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LOS ANGELES HARBOR COLLEGE

SERVICE LEARNING 100

GUIDEBOOK FOR STUDENTS

By Dr. Joan Thomas-Spiegel and Susan McMurray, 2007

Service Learning
combines
COMMUNITY SERVICE (Volunteering) with CLASSWORK



First Year Experience students
Serving meals to foster families



Child Development students
Distributing child safety literature



Environmental Science students
Beach recycling and cleanup



Criminal Justice students
Fingerprinting on Child Safety Day

This guide is for students enrolled in Service Learning 100 courses at Los Angeles Harbor College.

Mission

The purpose of Service Learning is to enhance critical thinking and problem-solving skills, to give greater relevancy to the relationships between classroom theory and practical application in the real world, and to encourage the development of collaborations that benefit the community.

Table of Contents

Service Learning is structured into Units 1-11 based on commitment, contact, communication and completion. To receive credit for service learning you must complete 10 hours of volunteer service within the community, complete the necessary forms in this guidebook, and complete all assignments contained in the course units below. You will find all course forms at the end of the guidebook.

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Unit Eleven: Forms to Finish

Service Learning forms to be completed are found at the end of this Guidebook

- Orientation form
- Acknowledgement and Assumption of Risk form
- Placement form
- Timesheet
- Agency Evaluation of Student
- Feedback form
- TB Test form

COMMIT

Unit One

Orientation Information

Service Learning

You will perform a volunteer service in the community that relates to your learning in the referring/sending course. Many students are hands-on learners. We learn more by doing and seeing things directly than listening to a lecture or reading a textbook alone. Through service-learning you are able to use the information you are learning in an accompanying course by participating in a project in the community.

Your Responsibilities

You are responsible for:

1. Completing all portions of this guidebook
2. Completing the service learning hours as arranged by the agency you are helping
3. Notifying the agency when you are attending your last session of service
4. Contacting your instructor if you have any questions or need help

Using this Guidebook

This guidebook is designed to provide everything you need to successfully complete your service learning and receive credit. As a textbook for this course, you need to read and follow each instruction and complete all exercises. Forms as well as exercises are contained here. Make sure you answer each unit reflection prompt thoroughly, using complete sentences in essay/paragraph format.

NO HAND-WRITTEN SUBMISSIONS WILL BE ACCEPTED FOR CREDIT.

When you have completed your hours and guidebook, turn in all of your forms and reflection answers into your Service Learning instructor.

CONTACT

Unit Two

Getting Started

You will need to get started by completing the first set of forms which are required to begin your service-learning hours. These include the 1) **Orientation Form**, 2) **Acknowledgement and Assumption of Risk Form** and 3) **Placement Form**. **(Find these forms on the last pages of this guidebook).**

Orientation Form

Sign and date the Orientation Form and submit it to the Service Learning instructor. Keep a copy of this form to show the agency as requested. By signing, you are verifying that you have read, understand, and will comply with the “Responsibilities of Service Learning Volunteers” as outlined on the form.

Acknowledgement and Assumption of Risk Form

Sign and date the AAR Form and submit it to the Service Learning Instructor. Keep a copy of this form to show the agency as requested. By signing, you are verifying that you have read, understand, and acknowledge that you assume all risks associated with your service-learning volunteer service.

Placement Form

The Placement Form must be filled out prior to beginning your hours signed by an authorized representative of the agency to will perform your service for and submitted to your Service Learning instructor. This form is also used to record your referring/sending class and instructor information, your service-learning project/agency choice, and other contact information for the instructor and agency.

Once you have filled in each of these forms, **turn them in to your Service Learning instructor** in order to proceed to the next step.

Other forms for getting started

TB Test – This form/test are required only if the Agency you are volunteering for requires it.

Agencies often have forms to limit liability. Make sure that you have filled in any required forms for your agency. **Many agencies (schools and adult day care centers, for example) require clearance for tuberculosis.** This is a simple skin test performed in the college Student Health Center (Café 110, 310-233-4520) for a nominal fee, or you may provide results of a current exam from your own doctor. TB tests must be within two years to be considered current.

Timesheet

Your timesheet is used to record the hours of service you provide to your agency choice and requires verification by an authorized representative of the agency. First, put identifying information on the top of the timesheet. Keep phone numbers and names in a safe place for your future use. You will need to submit this form to your Service Learning instructor once you have completed your volunteer hours. .

(Find this form on the last pages of this guidebook).

Remember, the agency may have additional forms or requirements in addition to those required for Service Learning 100. You may want to keep copies of any additional forms.

Completion forms

The final set of forms is for completion of the class. These include the 1) Agency Evaluation Form, and 2) Course Feedback Form. Please see Unit Eleven for detailed instructions on completing this set of forms.

