

The Athlete in Society

Fall 2012

COUN 2970-SOC

College of Education

Erin M. English, MPH
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Office Hours:
By appointment



COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent
equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed
dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective
devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer

COUN 2970-SOC

Special Topics in College Student Development

The Athlete in Society

Fall 2012
3.0 credit hours
Student Athlete Development Center
Room 319
Mondays and Wednesdays 9:00-9:50AM

Instructor: Erin English, MPH
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Office hours: By appointment

Course Description & Objectives

The overarching goals of this course are (1) to introduce the concept of service learning and (2) to enhance the relationship between student-athletes at Auburn University and the surrounding community. Through service learning experiences, students are encouraged to contribute to and benefit from a diverse and connected world. Service learning supports students' academic pursuits and facilitates the development of the skills, citizenship, and values of a diverse society. In addition, this course serves to address the community service component of the CHAMPS/Life Skills program proposed by the NCAA, in order to maximize the educational success of student-athletes in college and in life. By the end of the semester, student-athletes should be able to:

- ❖ Describe how service learning functions as an integration of community service and course work to facilitate academic endeavors and help develop a wide range of skills that are beneficial for those who hope to be effective workers and citizens.
- ❖ Gain an appreciation for diversity and intercultural communication.
- ❖ Appreciate the value of both civic and professional ethics.
- ❖ Develop the skills necessary to become more effective leaders in the community and other arenas.
- ❖ Increase their awareness of current and important social issues.
- ❖ Make informed and educated decisions concerning a college major, as well as career opportunities and professional development through service.

Assigned Text

Primary Text: Doris M. Hamner (2002). *Building Bridges: The Allyn & Bacon Student Guide to Service-Learning*. Boston: Allyn and Bacon.

Supplementary Text: Larry Little (2012). *Make A Difference: The Challenge of Excellence*.
Bloomington: Eagle Consulting, LLC.

Textbooks will be handed out by the instructor on the first day of class. Books must be returned to the instructor on the last day of class, or students will receive an INCOMPLETE as their FINAL GRADE.

Assigned Readings

There is a course packet of assigned readings pertinent to the topics that we will be focusing on this semester; this packet is attached to the syllabus. Students will also be required to read any material related to the agency where they will conduct their service work.

Assignments

1. Journal

Students are required to maintain a journal throughout the semester in which they reflect on their weekly service activities. Topics for the journals are listed in the syllabus, and students may be reminded by the instructor. **Ten journals are required. Journals must be one full page typed, double spaced, with 12 point font and 1 inch margins, and turned in to the instructor via Blackboard, or via e-mail if Blackboard is not functioning properly. Journals are due by the beginning of class on the assigned date (i.e., no later than 9AM). They will be compiled for inclusion in the portfolio at the end of the semester. NO LATE JOURNALS WILL BE ACCEPTED, period.**

2. Reflection Papers

Over the course of the semester, students will submit four brief reflection papers. These papers should involve personal **reactions** to the service experience and should **not** include detailed descriptions of the duties and actions completed at the site. Students should be sure to fully address the assigned topics and specifically answer the questions presented. Each reflection paper should be between **2-3 pages in length** (double spaced) and should focus on these specific topics:

- ❖ **Paper #1:** What leadership roles have you had? How will this experience be enhanced by your past experiences? How will this experience contribute to the strengthening of your leadership skills? How does your role as a student-athlete relate to the role of a leader and influence your current service work? (Leadership)
- ❖ **Paper #2:** In your opinion, what are the causes of the societal problem that your site serves to address? Based on your experience, what would you suggest as reasonable solutions to the problem? (Understanding Social Issues)
- ❖ **Paper #3:** Discuss your experiences with multicultural issues and diverse populations. How has this experience enhanced your knowledge of diversity up to this point? What do you personally still hope to change, learn, or pass on in terms of multicultural knowledge? (Diversity Awareness)

- ❖ **Paper #4:** How did this experience affect you emotionally and/or intellectually? What benefits did you gain from your service work? How has this experience changed you? (Personal and Professional Development Through Service)

The instructor will grade these papers based on the following criteria:

- ❖ Discussion of service learning experiences at your site
- ❖ Integration of the experiences with course material
- ❖ Correct grammar, spelling, and syntax
- ❖ Appropriate format and structure
- ❖ **For specific Reflection Paper guidelines see page 13**

3. Midterm Presentation

All students will be required to prepare a **10-minute** presentation to be given to the class at mid-semester. This presentation should involve a thorough description of your service site, including:

- ❖ Summary of the site: history of the site, programs and services offered, population served, your duties as a volunteer, problems and dilemmas the agency faces, etc.
- ❖ Your personal reaction to the service experience
- ❖ What you have learned about civic ethics, professional ethics, and diversity awareness
 - **The incorporation of audio and visual materials is required**, and students should notify the instructor of any necessary A/V equipment needed for their presentation prior to the date of the assignment.
 - Students will also need to incorporate into their presentation a summary of their proposed portfolio project and discuss the progress that has been made through mid-semester.
- ❖ Presentation grades will be based on:
 - content
 - materials used
 - creativity
 - professionalism
 - length

4. Final Paper & Presentation

This project has been assigned to encourage you to reflect, integrate and synthesize your readings, class discussions, and service learning experiences. You must represent your service learning experience through a 5-6 page, double spaced final paper detailing your site and your experiences there. Please note that the paper and presentation should meet instructor expectations and should reflect the work and insight of a student in an upper level college course. Students are strongly encouraged to begin thinking about and developing the structure and content of the paper well in advance of the due date.

- ❖ See page 8 for specific final paper and presentation requirements.

Late Assignments

Assignments are due on the date shown on the syllabus. Assignments, with the exception of journals (which will not be accepted after the due date and time), which are turned in late will receive ½ credit of the earned grade on that assignment for up to one week after the due date. Assignments turned in one week or later past the due date will receive a grade of zero.

Attendance Policy

Attendance is mandatory for this course, and final course grades will reflect student attendance, tardiness, and participation, or lack thereof, in the class discussions. Attendance and participation rules:

1. Students may miss up to two (2) unexcused lecture sessions with no penalty.
2. Two (2) tardies will equal one absence. Tardiness is denoted when students arrive more than 10 minutes past the start of class FOR ANY REASON.
3. More than 2 unexcused absences **will** result in the reduction of half a letter grade (5 points) from the student's final grade for each additional unexcused absence.

Student-athletes who are currently in their off-season (as opposed to those who are currently in-season) are encouraged to enroll in this course so that team demands do not conflict with course requirements. If a student should need to miss class for a university-approved activity, the instructor should be informed **prior** to the date(s) missed in order to avoid being penalized for an unexcused absence, and proper documentation should be presented. **Traveling for your sport without providing the proper documentation does not constitute an excused absence!**

Participation

Because this course relies heavily upon the ongoing experience of class members with one another in understanding in-class exercises, every effort should be made to attend all class sessions, to be punctual, and to reflect on your experiences. All students will be involved in role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Active participation is essential and will be evaluated in the following way each class period:

Excellent (5-6 pts) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (3-4 pts) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (1-2 pts)- Passive participation: present, awake, alert, attentive, but not actively involved.

Unsatisfactory (0 pts) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion

YOUR FINAL COURSE GRADE WILL BE DETERMINED BY THE FOLLOWING:

35 Points	Attendance and Participation
5 Points	Syllabus Quiz
20 Points	Reflections (4 at 5 points)
20 Points	Midterm Presentation
20 Points	Final Paper and Presentation
10 Points	Journals
5 Points	Current Events article and discussion questions
20 Points	Hours documentation: 1 st check=3 Points
	2 nd check=5 Points
	3 rd check=6 Points
	4 th check=6 Points

Total Possible Points: 135

Service Learning requirement at an approved Service Learning Site:

- o **Minimum - 5 site visits**
- o **Minimum - 20 hours**

Grading Scale

121-135 Points (90-100%):	A
108-120 Points (80-89%):	B
94-107 Points (70-79%):	C
81-93 Points (60-69%):	D
0-80 Points (<60%):	F

- ❖ ***The completion of a minimum of 5 site visits and 20 hours of service learning is a requirement for this course. You will not be able to pass without completing these hours. Final hours accumulated must be turned in on the last day of class.*** For further information, see Service Learning Guidelines later in the syllabus.
- ❖ Opportunities for bonus points will be available throughout the semester. The instructor will inform you about these opportunities.

