



GUIDE
FOR SITE SUPERVISORS
AND ALUMNI CLUBS

 UNIVERSITY OF
NOTRE DAME
Center for Social Concerns
Geddes Hall
University of Notre Dame
Notre Dame, IN 46556
socialconcerns.nd.edu

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NOTRE DAME
Center for Social Concerns



Michelle Bailey
Growing Home
ND Club of Starved Rock

MISSION

The Center for Social Concerns of the University of Notre Dame facilitates community-based learning, research, and service informed by Catholic social tradition.

Through the Center, learning becomes service to justice.

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Ryan Ayala
Boys and Girls Club
ND Club of Boston

The Summer Service Learning Program

Welcome to the Summer Service Learning Program (SSLP). We are grateful to you for providing an eight-week service experience for students from the University of Notre Dame. Whether you have been hosting students for many years, or if this is your first summer with the program, we appreciate your participation in this educational process.

This booklet provides an overview of what we hope will be a valuable experience for all concerned: students, project sites, and the sponsoring Notre Dame Alumni Clubs.

On the following pages you will find the responsibilities outlined for each partner of the SSLP as well as key learning goals. Requirements of this three-credit theology course include substantial reading and writing assignments before, during, and after the service experience. The goal is for the student to integrate his or her experiential learning on-site with the required reading and writing assignments.

The Summer Service Learning Program is designed to provide University of Notre Dame alumni, alumnae, and students with the opportunity to address injustices of poverty and other social issues which impact so many in our society. In this way, the SSLP assists in the continuing education of not only Notre Dame students, but of the entire Notre Dame community.

The Summer Service Learning Program is administered by the University's Center for Social Concerns (CSC) and representatives of the participating Alumni Clubs.

Site Supervisors RESPONSIBILITIES

Site Supervisors are integral in the service-learning pedagogy. We appreciate that you provide the following for the students:

1. Agree to host a student offering direct service to the population being served, a full-time position (35–40 hours per week) for eight consecutive weeks.
2. Fill out and send the Site Description Form to the Center for Social Concerns by November 15 for students to read when selecting sites.
3. Offer orientation to the student about your programs and staff.
4. Establish a schedule of supervision for the student on-site.
5. If problems arise, communicate the concerns to the Alumni Club contact person and the Center for Social Concerns.
6. Give the student as much responsibility as possible.
7. Have someone, if not yourself, engage in discussions with the student about what he or she is witnessing and learning.
8. Complete the SSLP Site Supervisor Evaluation form and return it to the Center for Social Concerns. We are interested in areas that worked well for the agency, but also areas that need improvement.
9. If the student at your site is pursuing the AmeriCorps education award, fill out the additional forms that are required.
10. We ask that if the student needs to transport clients and children who are served by your organization, they do so only in your agency vehicles, not in their own vehicles.

▼ AMERICORPS EDUCATION AWARD

We offer SSLP students the opportunity for a \$1,132 AmeriCorps Education Award and about half of the students participate. For those students, we need site supervisors to fill out an AmeriCorps contract, sign weekly time sheets for the student, and complete the AmeriCorps evaluations. You have been notified if your student is participating this summer. Thank you for fulfilling these extra responsibilities. This will be our last summer with AmeriCorps.

Sponsoring Alumni Clubs RESPONSIBILITIES

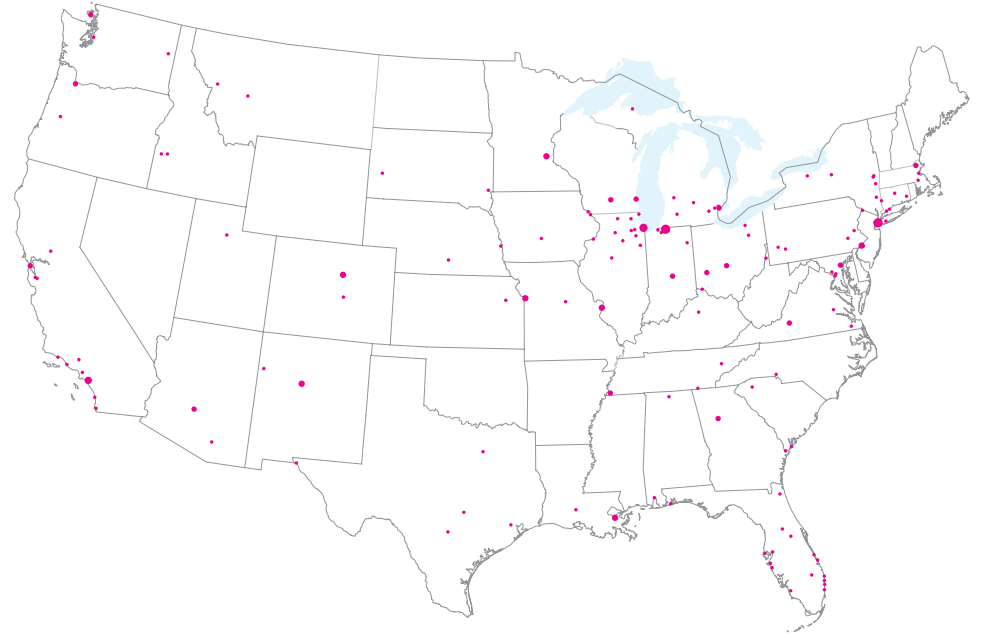
1. Commit to sponsor a student in the eight-week SSLP by submitting the Club Commitment Form by November 15.
2. Choose a site in the local community where the student can be engaged in working with people who are economically poor or marginalized.
3. Establish a positive working relationship with the agency or organization before, during, and after the eight-week SSLP.
4. Provide room and board for the student by inviting the student to live with alumni families, or choosing a site that has on-site housing available. This includes seeing that meals are provided for students.
5. Maintain good communication with the student in preparation for the summer. If you are available, go with the student to the site on the first day—or visit the student at the SSLP site at another time during the eight weeks.
6. Mentor the student throughout the summer, offer hospitality, and engage in discussions of social issues. Invite the student to speak to club members about the experience.
7. Send the tuition scholarship for the student to the Center for Social Concerns at the end of the summer. Clubs may request assistance from the James F. Andrews Scholarship Fund.
8. Complete the yearly evaluation form.

Center for Social Concerns RESPONSIBILITIES

1. To recruit Alumni Clubs to sponsor and mentor our students;
2. With a student task force, to recruit Notre Dame students. We conduct individual screening interviews and group placement sessions with accepted students.
3. Using a service-learning pedagogy, link student experiences with academic reading, reflection, and writing. This includes:
 - three classroom sessions of orientation;
 - weekly assigned reading;
 - two written reflections in each of the eight weeks;
 - a final paper that is sent to Site Supervisors, Alumni Clubs, and used in the follow-up discussions;
 - follow-up sessions in the fall: either a one day workshop, three facilitated small group discussions, or enrollment in Prof. Pfeil's Discipleship course.

Student RESPONSIBILITIES

1. Commit to a full time, eight-week position with an agency or organization.
2. Talk to the student intern from the previous year, if possible, to learn about the site.
3. Be respectful of authority and the clientele at the site through reflective listening and seeking feedback.
4. Be a self starter—look for ways to assist.
5. Be committed to working with and learning from the clients and staff.
6. Be ready and willing to meet with alumni and alumnae when invited.
7. Maintain an attitude of service at the site and in your living arrangements.
8. Be open to new experiences, even those out of your comfort zone.
9. Enter into the project wholeheartedly, ready to give and learn.
10. Enter into discussions about social issues with alumni, alumnae, and friends.
11. Complete all course assignment readings, assignments, the final paper, and follow-up requirements.
12. Send your paper to your Site Supervisor and Alumni contact person and turn in two copies at the Center for Social Concerns.
13. Look for ways to continue learning from the experience through courses, research, etc.
14. Help recruit students for next year.
15. Share site information with the next student going to the site.



National Impact: 119 Notre Dame Clubs will support over 230 students nationally in summer 2011.

We are aware that short-term student interns can be an added burden to an already overworked staff. We hope our students are quick learners and are a positive addition to your staff to make the SSLP beneficial for all concerned. Our students come away from many of the Summer Service Learning Program sites having life changing experiences.

We do not strive to make all students social workers; instead we are trying to instill in Notre Dame students “a disciplined sensibility to the poverty, injustice and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.” (*Excerpt from the University of Notre Dame Mission Statement.*)

We hope our graduates will continue to build on their summer experience by taking related courses at the University. We also see the SSLP as learning for life—that the foundation of the SSLP will lead to further community involvement and social change.

Confronting Social Issues

THEOLOGY 33936

The objective of this SSLP course is to integrate the community-based learning of students' summer experience with readings which address theological reflection and social analysis.

Before the SSLP begins, the students attend two sessions of orientation on campus. They are also given a packet of articles to read about the population with whom they will work. In addition, they are asked to write 1–2 paragraphs about their goals and hopes for the summer.

During the SSLP, students have weekly reading and writing assignments. At the midway point they send their first four weeks of writing to the Center for Social Concerns. At the end of the summer they turn in their remaining four weeks of reflections and a final paper which is shared with you at the site, the Alumni Club, and our office.

The weekly themes for the reading and writing assignments are:

WEEK

1 Theological Reflection

With readings from Clemens Sedmak, Patricia O'Connell Killen, and John De Beer

2 The Impact of Images of God on Experience

With readings from McNeill, Morrison, and Nouwen; Michael Himes and Elizabeth Johnson

3 The Call to Service and Justice

With readings from Dan Buchanan and Amy Carr; McNeill, Morrison, and Nouwen; Michael Himes and Clemens Sedmak

4 Social Analysis

With readings from Peter Henriot, Joe Holland, and Melody Gonzalez

5 Race and Poverty

With readings from Peggy McIntosh and Margaret Pfeil

6 Catholic Social Thought: Building Justice in the World

With readings from the World Synod of Bishops and Charles Murphy

7 Suffering and Restorative Justice

With readings from Michael Himes, Henri Nouwen, John Paul II, and Howard Zehr

8 Continuing the Journey

With readings from Virgil Elizondo, John Neafsey, and Michael Himes

Principles of Catholic Social Thought

One of the key areas of the students' reading and reflection is Catholic social thought. Although not all student participants are Catholic, we ask that they study and reflect on the principles as they relate to their service experience. We have included an overview of the principles in this booklet so that you are aware of this area of student reflection.

These principles are drawn from papal documents, theologians, Gospel teachings, and statements from Bishops' conferences. The documents are best understood by studying the underpinnings of the principles in Scripture. The development of Catholic social thought continues today in both theory and practice.

It is important to see the principles as intimately connected, yet standing on their own.

- **The foundational principle is the common good based on the understanding in Catholic social thought that persons are created as social beings, always in interrelationship and interdependence with others.**
- **Catholic social thought also promotes the dignity of every human being as each is made in the image and likeness of God; this dignity always needs to be seen in relationship to the promotion of the common good.**
- **Human dignity grounds and is protected by a spectrum of human rights and corresponding duties. This principle of the correlation of rights and duties promotes just living conditions for all as well as the dignity of work and the rights of workers.**
- **Many persons are marginalized in our society and all are called to make an option for the poor keeping those who are economically poor in the forefront of our minds in decision-making.**
- **As stewards of God's creation, both in terms of people and the earth, we need to face the environmental concerns of our day, which disproportionately affect the economically poor.**
- **In response to how decisions are made and to address the challenges in each of the spheres of society, the principle of subsidiarity calls for action at the lowest level possible.**

FOR MORE INFORMATION

O'Brien and Shannon, *Catholic Social Thought*. Maryknoll, NY: Orbis Books, 2001.