(Find these forms on the last pages of this guidebook).

COMMUNICATE

Units Three-Ten

Units 3 – 10 make up your **Reflection Paper**. Be sure to submit your **typed** final report using each of the unit labels and questions provided here. Your report, along with the forms should be submitted first to the Service Learning instructor through Etudes online, as an email attachment, or in person. **Units 3 -10 Reflection Paper is available in MSWord format and may be used and submitted to the instructor as stated above.**

Unit Three

Civic Participation and Service to Others

Answer these questions before you go to the agency:

1. How might your volunteer project be of service to the community and others?
2. Who will benefit from your service?
3. How do you think your project will relate to your referring course topics?

Unit Four

Journal Keeping

Each time you go to your service-learning project, keep a journal of basic information about your experiences. Keeping a good record will enable you to think about your experiences in terms of your own growth. Keeping a journal may be as simple as a list of dates and times, but the more you write about what you observe and what you think and feel, the easier it will be to put it all together at the end of your service. It is easy to forget things when the semester and your life start to get busy. It is also easy to forget about something that did not seem very important at the time, but may make more sense later.

Answer these questions:

1. How do *you* view your experiences at the agency?
2. Are your experiences at the service-learning project what you expected?
3. How do your experiences relate to current topics in your referring class?

Unit Five

Problem-Solving in a Service Environment

You are performing a service for someone who has already identified a need that you can help meet. Your role is to help, not to change the agency or situation. However, you will still be able to see areas of need at your service-learning project.

Identify and write about a problem or something that could be improved at your place of service learning and **answer these questions:**

1. Why do you think this is a problem?
2. For whom is it a problem?
3. Who would be the best person to help solve the problem?
4. How does this problem relate to the course content of your referring class?

Remember to keep adding to your journal as you continue your hours.

Unit Six

Ethics in Service Experiences

Sometimes in the course of service learning, situations arise that fall outside of the usual role of a volunteer. What is someone in your class told you they had been asked to do something that is beyond the scope of their service, such as give someone a ride, file confidential papers, or had a child tell them about a problem?

Choose one of these situations or write your own similar scenario and answer the following questions:

1. What made you feel this request might be inappropriate?
2. Are there ethical guidelines related to your referring class course content that would apply?
3. How would you respond to the onsite supervisor making such a request?

If you have had a similar situation actually occur, please speak with the Service-Learning instructor or your referring class instructor immediately. Continue to record experiences in your journal pages.

Unit Seven

Making Meaning of Observations

Sometimes we make assumptions about what we see. We may think someone is upset or rushing to judgments or stereotypes. For example, a child may seem to avoid eye contact. Does this mean that the child is lying, being abused, or from a culture that teaches children to respect elders by looking downward when speaking with them? Being a good observer means learning to be specific in what we see without adding too much of our own interpretation until we have more information. Start with *what* you see before you make judgments or assign meaning to what you see. Our observations should be verifiable (clear that they are facts that others would see as well).

Find a picture in a textbook, a magazine, online, or a photograph. Answer these questions (and be sure to include a copy of the image you choose in your completed reflection answers):

1. What do you see? (Do not interpret facial expressions or body language at this stage.)
2. How do you interpret what you see?
3. How are your interpretations supported by the picture?
4. How might someone else interpret what you see?
5. How can you be a better observer?

Look back at your service-learning journal entries. How have you been a good observer? Next time you go, see if you can improve your observation skills.

Here is a sample picture with some hints (you **MUST** choose a different picture for your reflection answer):

For example, how many people do you see here? What do their clothes look like, hair, glasses, etc.? About how old do you think they are? Why? What are they lying on? What time of year do you think it might be? Are they in sunlight or artificial light?

For interpretation, do they seem happy? (All of them or only some?) Why do you think they are or are not happy? What is your evidence? Where do you think they are?

Unit Eight

Self-Reflection

Self-reflection provides us with an opportunity to look back at what we have experienced and think about the effect of what we have learned. It also gives us the chance to identify changes in attitude or behavior in ourselves or others.

Review the previous questions from other units and your journal to answer the following questions:

1. Who would have performed your service-learning duties if you were not there?
2. How were your experiences different than you expected before you started?
3. What did you learn about yourself?
4. How do your answers to these questions relate to your referring course?

Unit Nine

Making a Difference

Most people are members of several communities. For example, they may identify themselves as Californians, Los Angeles Harbor College students, employees of a company, members of religious organizations, or part of a family or a group of friends.

Identify at least one community of which you are a part.

1. Describe that community.
2. What community do you serve at your service learning agency?
3. How does your service at the agency benefit one of the communities of which you are a member?