Additional Classroom Policies:

- ❖ **No cell phones are to be used IN ANY WAY during the class period.**
- ❖ **If caught using a phone during class, the phone WILL be confiscated and the student must come to the instructor's office to retrieve it after class.**
- ❖ **Students using computers for activities other than taking notes will have their computer confiscated and will need to retrieve it from the instructor's office after class.**
- ❖ **Class begins at 9:00am. Anyone arriving more than 10 minutes late will be counted as tardy.**

Office of Accessibility Syllabus Statement:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty:

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the *Auburn University e-Handbook* located here: http://www.auburn.edu/student_info/student_policies/ This e-Handbook contains a list of those actions which are considered cheating and possible consequences they carry. Violations of academic honesty will NOT be tolerated in this course.

COUN 2970 – Athletes in Society

Semester: _____ Year: _____

Final Paper and Presentation Requirements

Length: The paper must be 5-6 pages in length, double-spaced. The first page should be a cover sheet with the following information centered in the page: Student name, Title of Paper, Name of Course, Semester and Year, Date Submitted

The content should follow, generally, the following outline:

- **Site (agency) Description**
 - a. Minimum 2 pages
 - b. Include:
 - i. Detailed history
 - ii. Volunteer duties
 - iii. Organization mission
 - iv. Populations served
 - v. How many served
 - vi. Funding sources
 - vii. Annual budget, if available
 - viii. Organizational issues;
 - 1. Challenges
 - 2. Dilemmas
 - ix. Identify the services offered
 - x. Highlight any special programs or services
- **Reflection/ Integration of course content (at least 2 pages)**
 - a. Include the following:
 - i. What leadership roles did you have the opportunity to assume at your site?
 - ii. What did you learn about professional ethics at your site?
 - iii. What challenging situation(s) did you encounter at your site, and how did you handle it/them?
 - iv. What were the most salient issues related to multiculturalism/diversity at your site?
 - v. What did you learn about yourself through this process?
- **IMPORTANT: Attach your completed hours documentation and site evaluation forms as appendices to your paper.**
- **Optional Addendums**
 - a. Be creative. For example: Have the children or site participants create an art project, photos, or video of the site.
 - b. **REMINDER:** Participants' confidentiality at a site must be protected. If you wish to use photos or video, the site supervisor must approve for you to take such pictures and the participants or their legal guardian (parents, foster parents, etc.) must sign a release with the site supervisor prior to any pictures being taken.

For the presentation:

Based upon your paper, prepare and deliver a 10 minute final presentation. Be sure to:

- Write the paper first, then use it as a guide for your talk
 - Make sure visuals are clear, easy-to-read, and professional in appearance
 - PRACTICE at least 3 times before class.
- **Provide the class with handouts (brochures, flyers, etc.) provided by your site (agency).**

DO NOT WAIT UNTIL THE LAST MINUTE TO DO THIS ASSIGNMENT.

COUN 2970 – The Athlete in Society Fall 2012 Class Schedule

DATE/TOPIC		ASSIGNMENT(S) DUE	READING DUE	JOURNAL/ PAPER TOPIC
8/20 Mon.	Review syllabus. Service learning orientation session: *The Role of the Student-Athlete in Society *Service Learning in Education *Community Service in the CHAMPS/Life Skills Program	Pick up your books, <i>Building Bridges</i> and <i>Make a Difference</i>		
8/22 Wed.	-Sticky ethical Issues/ Professional Ethics -Helpful Skills of the Service Learner	<i>Give list of top 3 sites to instructor today</i>	<i>Building Bridges, 1-12</i>	
8/27 Mon.	Writing Service Learning Reflection Papers and Journals SYLLABUS QUIZ (5 Points)	<i>Journal #1 (1 Point)</i>	<i>Building Bridges, 47-64</i>	J1. Read and discuss the “Student Inventory Worksheet” on page 21 of the text book.
8/29 Wed.	Face Time: Similarities, Differences, Preferences, and Privilege			
9/03 Mon.	University Holiday—Labor Day: No Class Meeting			
9/05 Wed.	Introduction to the Leadership Unit: Leader/Not a Leader			
9/10 Mon.	Leadership: Styles (Self-Assessment and Discussion)	<i>Journal #2 (1 Point)</i>	<i>Make A Difference</i> text pages to be assigned in class	J2. Describe a leader whom you admire. What qualities about this person are admirable?
9/12 Wed.	Leadership: Styles	<i>Journal # 3 (1 Point)</i>	<i>Make A Difference</i> pages to be assigned in class	J3. Describe your personal leadership style. What are your strengths and weaknesses?
9/17 Mon.	Leadership	<i>Journal #4 (1 Point)</i>	<i>Make A Difference</i> pages to be assigned in class	J4. Describe your experience in leadership roles.
9/19 Wed.	Leadership: Developing a Philosophy, Identifying Strengths and Areas for Growth	<i>First Hours Check (3 Points) Reflection Paper #1 (5 Points)</i>		Paper #1: What leadership roles have you had? How will this experience be enhanced by your past experiences? How will this experience contribute

				to the strengthening of your leadership skills? How does your role as a student-athlete relate to the role of a leader and influence your current service work? (Leadership)
9/24 Mon.	Stress Management and self-care, part 1	<i>Journal #5(1 Point)</i>		J5. Describe your stress triggers and how you handle them.
9/26 Wed.	Stress Management and self-care, part 2			
10/01 Mon.	Effective Communication		Building Bridges, 65-76	
10/03 Wed.	MIDTERM PRESENTATIONS (20 Points)	*Remember to notify the instructor of any necessary A/V equipment needed PRIOR to this week; prepared hand-outs should be submitted to the instructor at least one week PRIOR to this week Second Hours Check (5 Points)		
10/08 Mon.	Social Issues Introduction and Social Awareness Assessment (pre-test)	<i>Journal #6 (1 Point)</i>		J6. Identify 3 social issues and describe your feelings on each. (If you are not sure what this means, ask!)
10/10 Wed.	Social Issues: Approaches to Action/Communication skills	Reflection Paper #2 Due (5 Points)		Paper #2. In your opinion, what are the causes of the societal problem that your site serves to address? Based on your experience, what would you suggest as reasonable solutions to the problem? (Understanding Social Issues)
10/15 Mon.	Intro to Diversity: Frontline Documentary	<i>Journal #7 (1 Point)</i>		J7. Identify 3 significant diversity issues in your life and describe your reactions to each.
10/17 Wed.	Multiculturalism defined; Microaggressions	<i>Journal #8 (1 Point)</i>		J8. What key messages related to diversity are being communicated through the Frontline video?
10/22 Mon.	Identity development and diversity issues: Sexual Orientation, Part 1	Reflection Paper #3 Due (5 Points)		Paper #3: Discuss your experiences with multicultural issues and diverse populations. How has this experience enhanced

				your knowledge of diversity? What do you personally still hope to change, learn, or pass on in terms of multicultural knowledge? (Diversity Awareness)
10/24 Wed.	Identity Development and diversity issues, Part 2			
10/29 Mon.	Guest Lecture: Multicultural Center			
10/31 Wed.	We are all cultural beings: Circles of the Multicultural Self	Journal #9 (1 Point)		J9. Discuss which social issues impact the individuals at your service learning site.
11/05 Mon.	Diversity in sport			.
11/07 Wed.	Current Events Discussion	<i>Find an article from a credible news source that is relevant to any of the social issues discussed in class. Bring to class with discussion questions prepared.</i>		.
11/12 Mon.	The Athlete in Society: The Terry Fox story	Reflection Paper #4 Due (5 Points) 3rd hours check (6 Points)		Paper #4. How did this experience affect you emotionally and/or intellectually? What benefits did you gain from your service work? How has this experience changed you? (Personal and Professional Development Through Service)
11/14 Wed.	Discussion: The Terry Fox story Recap: Social Issues	Take post assessment of social awareness Journal #10(1 Point)		J10. Write about a particular situation at your service learning site that affected you intellectually, emotionally, or both.
11/19- 11/21	Thanksgiving Break: No Class			
11/26 (Mon.)	Paper Presentations	Final Paper Due (15 Points)		
11/28 (Wed.)	Current events and course evaluations Last day of class	Service Learning Site Attendance Form & Site Evaluation Form due <u>Return textbook today</u> <u>Final hours check (6 Points)</u>	NO LATE FORMS WILL BE ACCEPTED!	

