



**DICKINSON COLLEGE  
SERVICE TRIPS  
2015-2016**

**Dickinson**   
CENTER FOR SERVICE,  
SPIRITUALITY AND SOCIAL JUSTICE

# CONTENTS

<b>Introduction .....</b>	<b>1</b>
SERVICE TRIPS WITH A PURPOSE .....	1
<b>Forming a Serving Community.....</b>	<b>4</b>
SERVICE TRIPS: THE ROLES .....	4
<b>Prior to the Trip .....</b>	<b>6</b>
TEAM SELECTION .....	6
FUNDING SERVICE TRIPS.....	6
EXPECTATIONS.....	8
TEAM MEETINGS .....	8
NECESSARY PAPERWORK .....	8
<b>During the Trip: Building a Community .....</b>	<b>10</b>
THE COMMUNITY PARTNER .....	10
UNDERSTANDING THE CONTEXT .....	11
ADDRESSING SOCIAL ISSUES AND BIAS BASICS.....	11
GROUP DYNAMICS .....	13
REFLECTIONS .....	14
<b>During the Trip: Sustaining a Community.....</b>	<b>15</b>
TRIP LOGISTICS .....	15
COMMUNICATING WITH CAMPUS .....	16
EMERGENCY SITUATIONS AND CRISIS MANAGEMENT PLANS .....	16
<b>After the Trip .....</b>	<b>17</b>
RETURN DINNER .....	17
TRIP EVALUATION .....	17
CONTINUING COMMUNITY ENGAGEMENT .....	17
THANK YOU .....	17
<b>Appendix .....</b>	<b>18</b>
SERVICE TRIP PARTICIPANT EXPECTATIONS .....	18
EMERGENCY AND MEDICAL FORM .....	18
INDEMNITY RELEASE FORM.....	18

# INTRODUCTION

Through Service Trips, students, faculty and staff exemplify what it means to engage the world and support a useful education. During your service experience, the Dickinson team will move beyond the limestone walls to engage with people of other cultures with differing access to resources and life experiences, in urban, rural or international settings. The environment is often very different than life in Carlisle. For many students, this trip represents their first encounter with a different culture.

*I thought it was really interesting that people kept on praising us for “giving up” our spring break for service, when I feel like I’m gaining so much by being here.*  
— Mackenzie Johnson, Georgia 2015

Whether you are a first-timer or an experienced veteran, your experience on the Service Trip will hopefully challenge you as you make useful what you have learned in the classroom. As you live and work alongside other students for many days, you also will hopefully find joy as you connect with your fellow Dickinsonians.

Thank you for your interest in Service Trips and your willingness to take an active role in seeking to engage and serve others.

If you have any questions, please contact the Director of the Center for Service, Spirituality and Social Justice at 717-245-1577 or [hughesdo@dickinson.edu](mailto:hughesdo@dickinson.edu). We are here to help!

Go and serve.

## SERVICE TRIPS WITH A PURPOSE

The [Dickinson Dimensions](#) of global sensibility and engaging the world emphasize the need for all students to learn about themselves and others within the global context. Service Trips provide a wonderful short-term globally engaging experience.

These experiences provide a unique opportunity to explore the needs and beliefs of communities, both domestic and international, that potentially differ greatly from the Carlisle community and your home communities. The skills of team building, learning about cultures, understanding community needs, and reflecting on the depth of poverty, homelessness and community needs will challenge you to clarify and understand your values and those you are serving.

Through Service Trips, you will be supported to explore the depth of need within local communities in a variety of contexts. Exploring these themes in new contexts raises your cultural awareness and ability to embrace your own and other’s complexity.

If you delve into this experience, you will be challenged to listen and to share with persons outside of your normal peer group, and in doing so, grow in your ability to support, encourage and push yourself and others to a higher level of thinking and understanding. After this extended period of concentrated reflection, each team emerges with the ability to concretely connect service with academic class work, potential vocations and life situations, thereby gaining self-knowledge, enhancing a willingness to take intellectual risks, and embracing a life of engaged citizenship.

## Learning objectives

- To **understand** yourself within the issues of class, race, privilege and cultural context.
- To **recognize** the needs of a different population, both culturally and physically, and assist local partners to meet and understand those needs through service.
- To **develop** an understanding of the group process and learn to live and work collaboratively beside individuals with differing perspectives and experiences, representing many segments of campus.
- To **reflect** on this experience through pre-trip meetings where you will learn about the culture of the site; during-trip integration of service with past experiences and class projects; and after-trip questioning of the different values encountered, the impact on personal values and the effect on vocational goals.

*Today's final reflection is running through my mind as we fly back to the U.S. People are worried about falling into "old routines," not being as flexible, adaptable, and open-minded as they were in Belize. We discussed ways that we as individuals and as a team can continue to remain strong, flexible, and thoughtful as our busy lives resume.*

— Lindsey Lyons, staff member,  
Belize 2015

## The privilege of a Service Trip

It is an honor to participate in Dickinson's Service Trip program.