Unit Ten

Working in a Diverse Setting

Most employers are looking for employees who can interact with people from many different backgrounds, languages, ages, abilities, and ethnic groups. Your experiences at the agency may have given you a chance to interact with people different than yourself.

Complete the following:

1. Identify an example of diversity at the agency you served.
2. What did you learn that surprised or differed from what you expected?
3. How might you be able to use this experience/information in the future?
4. How has this helped you grow?

COMPLETE

Unit Eleven

Forms to Finish

1. The **Evaluation Form** must be filled out by your agency supervisor and returned to the Service Learning Instructor before you will receive credit for the course.
2. You can help this program improve by filling out the Service Learning Course **Feedback Form** and turning it in to your Service Learning Course Instructor, or completing the equivalent in the online Etudes course platform.
3. Submit your complete reflection answers (units 3-10) to your Service Learning Instructor for approval, as a paper copy or electronically via email or Etudes.
4. Your referring course instructor may also has specific requirements you will need to follow according to their syllabus or other instructions. Speak with your referring instructor at the beginning of the semester for details.

CELEBRATE!

Thank you for your service to the community. Your contribution is appreciated.

SL FORMS

The following forms must be completed:

Orientation Form - read, sign and turn in immediately

Risk Form - read, sign and turn in immediately

Placement Form – take this to the place where you will volunteer, have them sign it. Return to your instructor BEFORE you start your volunteer service

TB Test Form – NOT REQUIRED unless your volunteer site requires it. If they do, get tested and have the form completed.

Timesheet – track your volunteer hours and have your volunteer supervisor initial/sign this form. Return by semester due date

Evaluation Form – have your volunteer supervisor complete and sign this form. Return by semester due date

Feedback – not mandatory but we would appreciate your comments on your service as well as this course

Thank You.

ORIENTATION FORM

NAME: _____ SL Section #: _____

REFERRING CLASS INSTRUCTOR / NAME / SECTION NUMBER:

_____ / _____ / _____

STUDENT RESPONSIBILITIES OF SERVICE LEARNING

Commitment and Dedication:

A successful community service-learning program involves the cooperation and commitment of all involved. In order for your experience to be personally meaningful and beneficial to our communities, service providers are expected to be dedicated to following through on their service learning commitment in a professional manner.

In turn, your commitment will be fully supported by both Los Angeles Harbor College program coordinators and community organizations sponsoring your involvement. Each community service provider agrees to work a specified number of hours, learn the policies and procedures of the sponsoring organization, complete all forms and logs necessary for program coordinators to track the progress of providers, and adhere to the regulations of the sponsoring agency.

Confidentiality:

In the course of your employment, the most important policy you are asked to follow is that of confidentiality. Those who come to us for assistance deserve the right to maintain their privacy. Therefore, any information you may learn about the course of your work must be kept in strictest confidence. Ignoring a person's right to privacy will result in immediate dismissal from your service.

Infection Control:

In order to protect yourself and others, follow these simple rules:

- Wash your hands when you arrive, after using the rest room, before handling any food items, and before leaving; and,
- If you are ill with any communicable disease, notify your supervisor that you will not be in to work. Working through an illness is not helpful to you or the people you serve.

Your Responsibility on a Personal Level:

Service providers should dress in a manner appropriate to the job they will be performing. Be clean and neat. Use common sense. Please remember at all times that you are representing Los Angeles Harbor College. Demonstrate the behavior, language and attitude befitting a college student.

Documentation:

TIMESHEETS: Please sign in and out each day as you begin and end your service. This information allows the agency to track the hours you are serving their clients. Additionally, voluntary liability insurance only covers you during hours you are working with the agency. Therefore, if you are not signed in properly, you will not be covered should you have an accident. The timesheets provide the Service Learning instructor with valuable information and contributes to our efforts in sustaining this program. We would also like to communicate the contributions of this program to our communities through the media.

I HAVE READ THIS PAGE AND AGREE TO ALL TERMS.

Sign Your Name: _____ Date: _____

Service Learning 100
**ACKNOWLEDGEMENT
AND ASSUMPTION OF RISK FORM**

NAME: _____ SL Section #: _____

REFERRING CLASS INSTRUCTOR / NAME / SECTION NUMBER:

_____ / _____ / _____

Please read carefully and sign below.

I, _____, understand that there are risks involved in my participation in this voluntary service learning project including the risk of property damage, personal injury, or death and therefore, in consideration of my participation, I assume all risks and responsibility surrounding the project Furthermore, I agree to release, defend, hold harmless and indemnify the Los Angeles Community College District, its Board of Trustees, Officers, Agents, and Employees, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising from personal injuries, property damage or otherwise, however caused, brought or recovered against any of the above that may arise from or during or be alleged to be caused by my voluntary participation during this service learning project.

