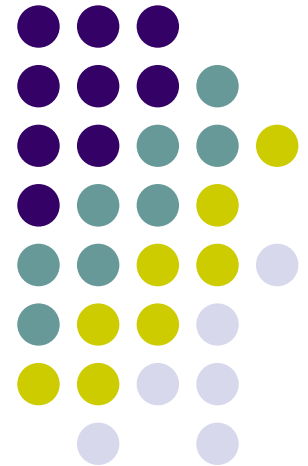


Essentials for Decision Making For Service Learning

Perri J. Bomar
2/3/03
CCPH

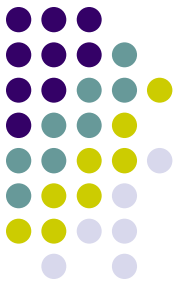




Objectives

- Stakeholder identification
- Discuss melding objectives of community and the campus
- Discuss gain-gain strategies
- Explore critical decision points

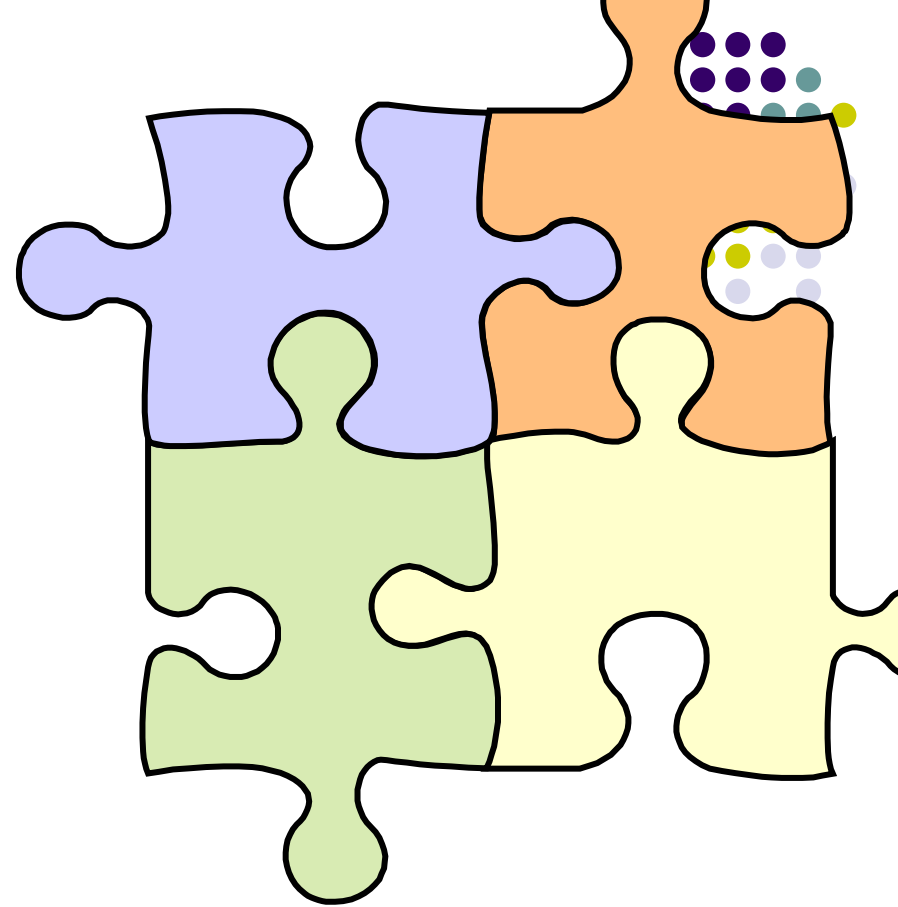
Stakeholder



Definition

- **A person or group that has an interest or stake in the project or issue**

- Who are the stakeholders for your proposed project?



Process for Melding Objectives



- **Share objectives of each partner**
- **Dialogue- listen...listen**
- **Explain**
- **Clarify**
- **Repeat objectives**
- **Ask to explain in their own terms**
- **Write**
- **Regular meetings of partners**

Common Mission and Shared Objectives



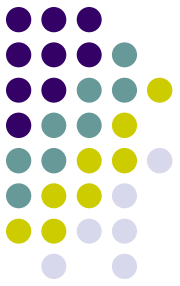
- Health Objectives-
 - **Student learning** in community based settings with clients that they will be providing care for as clinicians.
 - To Learn **FROM** the community **not to do to** them.
 - **Community-**
 - Improved health and access
 - Teach students and the faculty

Listen to each other's purpose



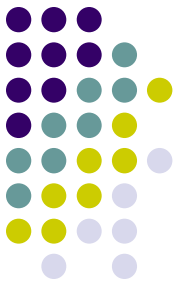
- It is crucial to listen, listen to each others purposes
- Clarity and open discussion at meetings are crucial. Each being heard and to reach a decision that is acceptable with each partner.
- All stake holders take part is decisions
- Ask each to explain in their own words the objectives of the other- Reflection
- Emphasis that the **outcome** is **what the partnership** agrees upon- this is crucial
- A process- does not occur in one meeting

Commitment and Clarity



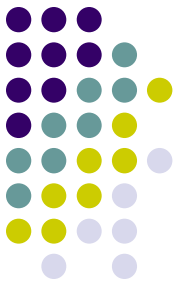
- Requires the input and interaction of **all the stakeholders**
- **Education** and **orientation** sessions for all partners about the mission of each partner
- Create a **joint vision** and **mission** statement for the project approved by all stakeholders
- Write and agree on objectives are that clear, measurable, and attainable
- Commitment and attendance at meeting of all stakeholders is crucial

Principle-centered Ethical Partnership

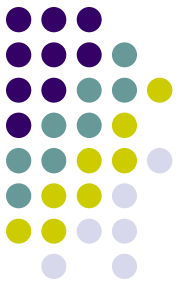


- Avoid harm to students
- Avoid harm to recipients of care
- Is the service needed by the community
- Would the community be harmed if the service is removed
- Supervision of students
- Preparation of students for S-L
- Skill level of students appropriate (Mihalynuk & Siefer (2002))

Strategies for Gain-Gain



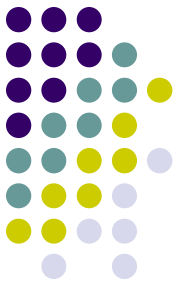
- Establish trust-
 - Follow-up with commitments
 - Genuineness
 - Respect for other's views, values, and abilities
 - Reciprocity
 - Valuing partner's contributions
 - Meet face to face both in the community and on campus



Gain- Gain

- Create a set of **group agreements** and operating principles
- Provide for the ***education and training*** of all partners in the partnership process and project mission and vision
- **Policies** of each partner should support the mission and objectives of the partnership

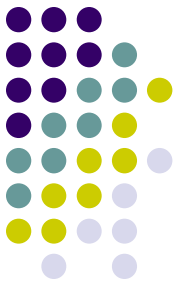
Critical Decision Points



I. Identify and Choose Partners (T. Mihalynuk & Seifer, 2002)

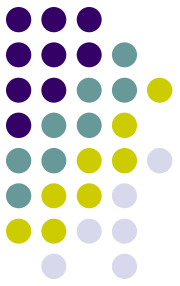
- Nonprofit vs. for profit agency
- Accessibility of community for students – transportation etc
- Safety for students and project staff
- Supervision of students-staff member/volunteer
- Nature of service—does the partner have the volume and able to meet the curriculum and community needs?
- History. Have students worked there successfully previously?

II. Identify Needs and Mutual Concern



- Assess Community Assets and Needs and fit with Academic curricula and mission
- Determine liaisons

III. Create an infrastructure for the partnership



- **Shared Leadership roles –Formal and informal**
- **Identify liaisons**
- **Advisory board**
- **Leadership- comfortable in the community and campus**
- **Record keeping**
- **Fiscal responsibility clear and agreed upon**
- **Evaluation of outcomes**
- **Member contributions**
- **Levels of involvement acknowledged and permitted**

IV. Negotiating Agreements - Written

(Minhalynuk & Siefer, 2002; Point of Light Foundation, 2000)



- **Names of each partner organization and key staff**
- **Each partner's expectations and anticipated benefits**
- **Role, responsibilities, and tasks of each partner**

IV. cont- Partnership's intended outcomes



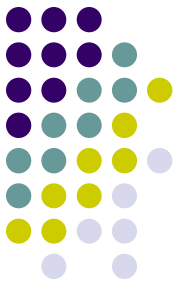
FOR:

- *Recipients of service*
- *Volunteers*
- *Students/youth volunteers*
- *Educational institution*
- *Non-Profit Organization*

Negotiating Agreements –cont.

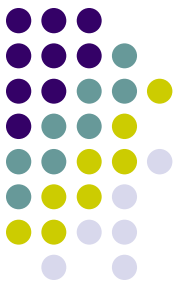


- **Financial responsibility and fund raising**
- **Risk Management plan and partner's role**
- **Anticipated partnership products and copyright**
- **Evaluation Plan and partners role in evaluation**
- **Periodically, redesign relationships based on changes and circumstances**
- **Partnership's plan for publicity and role of each**



V. Campus Dimensions

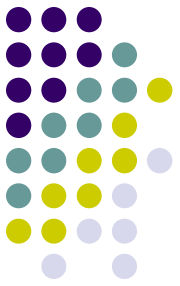
- **Faculty Development and involvement**
 - Workshop and education for faculty
 - Curriculum design that allows flexibility
 - Evaluation
 - Resources for course
- **Student involvement**
 - Recruitment
 - Safety
 - Reflection
 - Evaluation



VI. Other Crucial Dimensions

- Agreements- written and signed by both leaders
- Mutuality on time, place, resources, efforts, mission, philosophy of project, i.e. hours
- Timelines for project agreeable
- Termination ...include in the written agreement early in the project

VII. Reflection and Celebration



- **Regularly reflect and plan celebrations**
- **Recognize contributions of each partner in advertisement and celebrations**
- **Publications approved by partners**