These trips are a time to meet others from all areas of campus who are interested in helping those in other communities and sharing our hope for a better future for everyone.

Due to host arrangements and program costs, a small number of students are accepted for each trip. These students, and the staff members who accompany them, must be mindful of their role as ambassadors for Dickinson College and their obligation to uphold the [Community Standards](#) during the service experience.



## Service Trip outcomes

From evaluations of Service Trips in the 2008-09 academic year, the following are a few responses from participants.

- More than half of the participants said they
  - Increased their interest/commitment to community engagement beyond the trip.
  - Deepened their understanding of themselves within issues of class/race/privilege/culture.
  - Met people from another group on campus that they would not normally know.
- A little under half said that they had expanded their view of another community.

Dickinson is foremost concerned with supporting the education of the classroom with experiences in the larger community to provide a useful education that will go with you when you go beyond the limestone walls.

In the following, students from 2008-09 Service Trips reflected on how their goals beyond college or academic classes were affected by their experiences.

- “It has produced two things. 1) The realization that so many people and communities need some uplifting from their poor life conditions. 2) I can actually do something about it, other than just saying the world is unfair and unjust. Opportunities to help are everywhere, hence I have no excuse.”
- “This trip has made me look at my life and my relationships in a different light and made me realize what is truly important in life, as opposed to what is unnecessary. It has made me want to continue doing disaster relief for my whole life. In my sociology classes, it has put a face to the relevant social problems in America (i.e., lack of health care, how we treat the poor, etc.)”
- “Because of the trip, I have considered taking more teaching classes and am considering doing an Ameri-Corp teaching job in New Orleans when I graduate.”
- “[I am] inspired to seek out nonprofit career opportunities.”

*That moment made me feel hope for this country and its agriculture/sustainability-based goals. It made me feel like our work was heard, understood, and taken to heart which truly meant the world to me.*

— Michael Daniel, Belize 2015

At Dickinson, a Service Trip is more than fun; it’s about making connections between your on-campus work and your experiences to generate meaningful actions as your new knowledge of yourself and the larger world help to shape your future.

# FORMING A SERVING COMMUNITY

## SERVICE TRIPS: THE ROLES

A Service Trip requires that everyone fully participate in all aspects of the trip, including cooking, service projects, reflection and community building. As representatives of the Dickinson community through service, the team members and administrators are carefully selected with high expectations for each person.

### **Student Team Members**

While the Center for Service, Spirituality and Social Justice wishes it could provide an opportunity for every person who applies to participate in a Service Trip, it is not financially or practically feasible.

Those students who are chosen to be a team member must be responsible—ethically, morally and physically—when preparing for and participating in a Service Trip. They must be willing to work with the trip’s Student Leaders and Trip Administrator.

### **Student Leaders**

The Service Trips are made possible only by student leadership that is organized, strong and willing to commit the tremendous amount of time that is needed to plan, prepare and participate in the Service Trips.

Student leaders will

- Meet with the Director of the Center for Service, Spirituality and Social Justice to prepare a budget for the trip, make the trip itinerary, implement the team application and selection process, prepare team meetings, supply information to all team members, and lead on-site organization and reflection.
- Serve as program facilitators and provide on-site leadership for participants during the course of the Service Trip experience.
- Organize a reflection dinner and produce a team DVD and reflection journal after the Service Trip.

### **Trip Administrators**

Trip Administrators assist students in drawing the connections between their service, classroom experiences, values and potential vocations, serving primarily as informal mentors.

Each trip will have a minimum of two administrators, and for larger trips one administrator for every 10 students will be used, although this is dependent on the host community partner requirements. The Trip Administrators will be selected and trained by the Center for Service, Spirituality and Social Justice.

*As I look back on our trip thus far, I remember where we were roughly a week ago. An anxious group of people confined to conversations with the people they were already friends with. As we pass the halfway mark of our trip, I see us creating strong, meaningful bonds that could last a lifetime.*

— Andrew DiNardo, Belize 2015

*As an administrator, I was worried that students would not connect with me or shun away because I am not a student, but their age. I am very pleased to say that it has been the opposite! I think I have gotten to know the students and they have opened up to me outside reflection as well.*

— Katie Haygood, Georgia 2015

When difficult decisions have to be made, especially regarding health and safety concerns, the Trip Administrators will be the hands-on co-leaders with Student Leaders. They will also be the primary contact with campus.

The Trip Administrators will not be leading the trip; however, they should be treated with the same respect as any administrator on campus would be.



# PRIOR TO THE TRIP

## TEAM SELECTION

The popularity of Service Trips has increased greatly in the past two years, as students with a passion for service combine their interest in learning about other cultures in new and exciting ways. Due to host arrangements and costs, only a small number of students can be chosen for each trip.