I HAVE READ THIS PAGE AND AGREE TO ALL TERMS.

Sign Your Name: _____ Date: _____

NOTE:

If you are under 18 years of age, Parent or Guardian signature is required below:

Print Parent or Guardian's Name

Parent or Guardian's Signature

_____ Date: _____

PLACEMENT FORM

_____ Semester/Year

Student Name: _____ ID #: _____

Address: _____

City: _____ State: _____ ZIP: _____

Student Phone Number: _____

Referring Course and Section #: _____

Example: Math 216, #3042

Name of Service Learning Instructor: _____

Complete the section below with the agency supervisor and return to your Service Learning course instructor after your first visit.

Agency Name: _____

Name of Supervisor: _____

Student Start date: _____

Agency Supervisor Signature/Title

I agree to accept the student named in this Placement Form and provide adequate this service site.

Student Signature

I agree to the terms and conditions set forth in this Placement form and to perform my Supervision at duties to the best of my abilities.

LOS ANGELES HARBOR COLLEGE

1111 Figueroa Place, Wilmington, CA 90744

(310) 233-4278

Service Learning 100
TB SKIN TEST FORM

Students complete this form ONLY if the agency/non-profit they volunteer for requires a TB Test.

STUDENT HEALTH CENTER 310-233-4520
TB SKIN TEST (also known as Mantoux, P.P.D.)
Information, Questionnaire, and Consent Form

You are receiving a TB skin test to determine if you have the TB bacteria in your body. A tiny needle is used to place a small drop of solution under the skin of your forearm. A period of 48 to 72 hours is needed to *permit* the test to react properly. The test is positive (indicating the presence of the TB bacteria) if a raised area appears. A positive reaction may or may not mean the disease is active. All positive reactions will be referred for a chest x-ray.

	Statement	Circle One Answer
1	I have had the disease of tuberculosis (TB).	Yes / No
2	I have taken medication for the disease of TB.	Yes / No
3	I have had a skin test for TB infection in the past Date of Last TB Test: _____	Yes / No
4	I have had a positive TB skin test in the past	Yes / No
5	I have taken medication for a positive TB skin test	Yes / No
6	I have had contact with someone known to have TB.	Yes / No
7	I have had a chest x-ray for tuberculosis.	Yes / No
8	I have had a TB skin test in the past two months.	Yes / No
9	I have taken cortisone (steroids)/chemotherapy or immunosuppressive medication in the past month.	Yes / No
10	I have received a B.C.G. vaccination.	Yes / No
11	(Women only) I am pregnant.	Yes / No

I have read the general information and hereby give my consent for this test. I know I must return to the Student Health Center for a reading within 48 to 72 hours. **NOTE: If you are under 18 years of age, a parent or guardian must sign this form.**

Student Name _____ Student ID #: 88-_____

Date of Birth: _____

Student Signature: _____ Phone: _____

Parent/Guardian Signature (if student is under 18 years of age): _____

TO BE COMPLETED BY PROVIDER:

Date of Test: _____ Time: _____ Test Site: L / R Forearm

Date Read: _____ mm indur: _____ Results: _____

IF POSITIVE, REFERRED TO: _____

Provider Name: _____ Signature: _____

Phone: _____ Date: _____

Service Learning 100
EVALUATION OF STUDENT

This form must be complete by agency/non-profit organization supervisor.

NAME: _____ SL Section #: _____

REFERRING CLASS INSTRUCTOR / NAME / SECTION NUMBER:

_____ / _____ / _____

Agency/Non-Profit Organization: _____

Name of Student Volunteer Supervisor: _____

Students must receive a positive evaluation in order to pass this course. If for any reason you cannot provide a positive evaluation, please contact the Service Learning Instructor at Los Angeles Harbor College. Lori Minor 310-233-4261 or Megan Lange 310-233-4149

EVALUATION: On a scale of 0 to 4 ("4" representing the highest), please rate the student volunteer in the areas listed below by placing an "X" in the appropriate box.

	0	1	2	3	4
Attendance & Punctuality					
Attitude					
Quality of Work					
Initiative					
Problem Solving Skills					
Interpersonal Skills					
Overall Performance					
Other:					

Comments: _____

Supervisor Signature / Title: _____

Date: _____

Service Learning 100
COURSE FEEDBACK FORM

Students complete this form to help us improve the Service Learning course and program.

NAME (OPTIONAL): _____

I would recommend this course to other students. Yes ____ No ____

What I especially liked about the course was:

I think this course could be improved by:

If you found additional needs at the agency that you think other students might be able to help with, please explain here: