
THE JOURNAL OF VOLUNTEER ADMINISTRATION

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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Back on track . . .

To our readers and subscribers:

First, we want to apologize for the lateness of this issue of THE JOURNAL OF VOLUNTEER ADMINISTRATION. For ten years we have stayed on schedule in our publishing cycle and therefore have been truly dismayed that a variety of unforeseen circumstances have thrown us off track. We are sorry at this lapse in service and truly appreciate your patience over the past several months.

Second, we worked "triple time" to produce the Spring issue, then the Summer issue, and finally the Fall issue as quickly as possible. You will be receiving these in quick succession and we will then be back on schedule. To accomplish this, we have asked the help of two respected authors and AVA members to give some intensive volunteer service to THE JOURNAL. Susan Ellis of ENERGIZE, Inc. in Philadelphia, Pennsylvania—past Editor-in-Chief of THE JOURNAL—has edited this Spring issue. Nancy Macduff of Macduff/Bunt Associates in Walla Walla, Washington—and guest editor of the Fall 1989 issue—is editing the Summer issue. Our thanks to both of them.

Finally, you have our assurance that in the future THE JOURNAL will once again be published quarterly, on time. So watch your mailboxes and keep reading!

VOLUNTEERS ARE WORKING: Patients Come Back To Give Back

Mary R. Herman-Cappoli

At the end of a long hospital stay, most patients can't wait to find the exit door. But things are different at Fairlawn Rehabilitation Hospital in Worcester, MA, where in the past three years nearly 40 patients have chosen to return to the hospital. These patients are coming back to offer their services as volunteers.

For some, volunteerism fulfills a desire to give back some of what Fairlawn has given them. For others, it serves as part of their ongoing out-patient therapy.

The program grew out of a need to provide patients with an opportunity for interim work experience. Fairlawn's Director of Vocational Counseling explains that rather than thrust a person back into the work force after a major physical trauma, the program provides an avenue for practicing and assessing specific work-related skills.

The process begins when a vocational counselor meets with the Director of Volunteer Services about a patient still in therapy who has particular skills which need examination, testing, or development. "The counselor asks if the hospital has a position which could address those needs. In nine out of ten cases, we have a great position for that patient," says the Director.

As with volunteers from the community at large, the patient-volunteer is then interviewed about his or her interests, available time, individualized needs and limitations. "Next I talk with a department head who might have a position for that patient. A job description is written up and then shared with the patient and vocational counselor. If all agree on the proposal, the placement is made."

Patient-volunteers have been assigned in many hospital departments. Recently, a young college graduate who had just landed a newspaper reporter's position before sustaining a head injury, was placed as a volunteer writer in Fairlawn's Public Relations Department. Another young man, 23 year-old George, who was entering his final year of pharmacy school when he was head injured in an automobile accident, volunteered in the hospital's pharmacy as part of his ongoing therapy.

Although patient-volunteers may have come to Fairlawn for services in any one of the hospital's specialty programs (i.e., spinal cord injury, orthopedics, oncology), a good number of them are head injured patients. "Their skills have so completely changed. We need an assessment in a real-life situation to see what they are capable of and what strategies we can implement to develop their capabilities," says the Director of Vocational Counseling.

Such was the case with 41 year-old Gus. On July 4, 1988, Gus set out to do a good deed and ended up in a coma at the University of Massachusetts Medical Center (Worcester, MA). When a fight broke out at the holiday barbecue he was attending, Gus tried to quell the disturbance and was hit on the head with a baseball bat. After six weeks at U-Mass, where he had brain surgery, and six weeks as an inpatient at Fairlawn, the young social worker began out-patient therapy and opted to volunteer two days a week.

When his treatment team decided he was ready to start working on pre-vocational activities, they provided his vocational counselor with a list of skills he was working on in therapy that would be

Mary R. Herman-Cappoli, Publicist at Fairlawn Rehabilitation Hospital in Worcester, Massachusetts. As publicist for the hospital she worked with the patient volunteer program, including work with a brain-injured patient who was formerly employed as a newspaper reporter. She was impressed with the success of this client-volunteer program and its benefits to the organization and the individual. She has a BA in English and Secondary Education from Assumption College in Worcester, MA.

appropriate for carryover into a volunteer site. That information, combined with Gus's work goals and how his disability might impact those goals, was used to match him with a volunteer position.

Because his injury had left him unable to concentrate on specific tasks, he was assigned to sort and deliver hospital mail. "Volunteering helped me to learn how to prioritize again—to know what should be done first, what can wait, and so on," explained Gus.

FEW DIFFERENCES

There are few differences in the program followed by patient volunteers and that of community volunteers. One difference is that in order to assess progress, each patient-volunteer has a site supervisor. Initially the supervisor is a vocational counselor and/or other rehab professional who assesses the physical suitability of the site environment (i.e., safety, adaptive equipment needs). The supervisor evaluates how the volunteer is progressing. Gradually, another hospital volunteer may take on that supervisory role.

This was the process followed with Gus. After monitoring his volunteer performance, his vocational counselor determined he needed to work on his tendency to ramble on in conversation, something that would cause problems in a real-life work situation. The counselor then trained another community volunteer to cue Gus whenever he lapsed into rambling; eventually the behavior decreased considerably.

"In that way other volunteers are supports for patient-volunteers," said the Director of Volunteers, noting that the interaction extends beyond the monitoring situation. In addition to the pragmatic piece of the program, the social piece is one of the most important, she said.

"The patient-volunteer, who in many cases has spent an extended period of time in a medical environment, now has an opportunity to interact with other volunteers on a social level. They chat in the volunteer office, meet for lunch, talk over coffee. That social aspect brings the patient-volunteer back into the world again in a nonthreatening way," she said.

Nineteen year-old Hope would attest to that. Involved in an accident with a trac-

tor trailer truck when she was returning to college after a Thanksgiving Day Weekend (1990), she underwent brain surgery and then spent six weeks at Fairlawn.

Once able to divide her time between formal therapy and volunteering, Hope began helping out in several hospital departments. "Volunteering really enhanced my communication skills. Immediately following my accident I had a hard time communicating with others. Now I'm able to talk with many people," she said.

TEAM EFFORT

Throughout the process all participating parties, including the patient-volunteer, meet regularly to discuss questions, concerns and the treatment plan.

"It is a very open relationship," says the Director of Volunteers. "The volunteer knows what skills he's working on and that we're here for support. That way there are no surprises—the volunteer has a purpose and is closely involved with his/her own treatment plan."

It is that team effort which makes the program successful. "All our volunteers act as a support system for the hospital. Yet, in the case of patient-volunteers, by accepting the added responsibility of overseeing a patient-volunteer, the staff is reciprocating with their own support. The bottom line is that no matter how good people are, the program would not be flourishing if not for the cooperation of the hospital staff and administration," she said.

The only other difference between Fairlawn's community volunteer program and the patient-volunteer comes when the patient-volunteer has met his pre-established rehabilitation goals. When formal therapy stops, the patient-volunteer then has some choices to make; they may include returning to work, school, or continuing with the volunteer role. Ultimately, the decision depends on what the patient wants to do to ensure continued therapeutic gains.

For Gus, the decision was to return to work. A year and a half after his accident, he returned on a part-time basis to his former position as a social worker in his hometown's Welfare Office.

Hope has just taken the first steps toward her goal, returning to college full-time. She recently went back to school on a part-time basis and is working at the fast-food restaurant where she worked prior to her accident.

She may opt to return to studying computer science, but there's also a hint that her experience at Fairlawn may be influencing her career choice. "When I first woke up, I didn't want to be here in the hospital. Now I realize what Fairlawn has done for me. Maybe as a volunteer I can do something for other people," she said, adding that she just might look into studying occupational therapy.

While Hope and Gus have chosen to pursue some of the same goals they used to have, other patient-volunteers choose other paths.

George, after completing outpatient therapy at Fairlawn, with assistance from his rehab treatment team, chose to continue his pharmacy volunteer position at an acute care hospital closer to his parents' home—a decision he hopes will bring him one step closer to completing his pharmacy degree.

The program's success, therefore, is not measured by the percentage of people who return to work but by the percentage who have met their needs for fulfillment and productivity. According to program coordinators, that percentage is very high.

"A lot of people who are disabled and would not be able to return to work in a competitive situation really make a commitment of time to volunteer here and get what we would normally get from work," says the Director of Vocational Counseling. "Some feel this is their job, and they don't want to have to move beyond here."

"Volunteering gives them a sense of worth and an opportunity for socialization," she added. "These people have lost their working peer group, and in some cases their friends, because they are not the same people they were. Volunteering helps them to regain that sense of belonging to a group."

The Director of Volunteers agrees with her colleague. "When patient-volunteers

first came into my office, they are very worried and scared. Over the months I see an ease and a comfortableness that comes from their accepting where they are and being able to deal with it in an appropriate manner. They're really contributing to the world."

An example of that is 80 year-old volunteer Leo who came to the hospital three years ago after a stroke left him unable to walk or talk. Today, according to his wife Arlene, who also volunteers at Fairlawn, Leo talks incessantly and is able to walk throughout the hospital delivering mail. Leo says, "I owed Fairlawn more than I could repay." Leo's willingness to share his experience with other stroke patients is an invaluable service for Fairlawn.

As he goes about his volunteer work, Leo, like other patient volunteers, falls into conversation with current patients. According to the Director of Volunteers, "He's able to say, 'I once was where you are now, but look where I am today.'"

