

# Course Delivery

At CCEL, our role is to support faculty in preparing students to engage with community.

## We offer the following workshops to support students in making the most of their experience.

### *Recommended*

- Orientation to Community Engaged Learning  
A practical introduction to the what, why and how of community engaged learning.

### *Optional*

- Group Dynamics  
A focus on supporting team building and group process functioning. Best fit with courses that want to support group-learning processes.
- Working with Values  
A focus on identifying and reconciling individual, group and community values. Best fit with courses that explore themes of civic engagement, social justice or identity exploration.
- Project Management  
Introduction to, and application of, basic project management tools and approaches. Best fit with courses that want to support the practical or applied dimensions of community projects.
- Goal Setting Module  
An intentional workshop designed to explore individual goal setting. Best fit with courses that have a career focus or use a professional development lens.
- Various Customized Reflection Sessions  
We design and deliver various customized reflection sessions to better support student learning and development.

**Here is a toolkit of useful questions, approaches and guidelines to support faculty in preparing students to work in and with community partners:**

1) Student Facing Tools for Community Engaged Learning

[View the Toolkit](#)

## **Student Facing Tools for Community Engaged Learning**

### **Three Guiding Principles for Community Engagement**

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Approach Community from a Strengths Based Perspective:

When working with partners in the community, take the time to learn about the organization's mission and priorities. Your project's success will depend on your ability to recognize their goals and build upon established community strengths. Learn from your partner and ask questions that will help you understand.

Build Trusting Relationships:

Successful collaboration requires substantial trust between parties. Work to make every interaction (emails, meetings, proposals, etc...) a demonstration of your commitment to the relationship. Partners are entrusting you with responsibilities that have an impact on their colleagues, the communities they serve and their professional networks. Recognize that this is a unique opportunity to demonstrate trust and accountability in a professional setting and treat it accordingly.

Reciprocity:

Every aspect of the collaboration needs to be guided by mutual benefit for all parties. Reciprocity is more than meeting project deliverables, it is a relationship defined by mutual support, action and influence.

### **Student Behaviour Guidelines for Engaging with Community**

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(adapted from York University Student CSL manual <http://eehealth.info.yorku.ca/resources>)

Act Ethically:

- Act with honesty, integrity, and fairness
- Respect the dignity and inherent values of each person with whom you work
- Maintain a positive and constructive attitude at the organization and in the neighbourhood
- Follow ethics guidelines set out by your course instructor or partner agency when engaged in any type of research or information gathering in the community

Behave Professionally:

- Orient yourself to the community organization and its context prior to your first meeting by doing online research on their mission vision and values, recent news, annual reports etc.
- Adhere to the agreed upon deliverables, schedules, and work hours in accordance with the course requirements
- Actively participate in the activities at the learning site
- Take initiative, and strive to be able to work both independently and as a part of a team
- Follow professional dress codes as determined by your community organization

Communicate Effectively:

- Respond to all correspondence in a timely manner, including correspondence from student team members, community partners and teaching team members (Instructor, TA's)
- Approach the appropriate team member or teaching team member when assistance is needed
- Create a communications agreement with your community partner (times, type of communication, and expectations on response time for both parties)
- Update your community partner on project progress at regular intervals

## Establishing a Relationship with your Community Partner

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Communications Agreement:

Together with your partner you should agree on what communication will look like throughout the term. This chart can help you discuss communication preferences with your partner by each marking your preferences/expectations as they relate to each activity.



Some questions to consider:

- What do these differences mean for team meetings, reflection activities and daily communication?
- How do you work with your common strengths while finding ways to support individual strengths?

## **Question Examples**

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Here are some examples of questions to guide the first meeting between you (and other student group members) and your community partner. NOTE: you are welcome to share these lists of questions with your community partner and get them to make additions or changes.

### **Community Partner question examples (to students)**

- What skills and knowledge does your team bring to this project?
- What are you hoping to learn through this experience?
- What are you hoping to achieve by the end of the course?
- What will be the tangible 'outputs' of your service or project? - e.g. resources, tools, a report.
- How often will we check-in and how? Are there key project milestones for review?
- How will we deal with any challenges along the way?

### **Student Group questions examples (to community partners)**

- Why are you interested in working with a student group?
- What are you hoping to gain from this experience?
- What will be the tangible 'outputs' of the project and how will they serve your organization?
- How often will we check-in and how?
- How will you support our learning?
- How will we deal with any challenges along the way?

At the end of the first meeting, everyone should leave with an understanding of how they will work together, frequency and method of communication, clear roles and expectations, and a timeline.

## **Some guidelines for Professional Email and Phone Communication**

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(adapted from York University Student CSL manual <http://eehealth.info.yorku.ca/resources>)

### **Email**

- If you are working in a group it is necessary to assign a primary contact person to manage project communication with your community partner.
- Use your ubc.ca email address. Pay attention to make sure your name is displayed in the “from” field, and not an old nickname you may have forgotten about.
- Always fill in the Subject field with content that is descriptive, clear and concise, such as “Re: UBC (Faculty and Course) – Group Project X.”
- Format the email in the same way that you would format a letter. However, brief is better. Use bullets to delineate points and/or questions. A good target is 150 words. You can always use email to set up a quick phone conversation and/or use attachments for lengthy documents and plans. Always use proper grammar, punctuation, capitalization, and spelling. Do not use emoticons, abbreviations, or other symbols.
- Preferably, each email should have only one subject, consistent with the subject line. If there are two or more issues/questions in an e-mail, be sure to include a quick summary at the beginning of the message.
- Begin your e-mails with a proper greeting, such as “Hello Mr./Ms./Dr. X”. Do not use terms such as Sir, Madam, Miss or Mrs. Sign your e-mails with your full first and last name (and include the names of the other group members and their roles as applicable).
- When replying to a message, refer to past correspondence so that the recipient is clearly reminded of the issues and topic of your message.
- When using the “CC” function please make sure it is clear as to why and to whom the partner should respond. Example: “I have cc’d my teammate NAME as she will be working on our project schedule. If you have any questions please reply to me and CC NAME as I will be managing the project communications.
- It is seldom appropriate to use the BCC function.
- Be patient for a response. Your community partners are very busy. If you do not receive a response after 3 business days, call your community contact directly and leave a voice-message. If you do not hear back again after 2 days, notify your Teaching Team point person (Professor, Teaching Assistant etc).

### **Phone**

1. Start with a proper greeting, such as “Hello Mr./Ms.”. Do NOT use terms such as Sir, Madam, Miss or Mrs.
2. Clearly introduce yourself, speaking slowly and enunciating your words.
3. Introduce who you are, the course that you are in, and the purpose of your call.
4. If you are requesting a meeting or orientation, have your agenda or schedule ready before you call.
5. Prepare a set of documents, plans etc. that you can send out as an immediate follow-up if your partner is requesting/need more information.
6. Be prepared to provide contact information such as an e-mail address or phone number. Use your ubc.ca address or another neutral and appropriate e-mail address, see e-mail guidelines above.
7. If you are leaving a voice message, speak clearly and slowly. Provide a contact number or email twice – at the beginning and end of the message. Briefly note the time you are calling and the subject of the voicemail. Voicemails should not last more than one minute.
8. Be patient for a response. Your community partners are very busy. If you do not receive a response in 2 business days. Follow-up with an email (using above guidelines).