Student Guide to Nashman Community-Engaged Scholarship Courses
2018-2019

What is a Nashman Community-Engaged Scholarship Course?

Community Engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

—Carnegie Foundation for the Advancement of Teaching

A Nashman Community-Engaged Scholarship Course is collaboration between faculty and student scholars and community members in mutually beneficial partnerships to address issues of the common good. Community engagement makes student learning more relevant and challenges students to use their knowledge and skills to address real, complex, community concerns. These courses facilitate learning of academic course objectives, but also invite reflection on students' sense of purpose and civic responsibility. Nashman courses help students to become active citizens of a diverse democracy who see themselves as creative contributing members of their communities.

Community-Engaged Scholarship can be direct, involving in-person service individuals in the community, for example, tutoring a child, preparing earned-income tax credit forms for low-income clients, or assisting therapists who treat people with physical disabilities. Community-Engaged Scholarship can also be indirect, in which students create projects or conduct research for organizations that serve the community. Examples include grant writing, program evaluations, and business plans.

How is a Community-Engaged Scholarship course different from volunteering or an internship?

Community-Engaged Scholarship deliberately links community partnerships to the intended educational outcomes of the course. Learning is assessed and measured through student reflections and other assignments—like essays, group discussions, projects, or portfolios. Volunteers may commit to addressing community needs, but their work does not have to be explicitly tied to one or more learning outcomes. Interns may be required to demonstrate mastery of learning through their work experiences, but their experiences may or may not be focused around meeting a need identified by the community.

What other service-learning opportunities are there at GW?

The Honey W. Nashman Center for Civic Engagement and Public Service provides far too many to list here! For information about day of service events, the Alternative Break program, engageDC, GW Upstart, Jumpstart, and many more subscribe to our weekly e-Newsletter https://serve.gwu.edu/newsletter and check out the most up-to-date opportunities on GWServes

https://gwserves.givepulse.com/group/affiliates/128546
Student Checklist for Community-Engaged Scholarship Courses

Student Checklist: Planning Phase

☐ **Familiarize yourself with the goal of the service assignment in your course.**
   Review the objectives and requirements of your service assignment in the course syllabus. Be sure you understand the outcomes intended for your community partner and the learning outcomes intended for you.

☐ **Identify one or more Community Partners to work with.**
   Your instructor may provide a list of community partner organizations for you to choose from. These opportunities have been identified as good a fit for the course and likely represent a standing campus-community partnership your instructor would like to honor. For these reasons, we highly recommend you choose a project from this list.

   If you are responsible for finding an organization to work with, you will need to communicate the course objectives with your Community Partner when setting up your placement, so be certain you are clear about them. The Nashman Center provides current service opportunities at [https://gwserves.givepulse.com/group/affiliates/128546](https://gwserves.givepulse.com/group/affiliates/128546).

☐ **Contact the Community Partner.**
   We recommend that you call AND email the agency. Let the Volunteer Coordinator know what kind of experience you’re looking for and what you hope to learn from the experience. Be prepared to clearly articulate your learning objectives to the community agency and listen carefully to understand what the agency most needs from you. **Allow time for this stage – get started as soon as possible.** You may need to contact multiple organizations before finding a fit for your course.

☐ **Complete any necessary training or background checks.**
   Most agencies will require you to visit in person and complete volunteer paperwork. Some, particularly those involving direct contact with children or other special populations, may require additional steps such as a police background check, or special training.

   In order to serve with DC Public Schools, you should participate in the Nashman Center’s “Certified to Serve” program, which facilitates all the required steps right here on campus:

   **Step one: TB Testing**
   A printed TB test is required for “step two.” GW’s Colonial Health Center will do TB testing and the Nashman Center will cover the cost (pick up a voucher from the Nashman Center to present at Colonial Health). No appointment is necessary, walk-in appointments are available during the times below.
   Tuesdays or Wednesdays: 9am-12:30pm or 2-3pm.
   Fridays: 10:30am-12:30pm

   **Step two: DCPS Fingerprinting**
   Bring printed copies of: TB test results, ID (driver’s license/passport), and their most updated physical and immunization records.
   - Tuesday, September 6th, time TBD, but typically is 1-4pm, Marvin Center 405
   - Tuesday, September 12th, time TBD, but typically is 1-4pm, Marvin Center 405
   • Note this date coincides with the Nashman Center’s Community Service Fair, also in the Marvin Center.

☐ **Complete the Liability and Waiver Form** If your service is direct or some aspect of your indirect service will involve working off-campus, you must also submit the Liability and Waiver form to your instructor.
Student Checklist: Action Phase

It is important to remember that you are representing not only yourself, but also George Washington University. These guidelines are a minimum of how you can best do that.

☐ **Be professional.** Treat your service as you would treat paid employment. Perform the duties and responsibilities assigned to you in a complete and professional manner as if you were an employee.
   If you are going to be late or are unable to attend please call your contact person as soon as possible.
☐ **Be punctual.** Arrive on time. Tardiness is unprofessional and inconvenient to the site supervisor. Set a schedule with your supervisor for your service and stick to it. If you have to make changes, communicate well in advance with your supervisor.
☐ **Follow a work ethic.** Remember your agreement to serve is a commitment to the community partner. You will establish relationships with the community partner’s clients and they will look forward to seeing you. Community partner staff will value the service you provide and count on your help.
☐ **Maintain confidentiality** of clients and employees at your community site. If you ever have questions about what information can and cannot be shared, ask about the policy.
☐ **Be presentable.** Clothing should be neat, professional and appropriate for the duties required. Ask whether the organization has a specific dress code and meet it.
☐ **Communicate.** Ask questions if you aren’t clear about how to do your tasks. If you have any concerns, communicate them before the situation becomes unmanageable.
☐ **Keep track** of your service hours through the GWServes platform.
☐ **Be mindful** of how you can link your service experience to your course topics.

Student Checklist: Reflection Phase

Maximize this experience by being thoughtful before, during, and after your community-engagement. Be mindful of what you expected, what you experienced, and why.

☐ **Complete the course assignments and submit the hours served**
   It is helpful to think of your service with the community as being more similar to a text than an assignment. You do not receive points or grades for reading your textbook or for completing service hours, but for completing exams or papers that demonstrate what you have learned from them. Reflection activities and course assignments will be assigned by your instructor to help meet the objectives of your particular course. Submit your hours and track your community impact on the GWServes platform. To claim your GWServes account use your GW Email and sign-on to log in at [https://gwserves.givepulse.com/group/128546-George-Washington-University](https://gwserves.givepulse.com/group/128546-George-Washington-University) from this platform you will record your hours (your instructor can see them there) and connect with your class and community partner. If you are involved with service outside of class you can also submit those hours as well with your student organization, event or additional community partners.

☐ **Consider your eligibility for a service award**
   You may be eligible for the President’s Volunteer Service Award or a GW Commencement Cord: [https://serve.gwu.edu/service-awards-and-recognition](https://serve.gwu.edu/service-awards-and-recognition)
Contacting your Community Partner

Common Questions

Who do I talk to?
When calling an agency, always ask to speak with the contact person identified by your instructor or as the Volunteer Coordinator. If that person no longer works at the agency, ask to speak with a person who manages volunteer requests.

When should I call?
Always try to call the contact person during the times they have identified as the best time to reach them. If you must leave a message, identify yourself, why you are calling, your phone number and the best time the contact person can reach you. Be persistent in your efforts, as non-profit agencies may be very busy providing services to the community! You might have to make SEVERAL attempts before you are able to reach your contact.

Should I try email instead?
Partners may respond quicker to email. If you haven’t heard back from your contact by phone, follow up with an email. But do NOT send only an email.

What do I say?
Hi. My name is [name], and I am a student at George Washington University. As part of my involvement in a [name of course] course, I have been asked to complete a service-learning project. As part of this project, my instructor wants me to learn: [give the main learning objective of the project], I would need to complete [number of hours/visits required] by [state your deadline]. I would like to know if you have any service-learning opportunities where I might be able to help your organization while also meeting my project’s requirements.

What do I ask?
What will I be doing? What times can I come? Where will I be working? Will I be trained? How do I get there? What should I wear? When can I start?

What do we discuss at my first meeting on-site?
- Collect the information needed to report your placement to your instructor (e.g. contact person’s name, title, email, and phone).
- Communicate your learning objectives. Do the activities help you meet your objectives?
- Determine a schedule.
- Find out when your orientation and training will be (if applicable).
- Complete required paperwork for the agency.
- Confirm your next steps (when do you start, who do you meet, where do you go, etc.).
- Stay in touch! Communication is key!
Risk Management Tips

These guidelines will help you have a safer and more effective experience as a volunteer.

Establish a contact person and/or site supervisor. Know who will be working on the project with you and a phone number to reach them. Be prompt to your scheduled time and ready to work.

Be aware of your environment. The organization with which you are working has specific ways of interacting and getting things done. Be aware of these expectations and act appropriately. Do not assume you know more than the people who are there every day.

Follow the organizations policies and procedures. Be familiar with the specifics of your job. Gain a clear understanding of any rules you need to follow and take any training you might receive seriously. Also ask about any liability of which you need to be aware.

Understand the need for confidentiality. Becoming personally involved with the agency clientele is a rewarding experience, but remember that you may be dealing with sensitive information that is not to leave the agency. Speak with your site supervisor about their confidentiality policy. Do not feel pressured to share personal information with clients.

Dress appropriately and sensibly. Dress nearly, cleanly, and safely and do your best to blend in with the community. Wear clothing that affords you comfort, flexibility and is appropriate for the conditions you will be working under. When in doubt, ask your site supervisor.

Avoid carrying expensive personal items. Items such as expensive electronics, flashy jewelry and designer clothing can cause you to be identified as an outsider. There also may not be any place for you to keep your personal items.

Use common sense:

Be aware of your instincts. Be sensitive to your own needs and limitations.
Maintain an appropriate level of interaction with the staff and clients at the site and don't counsel clients unless you are trained to do so. Do not borrow from or lend money to clients or staff.
Don't expect to know all the answers. If faced with a question you are not familiar with try to get the answers or direct someone to the proper person that can provide an answer.
Stay informed of issues affecting the area in which you serve.
Take extra special precautions when going to sites at night.
Do not give out your home address or telephone number to the organization’s clients.
If you feel uncomfortable, don't hesitate to report it to your site supervisor and GW.
Don't leave visible items in your car's interior or unattended while you are volunteering.
Work in pairs, if possible.
Give the phone number of your agency and your schedule to a roommate or friend.
Never use alcohol or drugs on site. Please respect the smoking policy of the agency.

In the event of an emergency On-site or in Transit (for any emergency your first call may be 911)
1) Contact your site supervisor/contact person and follow the organization’s protocol
2) Call UPD: 202-994-6111
3) Call Amy Cohen, Nashman Center Executive Director: W#202-994-9890 C# 703-850-5708
Sexual Harassment On-site or within the GWU Community

Be aware of sexual harassment policies and what forms sexual harassment can take. It is unsolicited and unwelcome sexual advances, either verbal or physical. It refers to behavior which is not welcome, personally offensive, and which debilitates morale. The George Washington University is committed to maintaining a positive environment free of any form of harassment and works to create a campus culture that fosters respect for all members of the community.

If you have any concerns about sexual harassment occurring in relationship to your service:

1. Notify your contact at the community organization (if the incident(s) occurred at the service site).
2. Notify Amy Cohen, the Nashman Center Executive Director (if the incident(s) occurred on-campus: W#202-994-9890 C# 703-850-5708. Please note she has a responsibility to report incidents to GWU’s Title IX office.

Title IX protects any person from sex-based discrimination, regardless of their real or perceived sex, gender identity, and/or gender expression. Female, male, and gender non-conforming students, faculty, and staff are protected from any sex-based discrimination, harassment or violence.

The Title IX office at George Washington University monitors overall compliance with Title IX requirements, implements campus wide sexual harassment/violence prevention and response programming, and ensures equitable access to University resources.

For more information about our efforts to prevent and respond to sexual harassment and violence, please visit [http://haven.gwu.edu/title-ix-office](http://haven.gwu.edu/title-ix-office)

**Title IX Staff:**

Rory Muhammad, Title IX Coordinator
Director, Office of Diversity & Inclusion
rmuhammad@gwu.edu
202-994-7434

To report an incident: [https://haven.gwu.edu](https://haven.gwu.edu)
If you wish to remain anonymous please call the Sexual Assault Response Consultative Team (202) 994-7222.
Service Hours: What to Count and where to count them

Tracking the hours you spend working with organizations and community partners can be a great way to document your contribution for future record, in particular when done consistently over a long period of time (like 4 years of college). It also helps GW assess our value to the community, especially when evaluating old programs or seeking funding for new ones. However, certain projects can be more difficult to track than others. Please use the list below to guide what you log for service-learning classes and programs, but always ask your instructors or a Nashman Center staff member when in doubt.

You will use the GWServes platform to track your hours. Signing up requires that you claim your account. To do this, go to [https://gwserves.givepulse.com/group/128546-George-Washington-University](https://gwserves.givepulse.com/group/128546-George-Washington-University) and use your GW email address and log in. After you claim your account you can join your class, report hours, communicate with the community partners that you are working with all from this platform. Your instructor can see your hours served and impacts from the GWServes platform. If you need help setting up your account or have questions there are short videos online here [https://gwserves.givepulse.com/group/documents/159231](https://gwserves.givepulse.com/group/documents/159231) that can help you navigate the system and maximize what you can do with your account.

**DO record time spent:**
- Performing any activity assigned to you by a community partner
- Creating products as directed by a community partner, e.g. grants, brochures, websites
- Performing any activity directly related to the outcome of your service project, like making fliers for a fundraiser you are helping to plan
- Planning, researching, or preparing for activities, when necessary to complete assigned tasks
- Undergoing training or orientation activities, when hosted by a community partner or related organization, e.g. CPR training by the Red Cross for an assisted living center
- Discussing projects with a community partner
- Meeting with a community partner to discuss your assigned activities

**DO NOT record hours for the following activities:**
- Sleeping, i.e. when staying overnight at a service site
- Eating, unless as part of an assigned activity, e.g. at a meeting or event
- Traveling to/from a service site, unless with clients or the organization as part of a related activity, e.g. a tour that is part of an orientation, training meant to prepare you to do the service task, supervising school children on a bus to a service site
- Contacting community organizations when arranging an initial partnership
- Research done on your own to enhance your knowledge or understanding of the partner
- Reflection activities, assigned or otherwise, e.g. journaling, blogging

**Service Awards.** Many students are able to combine their in and out of class service-learning hours to qualify for honors such as the Presidents Service Award or Commencement Cords at graduation. [https://serve.gwu.edu/service-awards-and-recognition](https://serve.gwu.edu/service-awards-and-recognition)
Community-Engaged Scholarship Waiver & Release Agreement and Emergency Contact Information Form

I understand that I must sign this Waiver & Release Agreement (the “Release”) before I may attend and/or participate in any service-learning activities sponsored by The George Washington University (the “University”).

HAZARDS: I am aware that some activities I may participate in may involve risks of bodily injury, property damage, and other associated dangers. I understand that I voluntarily undertake risks, hazards, and dangers inherent when participating in such activities. I understand that it is my sole responsibility to participate in only those activities for which I have the prerequisite skills, qualifications, preparations, and training.

In consideration of the University allowing me to participate in these activities, I hereby assume all risks involved in such activities and voluntarily release, discharge, waive and relinquish any and all actions or causes of action INCLUDING BUT NOT LIMITED TO NEGLIGENCE, BREACH OF CONTRACT, OR BREACH OF ANY STATUTORY OR OTHER DUTY OF CARE, for personal injury, property damage or wrongful death occurring to myself arising as a result of participating in such activity or activities incidental thereto wherever or however the same may occur and for whatever period said activities may continue, I do hereby release, discharge and relinquish any action or causes of action, aforesaid, which executors, administrators and assigns prosecute, present any claim for personal injury, property damage or wrongful death against The University, its trustees, officers, employees and agents for any of said causes of action, whether the same shall arise by the negligence of any of said persons or otherwise. This release and waiver shall be binding on myself, my heirs, executors and administrators and assigns.

I hereby agree that this Release shall be construed in accordance with the laws of the District of Columbia, and that if any portion is deemed to be invalid, the remainder of the Agreement will still be binding.

I hereby agree to abide by all of the University’s rules and regulations. To the best of my knowledge, I am not aware of any physical disability or health-related reasons or problems which would preclude or restrict my use of the University’s facilities. I understand that I am required to have health insurance, and hereby certify that I have such coverage.

Additionally, by signing below, I grant permission for the University to use my name; any photos, film, or videos of me or my likeness; and/or any other identifying information about me, and to use the same or portions thereof, including making and using derivative works thereof in any medium, including without limitation, videos, online broadcasts, and brochures, for any University purpose that is a legitimate account of my service-learning experience.

In signing this Release, I hereby acknowledge and represent that I have read the foregoing Release, understand it, and sign it voluntarily; no oral representations, statements, or inducements, apart from the foregoing written Release, have been made; and I execute this Release for full, adequate, and complete consideration fully intending to be bound by the same.

Participant Signature: __________________________ Date: __________________

Participant Name: __________________________ Telephone: ____________ Date of Birth: ______

GW Course: __________________________ Course Instructor: __________________________

Permanent Address: __________________________

Street City State Zip

Parent/Guardian Signature (If Participant is under the age of 18): __________________________ Date: __________________

Emergency Contact Name: __________________________ Relationship: __________________

Daytime Phone: __________________________ Evening Phone: __________________________