Another volunteer who is able to relate to patients on that level is Chris, a young paraplegic who volunteers as a "friendly visitor" through Fairlawn's Chaplaincy office. During his afternoon visits with patients, some of whom like Chris are spinal cord injured, he acts as both a resource and a sounding board. According to the Chaplain, "Chris has a particular sense as to what disability means—both physically and emotionally—so he can truly hear patients' concerns. Besides being helpful on a practical level, he validates their personal experience."

For Fairlawn's staff, patient-volunteers are a daily reminder of the strength of the human spirit and what an excellent rehabilitation program can do to enhance recovery. To have a hand in that recovery is the most uplifting of experiences. "No matter what our professional role in the hospital, it is wonderful to see the progress patients make while at Fairlawn. For those people to make the active decision to volunteer in the place that helped them to survive says so much," according to the Director of Volunteers.

The author wishes to acknowledge Barbara Engwall, Director of Volunteer Services and Linda LaBarge, Director of Vocational Counseling for their contributions to this article.

The Effect of Voluntary Service on Adolescent Attitudes Toward Learning

Laurel Dean and Shelley W. Murdock

SERVICE VOLUNTEERING AND LEARNING

In a nationwide poll commissioned by the American Association of University Women¹ the data indicated that all students' enthusiasm for math and science is greatest in the elementary years, and drops precipitously as they get older. By high school, 52 percent of boys think they would enjoy being a scientist, but only 29 percent of girls think they would. Because of these trends we designed a study to provide information on motivating youth in science learning.

The purpose of the study was to examine the effect of voluntary service leadership on a student's motivation to learn. Science was chosen as the topic to be taught using adolescent minorities and females as teachers. The students selected for the project would be teaching science to younger children.

SOCIAL RELATIONS AND LEARNING

Simpson and Galbo² propose that the interaction comprising the student/teacher relationship is the primary instrument for school learning. They propose that the interaction is more than simply a factor in enhancing learning. They propose that interaction is central to the learning process. Simpson and Galbo's hypothesis is that human interaction is a critical factor in the cognitive development and subsequent academic achievement of children.

This interaction is defined as all manner of behavior in which individuals and groups act upon each other. Furthermore, Krappmann³ indicated that children's capacities develop best when the active contribution they make is accepted and the reactions between partners are reciprocal.

THE MODEL

The study we developed in 1991 involved fourteen 7th grade students as instructors in science. The questions the study was designed to address were: 1) will serving as a volunteer instructor enhance the adolescents' motivation to learn and affect their attitude toward science? and 2) what effect, if any, do the social interchanges among the students, the science teachers, and other adults have on the students' achievement in science?

PARTICIPANTS IN THE STUDY

Adolescent participants

Students from Pittsburg School District's English as a Second Language Bilingual middle school were selected for this study. At the middle school, 15% of the student body was limited English speaking or non English speaking. Their student population of 821 was 30% Caucasian, 28% Hispanic, 28% Black and 6% Filipino, 7% Asian, and 1% American Indian. About 31% of the students from the middle school were from single parent families.

Twenty-one adolescents entering 7th grade were originally invited to participate in the project. These teens were identified by the school counselor and included an ethnically diverse group of 11 females and 10 males with a wide spread of grade point averages. Each student was mailed a personalized letter informing the student of his/her nomination to the program by the middle school counselor. Each student was invited to a meeting to learn more about the project before making a decision to participate further. Additionally, all nominated students were telephoned and encouraged to attend.

Laurel Dean, a California Extension 4-H Youth Development Specialist and member of the Applied Behavioral Science Department. She has worked in various capacities with 4-H in Minnesota, Oregon, and South Dakota. She has her Ph.D.

Shelley W. Murdock, Youth Development Advisor for the University of California Cooperative Extension. Her educational background is in nutrition education. She currently works with 850 adult and teen volunteers.

Of the 21 adolescents invited, six moved and three declined the invitation. The twelve remaining adolescents included 6 females (2 Latino, 2 White, 1 Asian and 1 African-American) and 6 males (2 Latino and 4 African-American). An additional two Latino females requested and received permission for inclusion after the project had started bringing the total to fourteen. Grade point averages for the adolescents ranged from a .85 to 3.76 with a median of 2.42.

Adult Participants

Staff from the middle school included a first year and 6th year science teachers, (male), a third year science teacher and a school counselor (female). The study was designed by staff from the University of California Cooperative Extension and included a female 4-H Youth Development Advisor and a female 4-H Youth Development Specialist.

Of these adults, the first year science teacher and the two University of California faculty had the most interaction with the adolescents. The first year science teacher accepted responsibility for developing and coaching the adolescents in the science lessons to be presented to 5th graders. He also coached the adolescents in teaching strategies and styles. The 4-H Youth Development faculty worked with the adolescents on team building, teaching methods, and working with younger children. Each of these opportunities was designed to build the youth's leadership skills and confidence to prepare them to teach fifth grade students' science.

PREPARATION FOR TEACHING ROLES

A series of workshops were held to prepare youth to be volunteer science instructors of younger children. The first training opportunity for the middle school participants was a one day workshop in August 1990. The students were invited to the School District office to learn about the project, the science lessons they might teach, what their commitment would be if they decided to volunteer, and to enjoy pizza and soft drinks.

Six youth were able to attend the first workshop. The science lessons, to which the youth were exposed as ones they

might teach, were presented by exuberant high school youth, from another county, who had been trained to teach a specific science curricula. At the end of the day, the middle school participants were asked if they wished to make a one-year commitment to be an instructor. Even though the extent of the commitment was tentative at that time, all attending youth signed on.

In October, the middle school youth were invited to attend a one-day science education workshop for adult and teen volunteers. Twelve students and one of their parents traveled to Laney Community College in Oakland and spent the day learning science activities. These youth then presented science "mysteries" to elementary school parents in October. These science learning activities were done to alert parents that these same adolescents would be teaching science to their 5th grade students at that elementary school. The 5th grade parents were exposed to some of the concepts their children would be learning through the various interactive science lessons the adolescents presented.

During this time, the time commitments of the youth were defined. They included staying after school for 1 and 1/2 hours each week for the training sessions and missing school three 1/2 days over a period of a month and a half. This would require them to do makeup assignments and work closely with the teachers of the classes they would miss. Again 100% of the youth committed themselves to the project.

In January, regular training of these adolescents to prepare them for teaching 5th grade science lessons began with a half day workshop at the school. This was scheduled on a day when school ended at noon. The youth could have had the afternoon free, but chose to be at the workshop. The objectives of the first half day workshop were to 1) begin to develop a team out of the adolescents involved, 2) clarify the roles and the expectations of the youth and the adults involved, 3) begin to provide the youth with information and build skills in teaching methods, 4) provide opportunity for interaction and answering of questions related to the study.

The first workshop included activities in topic areas such as communication, conflict resolution, how to work with children, and how to make an oral presentation. The remaining sessions with the adolescents occurred after school one afternoon a week and included team building, cross age tutoring methods, and science curricula.

Following the general educational methods trainings, the science teacher devised three science lessons for the adolescents to teach to the 5th grade students. The three lessons were in the topic areas of taxonomy, physiology, and physics. At the after school meetings the adolescents either practiced the science lesson they would be teaching the following week or discussed and evaluated the lesson they had just taught to the 5th grade students.

ADULT AND ADOLESCENT INTERACTION

Based on the hypothesis of Simpson and Galbo, the project was designed to have adults become partners with adolescents. Adults participated in all the team building games as participants, not leaders. When not modeling the lessons, they participated as did the youth. When the teens led an activity, the adults followed and did not offer help unless asked or until time to critique. The students responded positively to participating with adults on an equal basis.

Adolescents seemed to enjoy team "rituals" led by the science teacher. Prior to each teaching session he led them all in a *repeat after me chant*. He would call out such things as, "As a teen instructor, I promise to not give the kids the answers." The teens would repeat this in segments. In addition to humorously making a point about their teaching, it seemed to dispel the nervousness felt by some of the adolescents.

EVALUATION

We received some unsolicited feedback from the school counselor, the parents of the teenagers and some science teachers. In a single case the parent of one adolescent reported a profound change in her son. Prior to attending our training he was unmotivated, a behavior problem in

school, and not communicating with his mother. Following his selection and involvement in our program he talked excitedly for two hours straight at home. His school counselor said he used to be in the principal's office once a week for behavior problems and in the first five weeks of school he had only been referred once. The young man recently moved here from El Salvador and this program seemed to give him a connection he needed.

All the teens were capable of teaching a lesson and acting as a mature role-model regardless of their past academic achievement. They willingly came to afterschool trainings and meetings even though nothing more than graham crackers and soft drinks were provided as compensation. Other adolescents not included asked to be involved.

The adolescents enjoyed the praise offered by the fifth-grade teachers in whose classes they conducted their science lessons. It was an opportunity for the adolescents to interact positively with teachers and to be judged solely on current performance without past academic achievement being a consideration.

The adolescents also seemed to really enjoy the opportunity to work with the junior high science teacher in a non-graded, informal situation.

EXPLORING WAYS TO EVALUATE THE IMPACT OF THE PROJECT

An assessment tool to evaluate participants' behavior and/or academic change was used on a pilot-basis for this project. While data was not collected prior to beginning the program, teachers, parents, and the students were asked to report their perceptions of student behavior changes from fall to end of winter quarter. In the future, assessments will be requested before, during and following the program by the teachers, parents, and students.

