Vol 4 (1) Sept 2015
A publication of the University of Louisiana System
ISSN 2162 6685

JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION

The Journal of Service-Learning in Higher Education is an online, international, peer-reviewed journal for the dissemination of original research regarding effective institutional-community partnerships. Our primary emphasis is to provide an outlet for sharing the methodologies and pedagogical approaches that lead to effective community-identified outcomes. The Journal of Service-Learning in Higher Education is a subscription-free journal with a review board made up of various academic disciplines of the member institutions of the University of Louisiana System as well as other nationally and internationally accredited colleges and universities and affiliated organizations.

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Forward

by
David Yarbrough
Executive Editor

Welcome to our 2015 edition of the Journal of Service-Learning in Higher Education. This is our fourth year and our fourth edition serving as one of the few platforms for disseminating information about the dynamic campus-community partnerships operating in the United States and abroad. This edition and this year, is a personal milestone for me, as I sailed past two decades of teaching and research in higher education. When I began, a laptop computer was a novel oddity that was not very practical for real research and had no use in the classroom. The internet was becoming a major component of national and international connectivity - but accessing it was problematic on our campuses where funding was limited, and communities were often not "connected." This was the time when the fathers of today's combat soldiers were going to fight in the first Gulf War and we were revisiting the issues surrounding the re-integration of returning veterans to the classroom. This was the time of the Rwandan massacre and the real-world challenge of what it means to be a global citizen. This was 1994 and the year of the first volume of the *Michigan Journal of Community Service Learning* - and the year that Levine, Barber, Moon, Cohen and others challenged us to be involved faculty and to direct our students and our institutions toward excellence and engaged citizenship. Now, over two decades have passed and the call for dynamic leadership is ever present on our tablet screens and in our classrooms. We are struggling with the same issues, but in the context of a cohort that is more immediately connected to the world around them than at any point in history.

The development of this journal, like many others, sprung from the desire of a few committed service-focused academics (identified on our masthead) to create an additional forum for the volumes of work being produced on our campuses. Our first edition, with a range from personal accounts of disaster relief work to a "how-to" guide of building service-learning courses, was a fun and satisfying entry into the marketplace. As an editor, I felt great relief at the single focus level of completing a piece of work, no matter the content. Now, however, what I see from authors, reviewers and readers from across the country, Canada, the United Kingdom, New Zealand, Latin America and Israel are the continuing calls for leadership, echoing the observations present in 1994. I believe that today's faculty are as dedicated as ever to the balance of teaching,

research and dynamic civic service that often transforms college communities into the best places to live. I believe that the youth and students of today understand and as are committed to making a difference as any previous generation. Just about any article in any of the service-learning forums prove that point as all of our successes depend on the actions of our students. My call, today, is to the broader institutional level of education to embrace the constant challenge of change that comes with an active citizenry. Listen to your students, reward your faculty and make the news by being the force for positive change that we all want to believe that we are.

The contributors to this edition of the Journal of Service-Learning in Higher Education articulate the challenge to institutional structures in a variety of ways. We begin with Barnetz and Vardi's discussion of human service as beyond an action in itself and instead the development of a specific professional skill set. Next, Adams' article on student reflections demonstrates the continuing relevance of structure in the development of engaged service. Overton's examination of the graduate student experience, offers direct evidence of the importance of experiential components in professional preparation. Later, Malm, Bruening, Fuller, and Percy investigate the need, the relevance, and the challenges associated with active campus-community partnerships.

A new feature in this edition is the section dedicated to the introduction and review of engaged service books. We're starting with a review of the 2013 work, *Teaching civic engagement: From student to active citizen*, edited by McCartney, Bennison and Simpson. That is followed by the Nicholson review of Kerins *An adventure in service-learning: Developing knowledge, values, and responsibility*. We believe that this section will help you identify and incorporate materials relevant to your active service teaching.

Lastly, it is my responsibility to say thank you (!) to Ms. Jackie Tisdell, our lead section editor. She was instrumental in the development of this journal, the publication of every issue, and she is the continuing "glue" that holds our diverse little group together. This may be her last issue as an editor and we will miss her thoughtful and steady hand.

Enjoy, thank you for your service, and kind regards,

David Yarbrough

Service-Learning Projects: What Students' Reflections Reveal

Clementina E. Adams

Abstract

Service-learning projects, especially the ones focused on the community, and on the Hispanic community in particular, need to be based on real felt and documented needs, and the outcomes need to be assessed in order to decide the worth and possible sustainability of the projects. This paper will focus on service-learning samples from my courses, addressed to the Hispanic Community in the Upstate of South Carolina. The projects have been implemented as part of the assessment criteria used to assign students' grades. A needs assessment survey was conducted earlier to determine the areas of work that students would address in their service-learning projects. At the conclusion of each semester students are required to provide a written page about their projects, not only from the point of view of application or enrichment of their learning, but also from their attitude and feelings about the service provided. Using students' reflection documentation, a qualitative analysis and conclusions will be provided to document the relative importance and worth of the different service-learning projects analyzed.

Service-Learning Projects (SLPs) play an important role in students' learning processes when they are considered a part of the course content and assessment. To ensure that learning occurs during a SLP, it is necessary to include the projects as part of the curriculum, specifying percentage of effort within a course's goals, design, and implementation with appropriate information and guidelines, Briggs (1975); Briggs & Wager (1981); Gagné (1975 and 1985); Gagné & Briggs (1979). The idea is to have students apply what is learned in classes or academic programs to real situations that at the same time will contribute to the betterment of the community served.

The challenge for instructors who have incorporated SLPs into the curriculum is to determine how learning actually occurred on the part of the student and if they were able to produce a positive change in the community served. There have been a number of studies in this area, Gagné & Driscoll (1988); and Gagné, et al. (2005); Simonet (2008); Kuh, (2005); Kuh et al. (2007); Tinto (2006); Astin (1993); Astin, Vogelgesang, Ikeda, and Lee (2000), among many. Boruff-Jones (2006), in an online newsletter, emphasizes the focus on students when dealing with civic engagements or service-learning projects. Boruff-Jones affirms: "Civic engagement is increasingly acknowledged as an important component of higher education…Civic engagement activities may be student-focused and take the form of experiential learning, service-learning, internships, or community service projects…(95). Similar conclusions are offered by Jacoby (2009), and Jacoby and Associates (1996 and 2003).

Motivation is an important factor in the learning process and service-learning activities are at the core of motivating students' interest in the subject matter; especially for improving student teacher interaction as well as student community interaction, and providing them with a meaningful context and real life application of their knowledge and skills. This principle has been suggested initially by Gagné and Briggs (1979); Gagné et al. (2005); as well as more recent researchers: Kenworthy-U'Ren (1999); Hatcher, J.A. (2010) and Hatcher et al. (2004);

Pribbenow (2005); and Celio, Durlak, and Dymnick (2011). According to Simonet (2008), by integrating academic and community service-learning activities, students improve in leadership, learning, and academic performance, "By being actively involved in their learning experience as opposed to passively receiving it, the students view the material as relevant, interesting, and absorbing" (1). Other researchers that share similar opinions are Astin (1992 and 1993); Astin et al, (1999 and 2000);Tinto (1998, and 2006); Kuh (2005 and 2007); and Celio et al. (2011).

Another important factor in developing better cognitive achievement for students is the fact that they become involved in the learning process at the higher levels of rule application, problem solving, and discovery, Kolb (1984); Gagné & Briggs (1979); and Kuh (2005). In addition, working in teams increases their sense of collaboration, sharing, and connecting with different cultures, Kraft & Wheeler (2003); Phillips (2003 and 2004); Worrell-Carlisle (2005); Reising, Allen, and Hall(2006); and Baumberger-Henry, Krouse, and Borucki (2006).

Assessment Instrument:

According to Astin (2000), there are four fundamental principles in SLP outcome measurement: *Individual and collective structure and program impact on the individuals and the community*. Astin et al (2000); Gallini and Moely (2003); Hepburn, Niemi, and Chapman (2000); Steinke & Buresh (2002); and Celio et al, (2011), among others state that students' improvement in class performance and academic engagement works as a way to determine the success in the assessment of SLP activities. Others have considered civic engagement to be a solid indicator, Braxton (2000); Hepburn et al. (2000); Perry and Katula (2001); Moely, Mercer, Ilustre, Miron, and McFarland, (2002); and Kuh, (2005). Another indicator of student's learning in SLP that has been researched is social improvement as demonstrated by social respect and tolerance in the face of cultural diversity, Gallini and Moely (2003). One more indicator is skills development through structural gain in writing and speaking abilities, Tucker, McCarthy, Hoxmeir, and Lenk, (1998); and Dubinsky (2002).

Description of Case Study: Antecedents

Students attending any of my courses at the advanced levels have been assigned, as part of the course curriculum, to participate in SLPs related to their class content. Some of the students that have taken Spanish classes with topics such as Latin American culture or literature are usually asked to select from a list of contacts that include schools; kindergarten, elementary, high school, adult education; police stations; social centers and institutions, ELS courses; Spanish Clubs, and others. Students who take courses with topics such as health and health management are usually assigned projects that they select from a list of contacts that includes health centers, hospitals, clinics, doctors' offices, community health centers, free clinics, and others. As part of the SLP, students form groups of three or four students, who make decisions about responsibilities for each team member as well as the name of the group. Those groups are then entered in Blackboard where students can communicate with each other through chat, file exchange, and other means of collaboration. They contact the source selected and start negotiating their service and schedules.

To control the time and service provided, individual students keep a journal of project activities and they are asked to reflect on the project at intervals during the semester. For the final SLP in-class presentation at the end of the semester, they provide a detailed presentation of work done by using a PowerPoint presentation. They are also asked to write their final reflections on the project at the end of the semester. Those final reflections are the tools used to determine the students' accomplishments and gains, worth of project, community interaction, problems encountered and alternative solutions.

Sample Description

A good number of service-learning projects for the Hispanic community have been implemented in my Spanish courses since 1993. Students have participated in organized teams dealing with a variety of community needs. For this study I will focus on the following areas of services rendered: interpreting for Hispanic patients; helping with elementary and high school students' performance through the use of English as a second language to help students' reading and writing assignments; helping official institutions, such as police departments, the Department of Health and Environmental Control (DHEC), South Carolina Employment Security Commission (SCESC), and the Susan G. Komen Foundation for the Cure; and coordinating planning and archiving services for free clinics.

A random sample of thirty five (35) students was selected from five diverse types of SLPs performed by students from my Spanish Health, Spanish Culture, and Spanish Literature courses. The five SLPs selected included one from the area of health; one from "Café Cultura," a Hispanic cultural center; one from schools (teaching services); one from English Language Services (ELS), a multicultural language center; and one from "Susan G. Komen for the Cure," a nonprofit organization. For the purpose of facilitating data analysis, the following terms were used to identify each one of those types of SLPs selected:

1. In regard to the first type of project (Health Projects), the term "(A) health" was used;
2. For the second type of project (Cultural Centers Projects), the term "(B) Café Cultura" was used;
3. For the third type of project (School Projects), the term "(C) Schools" was used;
4. For the fourth type of project (English Language Services Project) the term "(D) ELS" was used;
5. For the fifth type of project (a non-profit organization), the term "(E) S. G. Komen" was used. See in table #1below:

Table 1: Distribution of Students per Type of Project	
Type of Project	**Number of students**
(A) Health	10
(B) Café Cultura	6
(C) Schools	10
(D) ELS	7
(E) S. G. Komen	2
Total	35

Expanding on the information in Table 1:

A. **Health Project:** the ten students from health projects have provided interpreting services to Hispanic patients in the area of the Upstate of South Carolina and to migrant workers in the Oconee County area. The health service was coordinated by the Health Center at the University, through a Mobile Health Clinic in coordination with the Department of Health and Environmental Control (DHEC). Students' responsibilities included receiving patients, taking vitals, and interpreting for doctors and patients, such as regular patients or pregnant women and recent mothers.

B. **Café Cultura Project:** the six students from the cultural center "Café Cultura" provided help to diverse Latino communities in the north eastern area of South Carolina. Students in this group worked with elementary school students by providing help in regard to homework, reading, and communicating in Spanish and English; participants in those SLPS also worked with students' parents in activities designed to stimulate the sense of community, social interaction, and cultural values.

C. **Schools Project:** The ten students from elementary and high schools provided service to Hispanic students who needed help with homework and reading given their limited English proficiency. Some of those students worked teaching basic and practical English to kindergarteners, as well as other grade levels, and to high school age and adult Hispanics.

D. **ELS Project:** The seven students from ELS provided an important service to college students from different racial and cultural backgrounds who needed to

improve their English proficiency while, in addition, practicing Spanish with the Hispanic students. One important aspect of the work included cultural and social interaction with the populations addressed.

E. **S. G. Komen Project:** the two students from the S. G. Komen sample focused their work on providing translation services in English for documents about the problems and alternatives related to the prevention of cancer in women. Another function was to become familiar with the services provided by that institute so that they could communicate it properly to Hispanic women.

Data Source

The data for the study consisted of students' reflections at the end of their SLP; the reflections were requested as open-ended written statements. That information was found in the students' journals. According to Hatcher et al, (2004); and Hart and King (2007), students' reflections on their work helped them to self assess and meditate about the worth and benefits of the service provided. For the purpose of the SLP case studies, I have decided to use aspects of Astin's individual and collective approach to project assessment; according to Astin: "Research on service-learning needs to look at both individual and collective organizational/structural outcomes…" (99).

Astin (2000) equally emphasizes the importance of the program impact on both the learner and the community served. Similar approaches to Astin's have been documented in the works of Eyler et al, (1997); Seifer, S. D., (1998); Cameron et al. (2001); Litke (2002); Valdez (2001); Cooks & Scharrer (2004); Wolff & Tinney (2006); and Reising et al, (2006), among others.

More specifically, the study would be guided by the "assessment in context" theory proposed by Cooks and Scharrer (2006). The theory is supported by the principle that the assessment goals are based on students' interaction with diverse cultures and social environments, close to Astin's individual and Collective approach resulting from students' interaction with the community served. From Astin's four assessment aspects, I derived an assessment instrument composed of two main categories and seven indicators, some of which were based on the ones recommended by Cook and Scharrer.

For the Individual Category, a total of three Indicators were used:

Indicator of new learning;

a. Indicator of applied knowledge;

b. Indicator of project worth.

In regard to the Collective Category, four indicators were used:

a. Indicator of Project Obstacles, (Cook and Scharrer called it "Indicator of Resistance");

b. Indicator of negotiations and suggestions (Cooks and Scharrer called it "Indicator of Roles and Rule Negotiations"); two indicators were added to the collective approach:

c. "Indicator of Community Interaction;" and

d. Indicator of Interaction with Community Leader."

Regarding the indicator of Roles and Rule Negotiations, Cooks and Scharrer (2006) say "… building on the previous point, an approach to assessment-in-context views the assessment concepts of engaging resistance, role and rule negotiation, terms for identity and practice, and emergent abilities and constraints as necessary parts of determining the usefulness of concepts such as critical thinking or social justice in specific social scenes." (53). By using those two main categories and indicators selected, I was able to analyze the information provided by students in their final project reflections to determine which part of their statements refer to one or more of the proposed indicators (see tables #2 and #3).

Table 2: Data per category and Indicators per Type of SLP

	Individual Gain			**Collective Interaction**			
	New Learn.	Applied Learn.	Project Worth	Project Barriers	Rule Neg.	Comm. Inter.	Leader Inter.
Health	5	7	9	1	2	8	6
Café Cult.	1	3	7	4	4	4	4
Schools	4	7	9	4	4	10	6
ELS	5	2	8	2	0	7	0
S.G. Komen	2	0	2	1	1	2	0
Total	17	19	35	12	11	31	16

Table 3: Data in Percentages							
Individual Gain %				**Collective Interaction %**			
	New Learn.	Appl. Learn.	Project Worth	Project Barriers	Rule Neg.	Comm. Inter.	Leader Inter.
Health %	14.28	20	25.71	2.86	5.71	22.86	17.14
Café Cult %	2.86	8.57	20	11.43	11.43	11.43	11.43
Schools%	11.43	20	25.71	11.43	11.43	28.57	17.14
ELS %	14.28	5.71	22.86	5.71	0	20	0
S.G. Komen %	14.28	0	5.71	2.86	2.86	5.71	0
Total %	48.57	54.28	100	34.28	31.43	88.57	45.71

For the first main category, “Individual Gain,” information related to any or all of the three indicators was analyzed.

a. For the first indicator, “New Learning,” I found a total of seventeen (17) instances where students indicated gaining in new learning from the project. Of those 17 instances, five (5) statements came from the health group, one (1) from the Café Cultura, four (4) from schools, five (5) from ELS, and two (2) from the S. G. Komen group. Examples of those statements were: “I have learned a lot this semester through my experience in the clinics.” “I was able to spend a lot of time talking with Hispanic patients about their daily lives and histories, which are very different than my own, and I learned a lot about the situation of immigrants in the U.S.” I have no words to describe my unbelievable experience at the Parental Clinic. I am studying nursing and Spanish at the University and my experience in this clinic has helped me to learn more about both of them.”

b. In regard to the second indicator “Applied Knowledge” I found nineteen (19) total instances of statements indicating that such phenomena had occurred; seven (7) instances from the health group, three (3) from Café Cultura, seven (7) from schools, two (2) from ELS, and zero (0) instances from the S. G. Komen group. Examples of those statements are: “…it was a small clinic and there were many opportunities to practice and use the material studied in

class." "The happiness that comes from speaking Spanish and interacting with the Hispanic community is my 'drug'."…we were able to serve as translators between the patient and the medical provider."I really love doing the service-learning projects because I enjoy giving back to the community and this particular one helped me practice my Spanish a little."We not only worked with school age children at the elementary school level, but we were also able to work at the high school and college levels. This gave us an opportunity to use our Spanish skills at different stages throughout the semester …"

c. For the third indicator "Project Worth" there was a total of thirty five (35) instances (the total number of students in the sample). Of those, nine instances (9) were from the health group, seven (7) from "Café Cultura," nine (9) from schools, eight (8) from ELS, and two (2) from S. G. Komen. Examples of instances from students are: "I really hope students continue to use this service (Café Cultura) as their service-learning project in the future!!"

Considering the second main category, "Collective Interaction," information was analyzed and classified as they related to each of the four indicators for this category.

a. For the first indicator "Project Barriers or Obstacles," I found a total of twelve (12) instances of the indicator; from that total, one (1) instance came from the health group, four (4) from "Café Cultura," four (4) from schools, two (2) from ELS and one (1) instance from the S. G. Komen group. Examples of some of the students' statements: "Going to this Center is incredibly difficult and I know how much help they need at Café Cultura, I just wish it was closer!" "It was a little harder to get the kids in one of the schools to become more interested in our lessons." "It was difficult to find activities that would be appropriate for each age that would engage those children." "However, the main thing that was difficult about this SLP was that it was so far away."

b. For the second indicator, "Rules and Negotiations," I found eleven (11) instances of such behavior, with two (2) instances from the health group, four (4) from the "Café Cultura," four (4) from schools, zero (0) from ELS, and one (1) instance from the S. G. Komen group. Some examples of students' statements: "I wish that there were some way we could get a van from our University that could take us out there every week because I think that students in this class would be very willing to help out on a more regular basis." "About halfway through the semester I noticed that they were running low on some arts and crafts supplies. After talking to the on-site director and

finding out which supplies they were in need of, I organized a supply drive within my sorority to get as many of the supplies that Café Cultura needed as possible."

c. Regarding the third indicator, "Community interaction," a total of thirty one (31) instances were determined; from this total, eight (8) instances came from the health group, four (4) from "Café Cultura," ten (10) from schools, seven (7) from ELS, and two (2) instances from the S. G. Komen group. Some excerpts from students' reflections are: "The kids followed me everywhere I went every day, and they gave me memories I'll never forget." "Both the staff and community members we worked with were very friendly and were more than willing to help us with our Spanish." "I was able to spend a lot of time talking with Hispanic patients about their daily lives and histories, which are very different than my own…"

d. For the fourth indicator "Interaction with Community Leaders" I found a total of sixteen (16) instances; six (6) instances were from the health group, four (4) from "Café Cultura," six (6) from schools, zero (0) from ELS, and zero (0) instances from the S. G. Komen group. Some excerpts from this group are: "I also learned a lot about the Coordinator at the Center, one of the Nurses, who also immigrated to the U.S." "…it was really fun to go to Café Cultura and help the Coordinator with all of the kids. She is very passionate about keeping Café Cultura running and her passion made me very excited to go each and every time I was able." "Our first opportunity was with elementary school children, where we partnered with the Coordinator." "By habitually coming every other Friday it gives one the chance to have a personal connection with the people with whom we interact, therefore making the learning experience that much more valuable."

Results:

Based on the data analyzed the following are valid conclusions:

a. In regard to the "Individual Gain" category:

- 48.57% students working in any of the five types of projects described learning something new from their participation in the SLP, with interesting similar percentages (14.28%) for the Health, ELS and the S. G. Komen SLPs; followed by 11.43% from Schools and a minimum gain, 2.86%, from Café Cultura. The lower percentage indicates that students were dealing with basic teaching in a more comfortable and known culture and atmosphere.

- 54.28% of students participating in any of the SLPs stated that they used knowledge learned from the Spanish-health courses taken; the highest percentages were observed in the Health and Schools projects. For the S. G. Komen project there seems to have been no gain in Applied Knowledge, possibly because that was the smallest sample (2 students) and they did not have the opportunity to reflect on this type of gain.

- 94.3% of students participating in the five types of SLPs indicated the total worth of the SLPs; of that percentage, the groups Health, Café Cultura, Schools, and ELS, accounted for the highest percentages (from 20 to 25.7 percent each); again, the smaller percentage gain corresponded to the S. G. Komen group.

b. In regard to the "Collective" category:

- 34.28% of students from the five types of projects described any barriers or obstacles found in the implementation of the SLP; Of those, the Café Cultura and Schools groups showed the highest number of incidents (25.71 %) and stating only one or two incidents were the Health, ELS, and S. G. Komen groups. As indicated in the examples above, most incidents dealt with distance to the location of the SLP and few instances of unmotivated students at some of the high schools.

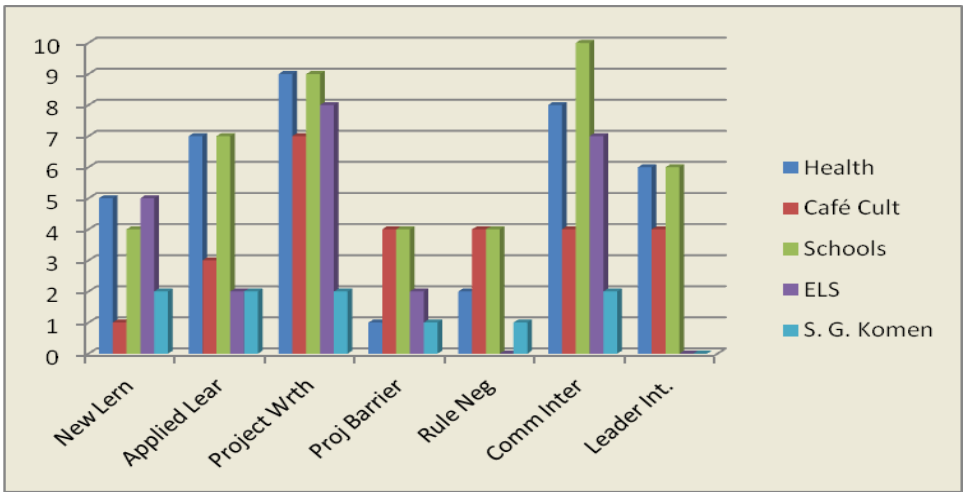
- In regard to Rule Negotiation and Suggestions: 31.43% of students stated ways of dealing with problems as well as interesting initiatives to problem solving; of that percentage, Café Cultura and Schools have highest percentages (11.43%); with 0% instances for the ELS project, and one of two cases for the Café Cultura and S. G. Komen groups.

- Dealing with the indicator Community Interaction, a total of 88.57% of students indicated that they had a very positive interaction with the community served; of that percentage, most instances (7 to 10) were indicated by the groups Health, Café Cultura, and ELS (20-22.86%). The lowest percentages corresponded to the S. G. Komen and Schools groups (5.71-11.43%).

- Dealing with the Indicator "Interaction with Leader," a total of 45.71% of the students indicated that they had a very good interaction with the community leaders or representatives; of that percentage, the groups Health and Schools stated four different cases for a total of 17.14% each, and Café Cultura stated 4 cases or 11.43%. No cases were cited by either

the ELS or S. G. Komen groups. For graphic details see summary graphic below:

Summary Graphic:



Conclusions:

The highest percentages were observed in the Individual Indicator “Project Worth” and in the Collective Indicator “Community Interaction” (see corresponding line graph). In other words, there is strong evidence that students appreciated and valued very highly the quality and worth of the projects in which they participated and were able to experience a healthy interaction with the community members served and assisted. Incidental gains can be inferred from the interaction of the above mentioned indicators; in other words, the combination of “Project Worth” and “Community Interaction” seems to provide the basis to infer that participating students understood the value of the project and how that knowledge provided for their positive integration and interaction with the community. By looking at the graphics it is important to highlight the higher percentages in the areas of “New and Applied Learning” with a higher percentage given to the indicator “Applied Learning,” which shows that students used their learned skills in Spanish effectively while gaining additional knowledge on culture and traditions from the groups served. Another important factor was the positive percentage given to the indicator “Leader Interaction” which explains the respect and appreciation students indicated regarding their projects’ coordinators. The indicators with the smallest percentages were Project Barriers which serves to evidence a smooth performance and familiarity with the service provided on the part of the students. The indicator “Rule Negotiations,” also showed a lower percentage, which is expected, given the fact that, according to the data, students did not have to negotiate many instances of misunderstandings or barriers regarding their respective projects. The result of this case study can be used to assess qualitative aspects of service-learning projects based on students’ perceptions and personal feelings gathered as project feedback. A future research project could focus on the qualitative assessment of service-learning projects from the point of view of the community.

Appendix:

Student's Reflections Samples:

(A) Health Group (10 Students):

Student A1:
This opportunity really improved my language skills and also my people skills while working with the Hispanic community. I am really happy I chose this volunteering opportunity because it puts you in the real world, interacting with people who are truly in need of your services. During my time at the clinic I have also seen familiar faces, and have also gotten to know families which make this experience much more personal than if I just volunteered once. By habitually coming every other Friday it gives one the chance to have a personal connection with the people they are interacting with, therefore making the learning experience that much more valuable.

Student A2:
I have learned a lot this semester through my experience in the clinics and in my medical mission trip to Nicaragua. Interpreting is something that challenges me and makes me feel accomplished at the end of the day. When working in another country, it's exciting and comforting to the patients for their caregiver to be able to speak their language so I was happy to be able to understand them and explain to them what we were doing. The kids followed me everywhere I went every day, and they gave me memories I'll never forget. I'm going to continue my work with the Center and to involve more people from the chapter of FIMRC next year, as well as go on the mission trip for my third time. My ultimate dream job is to work in Latin America as a nurse for a couple years, so this has been an excellent start for me. We feel that this was a worthwhile project to contribute to, and we really enjoyed all of the work that we did. We would definitely recommend this project to other students who wish to practice their Spanish and make a difference in the lives of the Hispanic farm workers. Both the staff and community members we worked with were very friendly and were more than willing to help us with our Spanish.

Student A3:
I think that more people should be able to volunteer at the Center, and hope that the new video the students are producing will get more people involved. It would be better if there were actual training for people who want to translate. Sometimes it was difficult to translate for conditions I had never learned how to say in Spanish, or even in English.

Student A4:
I would recommend other Language and International Health students to work with the center. It is really good practice for people who want to do medical translation after graduation. However, translators must have an outgoing personality and an ability to think on their feet. It isn´t easy translating between languages verbally, but it´s worth the effort.

Student A5:
Because I had worked with the Center last semester, I already had developed a relationship with the Coordinator and the Nurse Practitioners, and was excited about

working with them again. The Coordinator and I agreed that I should come in every other Thursday morning from 8:30 until 10:30 and help out when Hispanic patients needing translation. I also ran errands and helped in the Community Center with food packaging as well as getting to know patients and other employees. My favorite part of working at the center was getting to know patients and the nurses. I was able to spend a lot of time talking with Hispanic patients about their daily lives and histories, which are very different than my own, and I learned a lot about the situation of immigrants in the U.S. I also learned a lot about the Coordinator and one of the nurses, who also emigrated to the U.S. from Mexico. I will miss working with them after I graduate in May.

Student A6:

At the University, I study Spanish and International Health, with a concentration in Health Administration. My work at the clinic was very helpful for my studies because it was the first time I've seen a clinic or hospital from the interior. I could see the performance of doctors, nurses and clerks and receptionists at a clinic, and was a small clinic, and had many opportunities for practice and to use what we study in class. After the class and service-learning project, I realize that the Administration has to understand how to operate the hospital, clinic, or program. If the Administration is never seen or included in the operation, it will be very difficult to achieve anything.

Student A7:

I do not have the words to describe how amazing my experience was at the prenatal clinic. I'm studying nursing and Spanish and my experience in this clinic has helped me learn more about both. I've learned lots of medical information that will be useful in my future nursing courses. The best part is that while I was learning this information, I had the opportunity to practice speaking Spanish at the same time. My love for speaking Spanish and for the Hispanic community has grown stronger through this experience. The joy that comes through speaking Spanish and interacting with the Hispanic community is my "drug." As a translator and a nurse of the future, it is my hope that each patient will receive the same high quality care regardless of the language they speak. I am so excited that I have the opportunity to continue translating in this clinic the next semester. I want to love and take care of more Hispanic women in that area.

Student A8:

For our service-learning project, we worked under the supervision of the Center’s Coordinator at the Migrant Health Clinic in a rural area of South Carolina. This monthly clinic provides essential health services to both seasonal and migrant farm workers in this County. In the first phase of our project, we picked an appropriate flu handout that offered comprehensive information in both English and Spanish and then developed a handout on the novel H1N1 strain of flu. In the second phase of our project, we actually went out to the clinic in the area to help the medical providers. Our most important tasks included filling out the different forms each patient needed to be seen. Depending on the nature of the visit, patients needed to complete up to five forms, three of which were only available in English. In addition to these forms, we took the patient’s medical history and their reason for coming to the clinic. Before bringing the patient in to see the medical staff, we were also responsible for measuring and recording the patient's height, weight, and blood pressure. When a patent elected to receive a flu shot, we asked them about their allergies and helped them fill out the vaccination waiver. In addition to these tasks, we also were able to serve as translators between the patient

and the medical provider. We feel that this was a worthwhile project to contribute to, and we really enjoyed all of the work that we did. We would definitely recommend this project to other students who wish to practice their Spanish and make a difference in the lives of the Hispanic farm workers. Both the staff and community members we worked with were very friendly and were more than willing to help us with our English.
Student A9:
The free clinic must have a translator for patients who speak Spanish because it is very difficult to communicate without a translator. It could be dangerous consequences if patients do not understand the instructions, or if the doctors do not understand the symptoms of patients. Doctors must arrive in time to reduce the amount of time that patients expect. Students who want a chance to help their community at the clinic can learn much about people and life.
Student A10:
I really enjoyed my time volunteering at the Samaritan Health Clinic. We faced challenges every week that tested our patience and taught us new things. There were feelings of embarrassment at times with patients and high stress in the environment. I will never forget the Hispanic patients I met while working there and the things they taught me. I am very grateful for this experience because it gave me a chance to look at my future. I am passionate about helping people and I see myself working in a place like this in a few years. I will keep in touch with our volunteer coordinator at the clinic and keep the relationships I have made. I have mixed emotions leaving the clinic because there is so much to be done there. They are much disorganized. Although we helped a lot, they still have a long way to go before they are functioning efficiently and effectively and fully serving the population they want to reach.

(B) Café Cultura Group (6 Students):

Student B1:
I love doing this. I have always wanted to be a teacher and so helping to tutor these kids and help them to understand their homework is something I really enjoy. It is difficult not knowing how they are taught because many times it is different from how I was. Going to that Center is incredibly difficult and I know how much help they need at Café Cultura, I just wish it was closer! For me to drive there and back it is about $16 in gas because my car gets such terrible gas mileage. As a college student, it was so difficult for me to make this work. I loved the experience, but maybe there could be something worked out to help students get to Café Cultura for the future. This is such a great program for all involved I hope that our University keeps this partnership with the community center and more students are able to volunteer there.
Student B2:
I really enjoyed doing this service-learning project because it was really fun to go to Café Cultura and help with all of the kids. Every time I went, it was usually the same kids coming so it was fun to get to know them in a way and help them with homework. I also got to do a few arts and crafts with them for Valentine's Day the whole day and for Easter. It was really fun helping them make things for their parents! I really love doing the service-learning projects because I enjoy giving back to the community and this

particular one helped me practice my English a little bit. The main thing that was difficult about this SLP was that it was so far away. It is really hard to take four hours out of your week to get all the way out to the Center and back. I am extremely busy, so four hours is a lot of time and the fact that gas is so expensive makes it a lot more difficult. I wish that there were some way we could get a van from the University that could take us out there every week because I think that students in our classes would be very willing to help out on a more regular basis. They need a lot of help at the Community Center that should be coming consistently. It must be really hard for the Coordinator to keep this program up when she doesn't know who or how many volunteers she will have on a daily basis. She is very passionate about coffee culture keeping running and her passion made me very excited to go each and every time I was able. I really hope students continue to use this as their service- learning project in the future!

Student B3:

We helped with educational and recreational activities. Each Tuesday, we drove more than an hour to arrive at the community center, where we stayed for two hours, and then drove back for more than an hour. We helped the children with various subjects, de-stressing reading and spelling homework. After the children finished their homework, we would play and help to take care of them while their mothers would do aerobics or counseling. Often, we would translate school documents for the mothers so that they would understand the progress and activities of their children in school.

Student B4:

For this service-learning project, I wanted to work somewhere that I had not done a project before. Ultimately, I choose to volunteer at Café Cultura. I have heard our Spanish Professor talk about Café Cultura since freshman year, but I had never had the opportunity to go there to volunteer. I really enjoyed working with everyone at Café Cultura as everyone was so nice and appreciative of the volunteers' help. Usually on Tuesday's, I would go with some other girls from class and we would help the children with their homework. After completing their homework, we usually helped give out snacks to the kids. Afterwards, if it was nice out we would go outside and play on the jungle gym, and if it was rainy, we would play with them inside or help them do an arts and crafts project. About halfway through the semester I noticed that they were running low on some arts and crafts supplies. After talking to our Professor and finding out which supplies they were in need of, I organized a supply drive within my sorority to get as many of the supplies that Café Cultura needed as possible. The drive was successful, and I was able to collect many items on the list, including construction paper, watercolor paints, crayons, colored pencils, wet glue, and glue sticks. I loved working with Café Cultura and would recommend this project to other students as it is very rewarding. Even students in lower levels of Spanish could volunteer there easily and work with the children.

Student B5:

Our services, and the other services provided by the community center, were very important because many Hispanic children cannot confide in the help of their Spanish-only speaking parents. This does not result due to the lack of *understanding* necessarily of their parents, yet was due to their inability to speak English. We were there to bridge this communication gap. After the children finished their homework, we would play and help to take care of them while their mothers would do aerobics or counseling. Often,

we would translate school documents for the mothers so that they would understand the progress and activities of their children in school.
Student B6:
It was a pleasure to be a part of the program of Café Cultura. It is an important service for Hispanics in the Upstate of South Carolina. The Coordinator and creator of the concept, is a remarkable woman. While I enjoyed working in the academic work of children, we also had the opportunity to speak in Spanish with the children when they had done all the work. The project taught me more than just Spanish. It taught me that many communities are around us who need our help. I am glad that I could be a part of a program so important in the lives of Hispanics in the Upstate. Our goal in our project was to provide services and activities adapted to the Hispanic culture and Spanish language. We helped to provide resources and services to the children of Café Cultura in the form of educational and recreational activities. Each Tuesday, someone from our group went to Café Cultura. We drove more than an hour to arrive at the community center, where we stayed for two hours, and then drove back for more than an hour. We helped the children with various subjects, de-stressing reading and spelling homework.

(C) Schools Group (10 Students):

Student C1:
From the moment we walked into the Elementary School, the students recognized us as volunteers and pointed us in the direction of the homework center. They appreciated our presence and we grew to appreciate their efforts and determination to finish their work. When they finished, they would always be extremely excited. To see the smiles every time we visited was heart-warming and rewarding. The other Hispanic students benefitted from our knowledge of the Spanish language. Although they all spoke English, it was nice to be able to have two means of communication. This allowed us to practice our skills while helping others.
Student C2:
During this semester, I have learned a lot about working in the real world... We worked with children from the Episcopal Church Day School, where we taught them basic Spanish vocabulary. Interestingly to me, I discovered that not only did the children know some Spanish, they were knowledgeable about some Russian language as well, this just made realize me how cultured children are becoming in our society.
Student C3:
The children from the elementary school selected were a bit of a challenge as it was a bit harder to get 4th and 3rd grade students interested in learning another language during a time that was normally for playing. Nevertheless, we were able to have some type of interaction with the students by involving them in Spanish exercises with the human body and nutrition. By the end of the meeting with each group of students, I feel as though we were able to successfully introduce the students to the Spanish language if nothing else. Overall, the process was very overwhelming, but once we got past the planning of the whole project, we were able to impact and to be influenced by our community.
Student C4:

Our group had a challenging time with the coordination between us and all the different contacts that we wanted to use, but after we were able to speak with a few key players it worked well. Since we had difficulties developing our SLP we decided to participate in a few different activities. Our first opportunity was with an elementary school where we partnered with the ESL teacher. It was a wonderful opportunity for us to interact one on one with the kids by reading books, creating art projects, putting up the class calendar, or working on Rosetta Stone software. We also got to observe her teaching, which was particularly interesting to see the methodology she used. The kids were very fond of her because she created a comfortable environment to talk and learn.

Student C5:

We worked at a high school in developing a health unit for the students. We wrote out a lesson plan and created a worksheet that she could use in the classroom. Our objective was to create a fun and interesting curriculum that would encourage the students to engage and learn Spanish. Thirdly, we came up with an idea to develop a blog targeted for Spanish speaking students or teachers to write questions or comments that we or others could then answer. With people utilizing the internet all the time we felt like this would be a creative and useful place that people could write and receive responses. Fourthly, we wrote an article about the importance of a healthy lifestyle for the university newspaper [This was a great part of the project because we were working with our very own community and able to speak up about making improvements to our lives].

Student C6:

This semester, our service-learning project centered on working with students; originally, we planned to work with a teacher to teach Spanish to young children. After many miscommunications, however, we decided to go a different route and chose to get involved at a different elementary school. We also worked with high school students and with fellow students through our online blog. Reflecting back on these experiences, we are extremely content with how our semester went. Although we didn't get to work with one particular place throughout the entire semester, we were able to do a variety of different activities that served a variety of people. We not only worked with school age children but we were also able to work at the high school and college level. This gave us an opportunity to use our Spanish skills at different stages throughout the semester and gave us insight into working with kids of different ages. Looking back, we are grateful that it turned out this way. Our service-learning project wasn't limited to one place or one group of people. Instead, we experienced a greater variety by working with different organizations. We enjoyed having the opportunity to serve others and feel like we were able to do that this semester. We served these different organizations through the skills we've acquired here in the classroom. We feel more equipped to work with students from our experiences with the service-learning project this semester.

Student C7:

I thought this project was a great way to bring the Spanish language to the community. I really enjoyed working with the kindergarten class. They were eager to learn and interested in what we were teaching them; however, it was a little harder to get the kids in one of the schools to become more interested in our lessons. The 3rd grade boys weren't very interested at all in learning Spanish but we tried to teach them anyways.

The 4th grade girls were much better and more interested in participating in the lessons. Overall, I thought it was a fun project but challenging at the same time.
Student C8:
I was thinking about being a Spanish teacher to middle school children so this was perfect practice for me. The older ones at club 245 were very uninterested at first so it was hard to get their attention and keep it. I liked teaching the younger kids because they loved learning the new language. It was difficult to find activities that would be appropriate for each age that would engage the children. I think we did the best job with the kindergarten class. They retained so much of what we taught them.
Student C9:
Overall, students are committed to improving their English. As instructors, we learned a lot from our students! Though we spoke largely in English, we got lessons on culture and customs. I would definitely recommend doing this kind of project. It gives you hands on experience and is a lot of fun. The ESOL program really is a great way to help students and I was very glad that I got to be a part of someone's life. Also, the Coordinator worked very hard with me to make sure that I received the number of hours I needed.
Student C10:
I learned a lot through this experience. At first I was not sure how well my classmate and I would get along but we ended up having a lot of fun together. It was great to be in a different environment and see how someone else learns a language. I would definitely call this a beneficial experience and I am glad I did it. I would definitely recommend doing this kind of project. It gives you hands on experience and is a lot of fun.

(D) English Language Services (ELS) Group (7 Students):

Student D1:
This was an extremely eye opening and worthwhile project. The English Language Services is an extremely efficient program for learning English and they even schedule out of class activities for the students to engage in. This SLP is great for giving students' perspective on their own culture and how much they have to learn about the world's cultures.
Student D2:
Being able to volunteer as conversation partners for the international ELS students have turned out to be not only an educational experience for both us and the students, but it has also given us the opportunity to make friends with people from all over the world. Meeting with the students to share our lunchtimes or hanging out with them after class allowed us to have comfortable, amicable conversations that also gave them an ideal way to practice their English with someone other than a teacher. As American students, we gained a new perspective on many different worldly cultures, including that of Saudi Arabia, Japan, Korea, and Turkey in addition to the more familiar Hispanic cultures of Mexico and Venezuela.
Student D3:
This bilingual conversation relationship provided the students with a comfortable environment to practice their English with someone other than a teacher. I can relate to

the challenges of being in an unfamiliar culture and the desire of wanting to be accepted by the local students, so I think the ELS students were pleasantly surprised when I wanted not only to help them with their English but to practice my Spanish language skills, too. Though we began volunteering as conversation partners as a part of this Service-Learning Project, we plan on continuing to work with the students of ELS.
Student D4:
Gained understanding of a variety of cultures and helped educate other students about the Spanish language. ELS provided an opportunity to meet international students on a more personal level; allowed us to teach students from abroad about our American college life providing students with a comfortable environment to practice their English Since we've all studied abroad, we understand the challenges of being in an unfamiliar culture and the importance of being accepted by the local students.
Student D5:
In early April I accidently took the elevator to the basement of our university building and stumbled upon a small office labeled "English Language Services." I went in and discovered an entirely new untapped resource in that community center. The English Language Services, or ELS, host students from around the world who wish to attend schools in the United States, but lack the English skills or competency to do so. These students range in ages from early twenties to their late forties or fifties and married with children. At first I was disappointed because I wanted to use my English skills, but I quickly discovered that this was a great opportunity. Having lunch twice a week or more with the students has been a really great eye-opening experience because I have learned so much about all the different countries these people are from. For example, one of them was from Saudi Arabia and we have spoken at length about the difference in the status of women in the United States and in Saudi Arabia. I also made good friends with a student from Mexico D.F. and another one from Venezuela. It was very enlightening to talk to them about Hispanic culture as a whole, and then the cultural and regional differences between Mexico and Venezuela. I have also met some students from South Korea and Turkey and felt privileged to talk to people from a culture I know absolutely nothing about. Overall the experience was highly rewarding and humbling. It felt great to feel like I was part of an international community and to make friends I would have never met otherwise. I hope the friendships I have made will last a lifetime and I have continued to attend this program even after completing this project.
Student D6:
I met with ELS students on a weekly basis at the ELS Center to serve as a conversation partner helping the students practice English. We would share our lunch times while getting to know each other better. While there, I met students from all over the world. We often talked about our respective homes and shared aspects of culture with each other. There were also opportunities to participate with ELS students in community activities such as the International Festival and cultural dance events.
Student D7:
On multiple occasions, I shared common aspects of the American culture through music and video, and answered a plethora of questions the students had about what it’s like to be a student at an American university like mine. My biggest recommendation for the ELS organization is more marketing! There are many students on campus looking to get involved in the international community, but do not know where to start. Keep the

Conversation Partner ideas going year-round by recruiting students from the Language courses!

(E) Susan S. G. Komen for the Cure Group (2 students):

Student E1:
With this service project, I learned lots of information about the role of non-profit organizations. I understand how it is important to be educated on services and treatments related to cancer of the breast by coordinating with a subsidiary like the Susan S. G. Komen institute. Now, I can guide the Hispanic community with appropriate information in this matter thanks to the help of Susan G. Komen Institute.
Student E2:
I recommend that Spanish students use this contact for their service-learning projects. It is best to work on an individual basis because the Office is very small. In addition, you have to spend a day without classes for driving to and from; and then work four to six hours. It is a great opportunity to learn the function of "Susan S. G. Komen for the Cure". In addition, you will learn a lot about breast cancer and how to best present the information to the Hispanic population.

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Building Individual Reciprocity into Campus-Community Partnerships

Eric Malm

Abstract

Extending educational experiences beyond the traditional boundaries of the classroom is an exciting yet challenging prospect. As the classroom context changes the power structure of the class is also likely to change, shifting from the instructor to students and community members. This article describes how a campus-community partnership has evolved in ways which place increased emphasis on student engagement and individual student participation. Building on a notion of *individual reciprocity*, a service-learning course partnered with a local arts festival has been gradually restructured to provide the opportunity and expectation for each student to bring personal skills and interests to the community, participating in much the same way as volunteer members of the community. Several strategies were employed for identifying and utilizing individual student interests, including the creation of a Community Contribution Statement. Student engagement was measured using both the Community Service Self-Efficacy Scale and tangible measures of student participation to assess whether a course designed around the notion of individual reciprocity provided improved student outcomes. Results from this study showed significantly higher self-efficacy scores than benchmark service-learning courses and yielded improved student performance.

In many campus-community partnerships the relationship between the university and the community partner is well-defined, and roles within organizations are well-understood. Yet in many other cases work takes place between universities and grass-roots organizations that may lack paid staff or clearly-defined organizational structures. This article tells the story of an emerging relationship between a small college and a newly-formed, all-volunteer Arts Council. For the past three years (2010-2012) second-year students from Cabrini College have worked to plan, promote and staff the now-annual Norristown Arts Festival in Norristown, PA. The festival is the cornerstone activity of an arts district, and is run by the Norristown Arts Council. It is important to note that the Arts Council itself was formed just weeks before the first class became involved in planning the first festival in 2010. So in this case the class has played an important role in the development and growth of the community organization.

The story that follows describes how the members of the partnership- students, community members and the instructor- have worked together to create a structure that recognizes both the individual and institutional motivations of each participant. The members of this partnership have worked to extend traditional notions of reciprocity to include not just organizations or stakeholder groups, but ideally every individual involved in the project. In the most recent year of the partnership several strategies were employed for identifying and utilizing individual student interests, including the creation of a Community Contribution Statement and the active in-class participation of community volunteers. Strategies were employed both to acknowledge the personal contributions of the community volunteers who were working with the class, and to encourage students to make their own personal contributions to the community project. Student work assignments were generated around stated student interests, after students heard the personal stories of several individual community volunteers. In addition to measuring concrete student contributions to the festival, levels of student engagement were measured using the Community Service Self-Efficacy Scale at the end of the semester. The purpose of this research is to determine

whether a course designed around the notion of individual reciprocity provided improved student outcomes. The results of the student engagement strategy have been promising. Measures of both concrete festival contributions (performers recruited, ads sold, etc.) and measures of student self-efficacy suggest that building partnership work around individual student interests may lead to improved student performance and possibly stronger, more sustainable, partnerships.

Literature

This service-learning course and partnership can be placed within the contexts of two related bodies of literature- a literature on community networking, and a subset of the literature on community partnerships. As an all-volunteer non-profit whose membership is comprised of unaffiliated community volunteers and volunteers who have some professional connection to local arts, culture, education and governmental organizations, the Arts Council has many attributes of an organic network. A key aspect of organic networks is that they exist because of their usefulness or value; if a network ceases to be useful it dissolves. The work of the partnership is also informed by the subset of community partnerships literature focusing on the concept of reciprocity. But unlike partnerships between universities and well-established organizations, the concept of reciprocity takes on a more complicated complexion when the partnership is essentially with a meta-network, rather than a single organization.

Community Networking

Alison Gilchrist's (2009) The well-connected community: A networking approach to community development explores the important role that networking plays in community development work. Her core idea is that a "well-connected community" is one in which many networks (meta-networks) are connected. She describes networks as being either 'organic' or 'engineered,' terms which are related to both the origin and structure of networks. Organic networks arise from the ether, so to speak, with no hierarchical structure. Engineered networks, in contrast, are set up by a particular agency for a particular purpose. Gilchrist states that organic "networks have no centralizing or organizing mechanism. Function and authority is distributed across the nodes and linkages, such that decision-making and implementation are conducted through informal and temporary coalitions of actors and resources (p. 53)." As such, organic networks are not beholden to an organization, although people within organizations can also be part of networks. She also states "Networks generally operate on the basis of shared values and informal connections that are maintained by a general reciprocal commitment. They differ from formal organizations in being less dependent on structure and tend to action through personal interactions between people who know (or know of) each other. (p. 61)"

The establishment of trust and mutual respect are critical elements of network building. The process of expanding relationships from people being "contacts" to real people with feelings and shared interests takes time and effort. In the business world this process of learning to identify personal interests and quickly establish trust and a sense of connection has been engrained and codified into popular sales systems (Sandler, 1996). In Sandler's view, if salespeople cannot build trust and rapport with a

potential client, they are unlikely to make a sale. Interestingly, self-awareness and mutual respect are fundamental to this sales system. Self-awareness and mutual respect are also fundamental to networking for community development.

Economist Kenneth Boulding (1989) addresses the positive power of networks in his book The three faces of power. Boulding views relationships through the lens of power, identifying three main types of power- political, economic, and integrative. His "major thesis … is that it is integrative power that is the most dominant and significant form of power, in the sense that neither threat power nor economic power can achieve very much in the absence of legitimacy, which is one of the more important aspects of integrative power." (p. 10) He defines integrative power as ", the power to create such relationships as love, respect, friendship, legitimacy, and so on."

Within the context of community work the idea of integrative power is an important one. While people may be pressured to work together for economic or political reasons, high quality work is most likely to result when people *want* to work together. This is especially true with campus-community work. In many cases community-engaged courses involve more work for faculty, and more (or at least different and potentially 'uncomfortable') work for students; thus for this work to go beyond meeting a requirement participants must have some additional motivation for putting in effort. In creating a space that allows for multiple views and motivations, a sense of *legitimacy* is created that forms the basis for sustained effort and integrative power. Without legitimacy integrative power vanishes.

In his book Community building: building communities without building walls (2001), Gerald Frug reminds us that successful community building needs to acknowledge the multiplicity of groups and identities that each individual embraces. Creating successful communities requires building bridges, acknowledging the perspectives of others, and sharing one's own perspective. Frug's view is ultimately an individualistic one; since groups do not exist in the absence of individuals community building requires respecting each individual in the community.

Reciprocal Partnerships

Ideas of reciprocity have been a central component of the literature on campus-community partnerships. Boyer's (1990, 1996) challenge to the academy to become more fully engaged in the community requires the academy to adopt aspects of reciprocity in its relationships with community organizations. Lorilee Sandman (2008) documents the evolution of the movement, identifying the importance of establishing "bi-directional reciprocity", the idea that all participants in a partnership need a place at the table. Authors including Pew (2004), Stoecker (2005, 2008), and Saltmarsh, Hartley and Clayton (2009) describe the importance of including community partners in all phases of a project. Clearly the idea of reciprocity has been an important one at the institutional level.

Several models take the idea of institutional reciprocity farther by describing the interrelationships between the participants in partnership work. McLean and Behringer's (2008) Give-Get model, for example, focuses on the active participation of all parties. The authors state "a true partnership is one in which each party contributes (or gives) to the partnership and receives (or gets) benefits from it." (p 66) The Give-Get model can be applied to individuals, organizations, or both. The SOFAR model of

Bringle, Clayton and Price (2009) provides a framework in which five stakeholder groups (Students, Organizations, Faculty, Administrators, and Residents) are explicitly considered. They use the terms *equity* and *integrity* to describe partnerships, and position relationships along a continuum according to the level of these characteristics.

Clayton et al. (2010) extend the SOFAR model by empirically evaluating the relationships among participants. The models described above expand the notion of reciprocity beyond the institutional level, and begin to more consciously acknowledge various stakeholder groups.

Individual Reciprocity

The notion of *individual reciprocity* may be the logical, although perhaps idealistic, result of fusing concepts of community networking and reciprocal partnerships. Community networking teaches us that building individual relationships is critical to building a successful community. Understanding the wants, needs, and perspectives of community members allows a community development worker to connect and motivate other members of the community. The community partnership literature teaches us that for organizations to work together optimally the wants, needs and perspectives of each organization need to be considered. Taken together, these literatures have important implications for organic, grass-roots networks. When networks are organic particular attention needs to be placed on the needs and perspectives of each individual organization or person, since organic networks dissolve unless they are 'useful' in some way to the participants.

Boulding's concept of integrative power and Gilchrist's idea of the well-connected community are consistent with the idea of individual reciprocity and are important building blocks for a sustainable partnership. A sustainable community partnership is one in which ALL actors, both volunteers and the individuals within partnered organizations, have the opportunity to work for personal as well as organizational reasons. When organizational motives dominate, and do not leave room for people to work out of personal interests, the potential for partnership work is limited. Individuals within the organization do what they must, not what they are capable of doing. Lacking true reciprocity, individual volunteers find that their voices are not being heard or respected and they wither away. Thus the challenge for universities and community organizations is to create environments of true reciprocity that allow people to serve to their full potential. This article describes how notions of individual reciprocity were used to transform a service-learning course.

Project Overview

Organizing a Community Arts Festival

From 2010-2012 second-year students have worked to help plan, promote and staff the Norristown Arts Hill Festival. The festival is the centerpiece of an arts district that was recently established to help promote economic and community development in Norristown. Students from Cabrini College participate in the work as part of an interdisciplinary 'engagements' course that fuses the college's social justice and writing

requirements into a variety of community-based courses. The festival is run by an all-volunteer Arts Council, of which the instructor is a board member.
The Arts Council has relied heavily on student participation in each of its first three years of existence. The relationship between the class and the Arts Council can, at times, be a tense one. While the Arts Council is eager to have student help, the long-term success (or failure) of the festival and the arts district depends in part on the performance of each student in the class. Thus the sustainability of the arts festival and the campus-community partnership go hand-in-hand.

An Evolving Model of Student Engagement

After the first year of the festival it became clear that student participation and engagement can vary significantly, depending on student interest. During the first year students signed up to work with the newly-established festival committees (marketing, logistics, fundraising, and real estate). The work was unlike traditional classroom work, in that it required students to directly contact members of the local community, and 'figure out' work assignments that had never been done before. A handful of students were actively engaged, while many others were not.

In the second year more attention was placed on identifying individual motivation early in the semester. Several community members came to class and told their personal stories, describing why they spend their time on the festival and why they believe an Arts District can help transform the Norristown community. Students read Gilchrist's book The well-connected community, and wrote reflective essays on their participation in groups and communities. Students then picked committee assignments and were given the option of suggesting specific projects (such as creating a promotional video). In this second year a larger proportion of students seemed to engage with projects, but a significant number of students were underutilized. A challenge during the second year was balancing motivation and supervision- a number of students appeared willing to help, but in hindsight may not have had the tools they needed to do their assigned work.

During the third year the instructor and community partners went even further to leverage individual motivations. Building upon a model of self-directed learning (Hironaka, 2011) students were asked to construct individual Community Contribution Statements. These statements asked students to describe how they would contribute to the arts festival, identify their individual learning goals (e.g. what type of skills or experiences would the work include), and describe how they would assess their contribution. Students completed these statements after several sessions with individual community members learning about the festival objectives and hearing the personal stories of the volunteer community partners. Since several majors were represented in the class, including education, business, communications and exercise science, student skills and interests were varied.

While the Community Contribution Statement placed added pressure on students to identify specific ways they would contribute and be assessed, the statements also placed additional pressure on the instructor. A philosophical change took place, where instead of trying to fill committee slots with students the instructor attempted to find or create projects that met students' stated goals. By asking the students to identify what they wanted to do, the instructor felt obligated to honor their desires. In many cases

students chose work projects that were closely related to the festival (such as doing graphic design, writing press releases, or recruiting performers), but in other cases the stated contribution areas were more distant. For example, a small group of volleyball players wanted to create a volleyball activity in the newly-formed 'kid's corner' of the festival. While logistical concerns did not allow for the erection of a volleyball court at the festival, students were able to host activities promoting the festival at the Police Athletic League and created a children's health coloring table at the festival.

The approach taken in this most recent year was built on the idea of individual reciprocity. By getting to know community volunteers as individuals, students learned both about the mission and vision of the community organization (i.e. the Norristown Arts Council) as well as the individual interests and motivations of volunteers. By inviting community members into the classroom, the class recognized and honored the skills and abilities of these community volunteers. The purpose of the research presented here was to determine whether a course built on notions of individual reciprocity would improve the level of student engagement and performance in a service-learning course.

Research Methods

The findings presented in this article came from a survey administered to students in two sections of a sophomore level service-learning class during the Spring 2012 semester, along with tangible measures of student contributions over the first three years of the festival. One course section (labeled 'Arts Festival') was taught by the author and utilized the student-centered approach described above. The other section (labeled 'Service Learning Comparison Class') was taught by another faculty member who assigned students service-learning work tasks, rather than soliciting input from students. The courses were chosen to represent both the traditional approach of assigning students work without their input, and an alternative approach of building work assignments around student interests.

Student demographics are shown below. The survey was submitted to the college's Institutional Review Board for approval. According to college policy, general educational research on instructional strategies, instructional techniques or classroom management systems is exempt from IRB approval. The IRB reviewed the survey used in this research and confirmed its exempt status.

Table 1: Student demographics

	Service Learning Comparison Class	Arts Festival
Male/Female	60%/40%	40%/60%
Average age	19	19
Full-time status	All	All

Tangible festival contributions were measured both in the aggregate (total performers, vendors, sponsors), as well as by measuring the number of specific contributions made by students. For example, in addition to tracking the number of

performers who appeared at the festival, we also tracked the number of performers who were recruited directly by students. These tangible contributions represent the impact that students had on the festival and were tracked using the Arts Council's tracking reports for all three years of the festival.

Findings

The new course approach, which incorporated notions of individual reciprocity into the class, yielded improved student outcomes. When compared to previous years, tangible contributions increased noticeably. Student self-efficacy also improved, compared to a similar service-learning course offered during the same semester.

Tangible Outcomes

Tangible student contributions to the festival increased as a result of the new approach. Primary outcomes for each year are measured each year and are shown in Table 2. Particular attention should be paid to the number of student-initiated performers, advertisers, and news stories. In the most recent year five acts were recruited, three advertisers were solicited, and two news stories were published directly by students in the eighteen member class. These tangible results flowed from the Community Contribution Statements. Two students had many contacts in the local music world and successfully recruited several performers. Business students wanted sales experience and were excited about trying to sell ads for the program book. Communication students working on the newspaper were excited about writing press releases and stories for the school newspaper; while students had been assigned PR tasks in the past, students did not succeed in getting articles published prior to the festival in previous years. The dramatic rise in social media reach is due in part by a slightly increased budget, but also as a result of a social media promotion effort conducted by members of the class who were interested in twitter and Facebook.

Table 2: Festival Outcomes By Year (Total/Student-Initiated)

Outcome	2012	2011	2010
Number of Performers	28/5	19/3	28/2
Number of Donors	32/0	39/0	32/0
Number of Advertisers	44/2	40/1	48/1
Number of News Stories Prior to Festival	3/2	0	1
Social Media Ad Reach	1.2 million	240K	n/a

Source: Norristown Arts Council Festival Report, 2012

Student Self-Efficacy

Consistent with these increased concrete contributions, students in this year's course also showed higher levels of self-efficacy than students in the comparable service-learning class. A primary goal of the course sequence was to provide students with the opportunity to contribute their knowledge and skills to the community, and for students to gain confidence in their abilities to contribute meaningfully. The Community Service Self-Efficacy Survey (Reeb, et al., 1998) was chosen for assessment because the questions it contains include many of the themes (of social justice and making a difference through service) that are stressed in the course sequence. The survey contains ten statements about student attitudes toward service and uses a ten point

scale where 1 represents “not at all” and 10 represents “a great deal”. The results from the two course sections, along with comparison results from the Reeb instrument are presented in Table 3. There were 15 students surveyed in each of the sections.

Table 3: Community Service Self-Efficacy Survey Results Comparison

	Community Service Self-Efficacy Scale	REEB, et al.---------- Results from their paper.		2012 Survey Results	
		Service Learning (n=9)	Non-Service Learning (n=37)	Service Learning Comparison Class (n=15)	Arts Festival (n=15)
1	If I choose to participate in community service in the future, I will be able to make a meaningful contribution.	7.3	5.9	7.3	8.8
		(3.1)	(2.7)	(1.6)	(1.4)
2	In the future, I will be able to find community service opportunities which are relevant to my interests and abilities.	8.3	6.4	7.9	8.8
		(3.1)	(2.8)	(1.8)	(1.5)
3	I am confident that, through community service, I can help in promoting social justice.	7	5.6	6.4	8.9
		(3.1)	(3.0)	(1.6)	(1.4)
4	I am confident that, through community service, I can make a difference in my community.	8	6.3	7.2	8.7
		(3.1)	(2.8)	(1.6)	(2.2)
5	I am confident that I can help individuals in need by participating in community service activities.	8	6.4	6.9	8.7
		(3.0)	(2.8)	(2.1)	(1.7)
6	I am confident that, in future community service activities, I will be able to interact with relevant professionals in ways that are meaningful and effective.	7.5	6.5	7.0	9.1
		(3.1)	(2.6)	(1.9)	(1.4)
7	I am confident that, through community service, I can help in promoting equal opportunity for citizens.	7.1	5.8	7.1	8.6
		(2.9)	(2.9)	(1.7)	(1.8)
8	Through community service, I can apply knowledge in ways that solve “real-life” problems.	7.8	6.6	7.1	8.9
		(3.0)	(2.7)	(2.0)	(1.6)
9	By participating in community service, I can help people to help themselves.	7.8	6.5	7.3	8.8
		(2.9)	(2.6)	(2.1)	(1.5)
10	I am confident that I will participate in community service activities in the future.	8.2	5.7	7.7	8.3
		(3.2)	(3.1)	(2.4)	(2.1)
	Note: Values in parentheses are standard deviation. CSSES item scores ranged from 1 ("not at all") to 10 ("a great deal").				

Average student scores from the Arts Festival section were higher for each question than the published results for Reeb et al.’s original service-learning section and non-service-learning groups. A paired t-test showed that the average survey scores for

the Arts Festival class were higher than Reeb's service-learning scores as a group, at a 99% confidence level. Scores from the other service-learning a comparison were not statistically significant different from the average scores of Reeb's service-learning section. Thus the Arts Festival scores were higher than both Reeb's service-learning benchmark, and the scores from the comparison section from the Spring 2012 semester. These results suggest that the change in paradigm, from assigning student tasks to soliciting and encouraging student contributions, has impacted both self-efficacy and tangible contributions to the festival.

Discussion

As an all-volunteer organization the Arts Council relies primarily on the personal passions and interests of its volunteer members. While some members work for local arts, culture, education, and government organizations, the reality is that volunteers are not compensated for the time spent on festival activities. Consciously or not, this means that to be successful the Arts Council has needed to operate in ways that leverage individual energy. If individuals do not feel motivated to do a task they will not do it, or will not do it well.

Through an informal collaborative process, members of the Arts Council have worked together to figure out how to motivate students. Two council members, both former teachers, have enthusiastically come into the classroom to share their stories and experiences with students. These individuals seem to relish the interaction with students. Other community members have willingly come into class to share their professional expertise in marketing, public relations, and social media. These in-class experiences provided some form of personal enjoyment to the guest-teacher, helped the students feel a part of the arts community, and increased the probability that student work would be successful.

A student coach has played an important role the past two years. In an attempt to shift the power dynamic, the instructor has tried to play a role more akin to facilitator than project manager. The student coach has been able to play a leadership role that provides students with direct guidance while allowing them the latitude to find their own way to complete work. The student coach also acted as an intermediary between community members and the class. The instructor was no longer a gate-keeper between students and the community.

The Arts Council has also taken professional responsibilities into account when creating work assignments. For example, members of community non-profits were not asked to participate in fundraising since the Arts Council may in essence compete for donations with member non-profits. Similarly the Arts Council has worked creatively to leverage the professional skills of a social media and marketing expert, while limiting the number of pro bono hours they contribute. These professionals act as consultants to students, passing along knowledge while limiting competition with paying clients for billable hours.

The arts festival project has provided an interesting and dynamic opportunity to explore the challenges and benefits of engaging participants on an individual level. Unlike the corporate world, where 'top down' edicts can be effective due to the financial motivations involved, many campus-community partnerships exist in a different context. While students may work for grades and faculty may work in part because of

institutional support for community-based programs, the dynamics in community based courses are often different from those of a traditional classroom. The following list of key concepts has emerged over the past three years of partnership work.

Reciprocity

While the term reciprocity is often used in the partnership literature, it is not always applied to everyone involved in the work. It's not just being open to comments from a spokesperson from the community organization, but actually hearing and respecting every person involved in the project. For example, acknowledging student interests and inviting them to bring their personal talents and skills into the partnership work makes them more authentic members of the community, and provides a stronger motivation to participate. While encouraging reciprocal relationships with all participants isn't an easy task, it's something to strive for and something that creates what Boulding terms legitimacy.

Control

For both teachers and academic administrators control is a sacred concept. Most teachers feel the need to control what goes on in the classroom, and academic leaders feel the need to control what goes on in the name of their institution. By ceding control of the classroom to community members, faculty can bring new perspectives to the classroom and acknowledge community members as equal partners in education. In giving students the responsibility to engage with community members outside of class, faculty cannot directly observe what students do. But this loss of control can be balanced with positive experiences in which students own and control their education.

Individual Motivation

People work hardest when they're doing something they like. The adage "follow your bliss" need not be checked at the classroom door. Positioning community work so that students can choose topics in which they have a personal interest, allowing them to contribute to projects in ways that they find personally rewarding results in higher quality. The same is true for community volunteers. The social media expert was excited to be invited into the classroom, and enjoyed sharing her knowledge with students. Providing people opportunities to contribute in personally meaningful ways is critical for creating a sustained community effort.

Trust

Trust takes time to develop, yet is critical if people are to work closely together. Community members must trust members of the Arts Council, and Arts Council members must earn this trust from community members. Students and some community volunteers may only be involved in a project for a semester (for students) or a few days (for a volunteer), but establishing some level of trust with these shorter-term partnership members is still important. Employing conscious strategies to share individual interests and stories appears to build confidence and trust.

Nontraditional Roles

Partnership work often requires people to assume non-traditional roles. Students may learn about social media from a community member, and then in turn educate their teacher. Whether it's the community member as teacher, a student who is directing a class project, or institutions that are listening and learning from the public, successful partnerships need to be flexible enough to allow for non-traditional ways of learning and participating in community.

Conclusions

Notions of reciprocity are central to the literature on campus-community partnerships. The relationship between the university and a well-defined community organization has been a central part of the discussion of engagement scholarship. Clearly the voices of multiple stakeholders make research, service and advocacy projects more meaningful and relevant. Yet based on the dominant institutional voice in much of the literature it appears that universities are yet to relinquish significant control of campus-community partnerships to students, faculty members, and community volunteers. This article describes how the idea of individual reciprocity has been used to better-engage students in an interdisciplinary course on community development.

These notions of individual reciprocity formed the basis for a partnership between a classroom and a local arts organization. Over a period of three years members of the partnership developed collaborative ways of working with one another that honored individual interests and respected professional obligations. This year students created Community Contribution Statements describing how each student proposed to work to participate in the planning and execution of a third annual arts festival. The creation of these statements, along with the important role played by a classroom coach and individual community volunteers, helped shift the power dynamic in class. Focusing work assignments around student interests instead of a predetermined list of tasks provided students the opportunity to more fully engage in the service experience. Evidence from the Community Service Self-Efficacy Survey and data on concrete student contributions support the assertion that this framework, based on notions of individual reciprocity, helped create a partnership experience that was successful for all involved.

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Measuring Effect of Graduate Student Service Learning Experiences: Pre-Post Self-Efficacy of Counseling and Educational Diagnostician Students

Terry Patrice Overton

Abstract

Advanced standards for the preparation of special education and counseling students require programs to incorporate collaboration experiences and collect outcome data for these experiences. Graduate students in the Educational Diagnostician and Counseling programs, collaboratively provided academic and career assessment to first-year at risk college students in a cross-disciplinary Service-Learning project. Pre-and post self-efficacy scales were administered along with prompted reflective writing. Paired t-test results indicated statistically significant differences (p <. 05) for students from both programs indicating increases in professional self-efficacy. The Linguistic Inquiry and Word Count program was applied for analysis of the prompted reflective writing and revealed evidence of cognitive processes, such as insight, and positive affect about professional collaboration. The participants assessed by the graduate students also rated the experience positively.

Educational Diagnosticians and School and Community Counselors often work with common clients who require support services to achieve academically. In order to work in the best interest of their common clients, collaboration across disciplines is preferred (Milsom, Goodnough, & Akos, 2007; Schoffner & Briggs, 2001). Moreover, both professional organizations of the Council for Exceptional Children (CEC, 2012) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) include standards of practice for collaboration with stakeholders including other professionals. Training standards of both Educational Diagnosticians and Counselors require the programs to provide evidence of collaborative experiences for these candidates. However, in the Hispanic Serving Institution in which this study was implemented, such pre-practicum collaborative experiences had not been provided for graduate students in either program.

In addition to the professional organization requirement of collaboration, the HSI in this study encourages civic engagement and Service-Learning and bears the distinction of being awarded the Carnegie Foundation's Community Engagement Classification. As part of the university's mission and vision, students attending the university experience a variety of Service-Learning opportunities within individual courses and programs. Although cross-disciplinary Service-Learning has been found to be beneficial to both faculty and students (Rooks & Winkler, 2012) the institution of the current study provided few cross-disciplinary Service-Learning experiences at the undergraduate level and none have been offered at the graduate level.

Service-Learning

Evidence indicates that Service-Learning is an effective method of instruction for students in higher education (Driskoll, 2009) in the fields of Special Education (Jenkins & Sheehey, 2009; Novak, Murray, Scheuermann,

& Curran, 2009; Silverman, Hong, & Trepanier-Street, 2010) and Counseling (Arnold & McMurtery, 2011; Schoffner & Briggs, 2001). For example, Service-Learning has been found an effective instructional method for students to acquire content knowledge, gain a sense of community and personal responsibility, promote collaborative problem solving, and participate in experiences working with families (Jenkins & Sheehey, 2009; Schoffner & Briggs, 2001). Service-Learning opportunities have been used to increase students' understanding of social problems and to provide experiential learning in the application of content to problem solving of real world issues (Eyler, 2002). Service-Learning with graduate counseling students provided evidence that it contributed to improving multicultural competence (Burnett, Hamel, & Long, 2004).

Reflection as an Assessment of Service-Learning

Assessment of Service-Learning activities has traditionally included a component of reflection (Eyler, 2002). Reflection activities such as journaling and self-evaluations have been employed (Burnett et al. 2004). Service-Learning includes a component of self-reflection of the experience that can also provide a method for determining the effect of the activity on learning and increases in content knowledge (Jenkins & Sheehey, 2009; Schoffner & Briggs, 2001). Reflective activities have been used to promote students' sense of self-efficacy, commitment, and to develop problem-solving skills (Eyler, 2002). The structure of the reflection activity has been inconsistent across the literature and in some cases is not considered a valid method of assessing the level of students' learning (Eyler, 2002).

Self-Efficacy as Assessment of Collaboration and Service-Learning

Although the literature reports results of Service-Learning in higher education, few studies exist that incorporate cross-disciplinary collaboration. One interdisciplinary Service-Learning project assessing self-efficacy was completed in an engineering program and determined that students reported increased self-efficacy through the experience (Schaffer, Chen, Zhu, & Oakes, 2012). The same study in this engineering program also found a correlation between higher self-efficacy ratings and improved GPAs. Another study found that counselors who reported a Service-Learning experience prior to practicum had increased self-efficacy and less anxiety in their counseling role than counselors who did not report Service-Learning experiences (Barbee, Scherner, & Combs, 2003). A cross-disciplinary Service-Learning project for Counselor and Educational Diagnostician graduate students examining self-efficacy was not been found in the literature.

Bandura defined perceived self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (1997, p. 3). According to Bandura's general definition of self-efficacy, future professionals who manifest higher levels of self-efficacy will be able to determine the activities and actions that will contribute to their graduate education and ultimately to their professional roles. Although Bandura provided a general definition of self-efficacy, he also cautioned that there must be specific measures of self-efficacy for specific domains (2006). In other words, in order to understand self-efficacy related to Service-Learning tasks of assessment or counseling for example, it must be measured using

scales designed to tap the individuals' perception of their self-efficacy for those specific counseling tasks. To assess graduate students' perception of their self-efficacy, the diagnostician students and the counseling student groups each require a measure that assesses tasks within their specific role responsibilities (Bandura, 2006; Lent & Brown, 2006).

The current study provided a Service-Learning project for graduate students in both the educational diagnostician and counseling programs in which they assessed first-year college students. The first-year college students were assessed to assist in determining basic academic skills and their confidence about their career plans. The following questions are the focus of this study:

Will participation in a collaborative Service-Learning project increase self-ratings on efficacy scales for graduate students in the Educational Diagnostician and Counseling programs?

Will graduate students' written responses to prompts of reflective questions provide information about their thinking and problem solving related to assessment and collaboration as measured by a linguistic analysis?

Will the undergraduate assessment student participants rate their assessment experiences with the graduate students favorably?

Method

Participants

Purposeful sampling was used in this quasi-experimental design pre-posttest design. The sample included 43 current graduate students in the HSI, 13 graduate students in the Masters of Education in Special Education Educational Diagnostician program, 20 graduate students in the Masters of Education in Counseling Program, and 20 first-year students recruited from a summer bridge program for students who are at risk for academic achievement at the post-secondary level. The summer bridge program was created to assist first-year students with developmental reading or math needs, to learn the skills that would increase their likelihood of success at the college level. The coordinator of the summer bridge classes recruited participants with flyers and follow up discussions about the project with each first year student who expressed interest in the testing.

Educational Diagnostician students were enrolled in a program that incorporates test and measurement, assessment of academic and cognitive abilities, and special education laws and regulations. The Educational Diagnostician students were taking their academic assessment course. The Counseling students were enrolled in either community or school counseling programs. Both counseling programs require a course in counseling assessment techniques that include rating scales, career assessment, and screening measures for emotional challenges.

Both Educational Diagnostician and Counseling students had examined and practiced the instruments in class prior to the project. Training consisted of 1) review and explanation of the instrument and the psychometric qualities, 2) review of each subtest, all subtest items, and scales, 3) practice administration in class with class peers, 4) observation during the practice administration by the course instructor using a checklist for verification of administration techniques, 5) practice of entire administration

with another peer in class, 6) scoring of the results obtained in the practice session. These training activities were conducted during three class sessions prior to the testing date.

Graduate level students were provided with alternative experiences if they did not want to participate in the study. The undergraduate assessment students were recruited through their summer bridge program and offered a bookstore card for $20 for their participation. All of the students in the graduate courses, three males and thirty females, volunteered to participate in the study. Of the 44 students in the summer bridge program, 20 volunteered to participate in the study. The demographic information for the participants is displayed in Table 1.

Table 1
Participant Characteristics

	Male	Female	Mean Age (range)	% Hispanic
Educational Diagnostician Graduate Students	1	12	34 (23–50)	85
Counseling Graduate Students	2	18	32 (24-50)	95
Assessment Students	6	16	19.4 (16-23)	90

Procedures

Following recruitment, the graduate level students were trained in the administration of their specific instruments. Counseling students were trained to administer the Career Decision Scale (Osipow, 1987) and Education Diagnostician students were trained to administer the Woodcock-Johnson Form C Brief (Woodcock, Schrank, McGrew, & Mather, 2005). Graduate students and first-year students were asked to schedule a time for their assessments. Prior to the assessment appointments, graduate students completed their specific self-efficacy scale. All assessments of the first-year students were conducted under the supervision of the author and an additional assessment faculty member and were conducted in the university counseling training center.

Instrumentation

Woodcock-Johnson Tests of Achievement III Form C. The undergraduate assessment students were administered the Woodcock-Johnson Tests of Achievement Form C-Brief Edition by the Educational Diagnostician graduate students. The test is individually administered and has normative information for college students. The instrument has well-established psychometric qualities including multiple measures of reliability and validity with this age group. General academic skills, such as applied

mathematics, reading comprehension, sentence writing, and fluency on academic tasks, are measured on this instrument.

Career Decision Scale, 3rd Edition. Undergraduate assessment students completed this self-rating instrument with the Counselor graduate students. This is a 19 item self-rating scale in which the undergraduate assessment students endorse items as "Like me" or "Not like me." This instrument provided percentile ranks and additional information to the student about their level of certainty with their own career decision. The instrument was developed for high school and college age students and reports adequate reliability and validity data. This instrument is not designed to assist students in determining which career they would like but rather assesses the certainty of the career path they have chosen to pursue.

Educational Diagnostician Self-Efficacy Scale. Although there is not a self-efficacy instrument designed specifically for Educational Diagnosticians, an adaptation of the Teachers' Sense of Efficacy Scale, long form (Tschannen-Moran & Woolfolk Hoy, 2001) was used in this study (Appendix A) with permission of the authors. The original version has been found to have a 3-factor structure including efficacy for classroom management, instructional practices, and student engagement (Fives & Buehl, 2010; Tschannen-Moran & Woolfolk Hoy, 2001). For the purpose of this study, the items were adapted to reflect management of the testing experience, assessment practices and skills, and client engagement. These changes are consistent with recommendations to more accurately effect self-efficacy by asking participants to rate specific tasks related to the assessment process rather than general instructional practices.

Counselor Activity Self-Efficacy Scale. The Counselor Activity Scale was designed to assess counselors' self-efficacy in their ability to perform the activities consistent with their role as counselors (Lent, Hill, & Hoffman. 2003). Both internal consistency and test-retest reliability are adequate. Since the items cover more general counseling skills, the instrument was slightly adapted to focus on the skills required for career decision assessment and collaboration with other professionals (Appendix B). The primary author of the instrument granted permission for the adaption. Adaptation of the instrument was made with consideration for the cognitive construct of self-efficacy as recommended in a best practice Measurement Guide (Lent & Brown, 2006). These changes were made to increase the number of items that asked the participant to rate him or herself on specific assessment tasks rather than more global counseling tasks. These changes are consistent with the recommendations of the authors of the scale.

Graduate Student Feedback Form. This four-item prompt form was used to collect reflective thoughts about the students' participation in the project. The graduate student reflective responses were analyzed using the Linguistic Inquiry and Word Count (LIWC) computerized text analysis system (Pennebaker, Chung, Ireland, Gonzales, & Booth, 2007). This system analyzes text of written responses and determines the usage of style words, content, emotional words, cognitive words, function words, and pronouns. To this end, the system provides data regarding the percentage of text indicating cognitive and analytic words, for example. These percentages can then be compared

with the data of word use collected since 1986 from multiple formats and thousands of participants (Pennebaker et al. 2007). The types of writing prompts of the LIWC include emotional writing, control writing, science articles, blogs, novels, and talking.
The prompt items included: 1) Please take a moment to write a few paragraphs about your overall experience testing the first-year students, 2) Please take a moment to write a few paragraphs about your experience in the collaboration with the other graduate students, 3) If this experience helped you to learning something about the course content or about yourself, please describe, and 4) Write any additional comments or suggestions for a future project.

Undergraduate Assessment students Feedback Form. The undergraduate form asked the students to rate statements as "Strongly Disagree, Disagree, Agree, or Strongly Disagree". The four items were: 1) This assessment experience helped me to gain information about my own skills, 2) This assessment experience helped me to gain information about my own career plans, 3)The assessment experience will help me to make my future plans, and 4) The graduate students who worked with me were professional and helpful. Undergraduate undergraduate assessment students were also asked to write any additional comments about the project at the end of the feedback form.

Results

Data Analysis
The responses on Educational Diagnostician Self-Efficacy Scale and the Counselor Activity Self-Efficacy Scale for the graduate students were compared using paired sample t-tests to examine significant differences in responses using SPSS-20. The responses on the Educational Diagnostician Sense of Self-Efficacy resulted in statistically significant differences for 10 of the 23 items. Among the items in which significant differences existed were: *get through difficult assessment situations, control behavior during an assessment session*, *respond to difficult questions asked by an assessment client* and *establish "flow" of testing during a session*. Other statistically significant differences were found for items *gauge client's comprehension of the testing demand or task*, *foster your client's fluid responding process, improve insight of client's weakness* and *adjust a basal or ceiling item administration according to the responding of the client during the assessment*. Additional statistically significant differences were found for the items *keep a client from ruining the assessment session* and *respond to a defiant or upset client*. The results of the Educational Diagnostician Sense of Self-Efficacy Scale are presented in Table 2. As noted in Table 2, effect sizes for significant items ranged from medium to large on these items.

Table 2
Educational Diagnostician Paired *t* test results

Item	M	SD	*t*(11)	*p*	95% CI LL UL	Cohen's *d*
1. Difficult situations	-1.538	1.506	-3.682	.003	-2.449--.628	1.021
2. Control behavior	-.846	1.144	-2.668	.020	-1.537--.155	.739
3.Motivate student	-.538	1.984	-.979	.347	-1.737-.660	
4.Clear expectations	-.462	1.198	-1.389	.190	-1.186-.263	
5. Students do well	-.615	1.609	-1.379	.193	-1.588-.357	
6. Respond to questions	-2.308	2.428	-3.426	.005	-3.775--.840	.950
7. Flow of testing	-1.000	1.354	-2.663	.021	-1.818--.182	.738
8.Gauge comprehension	-1.000	1.354	-2.663	.021	-1.818--.182	.738
9. Understand importance	-.308	1.494	-.743	.472	-1.210-.595	
10.Standardized administration	.077	1.605	.173	.866	-.893-1.047	
11.Fluid responding	1.462	2.106	2.502	.028	.189-2.734	.694
12. Follow instruction	.385	1.387	1.000	.337	-.453-1.223	
13.Understand weakness	-1.154	1.772	-2.347	.037	-2.225-.083	.651
14. Calm anxious client	-.385	2.256	-.615	.550	-1.748-.979	

15.Adjust basal/ ceiling	-2.308	2.136	-3.895	.002	-3.599--1.017	1.080
16. Variety of assessments	-.154	2.035	-.273	.790	-1.384-1.076	
17. Maintain testing session	-1.769	1.423	-4.482	.001	-2.629--.909	1.243
18. Alternative explanations	-.083	2.644	-.109	.915	-1.763-1.597	
19. Defiant client	-.923	.862	-3.860	.002	-1.444--.402	1.070
20. Assist in school	-.308	1.109	-1.000	.337	-.978-.303	
21.Recommendations for school	-.462	1.266	-1.315	.213	-1.227-.417	
22. Appropriate challenges	-.538	1.330	-1.460	.170	-1.342-.265	

The paired *t* test results for the Counselor Activity Self-Efficacy Scale indicated statistically significant differences for 14 of 22 items. The scale is divided into three sections and for this study, two sections were adapted and used with Part I items and Part II including more specific assessment tasks. Part I items that were significant were *restatements, reflections*, *immediacy, information giving*, and *direct guidance*. The Part II significant items of specific assessment tasks included *keep "on track"*, *respond to assist*, *career concerns*, *after client comments*, *set career goals*, *client thoughts about career*, *case conceptualization*, *remain aware* and *help client decide*. The results of the Counselor Activity Self-Efficacy Scale are presented in Table 3. The effect sizes for the significant items ranged from small to large.

Table 3. Counselor paired *t* test results

Item	M	SD	*t*(11)	*p*	95% CI LL UL	Cohen's *d*
PART I						
1. Attending	-.350	1.309	-1.196	.246	-.963-.263	
2. Listening	-.350	1.226	-1.277	.217	-.924-.224	
3.Restatments	-.750	1.372	-2.445	.024	-1.392--.108	.546
4.Open questions	-.600	1.501	-1.788	.090	-1.302-.102	
5. Reflections	-.550	1.146	-2.146	.045	-1.086-.014	.479
6. Self-disclosure for exploration	-.450	2.235	-.900	.379	-1.496-.596	
7. Challenges	-.500	1.504	-1.486	.154	-1.818--.182	
8.Interpretations	-.450	1.317	-1.528	.143	-1.066-.166	
9. Self-disclosure for insight	-.550	2.089	-1.177	.254	-1.528-.428	
10.Immediacy	1.350	1.927	-3.133	.005	-.2.252--.448	.700
11.Information giving	-1.250	1.410	-3.966	.001	.1.910--.590	.886
12. Direct Guidance	-1.400	1.635	-3.829	.001	-2.165-.635	.856
PART II						
1.Keep "on track"	-.750	1.293	-2.595	.018	-1.355--.145	.580

2. Respond to assist	-1.000	1.556	-2.874	.010	-1.728--.272	.642
3. Client explore career decisions	-.350	1.268	-1.234	.232	-.943--.243	
4. Career concerns	-.800	1.196	-2.990	.008	-1.360--.240	.668
5. After client comments	-.900	1.410	-2.854	.010	-1.560--.240	.638
6. Set career goals	-1.000	.918	-4.873	.000	-1.429-571	1.089
7. Client thoughts about career	-1.050	1.317	-3.566	.002	-1.666--.434	.797
8. Case conceptualization	-1.500	1.277	-5.252	.000	-2.098-.902	1.174
9. Remain aware	-.700	1.174	-2.666	.015	-1.250-.150	.596
10. Help client decide	-1.400	1.314	-4.765	.000	-2.015--.785	1.065

An analysis of aggregate data was completed using the Linguistic Inquiry and Word Count Program (LIWC), (Pennebaker, Chung, Ireland, Gonzales, Booth, 2007). For the purpose of this project, the reflection writing feedback form, completed by the graduate students, is considered to be a controlled writing prompt and aggregate data were compared with the controlled writing Base Rate percentages provided in the LIWC. In order to determine if the reflection activity was able to assess students' cognitive and problem solving thinking, the following categories were deemed relevant: cognitive processes, insight, causation, discrepancy, tentative, certainty, inhibition, inclusive, and exclusive. Graduate students used several terms revealing anxiety, work, and achievement. These categories were also included in the analysis. When results were compared with the Base Rates provided in the LIWC, all elements of writing revealed statistically significant differences with the graduate students' responses containing significantly higher percentages of word usage in each category. Aggregate responses by question were analyzed and the high frequency word use categories are presented in Table 4. It should be noted that the categories included in the analysis were categories of specific interest. Other categories, such as adverbs, prepositions,

common verbs, etc. were not selected for this analysis. Therefore, the total percentages for each prompt do not equal 100%. This highest category of word use across all prompts was cognitive process that includes the subcategories of insight, causation, discrepancy, tentative, certainty, inhibition, inclusive and exclusive. These linguistic markers support the graduate students' use of reasoning, insight, and cognitive processes during their experiences in the project. Examples of the types of reflective remarks made by the graduate students are presented in Table 5. By examining the analysis, it can be determined, for instance, that within the affect category, the positive emotion subcategory had the greatest percent of word use on the collaboration experience prompt. Although the anxiety words were infrequent, these words appeared most often in the prompt of overall experience.

Table 4. LIWC Analysis of Graduate Students' Responses

Aggregate LIWC Analysis of Post Project Reflective Responses				
Category	**Overall Experience Percent**	**Collaboration Experience Percent**	**Content Learning or Self Learning Percent**	**Additional Comments Percent**
Affect	8.13	8.07	5.03	6.75
Positive Emotion	5.85	7.68	4.64	6
Negative Emotion	2.28	0.2	0.39	0.25
Anxiety	1.63	0.2	0.19	0
Cognitive Processes	18.37	20.28	21.28	18.25
Insight	6.5	6.89	7.54	4
Causation	2.28	1.77	2.9	1.25
Discrepancy	1.95	0.39	1.16	3.75
Tentative	2.44	1.77	0.97	2.75
Certainty	1.3	0.39	2.13	1.25
Inhibition	0.16	0.39	0	0.25
Inclusive	3.09	8.66	5.8	4.25
Exclusive	2.11	0.39	1.35	1.5
Work	6.02	11.02	11.22	10.75
Achievement	3.9	4.33	4.06	2.5

Table 5

Sample Remarks from Reflection Paper	
Prompt	Comments
Overall Experience	"My overall experience testing the first-year student was a successful experience. I enjoyed meeting with the partner and she was anxious to know she was almost done." "The experience testing first year students was highly valuable and provided strong insight into the process involved with administering the assessment." "I cannot stress enough on how this project helped me understand the role of assessment. It is very valuable for any student to go through this project during the course. It helps definitely get a deeper understanding on assessment. I learned how to interact with students who I am testing, learn through hands-on how to administer the test, read testing results, analyze data gathered from the test and inform students about testing. Overall, this was a great project."
Collaboration	"Great collaboration. We were able to email and text each other frequently in regards to both of our assessments. It was fun working with the other graduate students." "I learned a lot about what the student examiner does. We collaborated together on the scores of freshmen and also the recommendations." "Working with other graduate students such as diagnosticians helped me learn about their field and their thoughts about the assessment process."
Content Learning	"I was able to understand how assessments such as these are reliable in helping students with their overall realization about themselves." "I learn better by doing…hands on. It was great!" "Definitely learned something on both the course

	content, such as understanding how to record raw scores & convert to a percentile rank for comparison against the norm." "I really enjoyed being able to practice giving an assessment to another student. I think that this will benefit me in the future." "The assignment clarified the role of assessment in every area from reading the assessment; understand how to implement it, how to analyze it, and how to present the data gathered. This experience really helped me get a deeper understanding the difference between academic and transition assessment."
Additional Comments	"This was a good assignment. Worked well with other students. Good project." "Perhaps a collaborative project on delivering an achievement and or an achievement test to seniors in a capstone course would be interesting." "I would suggest that the next assessment be given more often. I believe the more instruction, direction, and practice, will always be beneficial." "Absolutely loved it; this should definitely be done for the course because it really helps students get a deeper understand of what they are learning in the books. What a better way to learn than actually doing what you are reading and learning in books. I learned so much from this project that at this point I don't see how I could have learned the same material without conducting the assessment."

The undergraduate assessment students were asked to complete a short rating scale of four items that assessed their overall experience in the project. Of the 20 undergraduate assessment students who participated, 17 completed the forms. The results of the rating scale are presented in Table 6. The undergraduate assessment students generally rated their experience as positive on all four items. The rating scale ranged from 1 for Strongly Disagree to 4 for Strongly Agree. The item rated consistently as Strongly Agree was the item rating the experience with the graduate students who provided the assessment.

Table 6

Project Evaluation by First-Year Students

Item	Average Rating
This assessment experience helped me to gain information about my own skills	3.41
This assessment experience helped me to gain information about my own career plans	3.11
The assessment experience will help me to make my future plans	3.05
The graduate students who worked with me were professional and helpful	4.0

Discussion

The first question of the current study asked if this collaborative Service-Learning experience would have an affect on professional self-efficacy for the graduate students. The numerous items in which there were significant differences provides evidence that this collaborative Service-Learning project is a method for increasing both the educational diagnostician and counseling graduate students' self-efficacy related to assessment. The significant findings of both self-efficacy rating scale items of the counseling students and the diagnostician students underscore the importance of meaningful hands-on experiences such as those offered through Service-Learning assessment projects. The items that resulted in significant pre-post differences, with medium to large effect sizes, for the educational diagnostician graduate students were items that most closely related to the actual assessment activity, such as *adjusting basal and ceiling levels*, *getting through assessment situations*, and *establishing a flow of testing*, for example. Likewise, the graduate counseling students responded in a manner resulting in significant pre-post differences on items that likely occurred during the assessment experience such as *immediacy*, *direct guidance*, *keeping on track*, and *addressing career concerns* and *client's thoughts about careers*. These results are consistent with Lent et al. (2006), and Bandura (2006) that support use of items that are within the specific domain or interest area to more accurately assess changes in self-efficacy. The results of the current study also support earlier work indicating that practical clinical experiences increase counseling students' self-efficacy (Lent et al. 2003).

When non-significant items were examined in an effort to determine why students did not experience changes in self-efficacy on these items it was evident that the Service-Learning project provided limited opportunity for tasks reflected by those

items. For example, on the educational diagnostician self-efficacy rating scale, this project did not provide sufficient exposure to tasks tapped by items such as *providing a variety of assessments* and *performing your role while remaining consistent with federal regulations*. These items might show significant change following actual experiences in a semester or yearlong practicum experience in the public school setting in which there are multiple opportunities for assessment and collaboration. Likewise the counseling items that did not result in significant pre-post differences were those that reflected general counseling practices rather than those that might have been experienced in this Service-Learning project.

The use of reflection for assessment of service learning has become a consistent practice, however, the literature does not provide evidence of quantitative evaluation of the reflections written by students. The LIWC provided a method to determine the most frequent word categories used by students in their reflection remarks in an effort to analyze how they think or feel (Pennebaker et al., 2007; Tausczik, & Pennebaker, 2010). The frequent use of cognitive process words provides evidence that the graduate students experienced insight, causation, and other cognitive processes as part of the Service-Learning project. Moreover, the graduate students' written reflections for the collaboration prompt provided evidence of positive affect, cognitive process, and words associated with work. These results provide evidence for the second research question of the study in that the LIWC determined high frequency of word use of thinking and problem solving as well as collaboration in the prompted reflective writing.

The undergraduate assessment students also rated their experience positively providing positive support for the third question of the study. It was especially interesting to note that the undergraduate assessment students perceived their experience with their particular graduate students as very positive. The undergraduate assessment students were asked to provide any additional comments about the experience. Two students added comments on the helpfulness of the graduate students and also that they thought the experience was helpful. The limited remarks prohibited an aggregate analysis using the LIWC program for the responses by the undergraduate assessment students.

Summary

In general, both graduate and undergraduate students had positive learning experiences through their participation in this project. Graduate students in both programs indicated significant increases in their own self-efficacy in assessment activities even though this project was of short duration. The reflections of the graduate students' experiences provided evidence of learning, positive affect, and collaboration. This cross-disciplinary collaboration provided opportunities for these two pre-service professional groups to interact with and learn about the functions of each others' roles. The project outcome data would be one avenue to demonstrate collaboration for meeting national professional accreditation standards for both CEC/NCATE and CACREP.

Limitations of the Study

This sample of students for this Service-Learning project was small and those who participated were intentionally selected due to their course enrollments in

assessment classes. The undergraduate assessment students were recruited from a small group of at risk undergraduate assessment students who participated in a summer bridge program to increase academic skills for success in the college setting. Both graduate and undergraduate students were enrolled in a HSI in which the population is more than 90% Hispanic and local to the region. Therefore, these results may not be generalized broadly. Another limitation of the study was the short duration of the Service-Learning project. It is likely that a more complex assessment experience across multiple sessions or multiple clients would have a great effect on self-efficacy rating scales.

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Appendix A

Diagnosticians' Sense of Efficacy Scale (Long Form) Research Number: _____

Diagnostician Beliefs Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for diagnosticians in their day-to-day activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
How much can you do to get through to the most difficult assessment situations?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to control behavior in assessment situations?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to motivate your student/client in a testing situation?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
To what extent can you make testing expectations clear to assessment clients?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to get students to feel they can do well during assessment tasks?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How well can you respond to difficult questions asked by an assessment client?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How well can you establish the "flow" of testing during a session?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Diagnostician Beliefs Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for diagnosticians in their day-to-day activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
How well can you gauge the client's comprehension of the testing demand or task?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to help the client understand the importance of the testing session?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
To what extent can you ask test items as designed by test developer?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you perform your role and remain consistent with federal regulations?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to get your client to follow the specific instructions?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to improve the insight or understanding of the client's weaknesses?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to calm a client who may feel unsure or anxious about the testing experience?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Diagnostician Beliefs Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for diagnosticians in their day-to-day activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
How much can you do to adjust a basal or ceiling item administration according to the responding of the client during the assessment?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How much can you do to provide a variety of assessment formats, tests, or subtests?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17.How much can you do to keep a client from ruining the assessment session?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
To what extent can you provide alternative examples or explanations (when allowed) when a client is confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
How well can you respond to a defiant or upset client?									
How much can you assist a client to do well in school?									

Diagnostician Beliefs Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for diagnosticians in their day-to-day activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
How well can you provide appropriate recommendations for interventions?									
How well can you provide appropriate challenging recommendations for clients who are very capable?									

Appendix B

COUNSELOR ACTIVITY SELF-EFFICACY SCALES ADAPTED

General Instructions: The following questionnaire consists of three parts. Each part asks about your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling. Please provide your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future. There are no right or wrong answers to the following questions. Using a dark pen or pencil, please circle the number that best reflects your response to each question.

Part I.

Instructions: Please indicate how confident your are in your ability to use each of the following skills effectively over the next week in completing the specific tasks.

No Confidence Some Confidence Complete Confidence
0 1 2 3 4 5 6 7 8 9

How confident are you that you can use the following skills effectively over the next week?

Attending (orienting yourself to the client) 0 1 2 3 4 5 6 7 8 9

Listening (capture comments made by the client) 0 1 2 3 4 5 6 7 8 9

Restatements (rephrase or repeat in understandable and clear, concrete, concise manner) 0 1 2 3 4 5 6 7 8 9

Open questions (asks questions that help the client clarify or understand career decisions) 0 1 2 3 4 5 6 7 8 9

Reflection of feelings (repeat or rephrase the client's statements with an emphasis on his or her feelings) 0 1 2 3 4 5 6 7 8 9

Self-disclosure for exploration (reveal your own history or credentials to relate to career decisions) 0 1 2 3 4 5 6 7 8 9

Challenges (point out discrepancies, contradictions, defenses, or irrational beliefs that the client is unwilling or unable to change) 0 1 2 3 4 5 6 7 8 9

Interpretations (make statements that go beyond what the client has overtly stated and that give the client a new way of seeing his or her career plans or statements) 0 1 2 3 4 5 6 7 8 9

Self-disclosures for insight (disclose past experience in which you gained some personal insight) 0 1 2 3 4 5 6 7 8 9

Immediacy (disclose immediate feelings you have about the client's career discussion or plans or completion of rating scale) 0 1 2 3 4 5 6 7 8 9

Information-giving (teach or provide the client with data, opinions, facts or resources) 0 1 2 3 4 5 6 7 8 9

Direct guidance (give the client directives or advice that imply actions for the client to take) 0 1 2 3 4 5 6 7 8 9

Part II.

Instructions. Please indicate how confident you are in your ability to do each of the following tasks effectively over the next week.

No Confidence Some Confidence Complete Confidence
0 1 2 3 4 5 6 7 8 9

Keep the assessment session "on track" and focused 0 1 2 3 4 5 6 7 8 9

Respond with the best assistance for the client to complete the assessment Session. 0 1 2 3 4 5 6 7 8 9

Help your client explore thoughts and feelings about career decisions or plans for the future. 0 1 2 3 4 5 6 7 8 9

Help your client discuss career concerns a deeper level 0 1 2 3 4 5 6 7 8 9

Know what to say or do after your client comments 0 1 2 3 4 5 6 7 8 9

Help your client set realistic career goals 0 1 2 3 4 5 6 7 8 9

Help your client understand the thoughts or feelings about their career decisions 0 1 2 3 4 5 6 7 8 9

No Confidence Some Confidence Complete Confidence
0 1 2 3 4 5 6 7 8 9

Build a clear conceptualization of the client and his or her future career direction 0 1 2 3 4 5 6 7 8 9

Remain aware of your own task and goals of the assessment session during the assessment time 0 1 2 3 4 5 6 7 8 9

10. Help the client decide about the career 0 1 2 3 4 5 6 7 8 9

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Abstract
During the last decades we have witnessed a substantial rise in both research and occupation in the field of human services. The present paper seeks to offer a definition of human services as a generic profession. Followed by a brief discussion of human service definitions as both an organizational phenomenon and a field of knowledge, we will present the social need in human service as a generic profession, one of which the core focus is the encounter between organization and client. We will then offer a definition of the profession, and discuss its practical derivatives as well as its implications on the knowledge, skills and values as they should be assimilated and gain expression in the human services training programs and curriculums. Finally, the discussion will deal with the significant challenges awaiting the process of consolidating the new profession - in light of the offered definition - in the academia, training programs and the job market.
Key words: Human services; Generic profession; Organizations; program development; Institutionalization.

Organizing Services, Humanizing Organizations: Towards a definition of Human Services as a generic profession

Zion Barnetz
Shira Vardi

The field of human services has in recent decades drawn increased attention in practice, in theory, and in research. This is manifested in several ways:
1. First, in the increase in the number of human services organizations, the purviews they encompass, and the variety of service providers. Almost all human needs, including housing, employment, schooling, higher education, welfare, culture, and recreation are supplied today by formal organizations. As a result, there is a need for diverse types of organizations – in the private, public, and third sectors – in order to provide a wide range of solutions and methods. Accordingly, the number of people employed by these organizations and actually dealing with human services has multiplied (Woodside & McClam, 2009).

2. Second, in the scholarly and theoretic occupation with service organizations and the concept of service, which has transformed human services into a growing and developing field. Against this backdrop we can discern, for example, a profusion of attempts to define and conceptualize human services, as well as an increase in the number of research studies and journals dealing with the various aspects of service (Zins, 2001; Butin, 2006, 2010).

3. Third, in the establishment of academic courses specifically dealing with providing human services. Today, three academic bodies in Israel offer bachelor's degrees in human services and one offers a master's degree, a growing trend. Even though there are many differences in the scopes of the various curriculums, which makes it difficult to precisely define the concept, the academic institutionalization of the discipline is certainly relevant and appropriate in light of the heterogeneous services offered in the field (Butin, 2010; Zins, 2001).

A survey of the various definitions put forth for human services shows that most theoreticians focus on human services as an organizational phenomena, while slightly fewer consider it a field of knowledge. This article is a result of a decade of experience and reflection during the tenure of the authors at the Human Services Department of the Yezreel Valley College in Israel, and subscribes to the perspective of human services as a generic profession, i.e., one that has a defined mission as well as a defined set of knowledge, skills, and values that can be employed in a wide variety of service fields and organizational frameworks. The goal of this article is to present a definition of the human services profession as a generic profession, and to discuss the practical meaning of the definition and its implications on the knowledge, skills, and values that should be part of the training program. By way of introduction, we will briefly review definitions of human services as an organizational phenomenon, and as a field of knowledge.

Human services as an organizational phenomenon

Through the years, scholars; theoreticians; and professional bodies have interpreted human services as an organizational phenomenon. Their various definitions can be categorized along two axes. The first is based on the nature of the interaction between the organization and the client, the second axis refers to the purpose of the organization. As for the first axis – the more direct and active the interaction, the narrower the definition; that is, it applies to fewer organizations, as we shall see below.

The most inclusive definition is that of the Library of Congress: “The various policies, programs, services, and facilities to meet basic human needs relating to the quality of life, such as education, health, welfare” (Library of Congress: 2558). According to this definition, human services organizations facilitate the fulfillment of human needs, even if there is no human interaction, so that even facilities (for example, a playground) or laws (for example, one preventing family violence) can be considered human services.

A narrower approach is defined in the ERIC Digest (ED253673): Human services are “fields of public service in which human interaction is part of the provision of the services" (Houston, 1990: 120). According to this approach, human services are defined by the degree of human interaction they entail. Clearly, any organization that fits this definition would also be considered a human services provider according to the Library of Congress, but the opposite does not hold true. For example, a playground would be considered a human service according to the Library of Congress definition, but not according to the ERIC Digest definition.

The highest level of interaction is provided by Hasenfeld (1983), who differentiates between human service organizations and other organizations, and conceptualizes them as those organizations "whose principal function is to protect, maintain, or enhance the personal well-being of individuals by defining, shaping, or altering their personal attributes" (Hasenfeld, 1983: 1). According to this definition, it is not enough for an organization to provide for needs or to entail human interaction: human services organizations are unique in that their “raw material” is people. Again, each organization that fits Hasenfeld's definition for a human services provider will also fit the ERIC Digest definition, but not every organization the ERIC Digest defines as a

human services provider would be considered such by Hasenfeld. For example, the customer services department of a cellular phone provider would be considered a human services provider by the ERIC Digest because human interaction is part of the service it provides; Hasenfeld would disagree because the company's raw material is cellular telephones and not people.

The second axis along which the various definitions can be classified is the purpose of the organization. Here we can differentiate between two approaches: the first sees the purpose of human services organizations as the fulfillment of basic human needs. For example, the definition of the Library of Congress mentioned above relates to attaining basic human needs for improved quality of life in education, health, welfare, etc. and the definition put forth by the two major organizations in this professional field in the USA relates to social and personal problems of individuals and groups caused by the failure to attain basic humans needs (*The Human Service Worker*, 1998). In contrast, the purpose of human services has been defined as advancing happiness and welfare. According to this definition, human services not only deal with basic needs, but aspire to maximize welfare, happiness, and quality of life. For example, O'Looney claims that human services "are designed to address human happiness at their core" (1996, 13) and Hasenfeld (1983) refers to improvement, defense and/or advancement of the welfare or functioning of people.

Despite the many differences, by defining human services as an organizational phenomenon, the considerable knowledge accumulated about organizations serving people has brought about a coming of age in the recognition of human services as a distinct field of knowledge.

Human services as a field of knowledge

Defining human services as a field of knowledge also relates to recognition of the uniqueness of the field and is an important impetus to its continued existence – whether by expanding knowledge and research in the field, teaching academics to accept that it is their primary academic expertise and identity, or influencing social reality. The most prominent definition of human services as a field of knowledge is provided by the Council for Standards in Human Services Education (CSHSE): "The field of Human Services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations" (CSHSE Website, 2009).This definition emphasizes two important aspects of human services. The first is that it is interdisciplinary: it draws from many other fields (for instance, psychology, sociology, social work, organizational behavior, law, education, anthropology). The second is the challenge of combining this knowledge with an important and decisive social mission – commitment to improving the general quality of life of the target population.

Our main contention in the present article is that the knowledge that has accumulated within service organizations, on the one hand, and the existing social reality, on the other, obligate us to make further advances in the human services field. This flows out of recognition that human services are not only an organizational

phenomena or an important academic discipline, but a profession with a defined purview of action and social relevance.

Human services as a generic profession

Approaching human services as a generic profession appears in the literature in the writings of Woodside & McClam (2009) as well as the National Organization for Human Services (NOHS). In both, the focus of professional activities is described as improvement in the service process in order to satisfy unfulfilled human needs.

The main difference between these approaches and the one presented in this article is that the former focus on the needs of the client, while we suggest it is more suitable to focus on the *interaction* between organizations and people, as will be discussed below.

One of the conventions that arises when discussing human services (whether as an organizational phenomena, an area of knowledge, or a profession) is that *we live in a society in which the lion's share of human needs are supplied by organizations* (Bell , 1973; Cook, Goh, & Chung, 1999; Woodside & McClam, 2009). It has therefore become more and more difficult to separate the quality of service received by individuals from the general quality of life, and even life expectancy. Under these conditions, it is important to recognize the generic aspect of human service organizations, i.e., that their organizational structures and processes should eventually meet and provide for human needs. This core is common to different organizational phenomena as they concern the population (the elderly, children, women, the handicapped), the type of organization and its characteristics (private, public, third sector, big, small), domain (housing, employment, education, health) and social context, to name a few examples (Leonard & Yurchyshyna, 2010; Zins, 2001).

Defining an academic profession that places the point of encounter between human service organizations and their clients at the focal point of its professional activities is based on the recognition, on one hand, of the centrality of these organizations in society (as we explained above), and on the other, the problematical nature of the encounter between organizational phenomena and human needs, as we will present below.

The literature describes the tension that exists between the organizational sphere and the private human sphere, as well as its possible repercussions on an organization's employees, its clients, and the society in which the encounter takes place. A lengthy discussion of this issue is well beyond of the scope of the present article, but is presented in Barnetz & Vardi (2014). In view of the fact that it is relevant to the perception of the profession as put forth in this article, we will present a concise description of this tension and its repercussions.

Code words such as efficiency, formality, rationality, decisiveness, anonymity, standardization, specificity, benefit, supervision, and control are used in the literature to describe the organizational sphere. The human sphere, on the other hand, can be characterized by such qualities as informality, passion, intimacy, freedom, aimlessness, uniqueness, belonging, praxis, and its holistic nature (see, for example, Baker, 1974; Haigh, 2005; Shenhav, 1999; Thompson, 1998; van Ryn & Fu, 2003). When the organizational milieu disregards the qualities characterizing the human sphere, a heavy price is liable to be exacted from its employees and clients, as well as from the

organization itself. For example, organizations frequently conduct themselves in accordance with their internal imperatives, which may be at odds with the needs of their clients (Mayes & Allen, 1977). They are also likely to change at a speed and direction inconsistent with changes in the needs of their clients (Shenhav, 1999), provide uniform services to fulfill the disparate needs of their clients, provide anonymous and mechanical treatment of intimate and human needs (Haigh, 2005; Koons et al., 1998), treat clients for specific issues they present without taking into consideration the holistic nature of human beings (Baker, 1974; Lloyd & rosman, 2005), and become sites fostering controlling relations and oppression in which there is a significant divide between how the organizations and their employees perceive their clients, and the self-perceptions of the clients themselves (Goffman, 1961; Luck, Eliffson & Sterk , 2004).

In the light of this arguments, It would be tempting to present the encounter between the organization and the human sphere as a meeting of opposites, but it would be too superficial a description and only shows one side of the coin. In our society, there is significant interdependence between the two spheres. People cannot exist without the compensation and services that service organizations provide, while at the same time, service organizations cannot exist without the constant input of its human employees and clients.

Defining the human services profession as one that deals with the encounter between the organization and the client reflects the belief that this complex arena can become a professional and academic challenge, one of continuous professional activity with relevance both to society and to humankind. In other words, we see a societal need for human services workers who are capable of understanding; observing; and analyzing the organization as a phenomenon, but also capable of understanding people; focusing on human needs; and identifying cultural, gender-oriented, status-related, and other such needs, and keeping them the focus of their activities in the organization. There is a rather wide variety of human service professions, the result of societal changes in recent decades and the consequent establishment of new professions. Some of those professions focus on the client: eg. Social work, Nursing, Education, etc. On the other hand, a variety of professions have been established that focus on the organization: organizational behavioral psychology, business administration, consultancies, etc.

Considering Human services as a generic profession focusing on the encounter between the organizational sphere and the individual should address Illich's warnings regarding professionalism. Illich (1977a;1977b) have warned against some dangers embedded in professionalism and institutionalization, which might give rise to counter-productive trends such as: transforming human beings and their creative abilities into objects; transforming human needs into products; impairing human's and communities' ability to solve problems in and by themselves; downgrading and disrespecting of unprofessional knowledge and practices; and creating a close-circuit professional language that places barriers between organizations and clients.

Focusing on the encounter between the organization and the client, between the organizational sphere and the individual one - at the basis of human service definition, training program, knowledge building and practice, has the power to moderate the counter-productive trends mentioned above.

We offer the following definition for human services as a generic profession:

Human services is a profession that focuses on the continuous enhancement of correspondence between the wants and needs of the client and the resources of the organization.

Figure 1 below illustrates how the human services worker functions as a "sensor" connecting the organizational and the individual spheres.

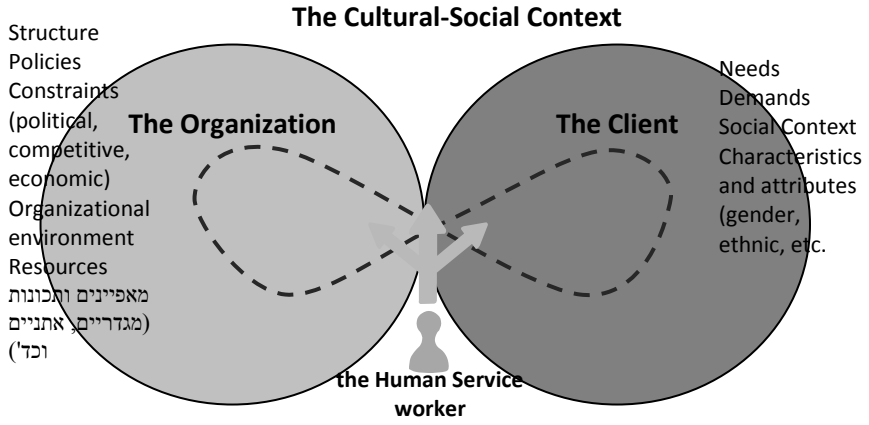

Figure 1. The Role of the human services professional

Human services professionals work within an organization and have an appreciation and understanding of its structure; the environment in which it works; its policies; and the political, budgetary, and competitive constraints under which it functions. At the same time, they must have an understanding of human needs and know how to approach people as individuals and as part of their communities within the existing social context. Both of these roles must be carried out in an effort to match the activities of the organization with the needs and desires of the client. This encounter takes place within a certain cultural and societal context that must be taken into consideration by the human service professional.

The role of human services professionals can be described in cyclical terms, as illustrated below:

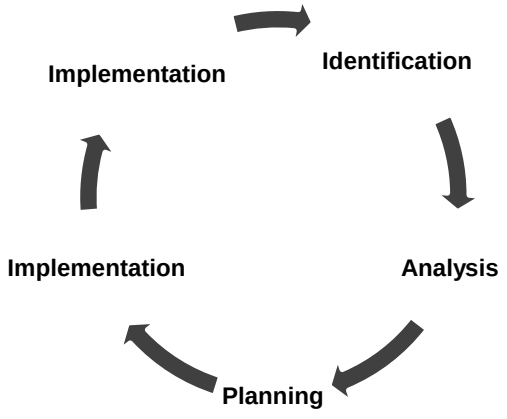

Figure 2. The cyclical nature of the role of human services professionals

Current trends in decision-making (NDM - Naturalistic Decision Making, Bazerman & Chugh, 2005; Klein, 2008) emphasize that in practice, experienced professionals reach decisions in a flexible and context-driven manner, and not necessarily according to rational hierarchical steps, as the above model suggests. While agreeing with this claim, we are yet offering this model as a framework for analysis and comprehension in order to describe the practice as presented above, i.e., according to the definition of the human services profession, and as a way to discuss the knowledge, skills, and values that are requisite for this profession.

1. *Identification* – Human services professionals recognize that a gap exists between the policies and operations of organizations and the wants and needs of their clients. The initial challenge to develop and maintain awareness of the gap is not an easy one. On one hand, the organizational culture interprets, explains, and justifies its actions while concealing the gaps, at least to its employees, who are shielded by the culture of the organization; on the other, distress and dissonance are widespread among individuals who are aware of the gaps but are loyal to and feel they are part of the organization (Abraham, 1999). Generally, individuals have a natural tendency to minimize dissonance when they believe there is no way to narrow the gap or change a situation. Accordingly, human services workers must be taught to both identify the gaps (develop diagnostic skills) and withstand internal and external pressure that may be applied upon them. Heightening awareness of the need for critical thinking, even while remaining loyal to and identifying with the organization, is a step in this direction (Aziz, 2008).

2. *Analysis* – During the second phase, human services professionals must be capable of analyzing the gap, that is; analyzing and understanding the organization's policies vis-à-vis its clients, as well as the relevant needs and attributes of the clients. This phase implies that human services professionals must possess an extensive knowledge base. Analyzing organization-client gaps requires examining the organizational process as well as the organization's client base, and using the results to identify and understand their human needs. At the conclusion of this phase, human services professionals must form a comprehensive picture of the services provided by their organization.

3. *Planning* – The planning and implementation phases are the practical side of the role played by human services professionals. During this stage they must be capable of planning a realistic program that, within the context of the organization, will narrow the gaps identified and analyzed during the first two phases. This involves finding ways to continuously search for substantive improvements, even if they are small and modest, that will act as the basis for further ones.

4. *Implementation* – During the implementation phase the worker must act to implement the plan that was formed during the previous phase, and to try to improve cooperation between the organization and its clients. This step involves putting a variety of organizational and interpersonal skills into play, including negotiation and persuasion,

presentation, implementation, training, conflict resolution, and organizational communication.

5. *Evaluation* – Before the human services circle can be closed, human services professionals must evaluate the results of their interventions. This serves not only to complete the cycle, but ensures its continuation in the organization. The evaluation is structured according to clear, defined criteria that are decided upon in advance; it thus guarantees and promotes identification of additional gaps, perpetuating an organizational commitment to client-centered service norms. Evaluation depends on developing both quantitative and qualitative empirical indexes that can be measured and analyzed within the context of the daily activities of the organization.
The definitions of the profession and the description of the cyclical nature of the practice of human services, both depicted above, constitute the basis for defining the knowledge, skills, and values they must possess in order to succeed in their missions. These, in turn, must constitute the foundations upon which academic training programs for human services professionals are founded.

Knowledge, *skills, and values involved in the human services profession*

The human services profession, like other practical professions, is based on three fundamental components, as follows:

1. **Knowledge** – Knowledge provides human services professionals with the ability to understand and analyze situations, as well as choose between possible courses of action. Integral to the definition of the human services profession as outlined above, human services professionals must possess extensive knowledge in three tangential domains: the organization, the client, and the interaction between the two.

Knowledge about organizations – Because human services professionals work within organizations, it is essential they be familiar with them. Their professionalism is manifested by their ability to integrate as successfully as possible into organizational processes and contribute to their improvement. To do so, human services professionals must undergo training that includes a rich and varied background in organizational behavior, culture, and environment; power and politics in organizations; economic and legal aspects of human services operations; emotions in organizations; management methods; and team and multi-professional team management, to name a few. The assumption is that even though organizations may have diverse goals; populations; and spheres of operation, and be differentiated according to type; structure; and social contexts, they share common characteristics that can be organized according to theoretic and research spheres of knowledge, which must necessarily be included in the human services curriculum.

Knowledge about the world of the client – Human services professionals are concerned with questions relevant to how organizational structures and processes deal with the needs and desires of their clients. It is therefore important to equip professionals with knowledge that will help them identify human needs through awareness of the complex contexts (gender, cultural, class, economic, community) in which they exist. To do so,

human services professionals must be knowledgeable about human needs and quality of life, developmental processes, and the human life cycle. They must also be familiar with concepts such as respect, exploitation, oppression, ethnic relations, ethnic identities, gender relations, gender identification, family, and community.

Knowledge about the interaction between organizations and clients – This refers to bodies of knowledge that provide students with the tools to evaluate the compatibility between organizational policies and the needs of its clients, and improve it. Students must learn about perception gaps between providers and recipients of services, levels of client contact, and models for organization-client relations (for example, see Bitran & Hoech, 1990). Likewise, they must learn about planning and initiating projects, service processes management, quality of service, organizational chains of service, and processes and indexes for quality control in human services, to name a few.
It should be noted that the body of knowledge dealing with organization-client interaction is limited compared to those relating to the organization and the client as separate entities, which borrow from tangential disciplines. Since *interaction* between the organization and the client is the core of human services, there is considerable room to enrich both research and theory in this area. In other words, human services as an academic discipline and a practical profession must be nurtured by a continuous process of research and theoretic conceptualization that focuses on the point of interaction between organization and client. We will expand on this point in the summary section when discussing the possible contributions of the profession to the world of theory and research.

2. ***Skills*** – Human services professionals must not only be capable of carrying out analysis and evaluation, but also be able to influence situations they play a part in. It is therefore imperative that during professional training they learn skills, which is a different process than absorbing knowledge. Here the focus is on a practicum under the supervision of practitioners and seminars dedicated to learning and practicing skills. We believe that a human services professional must have competency in four types of skills: personal, interpersonal, organizational and communal.

Figure 3 below illustrates these skills.

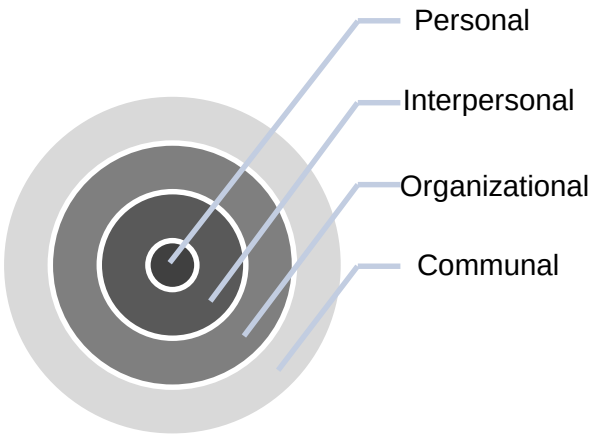

Figure 3. Skills required by human services professionals

Personal skills – We suggest working under the assumption that no single model for a human services professional exists, since the primary tool of human services professionals is them themselves. We believe all students preparing themselves for the profession should discover and nurture their unique attributes and capabilities and use them to develop their own personal styles. Accordingly, human services training must include practice as well as theory (that is, knowledge). It should be based on continuous self-exploration that will allow the students to experiment, discover, and develop their personal skills and style, which they can take with them to their organizations. Such personal skills include personal style, impression management, defining goals and objectives, self-knowledge, and values.
"*In order to be successful, you've got to know your own formula, your own ingredients, what makes you,* ***you****…*"(KRS-One, 2001).
ii. *Interpersonal skills* – a major part of the daily work of human services professionals, whether within the organization or with clients, includes interpersonal communication. Awareness of patterns of interpersonal communication and continual improvement in these patterns should be an important part of their training. Accordingly, students must learn and practice interviewing, negotiation, assertiveness, labeling and stereotyping processes, conflict management and other techniques.

Organizational skills – Human services professionals must be able to integrate into the operations of the organizations they work for and improve them. It is therefore important they study and practice skills like organizational evaluation; project building; information management; teamwork; coping with "difficult" clients; recruitment and management of volunteers; marketing programs and service*s;* and implementation of needs surveys, which will increase their ability to make an impact on organizational behavior. Similar to our claims regarding knowing about organizations, it is important that human services professionals be capable of learning about and practicing not only competencies relating to improving the efficiency of the organization, but those relating to the social dissolution and power narratives (for example, how to listen to and speak for the client and how to create and maintain personal interactions).

Communal skills - considering service organizations as open systems (Bertalanffy, 1967), that exist in given social and communal settings with which they are continuously engaged in reciprocal relationship, raises the need for human service professionals to posses the skills necessary for building and sustaining co operations between the organization and its surroundings- including communities and other service organizations. This should include knowledge about the community (traditions, rules, cultures, pressing political issues etc.), awareness to diverse social realities (Krumer-Nevo, Weiss- Gal & Levin, 2011), cultural sensitivity skills, as well as skills concerning networking and co operation building (Manring, 2007).

Values

Values training is a crucial component of the professional training of human services professionals because they are expected to guide and dominate the knowledge and skills of the profession. Values are a beacon by which to steer their actions, especial during situations of uncertainty, crisis, and conflict.

The National Council for Human Services has set out detailed standards regarding the obligations of human services professionals in six content worlds: towards the client, the community/society, colleagues, the profession itself, the employing organization, and themselves (NOSCHE, 1996; Zins, 2001).

The code of ethics draws an image of professionals who keep themselves abreast of advances in knowledge and skills; are aware of what is happening in the community; are willing to contribute to influencing it; act responsibly and appropriately towards colleagues, clients, employers; and are sensitive to the variety of ways culture, class, and gender can influence their professional behavior. Without diminishing the importance of the code of ethics, we place considerable importance on several basic professional clusters of values that are an important part of the profession, even if elusive and difficult to implement during the training process.

Respect for the individual and love of people; belief in the uniqueness of each individual. In this regard, the cognitive and practical elements involved in respect are crucial but not sufficient; rather, it is the emotional component that we call love that is indispensable if we are to emphasize that human services practice is not only a professional process, but above all, a genuine human encounter. This encounter gains significance within the belief in, and recognition of, the uniqueness of each individual.

Equality. Though our belief in equality is intrinsic, it may get lost among the cultural and societal messages that surround us and the organizational practices that emphasize the standardization of workers and clients. The training process must hone belief in the uniqueness of each individual and make it a basis for action. One of the main ways to teach students to recognize the uniqueness of their clients is to make them aware of their own uniqueness during training.

Cultural, gender, class, and age sensitivity; opposition to discrimination and oppression; commitment to social solidarity and concern for humanity.

This group of values opposes all forms of oppression. Human services can be a part of an oppressive social system, but can also be remediative and oppose oppression. As a result, beliefs and values that oppose oppression and emphasize equality and sensitivity have the power to mitigate deep-seated and ingrained societal tendencies. We believe these values can make human service professionals agents of social change. A training program should strengthen the recognition that real social solidarity is in the interest of each of us as part of society, and all instances of oppression are necessarily a blow to solidarity.

Commitment to critical and multifaceted thinking. Curiosity, willingness for self-exploration, searching for and filtering information, abstaining from dogmatism.

Stage 1 in figure 2 above refers to identification that demands critical thinking. A human services professional should appreciate that any situation can be seen from several perspectives, i.e., that of the client, the organization, the worker, the society or the self – and that each can be perceived within a variety of theoretical orientations. This can help us avoid dogmatism, which is the worst enemy of critical thinking (Popper, 1971).

Commitment to efficient, professional, and up-to-date service. The organization is a valuable and necessary tool for providing human services, one worthy of being treated seriously, responsibly, and with loyalty. With that, as can be seen in many organizational theories, organizations tend to develop a strong stake in self-preservation and perceive themselves as an end in themselves.

Continuously maintaining the balance between efficiency and professionalism, between recognizing the uniqueness of the individual and the struggle against oppression within an organization, and all that that conveys – is the real moral challenge to human services professionals.

In discussing values, it is important to ask if and how values can be taught within the framework of human services training. Can love of humanity be taught, and if so, how? Can aversion to all types of oppression be taught? Our answer is that though teaching values is more complex than teaching knowledge or skills, human services curriculums can and must do so, through at least five channels:

First, through ***discussion*** – when values are discussed, awareness increases, as so does the likelihood that the values be adopted. Second, through developing curriculums that include a significant measure of ***critical theory and practice***, which will equip the student with the ability to identify and analyze oppression and injustice that are not obvious to the eye. Third, through ***personal contact*** – values can be best passed on to and absorbed by subordinates in the intra-subjective space. Human services curriculums must be based, at least partly, on significant personal contact between teachers and students, allowing contact between the I (or the frame of reference) of the teacher and that of the student. Fourth, through ***encounters with mentors, employees, and clients*** - during practicums spent in human services organizations; and fifth, through specific ***courses*** dealing with values and professional ethics.

Summary

The aim of this article is to define human services as a generic profession whose core focus is the encounter between organizations and clients. It presented a definition and a description of the profession; and later showed how they are tangibly manifested in its integral elements – knowledge, skills, and values.

The social relevance of human services as a profession is based on the assumption that the behavior of an organization affects society. Accordingly, we have attempted to induce the slow, gradual, and steady movement of the organization in the direction of the client and improve the complex interaction between the organizational and the human spheres.

In the process of further advancing the human services profession as presented in this article, it is important to give thought to a number of challenges:

Practical experience as a part of the training process – We have argued here that practical experience is an indispensable part of training for the profession. The uniqueness and complexity of the practicum in training for a career in human services, as such is portrayed in the present article, should be emphasized: On one hand, society is home to a very wide variety of organizations, populations, and organizational cultures (commercial, public, third-sector, local municipality, aid, and protest), as well as a wide range of activities, needs, and content domains (e.g., health, education, employment, housing etc.). However, while this may provide space for cross-fertilization and expanding perspectives, such a varied and heterogeneous reality makes preservation of the core principles of human services presented in this article more difficult. The practicum system must take into account all manner of organizational languages and discuss them, while at the same time devising a new language, the language of human services, and introducing it into the process.

Professional Identity – Oen and Cooper (1998) argue that professional identity requires uniform perceptions of a job, a concrete definition of the field of operation, and agreement on the competencies required for success. According to Cutler (2005), such a professional identity is linked to the ability of individuals to belong to and identify with their professions; its importance is tied, among other factors, to commitment, passion, and motivation for joining the profession (Ohlen & Segesten, 1998). The challenge in developing a professional identity in human services is intensified by the fact that it is, first of all, a new and little known profession, and second, as previously noted, a generic profession that manifests itself through diverse activities. The challenge to teachers and curriculums is to draw the profession in colors that are stark enough that the common core of the field is clear, without blurring its variety and diversity.

Schein (1978) spotlights the social aspect of professional identity when he asserts that it is strengthened by acceptance by others, and weakened by their rejection of it. Consequently, there is importance not only in consolidating professional identity among students of the profession, but also in institutionalizing and advancing the profession in the eyes of society.

Institutionalization and advancement of the profession in the job market – One crucial test of a profession is the ability of its graduates to integrate into the job market. This

test becomes especially complex when the profession is new and unfamiliar. The challenge of advancement in the job market is actually a combination of several challenges: first, organizations and employers must be aware of the new profession and the benefits they can derive from it; second, employers must not only be aware of the existence of the profession, but of where it can fit into their organization. We feel that human services professionals can make the greatest contribution to all types of human services organizations at the middle-management level, since this level is characterized by flexibility; by being sufficiently close to the field and the frontline of the organization; and by possessing a wider perspective and the ability to influence the organization.

We believe the practicum to be of utmost importance in advancing both professional identity and the institutionalization of the profession. The interaction of human services students with practitioners and clients in organizations can help the students combine actual and personal substance with the definitions and theories they are taught in the classroom. At the same time it exposes employers, employees, and clients to the field of human services and its possible contribution to their organizations.

Academia – Consolidating the human services profession requires that an academic body of knowledge be established and implemented. As previously mentioned, the body of knowledge dealing with the interaction between organization and client is relatively small compared to that dealing with the two as separate entities. We argue that the definition of the profession as defined in this article supplies a theoretic and research base for the formulation of novel research questions that combine bodies of knowledge that are today being implemented separately. For example, there is much in the literature dealing with the interaction between clients living in poverty and welfare organizations (Luck, Elifson, & Sterk, 2004; Lloyd & Rosman, 2005), but little that includes or makes an attempt to conceptualize and comprehensively study the interaction between clients living in poverty and a wide variety of service organizations (local municipalities, banks, workforce companies, and health organizations, etc.). Examining the provision of services to the poor both from their perspective and that of the service provider can result in an important improvement in the behavior of service organizations towards such clients, and consequently, impact the status of the poor in society. Such research is an academic challenge for human services professionals.

In conclusion, the term "*service*" is currently experiencing revitalization, though not always for the right reasons. For the authors, the basic meaning of service is the way in which people, working within organizations, provide for the needs of other people. From this perspective, it can be argued that the humanization of society implies the humanization of organizations, which will only take place when people (whether managers or frontline workers) in the organization make a continuous effort to acknowledge the human being both in themselves and in the individual – whether worker, employer, colleague, or client – facing them.

The perspective on the human services profession as presented in this article is therefore an entreaty to train professionals who will seek to fulfill Maimonides's plea in his famous Physician's Prayer: "Deem me worthy of seeing in the sufferer who seeks my advice - a human being, whether rich or poor, friend or foe, good man or bad; show me only the human being."

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A Multilevel Analysis of a Campus-Community Partnership

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Abstract

While greater focus has been placed on understanding the nature of campus- community partnerships, a lack of research exists addressing the complexities of collaboration through theory development and the analysis of partnership management from a multilevel perspective. Drawing from Parent and Harvey's (2009) management model for sport and physical activity community-based partnerships, the purpose of this qualitative study was to examine campus community partnerships from an individual, structural, and socio-cultural level. Results revealed, campus-community partnerships are heavily dependent on multi-level relationships requiring significant time and effort and must be founded upon trust. These findings should serve to add to campus-community partnership literature, while providing service-learning practitioners with insight into "common practices and pitfalls that may assist in" managing "the expectations of all parties involved" (Maurrasse, 2002, p. 137).

Historically, engagement between higher education institutions and community organizations has been predicated upon less than equitable relationships. Far too often campus-community interactions have been based upon an expert model with universities and colleges approaching communities as problems to fix. In response, educators have called for a re-examination of the higher education agenda in its community engagement efforts and for a renewed commitment to collaboratively addressing social, civic, and ethical issues (Boyer, 1990, 1996; Bringle & Hatcher, 2002; Jacoby, 2003). As a result, over the past decade, greater emphasis has been placed upon understanding the nature of campus-community partnerships (Bringle & Hatcher, 2002; Clayton, Bringle, Senor, Huq, & Morrison, 2010; Sandy & Holland, 2006), specifically the web of relationships that form partnerships and frame civic engagement. And, researchers have called for attention to be devoted to studying the management of partnerships (Babiak, 2007; Babiak & Thibault, 2008; Frisby, Thibault, & Kikulis, 2004; Misener & Doherty, 2012). Campus-community partnerships focusing on sport and physical activity for children are growing rapidly and have been shown to be effective in promoting healthy behaviors (Toh, Chew, & Tan, 2002; Cameron, Craig, Coles, & Cragg, 2003). These complex partnerships can include universities and colleges, children and families, schools, community organizations, municipalities, and state and federal agencies. Bringing together these often diverse groups can lead to challenges in agreeing on a common language, rules, expectations, and accountability (Parent & Harvey, 2009). However, most publications focused on community partnerships are descriptive in nature sharing best practices and lessons learned. They fall short when it comes to addressing the complexities of collaboration through theory development and analysis of the management of the partnerships (Dotterweich, 2006; Walsh, 2006). McDonald (2005) has pointed out that while partnerships in sport are a growing trend, the surface level benefits of human

resources and financial efficiency need to be examined critically, as the promise of a partnership is not always realized. Analyzing the difference between words and action is crucial at the outset, as the partnership is growing, and if the partnership is stagnating.

Theoretical Framework

Parent and Harvey (2009) proposed a three part model for community partnerships encompassing antecedents, management and evaluation. Antecedents include the purpose of the partnership, the environment surrounding the partnership, both the general (i.e. political, demographic, economic, socio-cultural, legal, ecological and technological) and task environments, and the nature of the organizations involved (i.e., motives, fit, and planning) (Slack & Parent, 2006). In sport and physical activity based campus-community partnerships, purpose is best planned by the community partners and determined by their needs, but instead most partnerships are initiated by the university or college as a result of funding and the accompanying rules, creating a top-down power dynamic from the outset (Bringle & Hatcher, 2002; Jacoby, 2003) Alternative designs include a reciprocal, or mutually beneficial, relationship, where the driving force is reflected in common interests, objectives and a shared mission and vision (Parent & Harvey, 2009) and a decentralized, or bottom up, partnership where the community partner determines the course of action.

The second dimension of Parent and Harvey's (2009) model, management, focuses first on the attributes of the partnership including commitment to the relationship and its goals, coordination of activities aimed at reaching defined objectives, trust in partners, clear and unified partnership identity, evolution of learning by partners, mutuality or interdependence, creative synergy and staffing. Communication is another aspect of management and is defined by the quality of communication, level of information sharing and degree of participation by partners. Lastly, decision making contributes to management through the effectiveness of the decision making structure in place, means of conflict resolution, balance of power, and formal and informal aspects of partnership leadership.

The last dimension of the model, evaluation, is defined both by the method used (i.e., process, impact, outcome, formative, summative), and the outcome (i.e., level of satisfaction with other partners and the degree of success experienced by the partnership) (Parent & Harvey, 2009). Bringle and Hatcher (2002) proposed that evaluating campus-community partnerships as relationships could elucidate interpersonal dynamics important to intentionally improving alliances among all stakeholders. Investigations into this claim have offered preliminary, positive support (Kezar, 2011; Sandy & Holland, 2006). However, while efforts have been made to analyze community-campus relationships at the individual level, very little research has focused on effectively managing these relationships at the structural and socio-cultural levels (Clayton et al., 2010; Domegan & Bringle, 2010). As such, it appears that insight into the management of campus community-partnerships can be enhanced by applying Parent and Harvey's (2009) model to the individual, structural and socio-cultural levels. Utilizing a multilevel theoretical framework offers a unique opportunity to gain a more comprehensive and systematic understanding of campus community partnerships as it illuminates the interactive nature between and among partnership properties at different levels (Dixon & Bruening, 2005; Kozlowski & Klein, 2000). Moreover, because

organizations are complex, hierarchically nestled entities a contextual perspective is required to truly understand the nature of relational networks comprising campus community partnerships (Kozlowski & Klein, 2000). Multilevel theory can help to illuminate the interactive nature between and among partnership properties at different levels - individual, structural, and socio-cultural (Dixon & Bruening, 2005; Kozlowski & Klein, 2000). Kozlowski and Klein (2000) further contend that a comprehensive understanding of organizations requires an examination of both the top-down and bottom-up processes shaping the inter-organizational relationships. As a result of their study of community-criminal justice partnerships, Jurik, Blumenthal, Smith and Portillos (2000) maintain that "partnership interactions, organizational dynamics, and larger historical-social contexts must all be considered to gain a full picture of the meaning and significance of partnerships" (p. 316). Jurik, et al., (2000) also contend that partnerships are inter-organizational niches through which innovation and change occur. This definition assumes that organizational change is an interactive process which occurs through a both top-down and bottom-up manner. In their investigation of work-family conflict in the sport context Dixon and Bruening (2005) describe the impact of individual behavior on organizational and social level change as occurring through a bottom-up process and organizational and social factors on individual change as a top –down process. Dixon and Bruening (2005) state that "an integrated lens helps uncover the collective action within organizations and societies that ultimately produces change" (p. 247). Thus, the purpose of the current study was to analyze the management of sport-based campus-community partnership from a multilevel perspective. In order to do so, we examined the partnership between a sport-based service-learning program (Sport Hartford) and community organizations in Hartford, Connecticut.

Our research questions were as follows: 1). What role do reciprocal relationships play as antecedents and in the management and evaluation of campus-community partnerships? 2). How can the establishment of trust aid in the development and maintenance of campus-community partnerships? How can social capital be created through trusting relationships? 3).How can evaluation at the individual, structural and socio-cultural levels lead to the evolution of campus-community partnerships? and 4). What challenges exist in managing campus-community partnerships? How can these be overcome?

Literature Review

Increasingly, scholars have begun to acknowledge the importance of developing a theoretically based understanding of inter-organizational relationships (Brinkerhoff, 2002; McDonald, 2005). Researchers have shifted attention from outcomes associated with inter-organizational initiatives to inquiry of characteristics connected to developing healthy, mutually beneficial partnerships (Bringle & Hatcher, 2002; Frost, Akmal, & Kingrey, 2010; Misener & Doherty, 2012).

In the educational literature, partnerships between higher education institutions and local communities have been re-examined through a relationship-centered lens. For example, Bringle & Hatcher (2002) described campus community partnerships as analogous to interpersonal relationships that has offered insight into aspects associated with initiating, developing, maintaining, and dissolving inter-organizational relationships.

Subsequent studies involving the topic of service-learning programming as a form of community engagement have explored the nature of campus community partnerships from various vantage points, including community partner perspectives (Sandy & Holland, 2006), organizational culture's impact on partnering (Kezar, 2011), and differentiating transactional and transformational qualities in partnerships (Clayton, et. al., 2010). Much of the educational literature has yet to include a managerial perspective in its understanding of cross-sector partnerships.

The overall dearth in research investigating organizational dynamics and management of inter-organizational partnerships has also resulted in a limited understanding of sport and physical activity based community partnerships (Parent & Harvey, 2009). Campus-community partnership, in particular, have taken advantage of the potential upside sport-based programming can offer. Recent studies provide support for the health and socio-emotional well-being (Barber, Eccles, & Stone, 2001; Fredericks & Eccles, 2006) and educational benefits (Cooper, Valentine, Nye, & Lindsay, 1999; Eccles, Barber, Stone, & Hunt, 2003) related to sport participation and physical activity. However, as in previous studies, these investigations focused on outcomes rather than an evaluation of the partnerships as the unit of analysis.

Method

Setting

Sport Hartford, founded in 2003, is a sport-based campus civic engagement program that connects university students, faculty, and staff with Hartford, Connecticut, United States of America to children and families around positive life choices. The program is housed within a sport management program located in a school of education at a nearby university. The unique role Sport Hartford has played in the community is forming and facilitating partnerships around education and health. As extreme poverty and limited educational options have been shown to be social determinants of health, Sport Hartford operates its programming in a neighborhood where the median income level is the lowest in the state of Connecticut and less than 20% of adults have a high school diploma. Specific to children's health and wellness, the neighborhood ranks among the lowest in the City of Hartford (American Communities Survey, 2010; Hartford Health Equity Survey, 2010; Kneebone & Garr, 2010).

As part of a larger study, we examined the management of two Sport Hartford's programs, the Boys' and Teens' Programs, for the purposes of analyzing the management of a campus-community partnership using Parent and Harvey's (2009) three-part model. During a three year span (2008-2011), Sport Hartford ran an after-school program, the Boys' Program, for early adolescent males (ages 9-13) at a Hartford recreation center (Hartford Rec). The Boys' Program used two 2-hour sessions per week for 24 weeks (two 12-week sessions) where staff (i.e., university faculty and students) and participants collaboratively planned and implemented a sport and/or physical activity session, an interpersonal skills lesson and a nutrition lesson with its participants.

The Teens Program, an offering of Sport Hartford designed for high school students connected to Sport Hartford and its community partners through previous program involvement, paired university undergraduate and graduate students with high school teens to provide academic mentoring and expose them to life-choice and professional

options after high school graduation. Each session of the program consisted of academic mentoring as well as nutritional instruction and a physical activity component. The academic portion featured a study hall during which the participants received both individual and group tutoring. Academic workshops were preceded by physical activity sessions that were chosen by the students, and followed by a nutritional component in which the participants and mentors worked together to prepare a family-style dinner utilizing healthy ingredients.

Data Collection

Data for the study were collected from multiple sources, thus allowing for data triangulation (Patton, 2002). Data from the Boys' Program included individual interviews with the participants (8) and their parents at the 12- and 24-week marks to gauge their thoughts on the program. In addition to the data collected from the participants and their parents, weekly program records and staff meeting minutes were utilized to inform the study. Data from the Teens' Program included individual interviews with the 21 teens who participated over the course of two and a half years of the program's existence. Additionally, data were gathered through communications with community partners, staff reflections and field notes (i.e., weekly program records and staff meeting minutes).

Data Analysis

All Boys' Program data (i.e., interviews, field notes, and program meeting minutes) were loaded into NVIVO 9 qualitative data software. Two members of the research team, who were Boys' Program staff, deductively coded the interviews independently (Patton, 2002) based on the existing framework of Parent and Harvey's (2009) model. A multilevel approach was utilized in order to capture the complexity managing campus-community partnerships on individual, structural, and socio-cultural levels (see Dixon & Bruening, 2005). For the Teens' Program, data (i.e., interviews, field notes, communications with community partners, and program meeting minutes) were coded by the program director, who was not directly involved in operating the weekly sessions. Following the initial round of coding, the program director shared the data with the two graduate student program coordinators. One student graduated after the first year, but the second student remained consistent. The graduate students offered comments on the coding and adjustments were made accordingly. Field notes were generated by the same graduate students as well as three other college student mentors. The program director again coded the notes using a similar process. The use of multiple researchers in analyzing the data proved effective as it allowed for investigator triangulation (Patton, 2002).

Results

Since it is difficult to present the entirety of the data, we selected quotes that typify the management of the campus-community partnership between Sport Hartford and community organizations in Hartford, Connecticut. Results are organized around the three parts (i.e., antecedents, management, evaluation) of Parent and Harvey's (2009) management model for sport-based community partnerships. In addition, a multilevel analysis (i.e., individual, structural and socio-cultural) of each component of the management model is provided.

Antecedents

Individual Level**.** To recall, the first component of Parent and Harvey's (2009) model is the antecedents of the partnership. Analysis of the data revealed two individual level factors served as key antecedents to the formation of the campus-community partnership: the individual motivations for entering the partnership and individual complementarity and fit of stakeholders.

Partner motives. An analysis of individual participants in the Sport-Hartford programs revealed diverse motivations for entering into the partnership. For example, adolescent males were motivated to join the Boys' Program because it provided opportunities to "play games that (they) don't play in school like flag football, hockey and soccer." With respect to the Teens' Program, Charlie and Julia, co-directors of Committed People for Youth (CPY), the community organization partnered with the program, initially approached Sport Hartford and suggested beginning to brainstorm on a program that would serve the teenage population who had graduated from other Sport Hartford programs. Likewise, Sport Hartford program staff desired to continue working with teens they had gotten to know but who were now too old for its other programs. As a result of the mutual motivation by individual campus and community partners, the Teens' Program was formed.

Partner complementarity and fit. When examining partnership antecedents on the individual level, concerns of complementarity and fit existed with respect to the maturity of participants and training and expertise of staff members. For the Boys' Program, maturity referred to the age and social development of the participants. Boys needed to be between the ages of 9 – 13 years old to participate in the Boys' Program because the program staff wanted to ensure that the physical and social maturity levels of the participants were relatively similar. Thus, individuals younger than this age group were not officially admitted into the program and youth older than this age group were directed to the Teens' Program.

As with the Boys' Program, individual maturity levels of Teens' Program participants were also an antecedent to the formation of the program. From the outset, the teen program was established to focus on assisting participants in successfully managing high school and progressing into higher education. Community partners and Sport Hartford staff agreed that the youth needed to be old enough and/or mature enough to participate in the program. Sport Hartford staff made it clear that they wanted "to make sure [the program] did not become too young" (5/7/2010, Staff Meeting Notes) or create too wide of an age range to where programming would be difficult to plan that addressed the needs of all program participants.

From the university side, individual fit was a concern as staff members needed to possess the knowledge, skills and abilities to manage the day-to-day operations of the programs. Prior to becoming staff members, individuals completed a service learning course in which they learned about the Hartford community and the community partners, while also competing at least 40 hours of civic engagement in Hartford. Moreover, staff members were required to attend a multi-day workshop/retreat in which responsibilities and expectations of staff members were discussed. Furthermore, one Boys' Program staff member was formally trained by an AmeriCorps coaching program and he brought his training to the rest of the staff. Through these courses of action, staff

demonstrated the knowledge, skills and ability (i.e., fit) required to be members of the Sport Hartford staff.

Structural level. Consistent with campus-community partnerships (Bringle & Hatcher, 2002; Parent & Harvey, 2009), Sport Hartford staff and community organizations met to discuss the partnerships that resulted in the formation of the Boys' and Teens' programs. During these initial meetings, a number of antecedent factors were considered including the purpose and governance of the partnership and the fit of the partners.

Project purpose. During the initial meetings between campus and community partners, the purpose of the proposed partnership had to be determined. Based on the environmental antecedents identified on the socio-cultural level (see below), each party agreed the partnership should be guided by four tenets: (1) academic opportunity and excellence, (2) exposure to varied sport and physical activity, (3) healthy nutrition, and (4) relevant and transferable life skills (e.g., respect, communication, leadership, etc.).

Complementarity and fit. Prior to the start of the partnership, each partner had to demonstrate structural suitability, or fit. From the perspective of the Hartford community partners, Sport Hartford was considered structurally suitable to conduct an after-school program for a number of reasons. First, Sport Hartford had an established relationship with Hartford Rec, as well as the greater Hartford community (see Bruening, Dover, & Clark, 2009). Next, Sport Hartford had previously demonstrated the ability to acquire the necessary resources (e.g., money, staffing, curriculum) to conduct an effective after-school program (see Bruening et al., 2009).

Finally, Sport Hartford was considered appropriate because it would be able to leverage local university students and student-athletes as role models and mentors, thus distinguishing it from other potential after-school programs provided in the Hartford community. For the Teens' Program, Sport Hartford had preexisting relationships with participants through other Sport Hartford programming, which was one determining factor in initiating the program. Sport Hartford desired, as did its community partners, to create a continuum of programming from kindergarten to college in same neighborhood. From the perspective of Sport Hartford, Hartford Rec was considered an appropriate partner because the two entities already had an established relationship. And, the Teens' formation was a collaborative effort of Sport Hartford and its community partners. The community partners served as a resource for Sport Hartford staff with their insight into teens and their family situations based on long standing relationships. These partners also offered discussion and guidance to Sport Hartford staff and provided physical space for the program to operate.

Partnership planning. Partnership planning between the campus and community partners, as the final structural level antecedent, was comprised of several different components including the type of partnership, the creation of roles and responsibilities and the development of policy, norms and guidelines (Parent & Harvey, 2009). Although planning in many campus-community partnerships is initiated by the campus entity, the creation of the programs and their structure was a collaborative effort between Sport Hartford and the community organizations (e.g., Committed People for Youth, Hartford Rec). For example, rather than taking a top-down approach, the weekly meeting time of the Teens' Program was decided by both organizations by evaluating their existing

programming and their understanding of the schedules of the teens, and then deciding upon a mutually agreeable time. A similar process occurred with the Boys' Program and Hartford Rec. Boys' Program staff and Hartford Rec administrators met to discuss the scope and relationship of the partnership. In order to ensure its interests would always be considered, Hartford Rec asked to have one of its staff members participate in the day-to-day delivery of the program, to which the Boys' Program agreed. In doing so, Hartford Rec believed the power dynamics of the partnership would be more balanced.
Socio-cultural level**.** In addition to antecedent causes on the individual level and structural, certain socio-cultural factors serving as precursors to the campus-community partnership were identified. In particular, the neighborhood environment motivated campus and community entities to pursue a partnership.
Environment. As previously stated, an organization's general environment can facilitate the formation of a partnership (Parent & Harvey, 2009). When examining the demographic and socio-cultural environment of Hartford, campus and community partners recognized a number of community needs. First, education was an issue of concern as Hartford's public schools have a 42% high school graduation rate. In addition, Hartford was an open choice district meaning that students could apply to attend schools outside their neighborhood. Often, students would change schools without consistent access to guidance and mentorship. Finally, many teens lacked a strong family presence to provide educational guidance. As a result of all the above factors, campus and community partners believed there was a need for programs that reinforced the necessary skills to navigate high school successfully, as well as provide access to mentorship on the college application and selection process.
In addition to the educational needs of the Hartford community, the health of its residents was a concern. To address the rising obesity rates in the city, community partners acknowledged the need for programs that provided youth with nutritional programming and healthy snacks at every session. Many of the participants, and their parents, cited the nutritional focus of the program as one of the reasons why they attended and encouraged attendance. For example, one parent noted that while many after-school programs encouraged sport and physical activity, most did not incorporate nutritional programming, which made Sport Hartford a more attractive option to her.
The last environmental factor that precipitated the formation of the campus-community partnership related to safety in Hartford. As well as providing educational guidance and physical, nutritional and interpersonal programming, the Sport Hartford programs also sought to provide a safe environment during the after-school hours. One parent, who had three of her sons as participants in the programs, wanted her sons involved because she believed it would provide them with an opportunity to be outside of the house, in a safe environment. According to this parent, one of her biggest fears was losing her sons to the "streets" (e.g., drugs and violence) and she viewed their joining the program as a means of preventing that from happening.

Management
Consistent with the management model for sport and physical activity community-based partnerships (Parent & Harvey, 2009), data were also coded to illuminate the factors that influenced the management of the partnership between the Sport Hartford and the community partners.

Individual level.

Identity. The first individual level attribute managed by campus-community partners was organizational identity. An examination of the data revealed that each partner recognized the key to effectively managing the program was being able to identify the needs of the participants, and then tailor the program to address those needs. The "identity" of its participants argued for the Teens' Program to address certain topics (e.g., dating), but the age discrepancy (14-18) between individual members resulted in variance in maturity levels. In turn, the relative youth of some teen members repeatedly impacted the program's direction and focus. For example, 14 year olds were not ready for the college application process sessions and struggled with sessions on relationships, dating, and sex. In contrast, 18 years olds were in a different place. As a result, adjustments had to be made by staff. One adjustment they made was being more selective of the teens allowed to participate in the program. When Youth Corps, another neighborhood program for youth, asked if some of its older kids could join the teens, the maturity issue was reinforced: "[we] have tried to include them in our activities, but often times the kids are much younger than our group, [and] do not want to participate in the activity that we are offering" (5/3/11, Program Meeting). In this manner, the programs became more discerning as to who was allowed in as participants.

Learning. Organizational learning is another partnership attribute that must be managed in order to have a successful campus-community partnership (Parent & Harvey, 2009). While organizational learning is usually thought of taking place on a structural level, results from the current study indicate that it also took place on the individual level. As the programs grew from their initial formation, partners began learning about one another as individuals. For example, a few participants in the Boys' Program noted how they taught staff members about aspects of their lives and culture: "We teach Ronnie a lot of stuff because Ronnie don't know a lot of stuff" (Tyreek). Likewise, staff members made similar statements as they indicated that over time they not only received insight into the lives and culture of the participants, but they also learned more about themselves. Through the partnership, staff members noted feeling a sense of value and consequence when working with the youth.

Commitment. Another individual level attribute of the partnership managed was commitment. This attribute refers to partners being willing to exert effort in order to make the partnership work (Parent & Harvey, 2009). As programs entered their second year, the community partners and Sport Hartford staff discussed casting wider net for participants. For the Teens' Program, it was clear that where the students attended high school had an impact on their interest in the program. However, where the teens lived and the other activities they were involved in increasingly impacted their commitment to participating in the program. Teens' Program staff members managed this threat to commitment by emphasizing active recruiting and more contact with its teen members between meetings. Staff members were made aware of who could attend each week and made the teens aware of the upcoming week's agenda so that they (i.e., the teens) knew what to expect. In this way, the teens would be more inclined to attend despite the distance to the program or other competing activities.

Likewise, Boys' Program staff members also perceived some boys as not being committed due to their inconsistent attendance. When asked why their attendance was not as frequent as it once was, the boys cited conflict between the participants causing them to no longer want to attend the program. These conflicts most often occurred during the sport and physical activity portion of the program. When asked what they thought about the other participants, frequent comments by the boys included "some are pains in the neck," "some of the other kids don't know how to act in the program," and "sometimes they'll just try to fight you." Specifically, the comments were directed at two individuals. To manage this issue, staff members reminded the individuals that to be a part of the program meant being committed to program goals including respect and conflict resolution.

Finally, commitment by Sport Hartford staff members affected the management of the campus-community partnership. Over time, it became clear that the more Sport Hartford staff members made a commitment to putting in the extra effort to make the programs work, the stronger the programs became. For example, some Teens' Program staff made efforts to build a strong community among program by supporting participants who were involved in other activities. One way this was accomplished was by the staff taking the teens to watch the sporting events of their peers in the program. Many times the staff and the teens would grab dinner afterwards, thus extending their time together and opening up more opportunities for the mentor relationships to grow.

Structural level. The structural level factors managed during the development of the campus-community partnership included synergy, commitment, mutuality, and staffing. In addition, the structure and leadership of decision making were also managed during this phase.

Synergy. Partners who do a multitude of activities together maintain and develop stronger relationships than those who do not (Bringle & Hatcher, 2002). For the Boys' Program, synergy was best exemplified in the types of activities in which the youth participated. Although a few boys expressed that the sports kept them coming back to the program, others indicated that it would be boring "if we played (sports) all day long." To this end, these boys maintained their relationship with the after-school program because of the "nutrition facts," "food lessons," and the "field trips." In addition, the parents appreciated that the program helped "kids out to be respectful" and "show[ed] them teamwork." In this way, the program made use of the participants' and staff's perspectives, knowledge, and skills to create a holistic program.

The data also revealed instances where the campus and community partners extended their efforts beyond the original scope of the partnership to take on synergistic initiatives. In one instance, campus and community partners elected to participate in a local neighborhood cleanup initiative. In another instance, both programs participated in an annual literacy campaign in the Hartford schools. In this manner, both programs grew beyond their respective scopes to include other projects, thus developing synergy and strengthening the campus-community partnership.

Commitment. Just as commitment was managed on the individual level, it was also managed on the structural level. For the Teens' Program, the ability to build and maintain the relationships necessary to survive in its original form became a challenge, but the challenge was managed in a variety of ways. In 2010-2011, the staff instituted a policy where each staff member took on a "case load" in terms of being responsible for

communication with a small group of teens and becoming “more in tune with their preferences and their lives” (2/2/11, Program Meeting). This enhanced the ability to implement the program and increased participant access to the lessons learned in the program.

Mutuality. To recall, mutuality refers to interdependence between partners such that each seeks to maximize benefits for each party while fulfilling partnership objectives (Parent & Harvey, 2009). Mutuality was managed in Sport Hartford’s commitment to upholding its mission statement as it sought to achieve the campus-community partnership objectives. As stated in the Sport Hartford mission, quality and enduring relationships between mentors and mentees, or right relationships, were central. Facilitating a structure in which youth and mentors developed strong relationships increased the youth’s social capital as the Sport Hartford staff went out of their way to introduce the teens to new people in other community organizations and on the campus. And, the right relationships between the teens and Sport Hartford staff also demonstrated an increased understanding of others. Community partners took note of the extent of these relationships, as evidenced from this observation of a Committed People for Youth volunteer:

> Last Saturday Kenny and Donald from Sport Hartford and members of the university basketball team spent the day. What was really interesting for me was to listen to the trash talking that goes on. Kenny and Donald and our teenagers know each other well enough at this point that they really go after each other verbally, all, of course, built around earning and receiving each other’s respect. I think it is great to see the level of friendship and respect that can develop around a pickup game of basketball. And it's not just the players on the court, the other people sitting around the edge of the court freely exchange comments and participate in this social drama as well. (4/13/10, Communication with Community Partner)

Staffing. The next partnership attribute managed by Sport Hartford concerned its approach to staffing its programs. Success of a given partnership ultimately resides with the program’s staff (Parent & Harvey, 2009). At its inception, Sport Hartford initiated relationships in the community without any funding. Instead, it established with partners what the community needs were and what type of program would best address those needs. However, the development and maintenance of these relationships, and programs, were closely tied to the ability to garner financial, and therefore human, resources necessary to operate the programs. The Boys’ Program began by leveraging university funds with a federal matching grant focused on nutrition and physical activity. Resources for staff salaries, supplies, and transportation were provided through this source. And, during the 2009-2010-academic year, funding from the City of Hartford became a guiding force in program planning and evaluation of the Teens’ Program. A small grant that assisted in operating expenses also directed Sport Hartford to design the program with measurable outcomes that aligned with the City’s goals for its teens in terms of academic, health and social enrichment. Through the grant dollars, Sport Hartford was able to acquire the staff needed to operate towards accomplishment of the campus-community partnership’s objectives.

Decision making. Finally, when examining the management of the partnership data identified ways in which the partnership encouraged bi-lateral influence and consensual decision with participants and their families were crucial to both programs' development. Sport Hartford staff agreed that it was "clear that more interaction with the participants and their families outside the regular weekly meetings has aided in relationship development and the duration and strength of those relationships" (6/30/11, Teens' Field Notes). One way in which this was accomplished was by creating a structure in which community partners felt respected and empowered to share in programmatic decisions.

Rather than a Sport Hartford-driven relationship, the participants in the Boys' Program noted how they contributed to the day-to-day operations of the program. Among their contributions, the participants stated they had influence over the sports/physical activities played, the snacks eaten and the field trips taken. For example, during the second year of its existence, the Boys' Program was housed in a local school while the recreation center (Jackson Center) was being renovated. When the time came to decide whether to stay at the school or go back to the Jackson Center, some participants and parents believed that the program should leave the school and return to the Jackson center. The Boys' Program staff considered the suggestion and went on to implement it as the program relocated to the Jackson Center during its third year of operation. The same type of decision making process occurred for the Teens' Program when it came to planning topics for weekly sessions and field trips. In this manner, decision making between staff, participants and their families facilitated the development of the campus-community partnership.

Socio-cultural level.

The needs of the community emerged as the central socio-cultural factor that influenced the management of the campus-community partnership. As Sport Hartford began to learn more about the community's identity by being immersed in it, opportunities arose for synergistic collaboration and increased trust between partners.

Synergy. Many parents were not comfortable with their children walking home after program meetings because of the neighborhood in which Sport Hartford operated. In addition, a lack of access to transportation was also reflective of the socio-cultural makeup of the neighborhood. Using a synergistic process, campus and community partners collaborated as to how to best address this dilemma. Solutions included having staff members walk home with participants who lived close by or setting up carpools for those living too far to walk. When asked to speak on this matter, one parent had the following to say: "It's too dark for Larry to walk home on these streets after the program so I appreciate (the Boys' Program staff) making sure he makes it home" (Larry's Mom).

Identity. The socio-cultural makeup (i.e., identity) of the Hartford neighborhood also presented an opportunity to manage trust as the partnership allowed for an environment in which its participants were temporarily safe from outside influences. Although the participants did not expressly call Sport Hartford a "safe haven," they acknowledged that being at the program kept them out of trouble. Most parents commented that the Boys' Program brought their sons safety and stability in an environment not known for those two qualities. As one parent expressed, "even if it's only two hours a day for two days a week, I don't have to worry about them" (Kendrick's Mom). The Teens' participants shared that their parents echoed this sentiment in that

their main concern was “where (their) kids are and who they’re with.” To this end, the parents believed that “as long as I know (my kids) are at the Jackson Center with the program, (then we’re) fine” (Darren’s Mom). As such, the value derived by the parents from the campus-community partnership was the peace of mind of not having to worry about their children when they were involved with the campus-community partnership.

Evaluation

After its three years of existence, the relationship between the Sport Hartford Boys’ Program and the recreation enter was restructured such that the Boys’ Program was no longer a stand-alone after school program at the center. Instead, the Boys’ Program was combined with two other after school programs operated by Sport Hartford – one of which operated at the Jackson Center and the other of which operated at a neighborhood school. And, also in its third year of operation, the Teens’ Program was restructured. The program retained monthly meetings while initiating a program at the neighborhood high school in which students were enrolled in a college credit bearing course. Data revealed that evaluation of individual, socio-cultural and structural level factors were influential in the decision to restructure the campus-community partnership. Each level, with its respective factors, is discussed below.

Individual level. Evaluation of the campus-community partnership on the individual level revealed that a decrease in lack of personal commitment contributed to the need to restructure the campus-community partnership. As the Teens’ Program evolved and Sport Hartford staff attempted to identify a meeting time that allowed for maximum attendance, the teens’ level of interest, as well as competing interests made these decisions complicated. The teens did not have an abundance of time outside of the school day to commit to the program and their extracurricular activities often conflicted with opportunities for the Teens’ Program to convene. As such, inconsistent attendance made continuing the program in its original form difficult. Sport Hartford staff began to understand that it might be the case that some individuals might no longer be meeting the expectations set forth by each partner. And, staff realized that when this occurs, the relationship should be discontinued or restructured (Bringle & Hatcher, 2002).

Relying on college students, even graduate students, in key staff positions led to many transitions in leadership for Sport Hartford as well. The graduation of original program leaders in both programs, the promotion of the Teens’ program’s new leader into a new position in Sport Hartford, and the inability to hire a replacement for the leader of the Boys’ Program all contributed to the restructuring of the programs. The individual commitment of these individuals in developing the programs were unmatched by those who followed them. New staff members did not possess the same abilities to be flexible and incorporate the youth into decision making roles as well as work in true collaboration with the community partners.

Also, an inability to see long term payoffs of mentoring youth led some student staff and volunteers to treat the program as just a job. As a result, some did not put in the time and effort necessary for the program to succeed. When asked at a program meeting, “What is happening within the group that is making participation poor?” the staff responded with revealing answers in terms of their own commitment to making the program. As the notes continue, the program coordinator asked the rest of the staff to

“continue to push ourselves to have a clear understanding to what it is we want to do.” She went on to ask each member of the staff to write a short definition of what they believed the Teens’ Program mission to be as a starting point for planning and executing programming. She felt strongly that the staff was not all on the same page with goals for the program and its participants. (11/17/11, Field Notes)

Structural level. Evaluation of structural level factors revealed that over time, partners were not fully satisfied with one another and some partnership objectives were not being completely fulfilled. As a result of this evaluation, the relationship between Sport Hartford and its community partners was restructured to better meet the project outcomes. Specifically, results indicated that staffing, funding and facility challenges were factors that precipitated the restructuring of the campus-community partnership. First, after having three years of consistent staffing, a portion of Sport Hartford’s federal funding was cut. Sport Hartford had its largest staff expansion in 2009-2010 so not only did this reduction in funding prohibited Sport Hartford from replacing staff members lost to graduation, it prevented Sport Hartford from staffing its programs as heavily as it had done in the past. While the inability to implement programs due to staffing shortages played a critical role in the reformation of the two Sport Hartford programs, access to facilities also impacted restructuring decisions.

The Boys’ Program staff and Sport Hartford directors learned from the time the Jackson Center was closed for renovations that operating out of a school had its advantages in terms of attendance of the youth and the added presence of school staff. As a result, the staff felt more connected to what the youth were doing in school and had more communication with their teachers. However, issues related to access and the ability to implement the programs arose when the Jackson Center re-opened. Due to its renovations and upgrades, the center was in high demand. Instead of having the entire gym to operate its programming out of, as was the case prior to the renovations, the recreation center only allowed the Boys’ Program to operate out of a portion of the gym. The limited space severely constrained the program from engaging in the types of physical activities that the boys had become accustomed to (e.g., full-court floor hockey, soccer). When asked if they would rather be at the elementary and middle school and have an entire gym to themselves or be at the recreation center and have only a section, all but Jason indicated that they would rather be at the school with an entire gym.

In addition, there was not a clear channel of communication between the community recreation center staff and the Boys’ Program staff. On a number of occasions, the Boys’ Program staff found out at the last minute that they would not be able to operate the program on a given day due to the center being used for other events. This left the staff the task of calling the students’ respective schools to inform the boys that the program was cancelled for the day. Over time, the Boys’ Program staff grew to be unsatisfied with its partnership with Hartford Rec. Likewise, Jackson Center staff expressed displeasure when Boys’ Program staff members would fail to inform them of upcoming field trips. On one occasion, a grandmother, unaware that the program had a field trip that day, came to the Jackson Center looking for her grandson. Not knowing about the field trip either, Jackson Center staff had no answers as to the whereabouts of the grandson.

Eventually, Sport Hartford addressed the tension with the Jackson Center by restructuring its staff responsibilities and the programs themselves. Programming began each day at a school with academic enrichment, a nutrition lesson and snack, and then the Sport Hartford staff walked the youth to the Jackson Center for swimming and other physical activities. In this manner, the program was not solely operated out of the Jackson Center and better communication was required to coordinate visits to the center, when the visits occurred.

For the Teens' Program, implementation was limited without having the structure of a school in which to house the program. In fact, scheduling and the availability of the teens led to dissolution of teen program as it was known and reformation of the program into a college credit bearing course at a local high school. In the spring of 2012, Sport Hartford restructured into a monthly workshop series. The teens assisted with Sport Hartford events for the younger children including the sport and nutrition clinics and the literacy workshops funded through the City. Sport Hartford also worked with a neighborhood high school to offer a credit bearing course for 20 sophomores that mirrored a course at the university entitled "Health and Education in Urban Communities" and incorporated a community service aspect. This course allowed for a more structured means of building relationships with teens and eliminated many of the challenges Teens' faced previously with transportation, attendance and interest.

In addition, as the program staff changed, so did the quality of relationships between mentors and mentees. Some new staff did not take advantage of the structure that provided an opportunity for additional interaction with the teens. In fact, some fell into a routine of doing the bare minimum to keep the program functioning. Staff meeting discussions turned into list of reminders for certain staff members who were not pulling their weight. Resistance was felt by program leaders when new ideas were suggested that would entail more time and energy on the part of the staff. A list of such reminders composed the agenda and discussion at a meeting mid-way through the spring of 2011 as program leaders encouraged the staff of how important it was "to come together and refocus" (3/16/11, Program Meeting). The leaders reminded the staff of the need to accomplish the simple tasks of "returning emails, updating [the website], [and] actively working to make the group better by being more efficient with our time spent in Hartford and also in planning." Lastly the leaders asked the staff to make a stronger effort to [be] deliberate in our actions to get the results we are looking for" with the teens (3/16/11, Program Meeting).

When approached by the Sport Hartford staff, both CPY and Youth Corps understood that a new direction was necessary. All parties valued the partnerships and did not want the barriers to operating the Teens' Program to cause the partnerships to dissolve. The partners were willing to aid in providing opportunities for less frequent, but still quality, interactions and sessions between Sport Hartford staff and teens that had been part of the program. In the spring of 2012, Sport Hartford operated monthly workshops rather than weekly programming. The partners also provided open space for Sport Hartford staff to meet individually with teens between monthly workshops to assist with building and maintaining relationships, despite the program moving into a new phase in its evolution. CPY and Youth Corps also continued to partner with Sport Hartford on field trips to colleges and other enrichment opportunities for teens.

Socio-cultural level. Consistent with the other components of the partnership, evaluation on the socio-cultural level revealed that community needs impacted the decision to dissolve the two programs in their original forms. Specifically, families moving out of the neighborhood, competing programs, and participants experiencing peer pressure to engage in other less structured activities initiated discussions between campus and community partners as to whether the partnership was achieving its purpose.

Although the program operated as a safe haven for its participants, the Boys' Program saw a few participants move away from the neighborhood due to parental concerns over frequent violence. For example, Fernando recalled the times in which he would hear gun shots in his neighborhood, followed by police and ambulance sirens: "I hear the shootings and then the police and ambulance come… I get scared because (the gun shots) come out of nowhere." For this reason, Fernando's mother decided to move her family away from their neighborhood. Fernando's mother was appreciative of the Boys' Program and was pleased that her son was having fun at the program, but she stated that the gun violence had become too much and she wanted to raise her kids in a safer environment.

Some competing needs among partners also surfaced from time to time. The participants in the Teen program were being pulled in many directions by community organizations almost competing for their time and attention because the teens had so many needs. In the Teens' program year-end meeting, a stated need for improvement in communication "especially with Charlie and Julia," (CPY co-directors) signaled that changes were necessary (5/7/10 Field Notes). The Sport Hartford staff also realized a need for a "better agreement of the role of the Youth Corps kids" who joined the program during an intense recruiting effort prior to the second year of Teens'. The staff recognized that the Youth Corps "staff ha[d] been very supportive and accommodating" and was determined to figure out a way to have the kids who frequented Youth Corps programming become involved in Teens' (5/3/11, Program Meeting).

Neighborhood socio-cultural norms were also reflected in the youth themselves. While operating at the community recreation center, "coolness" became a reason for boys to stop participating in the program. As the boys grew older, the "cool" thing to do at the recreation center was to play basketball with non-program members instead of being involved with the Boys' Program and learning about life skills and nutrition. In their interviews, a number of older boys (ages 12 – 13) mentioned that they felt social pressure to hang out with their peers instead of kids who were younger than them (program participants' age ranged from 9 – 13 years old). Over time, the social pressure led the boys to disengage with the program. In this manner, numerous socio-cultural factors precipitated the restructuring of the campus-community partnership.

Discussion

A Multilevel Perspective of Campus Community Partnerships

The nature of inter-organizational relationships involving campus community partnerships (i.e., community sports programs) can more adequately be understood through the use of an integrated, multilevel analysis. Like any relationship, campus community partnerships are complex and dynamic, operating as part of a larger system. In this study Parent and Harvey's (2009) three-part model for community partnerships was enhanced by viewing the Sport Hartford collaboration not only from an individual

level, but also from a structural and socio-cultural perspective. By examining the antecedents, management and evaluation of Sport Hartford at each of these levels, our approach is consistent with other research in the sport domain recognizing that "while single-level perspectives have some explanatory value, alone they cannot adequately address behavior in organizations and social contexts" (Dixon & Bruening, 2005, p. 246). As such, we aimed to move beyond the surface level benefits and challenges of the partnerships to focus on management aspects (Dotterweich, 2006; McDonald, 2005; Walsh, 2006).

Reciprocal Relationships

Research has demonstrated that while identifying relationship antecedents and initiating the subsequent planning of a partnership is best when the community partner(s) takes the lead, most campus-community partnerships are managed with a top-down model governed by the university, its funds and its rules (Bringle & Hatcher, 2002; Jacoby, 2003). However, a reciprocal, or mutually beneficial relationship, that emphasizes common interests, objectives and a shared mission and vision (Clement, et al., 1999; Parent & Harvey, 2009) can also be effective, and in the case of Sport Hartford, allow for change that can assist in sustainability. Bringle and Hatcher (2002) recognized that mature and committed campus-community partnerships contain bi-lateral influence where each partner is able to inform the decisions and outputs of the other. During its lifespan, Sport Hartford has found this two-way exchange to be beneficial as, unlike most partnership theories, it acknowledges the role of people, and personal relationships, as central to the management of inter-organizational relations (Hutt, Stafford, Walker, & Reningan, 2000). The Sport Hartford Boys' and Teens' Programs were born from community needs and discussions between campus and community leaders around those needs. Funding and its related rules then followed, but these were not antecedents that drove the partnership formation. Campus and community leader investment grew over time to the point where the management of the partnership was grounded in trust between individuals that were able to creatively solve funding barriers and find ways to operate within the rules of partner agencies.

Management and evaluation can also be approached with reciprocity as a central operating tenet. As seen by the Boys' Program moving to a different facility following the suggestion of Jason, the decision making in the campus-community partnership was not one-sided. The move would not have taken place had the Boys' Program staff not frequently asked for feedback from the boys and their parents. Thus, for a campus-community partnership to truly have bi-lateral influence and consensual decision making, campus partners must be willing to seek out the perceptions and preferences of the partners as doing so is a key component of evaluating program effectiveness, and thus good managerial practice.

Trust and Social Capital Creation

The current study demonstrated the importance organizational trust plays in developing and maintaining campus-community partnerships. As Frisby, Thibault, and Kikulis (2004) identify, trust is key in successfully relationship management. In addition, cross-organizational communications and collaborative leadership styles allow for flexibility in operating campus-community partnerships and resolving conflicts when they arise (Child and Faulkner, 1998; Harrigan, 1995). As a partnership grows, so too should trust

between the partners (Slack & Parent, 2006). This was not the case for the campus-community partnership between the Boys' Program and Hartford Rec. Specifically, the trust between Sport Hartford Boys' Program and Hartford Rec. diminished as staff members of each partner failed to communicate timely information (e.g., Jackson Center availability, upcoming field trips). As a result of the decrease in organizational trust between the campus and community partners, the campus-community partnership was restructured such that Sport Hartford used other facilities for its after school programs. The relationship between Sport Hartford and Hartford Rec lacked a personal aspect, and thus trust. In this manner, the current study highlighted the importance of organizational trust in campus-community partnerships as without it, the quality of the partnership suffers.

The partnership with CPY involved frequent interaction between the leaders of both organizations including discussions on directions for the program. On the other hand the interactions at the Jackson Center were between the center frontline staff and Sport Hartford leaders. And, although relationship and trust building often rests with those who are actually implementing the programs (Waddock, 1998), the lack of transmission of goals and priorities from Hartford Rec leaders to Jackson Staff members created barriers in program delivery. Discussion with leaders of Hartford Rec occurred only a handful of times each year and those leaders did not frequent the Jackson Center while Sport Hartford was operating. Supervisory staff at the center, one individual in particular, did not buy into the reciprocal potential of the partnership and did not make efforts to integrate Sport Hartford into the Jackson Center. This disconnect was the source of most of the challenges that arose in the partnership clearly reflecting the lack of a common framework and incompatible values leading to unclear and sometimes absent communication channels (Frisby, Thibault, & Kikulis, 2004).

As Babiak (2007) outlined, organizational leaders have an integral role in decision making and commonly identify those individuals within partner organizations who are trustworthy and thus should play key parts in the formation and maintenance of partnerships (Gulati and Gargiulo,1999). These interpersonal relationships, sometimes pre-existing and foundational to the initiation of a partnership but also able to be formed through the process of partnering, can facilitate greater trust and better communication between partners (Eisenhardt & Schoonhoven, 1996; Spekman et al., 2000).

Social capital builds over time as relationships develop and relies on active involvement of all organizations in a partnership (Putnam, 2000). As such, social capital tends to develop where there is effective communication, cooperation, and further collaboration (Doherty & Misener, 2008, p. 117). These characteristics are more likely to lead to trust, reciprocity and cooperation, all consistent with the components of social capital (Putnam, 2000)

Evaluation and Evolution

Focusing on the relational aspects of partnerships and the function of accrued social capital among individuals in partnering organizations, or that which is still to be accrued, rather than strict economic benefits, allows for evaluation to occur on multiple levels. Evaluation-driven learning and the subsequent improvement, or evolution, of programs can benefit all partners (Surko, 2006). And, as we have established, examining partnerships at the individual, structural and socio-cultural levels is essential given the complex nature of the campus-community relationship.

Drawing on equity theory, campus-community partnerships in which one partner is perceived to be over or under-benefited (i.e., inequitable) should result in a strain on the relationship (Bringle & Hatcher, 2002). In the current study, one example of inequity that came to light through evaluation at the individual level was when certain staff members for the Teens were perceived as not "pulling their weight." Likewise, on the structural level, Sport Hartford perceived itself to be under-benefited by the lack of communication by Jackson Center Staff. As a result of these instances of inequity, as well as others, strain was introduced into the campus-community partnership and Sport Hartford and the Hartford community partners were left with the decision to either attempt to restore equity or move to dissolve the partnership (Bringle & Hatcher, 20002). However, results from the current study revealed that rather than outright relationship dissolution, the campus-community partnership was restructured, or evolved, when inequity was perceived by campus and/or community partners

While most examinations of organizational change have focused solely on environmental factors (Slack & Parent, 2006; Parent & Harvey, 2009), our multilevel analysis of the individual, structural and socio-cultural level factors which triggered change in the campus-community partnership between Sport Hartford and Hartford community partners aligns succinctly with Pettigrew's (1987) contextualist approach. The contextualist approach to organizational change emphasizes the interrelated role of individuals, the environment and the organizational structure in shaping the change process (Pettigrew, 1987). In light of the contextualist approach, the current study revealed how multilevel factors are interrelated and can affect, or cause, organizational change.

Perhaps in isolation the individual, structural, and socio-cultural level factors would not have been enough to warrant the restructuring of the campus-community partnership. However, results from the current study illuminated how evaluating the interplay of these multilevel factors precipitated organizational change. The current study advances the sport management literature by highlighting the utility of moving beyond environmental factors when considering organizational change within campus-community partnerships and within sport organizations. The current study deviated from prior research in that organizational change was not seen as "a move between two destinations" (e.g., from a top-down partnership to a bottom-up partnership) but instead was a "transformation, akin to a discovery process, involving the interaction between" individual, socio-cultural and structural level factors in structuring change (Slack & Parent, 2006, p. 27). In doing so, the "historical, contextual and processual nature of change" was revealed, thus allowing sport managers the opportunity to discuss the interrelated role of multilevel factors in shaping the evolution of the campus-community partnership (Girginov & Sandanski, 2008, p. 22).

Managing Challenges

Denner, Cooper, Lopez and Dunbar (1999) noted that three primary challenges to developing and maintaining campus-community partnerships relate to problems of organization and management, disparate goals and differing priorities. Each of these challenges was present in the current study and had to be managed in order to sustain the campus-community partnership between Sport Hartford and the various Hartford partners (e.g., Committed People for Youth, Youth Corps, and Hartford Rec). With

respect to the Teens' Program, both internal and external organizational and management challenges occurred. Externally, program attendance waned as teens had other obligations, most notably extracurricular activities. Internally, organization and management issues were present as data for grants were not properly documented and staff members were not as committed as necessary. For many campus-community partnerships, these internal and external challenges would be enough to cause the dissolution of the relationship but that was not so in the current study. Rather, the partners restructured the relationship into a more fitting form.

One factor that can sustain campus-community partnerships is when both partners are committed to achieving long-term change in the community (Barnes, Altimare, Farrell, Brown, Burnett, Gamble, & Davis, 2009; Maurrasse, 2002). Sport Hartford, Committed People for Youth, and Youth Corps were committed to providing Hartford teens with the opportunity to enhance their education. As a result of this commitment, the partnership was sustained when challenges surfaced and the program was restructured to work more efficiently and more effectively. Likewise, collaboration and shared decision making are additional factors that are able to sustain campus-community partnerships when challenges develop (Barnes et al., 2009). Open and honest communication between the campus and community partners in the current study resulted in each acknowledging the need for a change in the structure of the Teens' program. Joint decision making occurred as partners provided an equal voice as to what the change should and how it should be implemented. As a result, the restructuring of the Teens' Program, and by extension the restructuring of the partnerships, was not met with resistance, as often is the case with organizational change (Jones & George, 2011).

With respect to the Boys' Program, challenges of differing priorities and disparate goals appeared to exist between the program and Hartford Rec. In terms of facility usage, the Boys' Program found its time in the center being supplanted by other programs and activities indicative of a revived emphasis on more engagement in the community on the part of the Hartford Rec. Although most universities and community programs have overlapping goals, which often include building their community (Maurrasse, 2002), it is the task of the partnership to define these goals and develop ways to build common ground and negotiate differences (Denner et al., 1999). In this manner, stronger efforts could have been made by Sport Hartford Boys' Program staff members to clarify their goals and Hartford Rec's goals for the partnership before moving back to the recreational facility. In doing so, each partner would have had clearer expectations, thus increasing the opportunity for a sustained and successful partnership (Bringle & Hatcher, 2002).

Yet another challenge to the campus-community relationship is poor communication (Cone & Payne, 2002). With respect to the partnership between the Boys' Program and Hartford Rec, both partners were guilty of poor communication. While Hartford Rec could have done a better job of communicating changes in facility usage well in advance, Sport Hartford could have done a better job of communicating upcoming field trips, as well as the utility of the after-school program. Doing the latter (i.e., advocating for the efficacy of the program) could have eased the tension that occurs between campus and community partners when research findings are not made available detailing how the partnership is advantageous (Cone & Payne, 2002). While keeping individual-level data confidential (Denner et al., 1999), Sport Hartford could have made

the findings of the interviews with the participants and their parents accessible to Hartford Rec. In doing so, Hartford Rec would have known how the partnership was beneficial (Cone & Payne, 2002) and might have been more accommodating.

Implications

Before entering into a partnership with a community entity, service-learning practitioners should consider the reasoning. What motivations exist (e.g. economic, political, social, etc.) for entering into a campus-community partnership? Who or what is the catalyst for the partnership? Is it internal or external? Knowing the driving force(s) behind the campus-community partnership will eliminate certain potential community partners from consideration (Parent & Harvey, 2009; Slack & Parent, 2006). Moreover, prior to entering into a campus-community partnership, service-learning practitioners are advised to evaluate the strategic and cultural fit of the potential community partner (Child & Faulkner, 1998), keeping in mind that fit can change over time as was the case in the current study. Effective partnerships are learning-based so practitioners must use all available information to make a judicious decision as to entering into a campus-community partnership (Slack & Parent, 2006).

In addition, service-learning practitioners can better manage campus-community partnerships by making their research findings accessible to community members—both sharing the results and in a format that is easily understood (Cone & Payne, 2002; Denner et al., 1999). In doing so, the utility of the campus-community partnership will not be questioned, as seemed to be the case with Hartford Rec and the Boys' Program. Finally, as community partners have voiced their opinion on the importance of the strength of relationships when attempting to overcome partnership challenges (Barnes et al., 2009), practitioners are advised to make proactive efforts to maintain relationships with community partners even if programming does not operate year round. In doing so, the relationship will strengthen, thus allowing practitioners to be manage challenges.

Conclusion

In an age in which institutions of higher education are being encouraged to align with community efforts to collaboratively address civic, social and ethical issues of the day (Boyer, 1990, 1996; Bringle & Hatcher, 2002; Jacoby, 2003), it has become increasingly important for more studies to contribute to the knowledge of campus-community partnerships by outlining the history of relationships with the community (Cone & Payne, 2002). Research of this kind will offer a better understanding of the role that higher education can play in nurturing partnerships (Cone & Payne, 2002). With the current study, we attempted to provide the evolution of the campus-community partnership from a multilevel perspective. Campus-community partnerships are heavily dependent on multilevel relationships (e.g. individual, structural and socio-cultural levels) require significant time and effort and must be founded upon trust (Maurrasse, 2002; Parent & Slack, 2006). Results from this study should serve to add to campus-community partnership literature, while providing practitioners with insight into "common practices and pitfalls that may assist in" managing "the expectations of all parties involved" (Maurrasse, 2002, p. 137).

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Review by
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Alison McCartney, Elizabeth Bennison and Dick Simpson, eds. *Teaching civic engagement: From student to active citizen.*

Washington, D.C.: American Political Science Association, 2013. 536 pages, index and bibliography. $ 46.50 (paper). www.apsanet.org/stateoftheprofession,

ISBN: 978-1-878147-40-0

More than twenty years ago, an amazing trend among college students and their professors emerged: service-learning. Here, students step outside of the classroom to engage their communities in a service capacity. This may include, *inter alia*, accounting majors serving at a non-profit to assist in fund-raising or a political science major serving to assist in writing ordinances for a small town. The emphasis is on service in a hands-on, practical manner. Janet Eyler was one of the first to analyze this phenomenon in a short article (1999) and then in a comprehensive study (2000). Since then, colleges and universities have incorporated service-learning into major academic programs that took a stale, old internship program and turned it on its head to better train students and, as part of the process, developed students willing to serve their respective communities.

In this major work (more of a resource guide than a book), McCartney *et al* produced (edited is just not strong enough) a tool to serve political science faculty wanting to go to the next level. This work picks up where service learning stops. Here, faculty with civic-minded students are shown many ways to foster that desire to become active in their communities. In Section 1 (pp. 3-100), the foundation is laid for modes of engagement techniques and participatory learning. There is even considerable time spent offering counterpoints to teaching civic engagement as it might be seen as influencing students on "what to think" instead of focusing on teaching them "how to think" (p.73). This point is a recurring theme and an important one for professors who are attempting to develop active citizens and not just another service-learning program. There is also considerable effort put into cultivating a hybrid of classroom and service learning points of connection.

So, where the professor's class is one on American Public Policy (pp. 137-66) or Political Philosophy (pp. 229-246) or International Relations (pp. 247-78), there are chapters from a host of political science and service-learning experts to offer suggestions for improving both the classroom and the non-classroom engagement process.

Sections III and IV were much more faculty-centric than the earlier ones, but still could be used for those teaching Civics in high school. Probably the most important contribution is the notion that such civic engagement offers a unique experience for students and faculty to try different experimental models simultaneously. The result is a staggering array of projects, learning communities and engaged students well on their way to becoming assets for their particular communities. According to one study by Campus Compact (2001), a coalition of colleges and universities focused on civic engagement, more than 700,000 students participated in service-learning projects and performed more than 17 million hours of service (p. 369). But, the verdict is still out on how well these projects translate into students becoming active citizens.

Towards the end of the book, lessons on engagement are offered, in part, to assist faculty in developing successful programs, but also to restrain the inevitable frustration that is likely to emerge (pp.456-58). Simply put: not all students will become Gandhi or Rosa Parks or Vaclav Havel, but many may become important resources and activists in their communities. If the point of such an effort is to improve citizen involvement in the public policy process and raise the level of public debate, then engaging students may very well be a step in that direction. However, this should not be limited to political science majors, but be more inclusive of all majors. After all, in most majors, there is a social science requirement. Could a class that includes a civic engagement aspect be more attractive than one where a talking head pontificates for 3 hours a week?

As with any review, the writer must find fault to show how clever he is. This is no exception, although the issue is quite minor. Considering that so many colleges and universities offer hybrid or on-line degrees, there should be attention paid to how civic engagement could be developed in that pedagogical model. For example, I have developed an on-line course where students use Facebook or Twitter to create a fictional campaign. Why not take this idea a step further and have them do this in actual campaigns of their choice? Or, for non-profits? Since so much work is handled through the virtual world of the web, why not have student engaged civically through this format?

Every political science professor should have a well-thumbed copy of this book on his or her desk.

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Anto T. Kerins, *An adventure in service-learning: Developing knowledge, values and responsibility*. Farnham, Surrey, U.K.: Gower, 2010. 314 pages. £ 84.00 (hardback, also available as ebook PDF & ebook ePUB). ISBN: 978-0-566-08894-0.

Review by
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In *An adventure in service-learning: Developing knowledge, values and responsibility*, Kerins provides a strong literature review and an engaging case study in service-learning. The text covers areas not typically addressed in an academic publication on service-learning. The book examines how religious traditions and social trends have influenced views of service. It also discusses how higher education has influenced views of service as a valid teaching method. The religious and social dimensions of service makes for interesting reading and provides relevant background knowledge not often covered in a text of this nature.

The introduction of the book provides the reader with a frame for the work. The introduction provides the tone for the book. In addition, the introduction alerts the reader concerning what they should expect to find within the book's pages and what separates this book from others on service-learning

The remainder of the book is divided into three sections. The first section discusses service-learning's definition and applications. The second section reviews recent research on service-learning, especially research on its effectiveness as a teaching and learning method. The final section points to the future of service-learning.

Two apparent questions about this book are "why is this text relevant? and "what can this particular book contribute to the large body of literature in this field?" The book's relevance is in the image it creates for those outside the U.K. with the way service-learning is understood and practiced in the U.K. It paints this image using a case study and then deconstructing the case study to highlight best practices in including service as a path to learning. Research findings discussed here are relevant for practitioners of service-learning and should be considered when developing service-learning courses.

The case study, then, is the most useful part of the book as it provides insight into ways to imbed service-learning into the curriculum and examples of effective service-learning practices easy to copy at any campus. This particular section of the book is handy for faculty members interested in curriculum redesign to incorporate service-learning into their courses.

When examining the role of co-curricular activities (what the author terms "ancillary programs") in higher education, the author misses the opportunity to examine research and best practices in student development theory. Through higher education, we try to develop the whole student and, as the text indicates, to develop values in an effort to strengthen society. In the U.S., many believe that that service-learning and other experiential education serve to strengthen communities by cultivating, and perhaps creating community values and social responsibility. Though sometimes elementary, the section on ancillary programs in higher education reminds us that these programs or co-curricular activities are vital to the development of community values as well as provides evidence for faculty arguing to use service-learning in their teaching.

Finally, the appendices offer specific examples of course assignments, service-learning projects, an analysis of participant grades, and a brief evaluation of the research findings. These tools provide help to use the best practices recommended in the book.

The author intends for the book to have an international audience, focusing on service-learning in courses and programs in colleges in the United Kingdom. Sometimes basic, the book's rudimentary character makes it easy to read and useful as a primer for those with limited experience in service-learning. While the target audience is not immediately clear, this book could be used to introduce best practices of service-learning and the possibilities for applying this teaching approach. Sometimes, the book seems disconnected, but in the postscript the author admits that writing at this level can often be challenging and is not always logical or linear.

This book does not provide revolutionary research findings, nor does it propose new theories on student engagement. However, new theories and new research finding were not the author's intent, but rather to show the effectiveness of service-learning in the learning and to provide a guide on integrating service into college work. In *An Adventure in Service-Learning*, Kerins achieves these goals.