**The Athlete in Society**

# Spring 2011

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**COUN 2970-SOC**

**College of Education**

### Erin M. English, MPH

**eme0003@auburn.edu**

## Office Hours:

**By appointment**

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# COUN 2970-SOC

**Special Topics in College Student Development**

## The Athlete in Society

Spring 2011

3.0 credit hours

Student Athlete Development Center

Room 319

Monday & Wednesday 9:00-9:50

**Instructor:** Erin English, MPH

**E-mail**: eme0003@auburn.edu

**Office hours**: By appointment

### Course Description & Objectives

The primary goal of this course is to introduce the concept of service learning and to enhance the relationship between student-athletes at Auburn University and the surrounding community. Through service learning experiences, students are encouraged to learn and benefit from a diverse and connected 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 diverse society. In addition, this course will serve 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:

* Understand how service learning functions as an integration of community service and course work to facilitate academic studies 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 necessary skills in order to become more effective leaders in the community and other arenas.
* Become more aware 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

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

***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 INOMPLETE as their FINAL GRADE.***

**Assigned Readings**

There is a course packet of assigned readings pertinent to each area we will be focusing on this semester. 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**: 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 #2**: 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 #3**: Discuss your experiences with multicultural issues and diverse populations. How has this experienced 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.
  + A handout to be given to the class should be prepared for the presentation; handouts should be submitted to the instructor at least one week prior to the presentation date so that copies may be provided for all class members.
  + 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. Portfolio & Portfolio Presentation**

This project has been assigned to allow for more flexibility in your reflection of service activities. You must represent your service learning experience through a creative media such as a photographic essay, drawings, paintings, a craft project, a video documenting your experience or some other creative method. ***Your portfolio must also contain a description of your service learning site and your experiences there, in a minimum two-page description to be turned in at the same time as the portfolio*.** Portfolio ideas will need to be presented to your instructor ***prior*** to the due date and on the date noted in the syllabus class schedule. Please note that this project 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 portfolio well in advance of the due date.

* See page 6 for specific Portfolio 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. Each day in class earns one (1) point and each day arriving to class “on-time” earns ½ point.
3. 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.
4. 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

15 Points Portfolio (due at the end of the semester)

10 Points Journals

20 Points Hours documentation: 1st check=3 Points

2nd check=5 Points

3rd check=6 Points

4th check=6 Points

**Total Possible Points: 125**

Service Learning requirement at an approved Service Learning Site:

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

### Grading Scale

112-125 Points (90-100%): A

100-111 Points (80-89%): B

87-99 Points (70-79%): C

75-87 Points (60-69%): D

0-74 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. This policy includes talking, checking voicemail, texting, e-mailing, Facebooking, playing games, video recording, taking pictures, downloading, checking the time, and surfing the internet.**
* **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 then taking notes will have their computer confiscated and will need to retrieve it from the instructor’s office after class.**
* **Pencil, pen, paper/notebook for taking notes is a class REQUIREMENT. Do not show up to class without a pen and paper.**
* **Class begins at 9:00am. Anyone arriving more than 10 minutes late will be counted as tardy.**

**Students with Disabilities**

Any student needing accommodations should inform the instructor and/or the Program for Students with Disabilities in 1244 Haley Center as soon as possible.

**Academic Honesty**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the *Tiger Cub* and contains a list of those actions which are considered cheating and possible consequences they carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. **If you are found in violation of the Academic Honesty Code, your actions will result in a failing grade for the course.**

COUN 2970 – Athletes in Society

Semester: Year:

Portfolio Requirements

1. Site (agency) Description (30%)
   1. Minimum 2 pages
   2. Include:
      1. Detailed history
      2. Volunteer duties
      3. Organization mission
      4. Populations served
      5. How many served
      6. Funding sources
      7. Annual budget, if available
      8. Organizational issues;
         1. Challenges
         2. Dilemmas
      9. Identify the services offered
      10. Highlight any special programs or services
2. Visual Aids (20%)
   1. Be creative. For example: Have the children or site participants create an art project, photos, or video of the site.
   2. 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.
3. Include a Brochure of the Site (agency) (10%)
4. Provide the class with handouts (brochures, flyers, etc.) provided by your site (agency).
5. Journals (40%)
6. Include dividers between the portfolio sections.
7. Remember that the portfolio project is 15% of the total semester grade.
8. Portfolio Presentations are scheduled for & . <See Calendar>
9. Final portfolios are due to the instructor NO LATER THAN . <See Calendar>COUN 2970 – The Athlete in Society

Class Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE/TOPIC** | | **ASSIGNMENT(S) DUE** | **READING DUE** | | **JOURNAL TOPIC** | |
| 1/12  Wed. | 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 book, *Building Bridges*. |  | |  | |
| 1/17  Mon. | University Holiday: No class | | | | | |
| 1/19  Wed. | Sticky ethical Issues/ Professional Ethics |  | *Building Bridges*, pgs 1-12 | |  | |
| 1/24  Mon. | Writing Service Learning Reflection Papers and Journals  **SYLLABUS QUIZ (5 Points)** |  | *Building Bridges*,47-64. | |  | |
| 1/26  Wed. | Social issues introduction | ***Journal #1***  ***(1 Point)*** |  | | 1. Read and discuss the “Student Inventory Worksheet” on page 21 of the text book. | |
| 1/31  Mon. | Social Awareness Assessment  (pre-test) | In –class pre-course assessment of social awareness  ***Service Learning Site Attendance Form Due with first 4 lines completed.*** |  | |  | |
| 2/02  Wed. | Communication skills | ***Journal #2***  ***(1 Point)*** |  | | 2. Identify 3 social issues and describe your feelings on each. | |
| 2/07  Mon. | Lord of the flies |  |  | |  | |
| 2/09  Wed. | Lord of the flies | Leadership worksheet |  | |  | |
| 2/14  Mon. | Leadership | ***Journal #3 (1 Point)***  ***First Hours Check (3 Points)*** |  | | 3. Reaction to “Lord of the Flies” video | |
| 2/16  Wed. | Leadership | ***Reflection Paper #1 due***  ***(5 Points)*** |  | |  | |
| 2/21  Mon. | Leadership | ***Journal # 4***  ***(1 Point)*** |  | | 4. Describe a leader. | |
| 2/23  Wed. | Leadership discussion |  |  | |  | |
| 2/28  Mon. | Intro to Diversity: Crash | ***Journal #5***  ***(1 Point)*** | *Building Bridges*,65-76. | | 5. Identify 3 diversity issues in your life and describe your reactions to each. | |
| **DATE/TOPIC** | | **ASSIGNMENT(S) DUE** | **READING DUE** | | | **Journal Topic** |
| 3/02  Wed. | Crash | ***Reflection Paper #2 due (5 Points)*** |  | | |  |
| 3/07  Mon. | Multicultural quiz game and video discussion |  |  | | |  |
| 3/09  Wed. | ***MIDTERM PRESENTATIONS***  ***(20 Points)*** | ***Journal #6(1 Point)***  \*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)*** |  | | | 6. Discuss your insights and feelings on your service learning experience as of midterm. |
| 3/14  Mon. | **SPRING BREAK** | | | | | |
| 3/16  Wed. |
| 3/21  Mon. | Privilege | ***Reflection Paper #3Due (5 Points)*** |  |  | | |
| 3/23  Wed. | Sexual Orientation | ***Journal #7 (1 Point)*** |  | 7. Discuss which social issues impact the individuals at your service learning site. | | |
| 3/28  Mon. | Diversity in sport |  |  |  | | |
| 3/30  Wed. | Conflict and Power: Why we fight video | ***Reflection Paper #4 Due (5 Points)*** |  |  | | |
| 4/04  Mon. | Why we fight video | ***Journal #8 (1 Point)***  ***3rd hours check (6 Points)*** |  | 8. Describe your thoughts on stereotypes and how they may have personally affected you. | | |
| 4/06  Wed. | Why we fight discussion |  |  |  | | |
| 4/11  Mon. | Critical Thinking |  |  |  | | |
| 4/13  Wed. | Stress Management | ***Journal #9(1 Point)*** |  | 9. Describe how you have developed personally and professionally thus far during your service learning experience. | | |

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|  | **TOPIC** | ***ASSIGNMENT(S) DUE*** | **Reading Due** | **Journal Topic** |
| 4/18  Mon. | The Athlete in Society: *The Terry Fox story* |  |  |  |
| 4/20  Wed. | Discussion: The Terry Fox story  Recap: Social Issues | Take post course assessment of social awareness  ***Journal #10 (1 Point)*** |  | 10. Discuss your stress triggers, how you react to them and what you do to reduce your stress. |
| 4/25  Mon. | **Portfolio Presentations** | ***Portfolio Due******(15 Points)*** |  |  |
| 4/27  Wed. | Current events and course evaluations  ***Last day of class*** | Service Learning Site Attendance Form & Service Learning Site Evaluation Form due  ***Return textbook today***  ***Final hours check (6 Points)*** | ***NO LATE FORMS WILL BE ACCEPTED!*** | |

SERVICE LEARNING



**COUN 2970**

**The Athlete in SocietyService 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 # Date**  <Skip 1 line>  **Reflection Topic**  <Skip 1 line>  <Begin typing your reflection on this line…………….> |

**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-today 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. Your 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.
* There are additional sites available for students lining in Chambers County, Columbus and Phenix City. Please contact me, your Service Learning Coordinator for this information.
* For students interested in alternative sites, please have the alternative site form completed ASAP. I also have a list of additional sites for those experiencing difficulty finding a site.
* Please contact me with any questions, concerns, comments or other forms of feedback.

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| --- | --- | --- | --- | --- |
| **SITE** | **CONTACT PERSON** | **PROJECT DESCRIPTION** | **POSSIBLE WORK TIMES** | **PREREQUISITES**  **(OTHER NOTES)** |
| Achievement Center  510 W. Thomason Circle  Opelika, AL 36801  (334) 745-3501  cherbynu@achievement-center.org | Johnny Nix (Cheryl Bynum in the past) | GED preparation, employment readiness, job training for individuals, coaching classes; assistance with reading, writing, arithmetic, computer skills (opportunities to work with individuals that have disabilities and other special needs) | M-F  8am-3:15pm | 3 student maximum  TB skin test copy  Group orientation-must bring a pen and be on time  Security badge will be issued |
| Aids Outreach-EAMC  665 Opelika Road  Auburn, AL 36830  334-887-5244 | Contact the main desk for the information contact. | Assist in outreach services for those interested or suffering from HIV/AIDS. | Contact the site for specific times of need. | Contact the site for specific requirements. |
| Alabama Council on Human Relations  410 Boykin Ave  Auburn AL 36831-0409  (334) 821-8336x108  [achrdial3@mindspring.com](mailto:achrdial3@mindspring.com) | Ruth Hairston | Working with kids on school-related activities, homework, adolescent development (Head Start Program) | Boykin:  M-F  9am-11:30am | TB skin test copy  Mandatory small group orientation at designated time in Boykin Center  6 student maximum |
| Alabama Council on Human Relations Darden Center (Opelika)  Darden Center  Opelika AL 36801  821-8336 x 114 | Faye Crandall | Working with kids on school-related activities, homework, adolescent development; testing (Head Start Program) | M-F  8am-4pm | TB skin test copy  Individual/small group orientation  2 student maximum |
| Alabama Council on Human Relations GED Center (Darden Center at Opelika)  310 Roden Court; Opelika  Auburn AL 36831  (334) 821-8336x112 | Willie Hutchinson | Tutoring & assisting teachers with GED preparation for adults | M-F  8am-4pm | TB skin test copy  Individual/small group orientation  2 student maximum |
| Auburn City Kids  Jan Dempsey Art Center Auburn  222 East Drake Avenue Auburn, AL 36830  334-501-2963  [merylmanfre@auburnalabama.org](mailto:merylmanfre@auburnalabama.org) | Program Coordinator Meryl Manfre  Margo A. Richardson | The program offers children the opportunity to learn in a fun and comfortable environment as well as develop meaningful relationships with peers and mentors. | Mondays  3:30-5:30 p.m. | Contact the site for specific requirements. |

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| Auburn Daycare Center  721 Slaughter Ave  Auburn AL 36830  334) 821-4060 821-2128 | Ethel White (Elizabeth Walker in the past) | Working cooperatively with children ages 3-12 on reading, writing and other specal assignments (e.g., coordinating sports and other activities) | M-F  3pm-5:30pm | Application, copy of physical, TB skin test copy  Mandatory group orientation on designated date and time.  Mrs. White will place students. |
| Boys & Girls Club:  Boykin Center  410 Boykin Ave; Auburn  Opelika, AL 36803  (334) 821-6020  [dgary@bgcleeco.org](mailto:dgary@bgcleeco.org) | Derika Gary | Education, leadership, fitness, art, and life skills and after school programs. | M-F  3pm-8pm  3-4:40pm Homework help  6:60-8pm Teen hours | Mandatory Orientation at designated date/time. |
| Boys and Girls Club:  Potter-Daniel Center  P.O. Box 4047  Opelika, AL 36803  (334) 821-6020 | Cindy Shaw,  Supervisor | Education, leadership, fitness, artistic and life skills and after school programs. | M-F  3pm-8pm  3-4:40pm Homework help  6:60-8pm Teen hours | Mandatory Orientation at designated date/time. |
| Camillia Place  1171 Gatewood Dr  Auburn, AL 36830  (334) 502-6008 | Judy Wilson | Interaction with senior citizens, assisting with activities, newsletter, games, arts & crafts, excursions with residents (must design, arrange, & lead a group activity) | M-Sun  Times are flexible | TB skin test copy  AU student ID |
| Cary Woods Elementary School  715 Sanders Str  Auburn, AL 36830  887-4949 / 887-4940  price@auburnschools.org | Lisa Price/ Ms. Debbie Smith | Tutoring; participating in various activities with both elementary aged children that have disabilities (e.g. cerebral palsy & autism) and that do not | M-F  2:30-5:50pm | TB skin test copy  Interview  5 student maximum per day |
| City of Auburn Parks & Recreation Therapeutics Program (Only Winter and Spring)  307 S. Dean Road  Auburn, AL 36830  (334) 501-2930x2940  [ahall@auburnalabama.org](mailto:ahall@auburnalabama.org) | Alison Hall  Community Programs Coordinator  Please email when contacting. | Therapeutic program for mentally and physically challenged adolescents and adults; students serve as a role model, peer instructor, friend, and teacher while helping with skill acquisition | M-Thur  5-8pm  Tues & Thursday  9-10am | Group orientation  Volunteer waiver  5 student maximum |

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| Housing Authority of Opelika  500 Raintree Str  (Ms. Huff office-  1706 Toomer St. in Opelika next to BGC:PD)  Opelika, AL 36801  (334) 749-5468x11  cell 319-2728  [chuff@opelikaha.org](mailto:chuff@opelikaha.org) | Collette Huff | Computer skills training; tutoring for K-12 kids; contact with senior citizens possible | Tutoring/teaching:  Th 4:40-5:50pm  Some: M-W  4:40-5:30pm | Application  \*\*Urgent need & excellent experience! |
| Joyland Child Development Center  410 Boykin Ave; Auburn  Auburn, AL 36830  (334) 821-7624 | Pamela Card-Dumas | Assisting low-income children with homework, language, and cognitive skills; assisting children with behavioral problems | M-F  3-5:50pm | TB skin test copy  Copy of driver’s license  Contract on child safety  15 student maximum |
| Learning Enrichment  Auburn Partners (LEAP) Program:  Dean Road Elementary  355 Dean Road  Auburn, AL 36830  334-887-4168 | Sherri Guenther | After school tutoring in reading, math and writing for grades 1-4. | M-F  2:30-5:30pm | None  \*\*Urgent need & excellent experience! |
| Lee County Humane Society  1140 Ware Drive  Auburn, AL 36832  334-821-5244  [jack@leecountyhumane.org](mailto:jack@leecountyhumane.org) | Jack Fisher | Working with animals, facility maintenance and administration. | Contact the site for specific times of need. | Contact the site for specific requirements. |
| Lee County Literacy Coalition  2133 Executive Park Drive  Opelika, AL 36801  (334) 705-0001  [litcoalition@bellsouth.net](mailto:litcoalition@bellsouth.net) | Pasty Thomas | Teaching adults: basic skills, reading, writing, speaking, using math skills OR academic tutoring students either individually or in a group setting | Varies, contact Ms. Thomas for details. | Group training session at date/time designated.  \*\*Urgent need & excellent experience! |
| Project AIM  1228 Haley Center  Auburn, AL 36849  (334) 844-2101  [walbubr@auburn.edu](mailto:walbubr@auburn.edu) | Brittney Walburg or Shelly Walls | Working with children with disabilities and normal developing children that serve as peer models. | M,T & TH  8:30-11:30am | 3 student maximum  AU student ID not over 1 year old  TB skin test copy |
| Project Uplift  1133 Haley Center  Auburn University, AL 36849(  (334) 844-6898  [nunnchr@auburn.edu](mailto:nunnchr@auburn.edu) | Chris Nunn | Develop one-on-one relationships with children in an effort to help children develop constructive, happy lives | Varies 3-4 hours per week.  **\*MUST ALREADY BE IN PROGRAM.** | Helpful to have previous experience with children between ages 5-15 years old.  **1 year commitment required.** |

**Service Learning Forms**

**COUN 2970**

**Service Learning Site Attendance Form**

STUDENT NAME:

SEMESTER/YEAR, TIME AND INSTRUCTOR:

SERVICE LEARNING SITE:

SITE SUPERVISOR:

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| **DATE** | **TIME IN** | **TIME OUT** | **HOURS WORKED** | **SUPERVISOR SIGNATURE** | **SUPERVISOR COMMENTS** |
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| **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: