills would you like to improve upon?
3. What are your personal goals for this rotation?
4. What are your educational goals for this rotation?
5. What are your fears about this rotation?
6. How do you plan to overcome them?
7. Would you describe yourself as a “self starter” or one who “needs direction”?
8. Which learning style do you do best? (Auditory, Visual, or Experiential?)
9. What clubs/organizations have you participated