



**High Impact Practices in Community Engaged Learning:
*Connecting Students, Curriculum, and Off-campus Partners***

SUGGESTIONS FOR STUDENTS

- Establish academic and personal goals.
- Recognize that you are representing not only yourself, but also your institution.
- Recognize that you have skills to share with the community, as well as new skills to learn.
- Recognize that those who you serve will also teach you valuable lessons.
- Be open-minded. Be willing to understand different perspectives.
- Keep your future career goals in mind.
- Engage in ongoing communication with your instructor and site supervisor.
- Practice safety on site and self-care.
- Learn organizational policies and procedures and conduct yourself in a professional manner.
- Engage in ongoing and meaningful reflection through the use of a journal or other means.
- Assist in the assessment process. Determine this with your supervisor(s).
- Engage in closure at the end of the experience (and express your gratitude for the experience).

SUGGESTIONS FOR FACULTY MEMBERS

- Build meaningful relationships with community partners.
- Research agency history and mission.
- Consider the quality of service and ensure that the project is community driven so to do no harm.
- Consider the quantity of service and how many hours are required (generally 15-30 hours is recommended).
- Ensure that you have shared goals and expected outcomes with community partners.
- Prepare students to engage in the community.
- Clearly communicate expectations to students.
- Provide necessary supports to students.
- Engage in ongoing communication with community partners.
- Encourage safety on site and self-care.
- Require ongoing and meaningful reflection through the use of a journal or other means.
- Invite community partners to be part of the assessment process.
- Support closure at the end of the experience.

SUGGESTIONS FOR COMMUNITY PARTNERS

- Interview students for placement and consider requesting a resume or other professional documentation.
- Ensure that projects are beneficial for clients (*it is PSU's intent to build meaningful reciprocal relationships*).
- Familiarize students with organizational policies and procedures to include confidentiality and professional boundaries.
- Clearly communicate expectations for professional conduct.
- Assign meaningful tasks to students that are appropriate for their professional knowledge and skill levels and observe them directly.
- Include students as a part of your staff with the understanding they are students and have limited professional capabilities.
- Teach students best practices in your field.
- Encourage or request ongoing and meaningful reflection through the use of a journal or other means.
- Meet for supervision on a weekly basis to provide ongoing feedback (both positive and constructive), review reflective activities, and answer questions.
- Encourage safety on site and self-care.
- Assist in the assessment process when appropriate.
- Support closure at the end of the experience.

BEST PRACTICES IN HIGH IMPACT LEARNING

- The project should be relevant and meaningful to the community or organization and serve a specific need.
- The community partner and instructor should agree on goals and desired outcomes.
- The service experience should enhance student learning without compromising academic rigor.
- Students should be well prepared for engagement in the community or at their internship site.
- Students should set goals prior to starting the projects outlined with the supervisor(s).
- Students should engage in meaningful reflection throughout the experience.

Sources:

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- Jacoby, B. (2009). *Civic Engagement in Higher Education: Concepts and Practices*. San Francisco, CA: Jossey-Bass.
- Jacoby, B., & Howard, J. (2015). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco, CA: John Wiley & Sons.