The evaluation tool was based on a classroom behavior checklist used by the school psychologist to evaluate students' classroom behavior. The pilot assessment tool included many of the same positive and negative behaviors and asked teachers, parents and students to indicate if the students engaged in the behavior often,

sometimes, or never during the fall. They could also check *don't know*. Examples of the behaviors considered positive were: homework done on time; follows directions; and is attentive in class. Examples of negative behaviors were: disrupts class; is absent; and has missing homework.

The fall and winter responses were compared for each student. If a student engaged in a negative behavior less often than before, it was counted as an improvement. Similarly, if a negative behavior increased in frequency, it was counted as a regression. Conversely, if a positive behavior took place more often, it was an improvement and if less often it was a regression.

At least one teacher provided an assessment for 13 of the 14 students; and two for five of the students or a total of 18 teacher responses. Four parent evaluations and four student evaluations were received. There were three students for whom evaluations from parent, student, and at least one teacher were received.

RESULTS OF THE PILOT ASSESSMENT TOOL

According to reporting teachers, there were no changes for most students in most behaviors. That is, a student who did not disturb others in the fall, did not disturb others in the winter. Most students who had to be encouraged to do homework in the fall, had to be encouraged to do homework at the end of winter.

However, there were some changes reported more often than others. Two positive behaviors, *asks appropriate questions related to topic* and *participates in class activities* were reported as improvements six times. *Displays high levels of effort* was reported improved five times. There were six incidences of improved grades.

The most frequently reported regressions were *has missing homework* (five times); *not following directions* (five times); and *displays attention getting behaviors* (five times). There were five incidences of poorer grades. Often students who seemed to regress were reported by teachers to be in transition or having family problems. One student left the country for several months and had a difficult time catching up. Another was reported by

teachers as going through a time of increased socializing with friends to the detriment of school work. In both cases, the teachers reported the students seemed to be coming out of it.

Three of the four parents reported improvements in students' ability to follow directions. Three of the four students reported they were more attentive in class.

Two parents reported they felt the program helped boost their child's confidence and self-image. One of these students has only been in the country two years. Her mother reported improvements in all behavior areas, and attributed her daughter's improvements to the self-confidence she gained from this program. Ironically, this student was reported by a teacher as having regressed in all areas. This teacher went on to say she loved having this student in her worst class of the day as this student was very quiet. Is it possible this student is getting the message she is valued for being quiet? If so, is that why she behaves that way in this class and what would she do if she knew this teacher reported she had regressed in class participation and asking questions?

After looking at the results, we questioned whether some behaviors we initially thought as negative could perhaps be positive. For example, although we initially believed following directions to be a positive behavior, five students regressed, that is they were reported as not following directions as often in the winter as they had in the fall by the teachers. During the training these students received as science instructors, experimentation and discovery were highly rewarded. Although they learned the importance of giving and having directions followed when they were teaching 5th graders, they also encouraged discovery and experimentation. We need to collect more data on what the regression from following directions entailed to determine if this is a negative or positive result.

WHAT THE YOUTH SAID

At the completion of the pilot project the adolescents were asked other questions at their final meeting which was a time to celebrate their work and to receive certificates for their involvement. Of the

fourteen involved in the study, ten were present.

Why had they volunteered to be a teen instructor for this project? Five of the youth said they wanted to work with younger children, four liked the idea of visiting other schools and getting out of their own school, two wanted to learn more about science and one was curious and one said, "I was forced by my parents."

What did they like most about the project, what did they dislike and what would they like to see changed? Eight of the youth liked meeting other kids and 6 liked going to teach at an elementary school. Again, two liked getting out of school and one reported learning how to talk and one liked learning new experiments.

The youth were more diverse in what they disliked. Three said they disliked the fact that we did not meet more often and that the project ended too soon. Three disliked meeting after school, two said they disliked the boring speeches and games and two disliked having partners assigned. One was concerned about missing school and then catching up and one said, "I disliked it when others disrupted the sessions."

The changes the youth recommended for the project included going to more elementary schools (4), making this an elective time project (2), having funnier games (1) and meeting at night or on weekends (1). Three youth said change nothing, just do it. And one youth reported, "I would change my attitude because I get impatient with children."

Since the effect of service volunteering on the motivation to learn science was one of the questions addressed in our study, we asked the youth if they felt any differently about science as a result of their involvement in this project. Five youth said yes, one maybe and four youth

reported no change. When we asked the youth if they would participate again next year they all reported yes, they would volunteer.

IMPLICATIONS FOR FURTHER STUDY

More extensive refinement and testing of assessment tools needs to be conducted. Of particular interest will be measurements of the impact of different social interactions on the students' academic performance and/or effort in school. Base data for all student participants needs to be collected from all teachers, parents, and the students themselves prior to beginning the program. To ascertain the meaning behind responses to individual behaviors, interviews with parents, teachers, and students need to be conducted. This provides the information to refine the measurement instrument for use with larger groups in assessing the impact of a program such as this.

SUMMARY

Although indications point to some positive results of this pilot project in improving student motivation to learn, especially in science, there is not enough information to clearly identify the variables having the greatest effect. It is the opinion of the authors that the social interaction of the adults involved with the adolescents in roles of partners and coaches had a substantial affect on the student's attitudes toward science.

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AIDS, HOSPICE AND VOLUNTEERS

The Casey House Volunteer Program

A Case Study

Gloria Murrant and Steffanie Strathdee

INTRODUCTION

Casey House Hospice opened on March 1, 1988 and is Canada's only free standing hospice for people living with Acquired Immune Deficiency Syndrome (AIDS). Casey House is a thirteen bed facility nestled in a quiet residential neighborhood in downtown Toronto. The hospice is largely funded by the Ministry of Health but has a very supportive community which responds generously to fundraising efforts.

From the onset, Casey House has developed a multidisciplinary focus which incorporates volunteers as an essential ingredient. Volunteers participate in all aspects of hospice functioning such as assisting the nurses, welcoming visitors, administrative support, bereavement counseling, fundraising, and housekeeping. Casey House volunteers are fundamental to the compassionate, homelike atmosphere.

At Casey House, there are two types of volunteers, those on the Board of Directors and Board Committees, and those assisting with the provision of service. Volunteers who participate on the Board of Directors and Board Committees work directly with the Executive Director, while the front line service volunteers report to the Coordinator of Volunteers. This article will describe the volunteer program at Casey House, reviewing the ways in which it is unique and the challenges it faces.

VOLUNTEER ROLES AND STRUCTURE

Volunteers are involved in almost all aspects of Casey House Hospice. In 1990, volunteers contributed a total of 7374

hours at Casey House Hospice, which is a total of almost four full-time staff positions. Where possible, volunteers are divided into self-managing teams which meet on a monthly basis and take care of scheduling independent of the Coordinator of Volunteers. Many of the teams have volunteer team leaders who oversee scheduling and deal with daily issues. Each volunteer maintains a timesheet which is submitted monthly to the Coordinator of Volunteers. The timesheets provide both a measure of volunteer hours and a monitoring mechanism for the volunteer department to track volunteer activity.

Examples of volunteer teams are reception volunteers, volunteers who work directly with the nurses in all aspects of resident care (Support Care), grief and bereavement volunteers, volunteers who keep in touch with people on the waiting list (Outreach), volunteers who organize special events for the residents, housekeeping and maintenance volunteers ("dustbusters"), volunteers who manage the resource library and music library, volunteers who help with fundraising, a newsletter team, and many individuals who provide special services such as reading to residents, providing transportation, cutting hair, gardening, taking inventory, watering plants and bringing their pets to visit. The Coordinator of Volunteers delegates responsibilities to the volunteers in these roles, and counts on them to manage their teams.

VOLUNTEER RECRUITMENT

A policy of passive recruitment has been developed at Casey House due to

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the overwhelming number of potential volunteers who offer their services. Casey House receives an average of forty volunteer inquiries per month. Inquiries are responded to with an information package that explains the process, information about the Hospice, and an application form. When the application form is received, applicants are put on a waiting list for the next selection/orientation cycle.

New volunteers are incorporated into the program twice per year in order to maintain stability for the residents and staff and to maximize resident privacy. Each selection/orientation process incorporates thirty new volunteers into the program which satisfies the needs of the hospice without requiring active recruitment. At any given time there is a long waiting list of potential volunteers who have submitted an application. This surplus of volunteers is common within many AIDS service organizations in downtown Toronto but is not common to other hospices in the same community.

The passive recruitment strategy that results from this surplus of volunteers can be viewed in a positive light and may be interpreted as an outcome of a successful volunteer program. Passive recruitment saves staff time and advertising costs, allows for a very selective screening process, and indicates a favorable community response. It can, however, also be a potential drawback. The reality that Casey House is a popular place to volunteer creates a constant challenge in terms of recruitment and selection. The Coordinator of Volunteers must ensure that the selection process is objective and that everyone is given equal opportunity to participate. Potential volunteers are informed of the selection process, so that when they inquire they should expect to wait four or five months before an initial interview.

Moreover, by consciously adopting a passive recruitment policy the organization has unwittingly created a very homogenous group of volunteers, and is faced with the challenge of how to allow for diversification. At the time of writing there are 117 active volunteers, forty-nine (41.9%) women and sixty-eight men

(58.1%). Of the women, forty-four (89.7%) are heterosexual and five (10.3%) are lesbian. Of the men, nine (13.2%) are heterosexual and fifty-nine (86.8%) are gay. Given that most of our residents are gay/bisexual men, it is not surprising that a large proportion of Casey House volunteers come from the city's gay community.

