

Community Partner Guidebook:

*Guide for Community Partners to Better
Understand Their Role in BSW Curriculum*



**Tarleton State University
Department of Social Work
Bachelor of Social Work Program**



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Tarleton State University Department of Social Work Mission Statement

“The mission of the Tarleton State University, Social Work Program, is to respond to the diverse needs of multicultural communities, with an emphasis on service to Hispanic, military, and rural populations in North and Central Texas. The program prepares competent and effective generalist social work practitioners who are committed to enhancing the well-being of marginalized and oppressed populations utilizing the profession’s core values such as service, dignity, and worth of the individual, social and economic justice, and recognizing the importance of human relationships.”

The mission statement is unique to the geographic area where the Tarleton State University Social Work program is located and populations that the social workers in that geographic area typically serve. Further, the mission statement reflects the core values of the social work profession, as well as the Tarleton State University core values of service, tradition, integrity, civility, leadership and excellence.

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Overview of BSW Curriculum Sequence

The partnership is over a two year/four semester period. Each semester students are required to remain in contact with his/her community partner and complete specific assignments.

Semester	Class	Meeting with Partner	Volunteering with Partner	Student Group Outcome
First	Service Learning	Once a month	35 hours required Orientation of agency must take place first before student can volunteer. (At least 10 hours a month)	Ch 1: Agency Analysis Ch 2: Problem Analysis Ch 3: Project Plan
Second	Research Methods	Once a month	35 hours total (At least 10 hours a month)	Ch 4: Literature Review Research Plan CITI Training & IRB completion
Third	Statistical Analysis	Once a month	15 hours total (At least 5 hours a month)	Ch 4 continued: Research Paper Research Presentation
Fourth	Practice II	Once a month	15 hours total (At least 5 hours a month)	Ch 5: Macro Project informed by research Portfolio Booklet & Presentation

*The above framework is for professor teaching any of the curriculum design courses. The structure supports a clear involvement between the students, the community partner, and the professor teaching the course.

**Professors teaching the courses with these assignments are to implement consistently, as it increases the enrichment of the students' knowledge of the content as well as supports the quality of the course.

Orientation: All student groups need to receive an orientation of the agency before proceeding with any volunteer service. Some agencies require certain training or educational hours as well. Students are not required to do more than the specified volunteer hours in any given semester.

Volunteer Hours: The student group must work with community partner in identifying what constitutes as volunteer time. Most professors will allot class time for students to complete their volunteer hours. Community partners are encouraged to work with student groups to be able to complete their volunteer hours (as a group is recommended). Students must spread out volunteer hours across three months within the semester to be of assistance to the community partner. Each course in the curriculum design is an Applied Learning Experience course (ALE) which requires service time of a set amount of hours a semester. Each individual student is responsible for logging volunteer hours each month with community partner signature. Volunteer logs need to be submitted at the end of each month. (This expectation may vary depending on professor).

Meeting with Community Partner: Must be as a group in order for student groups to be on one accord and to be respectful of community partner's time. Students need to learn to plan accordingly. All student groups are encouraged and/or required (depending on professor) to schedule the meetings with community partner during the first week of classes. Most professors will allot class time for students to complete their meetings with community partners. The community partner is encouraged to meet with students for at least 30 minutes. Students will be allowed to use meeting time as volunteer hours if meeting exceeds one hour. It is up to the community partner of whether they will allow student groups to use their entire meeting time as volunteer hours.

Contacting Community Partner: All correspondence with community partner and student groups need to copy the professor for the course to allow professor to be involved in the communication. All student groups are encouraged to identify a group leader who will be responsible for contacting the community partner. This may vary depending on the professor. However,

students are encouraged to identify a leader within the first week of classes to ensure the process is structured and less stressful.

Professor and Community Partner Communication: Any professors teaching any of the curriculum design courses are strongly encouraged to have consistent contact with the community partner throughout the semester to see how the student groups are doing. The suggested contact is at least once a month via email, phone, or in person. This communication assists the professor and/or community partner in identifying any problem areas that are occurring or are likely to occur. This contact also allows for transparency between professor and community partner.

Community Partner Participation: Community partners and/or representatives are part of the student's grade. Depending on the professor, certain presentations will require representation from the community partner. Below are possible expectations:

- Service Learning Presentation at the end of semester
- Research Methods- None
- Research Analysis- Presentation at the end of the semester
- Practice II Portfolio Presentation at the end of the semester

Student Considerations:

Please keep in mind that during the third and fourth semester courses that students may also be in their Internships which can be extremely taxing on our students. We ask that community partners work with our students as best as possible to help them reach their course goals.

Recommendations for Professors Teaching Curriculum Design Courses:

It is recommended that faculty reach out to the community partners at least once a month to ensure the interaction is going okay.

Rubric for Assessing Professional Behaviors:

Service Learning

1st Sequence Course

Major Assignments for the Course:

Agency Analysis, Problem Analysis, and Project Plan Developed

Students will work with community partner to identify and respond to a community or neighborhood challenge through community engagement (community service). Students will work under direct supervision of community partner and instructor.

Students engage in supervised individual hours of community engagement activities as directed by the community partner. The students' will develop a Problem Analysis based on information provided from the community partner as well as their own reflection of the problem.

The Plan will be presented to the students' community partner at the end of the fall semester. This will be the beginning of future research and advocacy for the problem.

Expectation of Community Partners

- Students must participate in an orientation training prior to the service
- Minimal of 35 service hours community engagement
- Weekly updates with group members
- Monthly meetings with community partner (3 times)
- Develop project/ plan with community partner

Expectation of Students

- Orientate students to the agency/organization (initial meeting)
- Conduct any specialized training or meetings EARLY in semester
- Identify important events/activities for students to participate
- Work with student group on identifying and defining the problem
- Meet with students at least once a month (three times)

- Help student identify how best to use community engagement hours
- Provide feedback through references at the end of the semester
- Sign student's paperwork (Learning Contract, Log Hours, Monthly Meetings)

Service Learning Defined

In the BSW Program at Tarleton, the Service Learning (SL) course/expectation takes place through community engagement. We consider SL as a merging of volunteering and internships. SL tends to balance some aspects of volunteering to some aspects of internships. Reciprocal learning also distinguishes SL programs from volunteering or practicum. Through community engagement, the student and the partner are both students, teachers and learners.

- Internship-Internships focus on specific learning objectives (Reynolds, 2009)
- Volunteer-Volunteering benefits the recipient and is generally not connected to the curriculum.

Monthly Meetings with Professor

Each group will have a designated leader/editor which helps with the organization and structure for the class. The overall project will include at least three meetings with professor throughout the fall semester to assist students understanding and project completion for the semester.

- 1st meeting: Review of Agency Profile/Analysis (first full month)
- 2nd meeting: Review of Problem Analysis (second month)
- 3rd meeting: Review of Project Plan (third month)

Monthly Meetings with Community Partner

- 1st monthly meeting: Initial Meeting is an Introductory and Planning meeting for service hours that student can provide. Learning Contract should be discussed.
- 2nd monthly meeting (first full month): Student group should be getting acclimated to agency; any trainings orientation, mission statement,

service work to help understand agency work and leadership. Student's Learning contract due early this month. Student's agency analysis is due at the end of this month.

- 3rd monthly meeting (second month): Student group should be serving in various capacities and working with community partner on possible problems faced. Student group should be observing population served and possible areas of difficulty encountered. Student's problem analysis at the end of this month.
- 4th monthly meeting (third month): Student group is serving and talking with community partner about possible projects that students can help complete. Partner can help provide any resources for students to read or observe to help inform ideas for project. Students project plan due prior to final presentation.

Weekly Updates with Group Members

The student group will also be meeting at least once a week to provide updates with one another through the communication tool they have decided as a group (face to face, GroupMe, Zoom, FaceTime, etc.). The updates and meetings will be to assist in various work areas provided below:

- Planning
- Discussions
- Service Work
- Preparation for Assignments
- In class group time
- Out of class group time
- Managing log sheets for hours & meetings with community partner

SERVICE LEARNING MAJOR ASSIGNMENT DETAILS

Agency Analysis

- Overview of the community partner/agency
- Population served
- Demographics of population served and demographics within the agency (Statistics-Age, Gender, Race, etc)
- Services provided by agency/community partner

- Historical outline of agency/community partner

Problem Analysis

- Defining the problem
- Prevalence of the problem
- The population affected (Statistics-Race, Age, Gender, etc at the local, State or National level)
- Community efforts to address the problem (What are other agencies or organizations doing to address the problem?)
- Current available services or assistance the agency/community partner provides to the community or population served

How can you help directing students to community engagement opportunities?

Community partners can assist students in so many ways while also helping benefit their cause. Start by asking some basic questions:

- How can the students learn more about the problem or issue as it exists within your community, population being served or agency?
- Who else, besides you, can the students meet with to gather more information?
- Where can the students engage with the community your agency is servicing to allow them to see the problem or issue up close?
- Where are there opportunities for non-traditional students who may work during the day?

What is the Project Plan?

One of the last major assignments for the student group where student groups will take part in the following:

- Identifying and reviewing different resources related to the population the agency serves and/or the problem identified by the student group and agency/community partner.

- Each student group will provide a section at the end of the Annotated Bibliography that will allow student group to provide a projected plan of action.
- Each student group shares the community partner role in developing the projected plan as well as their input/feedback from the group's identified resources.

How can Community Partners assist in Mentoring 'The Plan'?

- What do you want to see happen?
- What would you like the portfolio to contain at the end?

Developing the Project idea/Plan with the Student Group

- What issue is causing a problem for your clientele?
- Where do more metrics need to be collected?
- Is there a program or process that needs evaluating?
- Is there an emerging community issue that needs attention?
- What would you do if you had more time?

End of Semester Presentation for Service Learning

The presentation is an opportunity for the student group to provide all of their work completed during the semester for the course. The student group has an expected outline of information that includes agency analysis, problem analysis, project plan, etc. Other information pertaining to the presentation is below:

- Time Frames- typically towards end of semester
- Locations vary- depends on community partner and student group preference
- Professional/Appropriate attire
- Attendance of community partner/designee
- Evaluation by community partner/designee & professor
- Evaluation by group members

Developing the Community/Student Partnership

- Community-based project that could benefit from change
- YOU are the guiding force, not the faculty or any university initiatives

- You can contact us for a project
- We may contact you with suggestions, but these are open for you to change, define, etc.
- Encourage participation through Community-based Participatory Research
- Referrals from other community members welcome- does NOT have to be a social worker or social service agency, but must deal with a social problem

Content to Answer for Developing Slide for Students

- What is the mission of your agency?
- What is your role in the agency?
- What have been your past experiences with students from Tarleton (projects, research, etc.)
- How many students can your agency take in the Fall?
- What kind of services will the students be able to help with during the Fall?
- What is a project the student can work towards with your agency?
- When is student able to get hours with your agency?
- Are hours only available in the day time or are there night time opportunities for students to serve?
- Are there any requirements that students need to know about if they select your agency?

Research: Two Courses

2nd Sequence Course Assignments:

Literature Review, Research Training, Research Question, Hypotheses development, Objectives, Research Design, Paradigm/Theory Exploration
IRB Submission

Third Sequence Course Assignments:

Paradigm/ Theory, Methodology, Results,
Recommendations/Implications/Limitations developed

Students will submit an application to work with human subjects. This submission is submitted to the Institutional Review Board (IRB). Students will also study paradigms and theories of research for their project.

Once IRB approved, students will work with the community partner and the community to conduct data collection and analyze the data. Results will provide the framework develop a macro project for the next course.

Expectations of Students

- Weekly Updates with group members
- Monthly meetings with community partner
- *Research Methods Course (second semester during junior year):*
Completion of 35 hours of service that supports community partner
- *Statistical and Data Analysis Course (third semester during senior year):*
Completion of 15 hours of service that supports community partner
- Research Plan
- Develop Research Question, hypotheses, objectives, research design, survey development, etc.
- Complete IRB application for research
- Complete CITI training course (on-line)
- Carry out research plan
- Collect and analyze the data
- Formulate recommendations

Expectations of Community Partner

- Meet with students at least once a month
- Write letter of partnership/support for IRB application
- Help facilitate research including, but not limited to, helping to recruit research participants, assisting in scheduling places for research
- Be mindful of students' time frames during this course- it's an academic calendar!

Developing the Research Question

- What do you need explored? Described? Explained? Evaluated?
 - Exploratory- general qualitative- interviews, focus groups, key informant interviews
 - Descriptive- can be qualitative or quantitative- describes a problem- prevalence, how population perceives the problem, how the community perceives the problem, what's really happening
 - Explanatory- cause and effect- testing a strategy or intervention- primarily quantitative
 - Evaluation- can be qualitative or quantitative- evaluates a program or service

Completing the CITI Training and the IRB

- Need letters of partnership from you or any other agency that will either refer clientele for research or will allow research to be conducted at the agency
- Help students determine the following; Who? Where? How many? What instrument? Special populations?
- Help students identify and/or develop their assessment tools (surveys, polls, etc.)

Practice II

Last Sequence Course

Major Assignments in the Course:

Introduction, Appendices, Macro Project developed, Presentation

Students will submit recommendations in the form of a portfolio based on the previous work in Service Learning and Research to help inform overall macro project.

Students will develop a macro project that supports their previous work and has been approved/supported by community partner.

Expectations of Students

- Identify macro project informed by the research results and supported by community partner
- Complete 15 hours of service work for community partner that relates to macro project:
- Finalize portfolio, have it bound, and ready to present to community partner (one hard copy, one electronic copy)
- Schedule a time to present to community partner and/or the group of their choosing
- Presentation should be professional
- Monthly meetings with community partner
- Weekly communication with group members

Expectations of Community Partner

- Monthly meetings with student group
- Make suggestions about possible macro project ideas that will benefit you
- Give students feedback
- Let them know about future opportunities—become their social capital

The Macro Project

- Review Project Plan from Service Learning and the results from the research
- Based on the research results, do you feel you could implement additional resources with a grant?
- Based on the research do you think there is a program that our students could assist with developing?
- Based on the research do you think the results can help serve another type macro project for students to complete by end of semester?

Presentation of the Portfolio

- Please come out to here the student team present their topic
- Presentations are at designated locations
- Make sure relevant people are invited
- Include administrators, community leaders, members of relevant workgroups, coalitions, etc.

Portfolio Chapters are from the last four sequence courses:

1. Agency Analysis (completed during first semester)
2. Problem Analysis (completed during first semester)
3. Project Plan (completed during first semester)
4. Research Proposal (completed during second and third semester)
5. Macro Project (completed during fourth semester)
6. References
7. Appendices

Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
1. Attendance: Attends classes and related meetings	Student has missed 20% or more of total class time in one or more classes	Student missed class for reasons that are not related to allowable emergencies but for convenience; Skipped one class to do work for another class	Student attend all classes except in truly rare or unusual circumstances that are considered excusable by the professor	Student attended all classes	
Comments:					
2. Punctuality: Be punctual and engaged	Student has been late to class or left early from class 3 or more times in a semester	Student has occasionally been late to class or left early from class, but no more than once per semester	Student is on time to class and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor	Student is always on time and stays until the end of class	
Comments:					
3. Manage communications and contacts	Student does not usually contact the instructor to inform of tardiness to/absence from class; Student provides no reason for absence	Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting	Student contacts the professor prior to the beginning of class to inform of tardiness or absence except in true emergencies, and then contacts the professor immediately thereafter	Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc.	
Comments:					
4. Demonstrate respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty	Student is usually respectful to and supportive of classmates, staff, faculty	Student is always respectful to and supportive of classmates, staff, faculty	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
5. Demonstrate self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications	Student only occasionally shows self-awareness about the impact of verbal and non-verbal communications	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	
Comments:					
6. Demonstrate awareness and responsiveness to diversity	Student's classroom interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people	
Comments:					
7. Demonstrate collegiality and collaborative interactions	Student has not demonstrated collaborative skills in work with others and relationships with classmates have been affected by this	Student is reluctant to collaborate with others and struggles with maintaining positive relationships	Student almost always works collaboratively with team members while relating easily and positively with others	Student always works collaboratively with all team members, while relating easily and positively with others	
Comments:					
8. Strive for a high level of oral expression	Student consistently gets feedback from instructor that oral expression is unprofessional. Student never or hardly ever participate in class discussions	Student's professional oral expression is challenging for others to understand. It may contain grammatical errors or excessive slang, or it may be poorly organized. Student only occasionally participates in class discussions	Student is usually articulate and professional in oral expression. Student usually participates in class discussions in ways that significantly add to the quality of the discussion	Student is always articulate and professional in oral expression. Student always participates in class discussions in ways that significantly add to the quality of the discussion	
Comments:					
9. Strive for a high level of written expression	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional. Grades on papers are reduced significantly because of writing	Student's written work lacks clarity and has some errors. When asked to use APA guidelines, Student does this incorrectly on a consistent basis. Grades on papers are reduced	Student almost always expresses ideas or concepts clearly, with very few errors; Student uses APA guidelines when required, making very few errors. Grades on papers are reduced	Student always expresses ideas or concepts clearly, with an absence of errors; Student uses APA guidelines accurately. Grades on papers are reduced hardly at all because of writing.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
		somewhat because of writing.	slightly because of writing.		
Comments:					
10. Demonstrate self-initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner. Student rarely gets the reading done or leaves enough time to turn in best work. Student never proof-reads written assignments and turns them in with major errors on them	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and proof-read	Student almost always takes initiative to plan work and complete it in a timely manner. Work is proofread thoroughly before turning in a written assignment	Student always takes initiative to plan and complete work in a timely manner. Work is proofread in its entirety before turning in a written assignment and makes necessary corrections	
Comments:					
11. Demonstrate evidence of motivation to improve oneself. Responses to suggestions and feedback are good.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly	Student is usually receptive to suggestions and feedback, does not adjust performance accordingly	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly	Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly	
Comments:					
12. Be knowledgeable about and compliant with the professional conduct policy in the Social Work Program and Field Education Manual	Student is not familiar with the professional conduct policy in the Social Work Program and rarely if ever complies with it	Student is aware that a Professional Conduct Policy exists within the Social Work Program, but does not comply with it	Student is aware of and follows the Professional Conduct Policy in the Social Work Program	Student demonstrates exemplary knowledge of the Professional Conduct Policy in the Social Work Program. Student always conducts self accordingly	
Comments:					
13. Show respect and use the NASW Code of Ethics in its entirety, including confidentiality	Student indicates no awareness of or knowledge about the Code of Ethics	Student's knowledge of the NASW Code of Ethics is not evident in communications or practice-related behavior	Student respects the NASW Code of Ethics, which is evident in both communications and practice-related behavior	Student consistently demonstrates leadership with colleagues in discussions of ethical issues and compliance with the Code of Ethics	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
14. Use departmental communications					
Student never checks email and/or does not respond to emails sent by fellow group mates or the professor	Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor	Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it	Student always checks email looking for correspondence from classmates and the professor and is always prompt to respond to it		
Comments:					
15. Displays professional appearance that does not interfere with professional relationships/responsibilities.					
Student's attire and presentation is consistently inappropriate for professional and classroom settings. Hair and body are not clean or well-groomed, and/or often has offensive body odors that are uncorrected when provided feedback and support	Student sometimes has poor hygiene, wears inappropriate clothing, or has distracting body odors. Student rarely self-corrects when provided feedback and support	Student demonstrates routine attention to professional appearance and hygiene	Student demonstrates consistent attention to professional appearance and hygiene		
Comments:					