SERVICE LEARNING



COUN 2970

The Athlete in Society

Service Learning

The primary goal of Service Learning is to encourage students to learn and benefit from a diverse and interconnected world by becoming contributing members of their communities. Service learning supports students' academic studies, and helps to develop the skills, citizenship, and values of a pluralistic society. The following statements give a more specific explanation of how Service Learning functions as an integrative experience within the context of the course.

- Service Learning functions as an integration of community service and course work. It facilitates students' academic studies, and it helps to develop a wide range of skills that are beneficial for those who aspire to have careers in human services.
- Service Learning is designed to aid students in their understanding of our society and the communities in which people live.
- Service Learning allows students the unique opportunity to think about the concepts covered in class lectures, discussions, readings, and assignments, and then apply those classroom experiences to their own experiences in community service.
- Service Learning requires active participation of the student on a voluntary basis, and it facilitates each student's ability to draw from experiences by performing service work that meets community needs.
- Service learning represents a particular form of experiential education that emphasizes the accomplishment of tasks that meet human needs.

Service Learning Requirements

- Service learning requires at least 20 hours of community service during the semester. In order to benefit from the integration of your service and the class content, you must divide these hours over a minimum of 10 weeks, beginning by at least the 3rd week of class and ending the last week of class.
- Choose a site from the attached site list. During the first two weeks of class, you will need to set up an individual appointment with the instructor to assist you in finding a site to work at.
- **IT IS YOUR RESPONSIBILITY TO ARRANGE FOR YOUR SERVICE SITE BY THE 3RD WEEK OF CLASS.** By the 3rd week of class, you must submit a Service Learning Site Commitment Form to your service learning coordinator. You will also keep a time sheet/log of your service hours throughout the semester. You will need to obtain a signature from your site supervisor every time you visit your site. Incomplete forms missing signatures will not be accepted. Please keep in mind that most sites do not keep track of your hours; therefore it is up to you to keep good records.
- At the end of the semester, you will also need to submit the Service Learning Site Evaluation Form.
- Each student is expected to fulfill all of the requirements of service learning completely. Students who do not satisfy all of the service learning requirements will not receive a passing grade for this course. The following guidelines explain the rules:
- Students who complete less than 20 hours of service will receive no credit.
- Students who visit their site less than 5 times will receive no credit.

Service Learning Reflection Guidelines

In order to support the integration of course information and your SL experience, you are required to submit 4 reflections. In these reflections, you should discuss how your SL experiences relate directly to class discussions, lectures, activities, and readings. Reflections will be graded according to guidelines and the scale indicated below.

1. Reflection papers must be at least 2 full, double-spaced pages in length.
2. Reflection papers should have 1" (or smaller) margins, top to bottom and left to right.
3. Reflections must be typed in 12-point, Times New Roman font (this font).
4. The reflection heading must be typed on one line across the top margin (1st line) of the page. You may place only one blank line between your heading and the beginning of your reflection.

Use the example below as your guide:

Name	SL Reflection # <Skip 1 line> Reflection Topic <Skip 1 line> <Begin typing your reflection on this line.....>	Date
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5. Reflections should include a brief description of your experiences, followed by an explanation of how those experiences are relevant to class LECTURES, DISCUSSIONS and READINGS.

6. 2 Reflection Papers are worth 5% each and 2 Reflection Papers are worth 10% each for a total of 30% of your semester grade. The grading scale is listed below for these Reflection Papers:

5% Reflection Papers

- 5/5 = excellent description and integration of class content (equal amounts of both)
- 4/5 = good description and integration of class content (equal amounts of both)
- 3/5 = mostly description; minimal integration of class content
- 2/5 = description only; class content may be included but not integrated
- 1/5 = poor description; excessive conjecture; no class content
- 0/5 = no reflection submitted; reflection does not meet criteria 1-4

Additional Information Concerning Service Learning

The Sticky Side of Service: Confidentiality, Ethical Issues, Liability, and Insurance

Don't panic. This is not about the mud you will fall into. It's about being aware so as to stay away from the mud that might get splashed on you. When you go out to your placement, you assume real responsibilities. Your Community Partner provides real services to real people with real needs, and as a member of your Community Partner's staff, you're part of their team. They and the people they serve count on you to do your share to the best of your ability and in a responsible, professional fashion. In order to prepare you to live up to these expectations and to do a good job for your Community Partner and the people they serve, you first need to know the basics about four critical issues: confidentiality professional ethics, liability and insurance.

Confidentiality

As you may already know, professionals in law medicine, social work, psychology and certain other fields are obligated to maintain confidentiality between themselves and their clients or patients. Whatever they learn from or about their patients or clients is privileged information and cannot be revealed to others without permission from the client or patient. Be aware that as a service worker in these situations, you may share in this privileged information. You may learn information about clients or patients that is covered by these rules of confidentiality. Speak to your supervisor to discuss how the obligations of confidentiality may apply to you; but when in doubt, do not reveal or discuss information about clients or patients without permission of the professionals for whom you are working. This includes discussions with your family and friends.

Observing Unethical or Illegal Conduct

It happens. You may see contraband or you may be told of something going on (like child abuse, for example) that is legally or morally questionable. What do you do? Especially in light of the confidentiality rules just mentioned, this is a particularly difficult issue. How do you balance the need to report a crime or unethical behavior against maintaining someone's confidence or jeopardizing someone's safety? Such dilemmas raise serious ethical questions where you may feel you have conflicting duties. The possible circumstances are much too varied to be covered in any simple guideline. But the one rule you should always follow is this: DO NOT try to resolve the problem alone. Consult with a supervisor or other professional to whom you are responsible. These situations occur more often than you think. They may be new and disturbing to you, but they will not be new to the professionals with whom you are working. They have dealt with similar situations before and can almost always give good advice, even if it's advice about whom else to talk to. Illegal and questionable at your community placement should be reported to your instructor immediately.

Liability

Whether an accident will happen is uncertain. That a lawsuit will follow if an accident does happen is a virtual certainty. When accidents happen, the law and the courts decide who is financially responsible. If you are involved in an accident and sustain an injury, or if you cause an injury while acting as a volunteer then you, the Community Partner you are working for, and Auburn University could be possible candidates for financial responsibility. How can you protect yourself? The only perfect protection is prevention. Pay attention in orientation. You will learn important tips about knowing your limits. Try to avoid accidents and injuries. Ask first. If you have any doubts about the wisdom of doing something, consult your supervisor or other professional employed by your Community Partner.

Your Rights and Responsibilities

It Is Your Right:

- To receive support, training and assistance from the program and staff.
- To be provided with an assignment that is worthwhile and challenging, with freedom to use existing skills or develop new ones.
- To be trusted with confidential information that will help you carry out your assignment.
- To receive orientation, training, and supervision for the assignment(s) you accept and to know why you are asked to do a particular task.
- To expect that your time will not be wasted by lack of planning, coordination, and cooperation within your organization.
- To know whether your work is effective and how it can be improved; to have a chance to increase understanding of yourself and others.
- To know whether your work is effective and how it can be improved.
- To expect honest feedback and encouragement from the program and your supervisor.
- To be given appropriate recognition in the form of awards, certificates of achievement, letters of recommendation etc., but even more important, recognition of your day-to-day contributions by other participants in the volunteering relationship.
- To ask for a new assignment within the organization.

It is Your Responsibility:

- To arrive on time and ready to work.
- To accept an assignment of your choice with only as much responsibility as you can handle. Recognize your limits.
- To communicate with your supervisor, your faculty member, and the organization's staff about your progress, problems, and ideas.
- To ask how to handle confidential information.
- To respect confidences of your sponsoring organizations and those of the recipients of your services.
- To fulfill your commitment or notify your supervisor or instructor if you are unable to fulfill this commitment.
- To follow guidelines established by the organization, codes of dress, decorum, etc.
- To only engage in legal and ethical activities as part of your service-learning experience.
- To decline work not acceptable to you, not to let biases interfere with job performance; not proselytize or pressure recipients to accept your standards.
- To use your time wisely and not interfere with performance of others.
- To contact your supervisor or instructor if you have a problem or need assistance.
- To use reasonable judgment in making decisions when there appears to be no policy or the policy is not communicated to you. Then, as soon as possible, consult with a supervisor for future guidelines.

- Report illegal or unethical behavior to the sponsoring community agency and/or the instructor.
- To provide feedback, suggestions, and recommendations to your Team Leader, the program, site supervisor and staff if these might increase effectiveness of programs.
- To be considerate, respect competencies, and work as a member of a team with all staff and volunteers.
- To attend all scheduled trainings and in-services.

SERVICE LEARNING SITE INFORMATION

Please note the following:

- ❖ Some sites require TB skin test results. You may give them a copy of the test results you submitted to admission into Auburn University. Go to the AU Medical Center and request a copy of your TB skin test.
- ❖ For students interested in alternative sites, please have the alternative site form completed ASAP.
- ❖ Please contact me with any questions, concerns, comments or other forms of feedback.

Achievement Center

Working with adults with physical and mental disabilities on tutoring, work training, and various tasks. Hours are from 10:15am-3:15pm Monday-Thursday, going for 3 hour segments one time per week. The AC prefers students to come from 12:45-3:15pm.

Auburn Day Care Centers

ADC provides services for infants through school-aged children from diverse backgrounds. This is a non-academic program, and will require playing games, tutoring, reading, and leading activities with chosen age group. ADC operates three centers from 6:30am-5:30pm Monday-Friday. You must attend an orientation session prior to beginning Service Learning. The date and time will be announced later.

Boys & Girls Club: Boykin Center (Auburn)

The BGC offers tutoring and activities for school-age children and adolescents. Service learning activities include tutoring, assisting with club activities, games, and social modeling. BGC activities operate Monday-Friday 2-4:30pm OR 3-6pm (you must stay for the entire time block). You must attend one orientation. The date and time will be announced later.

Boys & Girls Club: Potter Daniel Center (Opelika)

The BGC offers tutoring and activities for school-age children and adolescents. Service learning activities include tutoring, assisting with club activities, games, and social modeling. BGC activities operate Monday-Friday 2-4:30pm OR 3:30-6pm (you must stay for the entire time block). You must attend one orientation. The date and time will be announced later.

Cary Woods Afterschool Program

The after school program provides tutoring and club activities for elementary school children. Service learning includes assisting with homework, reading, leading activities and clubs, and supervising recreational activities. The program operates Monday-Friday, 2:45pm-5pm (you must stay for the entire time block). You must attend orientation. The date and time will be announced later.

Conversation Partners

The AU Conversation Partners Program is a loosely organized group of native/fluent speakers of English who meet with international students enrolled in the Intensive English Program to practice spoken English. The primary hours are Mondays and Wednesdays 3-4pm. More flexible hours are available based on the schedule of your partner.

Darden GED Center

Service Learners will tutor older adolescents and adults from a variety of backgrounds working towards obtainment of their GED. Hours are Monday-Friday 9am-1pm.

East Alabama Mental Health/Mental Retardation Program

Service Learners will interact with MH/MR consumers in a variety of ways including education, daily living, exercise groups, as well as modeling. Hours of operation at day treatment are Monday-Friday 8:30am-4:30pm. Evening and weekend opportunities are available at group homes from 2:30pm-7pm.

Lee County Literacy Coalition

Service Learning opportunities through the Lee County Literacy Coalition are varied and encompass many age groups. Activities involve group and individual tutoring on in core subjects (reading, math, etc.) and GED skills. Many opportunities are available at evening tutoring sessions Mondays & Wednesdays 5-6:30pm and Mondays, Tuesdays, & Thursdays 4-6:30pm.

Little Tree Preschool

Service Learners have a unique opportunity to participate in cutting-edge behavioral techniques in early childhood education for children with autism. The Little Tree operates Mondays-Fridays 8am-3pm. Schedules are set with the center and fixed, so please make sure you can commit to certain hours every week. The mandatory orientation is on a weekend for two days. Service at Little Tree requires a background check for childcare workers, which is different from education professionals. Little Tree covers the cost of this background check.

Loachapoka Afterschool Program

The program provides activities for elementary school children Monday-Friday 2:45-5pm (you must stay for the entire time block). Service learning includes assisting with homework, reading, leading activities, and supervising recreational activities. Students will choose a grade level K-7 to work with. You must attend an orientation session prior to beginning Service Learning. The date and time will be announced later.

Ogletree Elementary School

Service Learners gain hands-on classroom experience working with individuals and groups of students, as well as assisting the classroom teacher in meeting the needs of diverse learners. SL at happens between 7:30am-and 2:30pm Monday-Friday. You must attend an orientation session prior to beginning Service Learning. The date will be announced later.

Oak Park Nursing Home

Service Learning students will interact with residents of assisted living and nursing home facilities in a variety of ways--socials, games (bingo, etc), exercise groups, and special events as needed. Hours for participation vary, including evenings and weekends. These are excellent community sites that provide maximum flexibility in scheduling.

Storybook Farm

Storybook Farm is a volunteer-run Equestrian Therapy program for children with a variety of special needs. Service Learners work with children and their families on horse-riding, reading, and arts and crafts. Spring 2011 sessions will be on Mondays 3-6pm; Tuesdays 3-6pm; Wednesdays 3-6pm; OR Thursdays 8:00am-12pm, including a 4-hour block on Saturday, April 16th for all students placed at Storybook (regardless of the day assigned during the week. Storybook Farm depends on SL students

each semester to have enough staff to provide a safe riding environment; therefore, a placement at Storybook requires a semester commitment (February 7- April 16), which means you may acquire more than 25 hours.

Yarbrough Elementary School

Service Learners gain hands-on classroom experience working with individuals and groups of students, as well as assisting the classroom teacher in meeting the needs of diverse learners. SL at YES happens between 7:30am-and 2:30pm (preferably morning hours) Monday-Friday. You must attend an orientation session prior to beginning Service Learning. The date and time will be announced later.

Service Learning Forms

COUN 2970

Service Learning Site Attendance Form

STUDENT NAME: _____

SEMESTER/YEAR, TIME AND INSTRUCTOR: _____

SERVICE LEARNING SITE: _____

SITE SUPERVISOR: _____

DATE	TIME IN	TIME OUT	HOURS WORKED	SUPERVISOR SIGNATURE	SUPERVISOR COMMENTS
TOTALS					

SUPERVISOR SIGNATURE: _____

DATE: _____

INSTRUCTOR SIGNATURE: _____

COUN 2970

Service Learning Site Evaluation Form

Student Name: _____ Semester _____ Year _____

Service Learning Site: _____ Site Supervisor: _____

Total Hours Worked: _____

Please answer the following questions honestly. Your feedback will assist the faculty in evaluating this site. Please circle the appropriate number using the legend below:

E = Excellent

S = Satisfactory

U = Unsatisfactory

Rate your service learning site on the following criteria:

	E	S	U
Helpfulness of Orientation/Pre-work Training	3	2	1
Clarity of work-related goals as defined by your supervisor	3	2	1
Ability to meet your service goals	3	2	1
Availability of supervisor for questions/assistance	3	2	1
Availability of staff	3	2	1
Flexibility to work with different parts of the site	3	2	1
Usefulness of feedback from your supervisor	3	2	1
Given appropriate responsibility	3	2	1
Potential to learn new skills/information	3	2	1
Availability of site resources	3	2	1
Relationship with your supervisor	3	2	1

Overall Evaluation

Excellent

Satisfactory

Unsatisfactory

Overall Rating of your experience

3

2

1

Beneficial site to the community

3

2

1

Would you recommend this site to future COUN students? _____ Yes _____ No

Comments: _____

Student signature: _____

Date: _____