Casey House volunteers are also a homogenous group with respect to race and ethnicity. Although there is some ethnic diversity, the volunteers are largely of European origin, and there are currently only two people of color who are Casey House volunteers. Since demographic information of the volunteers has only been documented in the past year, it is not possible to provide historical statistical information.

VOLUNTEER SELECTION

Volunteers submitting completed questionnaires are invited to Casey House for an interview with the Coordinator of Volunteers. Potential volunteers are screened carefully and questioned about rigidity of their beliefs concerning spiritual issues, homosexuality and values in general. In addition to inquiries regarding their commitment and availability, individuals are asked about losses in their lives, how they deal with stress, the extent of their personal support systems, self awareness, their expectations, and their knowledge of Human Immunodeficiency Virus (HIV)/AIDS. From the shared experience in the last three and a half years it has become clear what type of people function most successfully as Casey House volunteers. Effective volunteers are those who are caring, nonjudgemental, flexible, self-directed, possess good communications skills, are gay/lesbian affirmative, and self aware. New volunteers should not be dealing with unresolved grief or other personal issues, should have a sense of humor, and have time and space in their lives to commit to Casey House for at least one year.

A few examples of volunteers who are not considered appropriate are people recently awakened to their homosexuality, and people who have recently experienced major losses or changes in their lives. Since twenty-five to fifty percent

more people are interviewed than can be accommodated, the challenge is to redirect those people who might be more appropriate in other agencies and to be clear and honest about why Casey House might not be the right place for them at this time. During the interview the Coordinator of Volunteers explores these issues with the potential volunteer, and together they make decisions about the appropriateness of the volunteer placement.

The issue of losses is much more difficult. At one point, Casey House had a strict policy that anyone who had lost someone close to them should have to wait fourteen months before volunteering. This was to allow people time for grieving around the one year anniversary date of their loss, and to encourage them to take care of themselves before they began taking care of others. In AIDS this presents a dilemma because so many people from the same communities are dying that many individuals have experienced multiple losses. In response to this dilemma, a less rigid approach has been taken. Since only half of the volunteers are involved directly in resident care, it is possible to involve people in hospice work with varying levels of resident contact. Now, people are encouraged to wait an appropriate amount of time, as agreed together with the Coordinator of Volunteers, before volunteering at Casey House. Each situation is evaluated on an individual basis.

One example of a situation where a potential volunteer was not deemed appropriate for volunteer work was a woman who was caregiving at home for her husband who was in the terminal stages of cancer. She wanted to be a Support Care volunteer at Casey House as a way of learning about palliative care and obtaining support for herself as a caregiver. Her needs were so great that she would be more appropriate as a client than as a volunteer. After some frank, supportive discussion she realized volunteering at Casey House was not the most appropriate way to work through her issues, and she was referred elsewhere.

Another example is of a gay man whose lover had died at Casey House two years ago, and who not only had AIDS

himself but had been caring for friends with AIDS. He applied to be a volunteer but made it clear he did not want resident contact but would prefer some administrative type of position. He wanted to volunteer at Casey House because of the contribution the hospice had made to his life and his community. During his interview with the Coordinator of Volunteers it was decided that he would be best suited to volunteer in a part of the building separate from the residential floor.

ORIENTATION AND TRAINING

Volunteer Training is an ongoing process at Casey House. The initial orientation occurs only twice per year and involves twenty hours over a weekend period. Staff and experienced volunteers get to know each other and facilitate sessions on communication skills, bereavement issues, AIDS information, infection control, the history of Casey House, hospice philosophy, confidentiality, and the volunteer experience.

The orientation weekend is mandatory for volunteers in all departments of the Hospice and is only the first step. After the orientation weekend, volunteers attend practical skills sessions specific to the department they have been assigned to, and complete their first three shifts with the same experienced volunteer. This teaming of new volunteer and experienced volunteer helps to build the confidence of the new volunteers and serves as an informal buddy system. New volunteers are encouraged to contact their buddy if they have questions or need to discuss an issue surrounding their shift.

In the past there has been discussion about extending the volunteer orientation over a series of weeks as opposed to an intensive twenty hour weekend. An extended initial training period would give people more time to integrate the new information. However, when volunteers are asked to evaluate the orientation weekend the response is favorable. Comments have indicated that the orientation was very moving, concise, worthwhile, and reinforced their initial commitment. All of the sessions during the orientation weekend are of equal importance, and they build on each other. The weekend

serves as a team-building mechanism and is effective in screening out less committed volunteers. Thus, it is generally considered that those volunteers who cannot set aside one weekend as part of their commitment are unsuitable.

The training process at Casey House has evolved over the past three years to include suggestions made by the volunteers themselves. For example, the order in which the workshops are presented at the orientation weekend has changed. A panel of experienced volunteers who share their experiences with the new team has been included. There are also more communication exercises.

VOLUNTEER SUPPORT

As a hospice, Casey House is committed to care for the caregiver, in addition to care for the resident. Support systems for staff members have been in place since the opening of Casey House, but support systems for volunteers were not immediately recognized as a priority. In recent years, however, support for volunteers has been identified as the number one ingredient that keeps volunteers involved in the Casey House volunteer program.

In January 1988, the very first Casey House volunteer orientation, twenty volunteers were trained, and three years later in January 1991, seven of those volunteers were still active. Of a group of twenty-four volunteers trained in October 1989, twelve (50%) are still active on their second anniversary. More recently, in June 1990 a group of twenty-one volunteers were trained and at the one year mark, June 1991, all twenty-one (100%) were still active. Finally in October 1990, twenty-four volunteers were trained and in October 1991, nineteen are still active. To date, there have been ten orientation weekends.

The key supports in place for volunteers are monthly meetings, Volunteer Days, a three month follow-up meeting after each initial orientation, yearly evaluations, an open door policy with the Coordinator of Volunteers, a Volunteer Appreciation Party, and a subsidy for six massages per year. Volunteers are also invited to access the Casey House counselling team, pastoral counselor, and bereavement program.

The volunteers are divided into teams and each team meets on a monthly basis. The meetings serve as a communication mechanism to keep in touch, problem solve and provide an opportunity for ongoing training. Minutes are kept and mailed out to all team members.

Another support in place for Casey House volunteers are Volunteer Days. Volunteer Days are held three or four times per year with an outside facilitator other than the Coordinator of Volunteers. They are full day sessions open to all volunteers as an opportunity to meet volunteers from other teams, share the experiences of working at the hospice, and solve common problems.

Three months after their initial orientation weekend, the new group of volunteers meets again with the Coordinator. At this meeting they share the excitement and disappointments of the first three months, reacquaint themselves, reflect, and set some goals for the rest of the year. This meeting typically takes the form of an informal potluck dinner with some structured activity and some informal social time.

At the one year anniversary of this orientation date, each volunteer meets formally with the Coordinator of Volunteers to review the year, such as the personal goals set at the three month follow-up meeting, renew their commitment to the hospice, reflect on their goals for the upcoming year, and to decide if there are any new areas of the hospice they would like to be involved in. At this point, they also receive their Casey House mugs, a very important tradition. Casey House mugs have become prized possessions and are only available to volunteers as an appreciation after one year of service. Staff are unable to purchase them, and they are unavailable to the public. The yearly meeting with the Coordinator and the receiving of the mug have fondly become known as "muggings," and are an important acknowledgment of the contribution of each volunteer.

Each year during Canada's Volunteer Recognition Week, a Volunteer Appreciation Party is held in honor of the Casey House volunteers. At this party are the annual presentation of the "Wacky

Awards," awards presented to volunteers on the basis of their endearing qualities or unusual events. Casey House does not present awards on the basis of the number of volunteer hours, or the "best" volunteers because the contributions of each volunteer are equally respected. For example, the volunteers themselves decided not to enter any individual Casey House volunteer into the provincial Volunteer Award competition. They believe strongly that each volunteer contributes what they are able and they do not want to create a competitive environment which may lead to burnout or less teamwork. The "Wacky Awards" are a way of honoring volunteers for their individuality, and the unique contributions they make to the hospice.

The most essential and important forms of support, however, are the open door policy of the Coordinator of Volunteers and the constant barrage of both written and verbal thank-yous. It is important that the Coordinator of Volunteers is accessible, and that all staff contribute to the positive feedback that volunteers receive on a continuing basis for their efforts.

CHALLENGES IN THE VOLUNTEER PROGRAM

Ninety percent of people applying to volunteer at Casey House want to be Support Care volunteers. The number of volunteers who are placed in that department is limited for the sake of the residents' comfort and confidentiality, in addition to space limitations. As a result, some volunteers feel that being a Support Care volunteer is the number one position and all other positions are less important. Casey House does not foster this perception, in fact quite the opposite view is held. The staff at Casey House functions as an interdisciplinary team and knows from experience that sometimes a non-nursing staff person, such as someone working in housekeeping or security can be the person who connects most closely with a resident. Each member of the team is equally important.

There are some notable dynamics surrounding staff/volunteer relationships at Casey House. For example, the role of Support Care volunteer, allows individuals an opportunity to have a significant

involvement in resident care. They assist nurses in bathing, changing dressings, feeding, along with other aspects of resident care that are not legislated nursing responsibilities. At times it may be difficult for nurses, particularly those that have come directly from more traditional medical settings, to adjust to the role of the volunteer in hospice. They are uncomfortable about involving a volunteer in resident care, and may be willing to ask a volunteer to clean a tub or stock the linen cupboard but not to attend to an incontinent resident. This attitude can cause tensions between volunteers and staff.

Volunteers learn very quickly which nursing staff are open to their involvement, and which nursing staff are less comfortable using their services. They are trained that part of their role is to educate staff about the role of the volunteer, and to demonstrate their effectiveness through their work with the residents. Generally, however, nursing staff and Support Care volunteers develop strong relationships and work well together. The essence of successful staff/volunteer interactions are the personal relationships that develop. To ease potential tensions, there is a nursing/volunteer liaison staff person who meets with the Coordinator of Volunteers to facilitate smooth relations between the two groups.

In other cases, staff may feel guilty about asking volunteers to work. For example, housekeeping staff have not been comfortable assigning tasks to "dustbusting" volunteers, whose specific role is to assist in the upkeep of the hospice. As a result, "dustbusting" volunteers have tended to have a shorter retention rate at the hospice than other teams, and after interviewing a few of the these volunteers it became apparent that they did not feel needed. Consequently, we have incorporated a volunteer team leader who works with the housekeeping staff to educate them about the role of volunteers and to ensure that "dustbusters" are well utilized by fostering good communication with housekeeping staff.

Nurses applying to volunteer in Support Care have always been an interesting consideration during screening. In one instance, Jane (not her real name) recently

graduated from nursing school, had just been hired in her first full-time nursing job and applied to be a Support Care volunteer. During the screening process she was questioned about how well she would be able to separate her role as a Registered Nurse who makes decisions all day long about patients' health care needs in a hospital, from her role as a volunteer where she would be somewhat restricted in terms of decision making in terms of resident care. She was sure that the separation would be very easy, and indeed would even be a welcome break from the responsibilities of her job.

After a few short months as a volunteer, however, Jane disappeared. Her name was not on the schedule and at the end of each month there was no time sheet from her. The Coordinator of Volunteers contacted her and when they met, Jane explained her feelings. At work she was very task oriented with patients, made decisions, and was the person in power. At Casey House she felt her "wheels spinning." She would come to do a Support Care shift, feel out of control, and not be able to take on the less task oriented role of a volunteer in palliative care. The role separation was simply not possible for her. After a follow-up phone call, Jane met with the Coordinator of Volunteers and was reassigned to another volunteer team at Casey House, where she found a much more satisfactory arrangement.

Another difficult situation occurs when the potential volunteer has been recently awakened to their homosexuality. In this instance it is not uncommon for individuals to view Casey House as an environment where they can gain support and assistance with the process of self acceptance. Leonard (not his real name) had recently moved to Toronto in an attempt to live an openly gay lifestyle. He wanted to be with people who would facilitate that process, and to whom he could talk to about the daily issues he was confronted with. During his interview, the Coordinator of Volunteers indicated that Casey House may not be the best environment to serve that purpose. Volunteers are most effective when they have a strong self image, and are not in the midst of significant personal issues.

More recently, a difficulty arose relating to resident confidentiality. During the volunteer orientation weekend, there is a session on confidentiality. Volunteers sign an oath of confidentiality and are informed that a breach of the oath can lead to their dismissal. Confidentiality extends to other volunteers as well as to resident care information. John (not his real name) called in to a radio talk show and identified himself as a Casey House volunteer. He then proceeded to tell the story of one of the Casey House residents. No names were mentioned, so he assumed he was not breaking any codes of confidentiality. The details of the story, however, were so specific that any member of the Casey House community or the residents' network who heard the story recognized the family immediately. John was asked to leave the program.

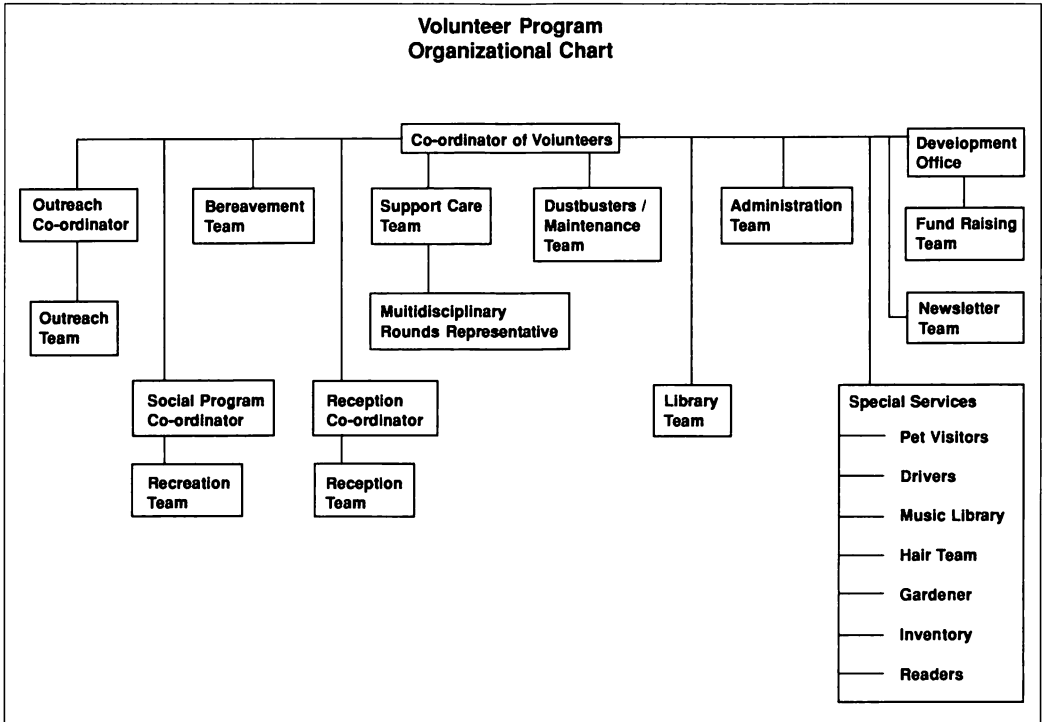
FUTURE INITIATIVES

Since there is a limit to the number of volunteers that can be incorporated into the volunteer program, there is little room for growth and expansion. It is possible that new areas could open up that would involve one or two volunteers, for example, art lessons for residents or other special resident-based services.

Currently, however, Casey House is exploring the possibility of offering a home hospice program, which would facilitate services to potential residents on the Casey House waiting list. Such an initiative would provide a new avenue for volunteer involvement at Casey House, and would require development of an appropriate orientation process and support mechanisms. Volunteers working in a person's home have very different needs than volunteers working within an organization where staff support is always available. Currently the Outreach volunteers maintain contact with potential residents on the Casey House waiting list. Over the last three years, the experiences of the Outreach volunteers and the fact that 150 people have died while waiting to be admitted to Casey House have emphasized the need for a home hospice program. Casey House could draw on the experiences of Outreach volunteers in addition to other AIDS service organizations in order to develop the new program.

Due to the fact that Casey House is a unique environment, the volunteer department is in the process of developing research methods to track cohorts of volunteers from the time of their application through to the time of their departure. One objective of this study is to learn about the motivations for involvement. Forms filled out at application, at the three month follow-up meeting, at the

yearly meeting and at departure ask volunteers to consider why they wanted to volunteer at Casey House, to reflect on their experience and think about what has kept them active as a volunteer. This information will prove invaluable for understanding volunteer motivations and responding to their needs in order to maintain a stable, effective volunteer program.



RETIRING THE VOLUNTEER: Facing Reality When Service is No Longer Possible

Ann Cook, MPA

Most directors of volunteer programs are comfortable with the recruitment and orientation of potential volunteers. It is exciting to create meaningful opportunities for service and emotionally rewarding when the volunteers' experience is mutually beneficial. The picture becomes more clouded, however, when the volunteer is no longer able to provide the required services. Although a variety of problems could suggest the need for termination, the responsibility for this decision is not an easy one to shoulder. The difficulty of this issue, for both volunteers and volunteer managers was underscored in a retirement/termination survey conducted nationwide among Foster Grandparent Programs.

SURVEY RESULTS

Twenty-three Foster Grandparent Programs representing rural and urban communities throughout the United States responded to a questionnaire which assessed volunteer termination issues. Using a 10 point scale, project directors were asked to score the difficulty of volunteer retirement or termination. The questionnaire also assessed whether the volunteers wanted to retire from service, whether a retirement or termination plan existed, and whether the volunteer director admitted to a delay in coping with the issue. The results of the survey validated the degree of difficulty involved in the decision to terminate a volunteer. A score of 8 or above denoted retirement/termination as a "difficult or very difficult issue"; 82% of the respondents indicated that the retirement or termination of volunteers registered in that category. None of the respondents found termination to be a "very easy" task and 73% of the vol-

unteer directors indicated that the volunteers did not want to withdraw from service. Over 60% of the volunteer directors indicated a delay in dealing with the issue and the vast majority, 73% of the respondents, did not have a comprehensive retirement or termination plan to help assist in this endeavor. Since Foster Grandparent Programs recruit volunteers who are over 60 years of age, it is probably not surprising that health concerns forced the need for retirement or termination. 86% of the respondents indicated that health issues were usually the cause of sub-standard performance.

ORGANIZATIONAL VARIABLES

It is important to note that, because the Foster Grandparent Program operates under specific federal legislation, there are many regulations which define the services provided by volunteers. Careful attention is given to program infrastructure. These volunteer programs are required to develop personnel policies, recruitment protocols and training components. Volunteers are required to have job descriptions; memorandums of understanding are developed for every agency receiving volunteer services. As a result, Foster Grandparent Programs can often demonstrate a well evolved form of volunteer management. If these programs, which have the experience of developing specific volunteer personnel policies, still encounter difficulties in the termination of volunteers, it is safe to assume that other volunteer efforts face similar difficulties.

UNDERSTANDING THE PROBLEM

There are a variety of reasons why the termination of volunteers remains a difficult management issue. Termination is

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challenging for the non-volunteer segment of society and so much needed information from other sectors has been largely unavailable. When dealing with older volunteers, a more positive term such as "retirement" is sometimes used by volunteer managers. This term is seen as less aversive and helps the volunteer director avoid some of the specificity in describing why the action is necessary. However, although retirement has been considered the major normative event for the second half of life, it is an area excluded from most personnel policies (Ekerdt, 1989). Furthermore, the Age Discrimination in Employment Act has clarified the "voluntary" nature of retirement and has helped to create employee sensitivity to that issue. Even though volunteers realize that they are not employed, they are more aware of retirement versus termination issues. That awareness is underscored by the fact that claims of age discrimination filed with the EEOC, on a percentage basis, have been increasing in the last few years at a rate faster than those for sex and race discrimination (Eglit, 1989).

If, because of health concerns, an older volunteer is unable to provide the required services, is the volunteer retired or terminated?

When termination is clearly the desired outcome, it may be very difficult for the volunteer manager to prove that a volunteer is unable to adequately serve. The functional criteria to evaluate an employee's ability to perform given work is often lacking. This oversight is even more common in volunteer management. Even when clear personnel policies are in evidence, volunteers sometimes exist outside the formal framework of the organization's structure. As a result, there may be great variability in the standards of performance required of volunteers. Some agencies have developed volunteer handbooks, training protocols and specific job descriptions. There exists evaluative criteria to help examine the services provided by volunteers. Other organizations have a more flexible posture and have few qualifiers for service and little means of analyzing standards of performance. There is sometimes the notion that volunteers have to be appreciated and not over-regulated.

It is not unusual to hear a volunteer comment: "Well they can't really fire me, you know. I'm just a volunteer!" If an agency does not have a carefully developed orientation and training program for volunteers, the likelihood of a consistent, well formulated termination plan is reduced.

THE NEED FOR INTERVENTION

The lack of termination protocols can create serious difficulties for everyone concerned. A project manager might find it increasingly difficult to address performance issues with volunteers who are experiencing difficulties. It is hard to justify a "murky orientation/cut-throat termination" procedure. When the rules are not clear at the outset, enforcement may be nearly impossible. Volunteer managers need to develop clear and comprehensive personnel protocols which define tasks and stipulate issues such as leave of absence, speculative replacement jobs and readmittance to the volunteer program. Those expectations are a component in the overall orientation training provided to the volunteer. Volunteers have a right to expect that fair practices are implemented and that decisions are made on the basis of objective and substantiated information.

This situation underscores the importance of a personnel continuum. Volunteer handbooks which clarify all program protocols are an essential requirement. Each volunteer's personnel file should minimally include a signed application form, a job description, an annual appraisal and a statement indicating acceptance of the personnel regulations. It is also important to develop a specific protocol to follow when the retirement of a volunteer is imminent. If this accumulation of data is to be meaningful, it is important to include specific feedback from all those who come into contact with the volunteer.

Although it is not feasible to evaluate a volunteer's performance or make a decision regarding termination without input from the staff receiving the volunteer support, volunteer program managers often cite difficulties in receiving honest feedback. Personnel appraisal can be particularly discomfiting because of the technical difficulties, the guilt associated with

power and the responsibility of subjective evaluation procedures (Nalbandian, 1981). When those concerns are added to the functional difficulties of adequately determining job standards and the inadequacies common in orientation protocols, it is easy to understand why volunteer managers postpone resolving termination issues. It is also easy to understand why those receiving volunteer assistance are unwilling to be the "bad guys" and provide the information which forces the termination of a volunteer.

An Assessment Index (which is provided) is particularly helpful when an intervention is needed. The form is based on the required criteria for serving as a volunteer Foster Grandparent or Senior Companion. In those programs some of the essential criteria include: a four hour per day service schedule, the ability to follow a care plan and the willingness to accept supervision. Other volunteer programs can adapt the form to the specific requirements which shape volunteer activities. For a hospital volunteer, criteria might include the ability to follow protocols established for handwashing or for infectious disease control. It is important to be clear about the non-negotiable elements of volunteer service and to be able to explain those elements to the volunteers and to the staff receiving the volunteer assistance. When an assessment index is shared with the staff supervising the volunteers, it is possible to obtain the necessary specificity to understand and document the need for intervention. It is also possible to help clarify whether the volunteer might still be able to serve, but in a different capacity.

This form is an addition to, but not a replacement of the annual performance

appraisal. It is not unusual for problems to develop some months after an annual appraisal is performed. In such cases, it is not advantageous to delay resolving the issue until the next scheduled performance appraisal.

SUMMARY

It is a disservice to all parties concerned when problems in volunteer service are ignored. Volunteerism has become increasingly important and respected in today's society. Volunteer managers frequently underscore the professional quality of the services available through volunteerism. That emphasis on professionalism demands a respect for personnel protocols. Volunteer programs cannot float in a nether world where accountability does not apply. The values, ethics and integrity of the program director and the volunteer are at stake. The termination of volunteers is a part of the ethical responsibility which volunteer managers must shoulder. It is a process which begins with the initial orientation of the volunteer and continues throughout the volunteer process.

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ASSESSMENT INDEX

Abilities Required of Volunteers	Yes	No
1. Does the volunteer serve the required hours?	_____	_____
2. Does the service follow program regulations?	_____	_____
3. Does the volunteer follow a job description?	_____	_____
4. Does the volunteer relate to assigned clientele?	_____	_____
5. Have volunteer work habits changed significantly in the past six months? Changes noted: _____ _____	_____	_____
6. Has the rate of absenteeism increased in the past six months? List approximate # of days missed: _____	_____	_____
7. Are there safety issues which could be of concern, i.e., falling down, confusion, etc.	_____	_____
8. Do the staff report difficulty in supervising the volunteer?	_____	_____
9. Has there been increased conflict with volunteer station staff or others? List problems: _____ _____	_____	_____
10. Is it realistic to discuss a different placement?	_____	_____
11. Is the volunteer aware of the problems?	_____	_____
12. Have volunteer complaints increased?	_____	_____
Summary of findings: _____ _____ _____		

Corporate Volunteer Recognition Campaign

Phoebe McLelland

Recognition of volunteers is a collective challenge to each and every manager of volunteers. To support, enhance, and add a special touch to volunteer recognition, the Corporate Volunteer Committee of the Central Volunteer Bureau of Ottawa-Carleton initiated the Corporate Recognition Campaign. The purpose of this campaign is to encourage employers to recognize volunteers who are their employees. This is accomplished through a process developed by the Corporate Volunteer Committee.

BACKGROUND

The committee grew from its beginning stage as a Task Force of the Training and Education Committee of the Central Volunteer Bureau. The Task Force was established in March 1989 following a panel workshop held January 13, 1989 by the Advanced Education group of managers of volunteers in Ottawa and the surrounding area. Three panelists, representing the Ottawa-Carleton Board of Trade, business, and government was asked to prepare a fifteen-minute presentation in response to the following question:

"How can we effectively structure an organized approach toward linking or matching organizations/agencies involving volunteers with corporations/businesses interested in supporting employee volunteerism?"

The information they provided inspired the formation of the Task Force. It was established under the following mission statement: "To broaden involvement in the community through employee volunteerism and corporate support." Goals of the Task Force included steps to create a bond between the volunteer sector and the corporate or business community within the Ottawa-Carleton area.

Toronto has a Corporate Council model. This was studied by the Ottawa-Carleton Task Force. The Corporate Council was designed to be an informal partnership between the volunteer and business sectors. The unique corporate make-up of Ottawa, Canada's capital, with government being the biggest employer, would result in government being included in this partnership.

The Task Force explored ways to promote volunteerism in the business sector. Strategies included:

1. developing techniques to strengthen the partnership between the non-profit and business sector
2. working with the Ottawa-Carleton Board of Trade businesses, corporations, and other organizations, to identify and match specific and collective partnerships
3. carrying out two or three activities, each year, to promote and encourage volunteering by those working in business.

At the end of its first year of existence, the Task Force evaluated its position with the result that the Task Force became a standing committee of the Central Volunteer Bureau Board, known as the Corporate Volunteer Committee.

DESCRIPTION OF CAMPAIGN

In the spring of 1990 a recognition campaign was planned to recognize employees who volunteer. The purpose of the campaign is to make employers aware of the contribution of their employees to the community and to encourage employers to recognize their employee-volunteers in a special way. As a by-product it was hoped that the employers would provide greater sanctions to volunteering. Some potential benefits to employers might include increased productivity, a good

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image in the community, improved employee morale, and teamwork.

Managers of volunteers throughout the Ottawa-Carleton area read about the proposed recognition campaign in the Central Volunteer Bureau Fall 1990 newsletter. The special recognition was planned to take place during National Volunteer Week, April 21-27, 1991. Information in the newsletter included guidance as to whom to contact at the place of employment of the employee-volunteer so that the appropriate person would be informed of the volunteer's contribution. A sample letter was printed in the newsletter along with the suggested mailing date (see Appendix A). It was recommended that all letters arrive during the week of February 4, 1991 in order to have a greater impact upon the employer who might well have many different employee-volunteers volunteering for many different organizations.

Some concerns were addressed by the Corporate Volunteer Committee.

1. Would an employee wish his/her employer to be informed about his/her volunteer activity? This is a valid concern, therefore, it was recommended that each employee-volunteer be asked if he/she would like to participate.
2. How would a manager of volunteers know if the volunteer is employed? Most manager of volunteers have information on volunteers from such things as applications and interviews.
3. Would it matter if the employee-volunteer is working full-time or part-time? All employee-volunteers working full-time or part-time were eligible to participate.
4. How would the Central Volunteer Bureau know who has been contacted?

Managers of volunteers participating in this campaign were requested to report the names of participating employee-volunteers, and the names and addressed of their employers to the Central Volunteer Bureau. The Central Volunteer Bureau then sent follow-up letters to employers providing suggestions for recognizing the volunteer efforts of the employees. This information was provided in the newsletter.

Once a manager of volunteers decided to participate the following steps were recommended:

1. Identify all employee-volunteers.
2. Contact all employee-volunteers by telephone and ask if they agree to participate.
 - (a) If the volunteer wishes to remain anonymous, he/she is thanked and no further action is taken.
 - (b) If the volunteer agrees to participate, the name and address of the immediate supervisor and the most senior person in the company is obtained.
3. A letter is sent to the most senior person in the employee's company. This is to inform senior management of the valuable activities their employees carry out in the community. A copy of this letter is then sent to the immediate supervisor of the employee-volunteer. Employers are encouraged to recognize not only their identified employee-volunteers but also all their employees who volunteer.
4. A list of all employee-volunteers participating and their respective employers is then sent to the Central Volunteer Bureau.
5. Any feedback from employers giving or employees receiving recognition is documented and shared with the Central Volunteer Bureau so that employers can be identified for their support of employee-volunteers and volunteerism.

RESULTS

In many ways the pilot year of the Corporate Recognition Campaign was a resounding success. Sixteen agencies were involved, 175 employers were contacted on behalf of 193 volunteers. Forty employers participated by recognizing their employee-volunteers. Media coverage was excellent in daily and weekly newspapers, and magazines. Some employee-volunteers received a letter of recognition from their employer. Others were featured in the company newsletter along with a picture of volunteering in progress. Some businesses highlighted volunteerism generally by supporting the efforts of all company

employee-volunteers. All in all it was a win/win situation for employee-volunteers, employers, the agencies, and the hard-working committee.¹

This culminated during National Volunteer Week when the Central Volunteer Bureau held their annual reception at a major downtown hotel, to honor all volunteers. The guest speaker was The Right Honorable Ramon J. Hnatyshyn, Governor General of Canada. He spoke about the dedication of volunteers and especially commended employee-volunteers and the corporate sector's support of volunteerism. A list of businesses that had recognized their employee-volunteers was displayed in a prominent place at the reception.

Employer Newsletter Samples

The following comments were gleaned from the newsletters of employers in recognition of National Volunteer Week through the Corporate Recognition Campaign.

"They're usually modest, maybe even shy about it, but many employees do volunteer work in our community. Their valuable contribution to the quality of life in the region is usually its own best reward. Nonetheless, (employer) would like to recognize employees who serve others on their own time and to bring their cause to light for others who may be interested in joining."

"April 21-28 is National Volunteer Week and to mark it, (employer) would like to publicly recognize the involvement and work of staff members who volunteer in non-profit agencies."

"(Employee-volunteer) is just one of dozens of Ottawa-area business people who devote their time to volunteer work."

Such positive statements about employee-volunteers from their employers give a great boost to employee-volunteers. Volunteerism provides a morale booster to the corporate sector, and often increased productivity is a side benefit.

BENEFITS TO AGENCIES

Participating agencies received recognition for their programs in the media, in

company newsletters, and directly from employers.

The Multiple Sclerosis Society chose to recognize Board and Committee members who are employee-volunteers for this recognition. This resulted in a good feeling among the members of the Board of Directors and presented a high profile of support to this agency. The coordinator of volunteers said, "The effort was worthwhile. I would encourage other agencies to participate. Volunteers felt good about it also." "One volunteer received an award through the Government Department employer because the volunteer contribution became known through this campaign."

The coordinator of Volunteer Services at Elisabeth-Bruyere Health Centre said, "There is no doubt that the process of communicating with so many people has certainly clarified and enhanced the Elisabeth-Bruyere Health Centre's image and role in the community as well as reinforcing the vital role that volunteers play in long-term care by underlining their commitment."

The Director of Volunteer Services at The Royal Ottawa Hospital said, "The employer's perception of the employee was changed by learning of the volunteer contribution of the employee. The employee was now seen as a person who valued his/her community and who was learning and practicing new skills. Employees gained new respect from their employers. Employers and agencies received an increased profile through their cooperation and mutual support. Some employers sent their employees letters, a copy of which was added to their personnel file. There was also a ripple effect as some employers wanted to know how other employees were volunteering in their communities so that they could be recognized as well. Employees appreciated the fact that their employers were interested in their volunteer activities." The employers seem to be saying we appreciate your agency and we support our employee's desire to volunteer.

¹Corporate Recognition Campaign Committee, Paula Agulnik, Pat Francis - Chairperson, Tracey Guilbault, Gilda Good, Lisa Hopkins, Jo Martin, Phoebe McLelland.

LOOKING AHEAD

The Corporate Recognition Campaign made great strides in its first effort. The future provides even greater opportunities. Many volunteers are part of the work force and are volunteering while having heavy demands placed upon their time. They are motivated, as all volunteers are, to make a contribution to the cause or causes of their choice even if it means giving up time which might otherwise be spent relaxing. Employee-volunteers might also be giving up time for which they would otherwise be paid. Special recognition is appropriate for this reason. This does not mean that volunteers should not receive special recognition for other reasons. Everyone is special—especially every volunteer.

What are the possibilities for the future? Perhaps employers will encourage employees to volunteer and provide release time from work. Companies have donated the time of management employees to organizations needing management expertise. Large corporations support worthwhile causes with free advertising, gifts-in-kind, and donations of service.

A Corporate Recognition Campaign is a challenging project, but one which is beneficial to all concerned.

APPENDIX A

Dear (Most Senior Person)

Re: Employee Recognition during National Volunteer Week

As you may be aware (employee-volunteer) has been an active volunteer with (organization) for the past (number of years of service). He/She has greatly contributed to our team as a volunteer. Over the years we have learned that to keep our volunteers, upon whom we depend so much, it is important to recognize the contribution they make to our community.

This year we are writing to their employers to suggest that they also be recognized in their workplace for the community service they provide. In your company a survey might reveal that others in addition to (employee-volunteer) also do volunteer work. May we suggest you hold a small event to honor them during National Volunteer Week April 21-27, 1991. Something as simple as mid-morning coffee and donuts could make a great impact.

Sincerely,

Executive Director

cc: (immediate supervisor of employee-volunteer)

Sampling of Letters from Employers:

"Thank you for your letter regarding the contribution of (employee-volunteer) to your organization as a volunteer.

I have been in touch with (employee-volunteer) to commend this special contribution to the community. Thank you very much for bringing it to my attention."

"Thank you for taking the time to write to us. We are very pleased to hear of the volunteer involvement of (employee-volunteer) with your organization.

Your comment that we should also try to recognize this type of volunteer community involvement is indeed well taken and I will be passing this suggestion on to our Manager, Corporate Communications."

"It is a pleasure to know that (employee-volunteers) of (employer) are valued volunteers at (organization).

The strength of (employer) is its people who strive to make our communities more caring and humane. Acts of sharing and of helping one's neighbor are an integral part of living.

I will be sending (employee-volunteers) letters acknowledging their community volunteer work."

"Thank you for letting us know about the good volunteer work (employee-volunteer) has been doing for your organization. We will certainly feature her in our employee newsletter which is circulated to our 2,200 employees. We regularly recognize volunteers who work on projects such as the annual food drive for the food bank.

While we have no firm idea of how many employees participate as volunteers in the community, we will give a general salute to all volunteers by way of our newsletter.

Thank you for bringing this to our attention."

"This is further to your letter of February 4, 1991 with respect to the National Volunteer Week.

In order to recognize and express our support for National Volunteer Week, and in particular (employee-volunteer's) contributions, I am pleased to inform you, that a get-together will be organized within (employee-volunteer's) Sector. I have also arranged for our section to publicize this throughout the department.

I would like to thank you for bringing (employee-volunteer's) contribution to my attention and please rest assured that the (employer) will annually support National Volunteer Week."

Volunteer Community Service: What are the Benefits to the Volunteer?

Zinman College, Israel

Rena Harel, R.N., Ed.D.

The concept of community service as a requirement for graduation is appearing in more and more institutions for higher education. "Learning through service" is a different way of study. By integrating theoretical knowledge acquired in the classroom with practical work in the community, the student has the opportunity to test and apply his/her knowledge, while, at the same time, helping others.

The National and Community Act, passed on Nov. 16, 1990 (Public Law 101-610) emphasizes the need for U.S. citizens "regardless of age or income, to engage in full time or part time service to the Nation." Some of the purposes of the act are to . . . renew the ethic of civic responsibility in the United States . . . call young people to serve in programs that will . . . improve the life chances of the young through the acquisition of literacy and job skills . . . to expand full time and part time opportunities for all citizens, particularly youth and older Americans . . . generate additional service hours each year to help meet human, educational, environmental, and public safety needs, particularly those needs relating to poverty. (Public Law 101-610, Nov. 16 1990: 42 USC 12401)

DEFINITIONS

The term "service-learning" is a method:

- (A) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated by collaboration with the community;
- (B) that is integrated into the students' academic curriculum or provides

structured time for a student to think, talk, and/or write about what the student did and saw during the actual service activity;

- (C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- (D) that enhances what is taught in school by extending academic learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

The term "service opportunity" indicates a program or project that enables students or out-of-school youth to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to meet human, educational, linguistic, and environmental community needs, especially those relating to poverty. (Public Law 101-610, Nov. 16, 1990:42 USC 121411-101)

COMMUNITY SERVICE AND HIGHER EDUCATION

Innovative projects in higher education for community service (Section 118) is part of Public Law 101-160 whose purpose is to "encourage students to participate in Community Service activities while such students are attending institutions of higher education."

The law identifies the following factors as important in service-learning .

- (1) Community service and service to others is an integral part of American tradition;

Rena Harel is a Public Health and Psychiatric Registered Nurse and Educational Psychologist. She started and developed the Center for Community and Welfare Services at the Zinman College of Physical Education at the Wingate Institute in Israel.

- (2) Existing volunteers and volunteer programs should be praised for their efforts in helping and serving others;
- (3) The definition of a successful life includes service to others;
- (4) Individuals should be encouraged to volunteer their time and energies in community service efforts;
- (5) If asked to volunteer or participate in community service, most Americans will do so; . . . (Public Law 101-610, Nov. 16, 1990:42 USC 12561:302)

Dancing suggests that service-learning might give young people the sense of having paid their dues to their country, a sense of citizenship earned rather than citizenship received, a sense of valuing themselves, their education and their country more highly. (Public Law 101-610, Nov. 16, 1990:37)

Pertinent literature shows a growing trend among academic institutions to develop learning-through-service, work-for-credit programs. However, a required community service program for colleges/universities is seldom described. Theus reported that colleges such as Alverno in Milwaukee, Mt. St. Mary in Los Angeles and Berea in Kentucky required public service for graduation. (Theus, 1988:32)

The University of West Florida, University of Maryland-Baltimore (Rapp & Primo, 1974), and the University of Michigan have programs where students in psychology and other social service disciplines are expected to volunteer in community based agencies. This included such things as work in mental health hospitals, drug abuse centers, or hospitals for adolescents with mental illness. Redfering and Biasco (1982) report that students volunteering reported feeling good about themselves and others as a result of the time they spent volunteering. Changes occurred in self-concept and development of positive mental health attitudes.

Project Rondon, started in 1967 by a group of students and teachers at the University of Guanabera in Rio de Janeiro, addressed health problems in isolated populations. The purpose was to broaden the students' education and assist in poverty-stricken areas. There was no

credit or pay for the experience. At the end of the service period, students reported enjoyment of their contribution and learning and valued their knowledge, initiative and common sense. (Reichlin, 1982)

Numerous surveys of volunteers report that most volunteers become involved to do something useful for others, or altruistic reasons. However, Green reports that non-altruistic motives are stronger than altruistic ones. Requiring voluntary service as part of a school curriculum can be an accepted learning strategy rather than a subjective commitment. (Green; et al, 1984) It has the potential to generate powerful motivational elements and increase the results for the student learner.

COMMUNITY SERVICE AT THE ZINMAN COLLEGE

The Zinman College of Physical Education at the Wingate Institute (Israel) has a four-year academic program for physical education teachers. The concept of learning through service has been incorporated in the philosophy of student training since 1983. (Harel, 1989)

For graduation, the College requires each student to serve in a community service project. Through the combination of practical work, and the theoretical subjects acquired in class, the student has the opportunity to apply his/her knowledge, while working in different projects that, at times, present situations foreign to him/her. Learning through service thus provides an additional component of the student's future career.

THE PROGRAM AND ITS GOALS

Since the program's goal is to reach low socio-economic culturally deprived populations of all ages, but mostly children, the projects offered are as follows:

- a) Individual work with a child (Big Brother/Big Sister).
- b) Group projects: mainly enrichment through physical education programs.
- c) Work with the handicapped—individually or in groups: children with motor deficiencies, paraplegics in wheel chairs, Cerebral Palsy victims, mentally handicapped.

- d) Elderly projects in hospitals, senior citizens clubs, elderly homes.
- e) New immigrants: "adoption" of students, enrichment programs in absorption centers, help to families.
- f) A "Girl in Distress" program: (age 14-17) rehabilitation through physical education of girls who are neither studying nor working.
- g) An "Alienated Youth" program: boys (age 14-17) on the verge of delinquency, rehabilitation through physical education.
- h) "Children of inmates": individual work with grade school children whose fathers are imprisoned for long terms.
- i) Battered women shelter: work with children and their mothers, individually and in groups.
- j) Neighborhood centers: physical education (sports and dance) programs for children and youth.
- k) Children's homes (orphanages): sports, games, coaching.
- l) Help to staff in different medical institutions.

The community service project is generally required of students in their second year of study. Upon request, and if found eligible, first year students may also enroll. Although the service is required, each student selects their placement.

The goals of the community service work suggests that the student will develop skills and/or tools to work in their assignment. Things such as creative problem-solving, use of the imagination, development of citizenship values, and personal growth are expected outcomes. Each student is counseled individually and continuously, verbally and through periodic written reports. The student writes a self evaluation of his/her work and progress toward established goals. The continuous feedback and support helps the student to perform in the most efficient way, and at the same time, optimize learning from the experience.

THE STUDY

The purpose of this study was to analyze and verify student evaluation of learning through service. Two questions were addressed. a) Did community ser-

vice help you as a person and as a future teacher? b) Did your contribution help, in your opinion, the child you worked with (or other)? How?

The study was based on 318 questionnaires completed by students at the end of their project during the years 1985-1987, and chosen at random. This study had the following hypotheses:

- a) Community service becomes an additional educational tool toward teacher training;
- b) Community service strengthens self-confidence by applying theory to practice;
- c) Community service helps gain a better understanding of the needs of the specific population;
- d) Community service enhances citizenship values.

SUBJECTS

- a) Students participating in the study data:

Female	N = 217	68.5%
Male	N = 100	31.5%
- b) Class level when performing:
 1. Preacademic class N = 2 0.3%
 2. First year N = 86 27.3%
 3. Second year N = 184 57.9%
 4. Third year N = 46 14.5%

Although the choice of service was broad, children in groups, children on individual basis, elderly in nursing homes and day clubs, handicapped, children of prison inmates, new immigrants, and others, most of the students (51.3%) chose to work individually with one child. The 1:2 male/female ratio represents the student gender ratio at the college at the time.

STUDY RESULTS

- A. Question: Did the community service help you in any way as a person or a future teacher?
 - a) Findings show that:
 1. First year students report: a better understanding in identifying child's problem, enhancement of work experience, close ties with the child and his family, and personal satisfaction.

2. Second year students report: personal satisfaction, discovery of self-potential, and acquisition of self-confidence as a future teacher.
 3. Third year students report: improved motivation and self-confidence as future teacher, positive attitude toward the teaching profession (physical education), and improved skills to identify and understand child's problems.
- b) Findings regarding project results in working with an individual or a group show that group work contributed to enrichment of self-confidence and personal satisfaction. Working on an individual basis helped develop closeness to child and his/her family.
- B. Question: In your opinion, did your contribution help the child (or others) you worked with? How?
- a) All students (first, second and third year) report: all children enjoyed the personal relationship developed with the student. They exhibited improved self-confidence (57.0%), enjoyment from the project (54.7%), improved personal achievements—study, sports (55.1%), development of close and personal relationship with student (59.5%), and acceptance among peers (50.3%).
 - b) On a group level, the children benefited mainly by improving their physical fitness, acceptance among peers, improved scholastic motivation and pleasure from the experience.

DISCUSSION AND RECOMMENDATIONS

Findings of this study show that community service performed as a requirement for graduation is "learning through service," and enhances the performance of the child (or other) receiving the service.

The choice between individual or group service should be the student's (who "volunteers") according to his/her interests and qualifications, since both choices help him/her to develop.

Requirement of community service in the students' second year of study seemed to be the most effective. Community service as part of the school curriculum is recommended. While doing the project, the student may not be aware or convinced that required "volunteerism" adds to his education and experience, but as time goes by the student enjoys his/her new learning, adding new tools to his/her education as a teacher. Self-confidence is strengthened, and the student comes (while being closely guided) to understand community problems. Sensitivity to his/her environment helps the student develop values of caring for others and good citizenship.

Community Service performed by the Zinman College student is nonaltruistic, since it is required. However, it does help the student develop both on a personal and professional level, while providing a valuable service to the community.

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THE JOURNAL OF VOLUNTEER ADMINISTRATION

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B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less visible than the more traditional health, social services, and education settings. Also manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.). Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.

C. Please note that THE JOURNAL deals with volunteerism, not voluntarism. This is an important distinction. For clarification, some working definitions are:

volunteerism: anything related to volunteers, volunteer programs or volunteer management, regardless of funding base (including government-related volunteers).

voluntarism: refers to anything voluntary in society, including religion; basically refers to *voluntary agencies* (with volunteer boards and private funding)—and do not always involve volunteers.

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