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Tarleton State University
SAMPLE Service Learning Volunteer Contract
Social Work Program

Date _____

Student's Name _____

Name of Community Partner _____

Address of Organization _____

Phone Number of Organization _____

Community Partner Supervisor's Name _____

Community Partner Supervisor's Job Title _____

E-mail Address & Phone Number of Supervisor _____

Community need that volunteer service will address: ___ Helping create a more accessible tool for communicating the needs for persons who are homeless and linking them to resources in a more efficient time frame

Your role description: ___ This is where student will indicate the various roles he/she will play at the agency: Helper, facilitator, creator, etc. For example *"The role I will play at the agency will be to help the community partner primarily with tasks that deal with finding and advocating for resources for the homeless population. I will assist by completing various tasks outlined by the community partner and ask questions to have a better understanding of the expectation."*

Learning Objective	Learning Activity	Measurable Outcome (Evidence of Completion)
1. To identify and understand major concepts of persons who are chronically homeless	1. Looking up definitions related to homelessness; reading brochures; helping create brochures/materials; developing a training for volunteers about the population, etc.	1. Developed brochure; facilitating at least one volunteer training
2. To identify and learn about the resources available to persons who are chronically homeless	2. Attending town hall meetings; attending community resource group meetings; working with persons in the shelter (serving food, talking to them, playing board games, etc.)	2. Reflection with community partner about experiences; receiving feedback from community partner about information I have obtained

3. To apply basic social work skills	3. Talking with population being served about their journey, talking with workers in the agency about their experiences; reading books about working with population being served	3. Reflection discussions with community partner; reading at least 2 books on homelessness
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Describe Community Partner Objective and

Outcome:___Community partner desires student to gain service hours by doing activities that will help student better understand this population. The community partner's expected outcome is the student will develop a training manual draft for volunteers that includes a section on important terms associated with homelessness

Risk Management measures (safety issues to be addressed):

Being in a location alone with a client- to avoid this from happening student will always be with a partner or with community partner when working or serving clients

Projected Number of Volunteer Service Learning Hours Per Week to be

Performed:___An average of about 2-3 hours a week

Date to Begin Volunteer Service Learning Project:_____

Date Volunteer Service Learning Project Will Be Completed:_____

As a student committed to the service learning Applied Learn Experience at Tarleton State University, I agree to fulfill the above objectives.

Student's Signature_____

Community Partner Signature:_____

Date:_____

Tarleton State University Social Work Department
Volunteer Log Sheet

Student First and Last Name Typed or Printed: _____

Name of Social Work ALE Course: _____

Date of Service	Time In	Time Out	Total Time	Tasks Completed	*Community Partner Initials & Date
Total Amount of Hours=					

**Community partner initials to verify the tasks completed by the individual student. Each day of service needs to be initialed preferably on the same date of service.*

This is the Volunteer Log Sheet that each individual student uses to keep up with their individual hours. The community partner or an approved agency representative can provide their initials and date to verify student completion.

Group Members Weekly Meeting Schedule

Student Name: _____

Group Members: _____

**Group Meeting Times scheduled with Group
(must meet once a week with group to discuss and complete group related assignments)**

Week	Day & Time
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	

Student Signature of Commitment: _____

If for any reason this schedule needs to be modified or cannot be fulfilled, it is the student's responsibility to inform group members of inability to fulfill commitment.

This is the Group Members Weekly Meeting Schedule. This form does not pertain to the community partner and does not need a signature from the community partner. This form is primarily used for accountability purposes for each individual student during each semester.