*... I met people who I want to stay involved with, who I found inspiring, interesting, exciting and I learned that the Dickinson community is so multi-faceted ...*

—2008-09 Service Trip participant

The high volume of applicants requires a competitive review process that yields a well-rounded and diversified team for each Service Trip.

### ***The Application Process***

After a general Service Trip information session that students are encouraged to attend, those who are still interested must submit an application that includes essays, grade information and references. In reviewing the application, the following will be taken into consideration.

- Passion for service to others
- Interest in cultural experience and becoming an engaged citizen
- Academic status (not on academic probation)
- Conduct issues (for example, not on stayed suspension)
- Physical ability and health status, so the student will be able to participate fully in the service and meet team expectations. **Remember:** Not all projects will be physical, therefore health restrictions may be able to be accommodated on some trips.
- Team diversity, including people of different class years and areas of campus life
- Team dynamics and flexibility

The team selection process includes a review of the application and completion of an interview with the trip's Student Leaders. Final decisions regarding the selection of team members are made jointly by the Student Leaders and the Director of the Center for Service, Spirituality and Social Justice. All applicants are notified via email regarding the outcome of the team selection process.

## FUNDING SERVICE TRIPS

Service Trips are funded through the Student Senate, the Center for Service, Spirituality and Social Justice and the Dean of Students' office. The fees for a Service Trip include: transportation, most meals, housing, project costs, site donation and cultural experiences related to the area.

Due to the great variety of trips, each trip has a separate student fee and associated fundraising expectations. Through funding from Dickinson, 60 percent of all trip costs are paid. Students are responsible for the remaining 40 percent.

### ***Deposits***

Upon invitation to join a Service Trip team, the individual must pay a **non-refundable** deposit. For each trip, the student contribution is determined by the Student Leaders and will be shared at the informational meeting about each Service Trip.



Deposits must be:

- Paid on time. (It is essential that funds are available for use by the team to cover expenses.)
- Paid by checks made out to Dickinson College with the trip name on the memo line.

### **Fundraising**

Even though Dickinson has worked to make these trips financially feasible for students, fundraising is an essential part of the experience.

*Personally, I believe that there truly is no better reward in life than to get a smile and a hug from a woman who has nothing, but appreciates everything.*

—Amanda Crabbe, New Orleans 2008

Sponsorship letters from friends and family may only be used during specified months that do not conflict with mailings from the college's Development Office. Working with the Center for Service, Spirituality and Social Justice, Student Leaders will determine potential fundraisers that match the trip's needs.

During team meetings, the budget will be shared with the team and the fundraising efforts will be coordinated. All team members will be required to participate in fundraising. This is a time of team bonding and also raising awareness on campus about the trip.

Teams members will be encouraged to think creatively about fundraising that connects education on the area or needs with raising money.

An excellent example was fundraising for a team helping residents after Hurricane Katrina. The team sponsored *The K Work*, which was a play about 12 New Orleans residents in the aftermath of Katrina. In two showings, the play raised \$1,000 and raised awareness of the plight of those the team would be serving.

All fundraising must:

- Be approved by the Center for Service, Spirituality and Social Justice;
- Obey all Campus Life rules for fundraising;
- Have the funds turned into the Center for Service, Spirituality and Social Justice for deposit; and
- Be completed two weeks before the trip to ensure there is time for the funds to be deposited and accessible.

If someone is unable to participate in fundraising, then an additional fee may be paid to cover those expenses, but only with the permission of the Student Leaders and Director of the Center for Service, Spirituality and Social Justice. This option is never preferred and is made only by very special exception.

### **Extreme Need Scholarships**

In the event of extreme need, the Dean of Students' office through the Center for Service, Spirituality and Social Justice may be able to provide limited scholarships to ensure a student can participate in a Service Trip, if chosen for the team. If you experience extreme financial need, please see the Director as soon as possible to discuss your need.

## EXPECTATIONS

Living and working closely together 24 hours a day can be stressful and doing this for a week or more will be more difficult than necessary, if expectations are not established and agreed upon by the team. Some expectations will be obvious for the safety and well-being of the team. These will be part of the application.

Other expectations, such as quiet hours, will be dependent on the service site and housing arrangements. This list of team expectations will be determined by each team's Student Leaders. Each team member must agree to abide by these expectations in order to participate in the trip. These will be the foundations necessary for living and serving together during the Service Trip experience.

Student Leaders will work with their peers to make certain that everyone abides by these agreed-upon expectations. As needed, Trip Administrators can be asked for assistance in ensuring adherence to the expectations.

For the specific expectations, see the [Appendix: Service Trip Participant Expectations](#).

## TEAM MEETINGS

Once the team is assembled, a schedule of team meetings is established. These meetings provide opportunities for team members to meet each other, learn about the project, discuss logistics, and to obtain more information about working with the community partner.

Also, during these meetings, the team will become familiar with the area of service and discuss relevant topics related to this community, such as cultural differences and safety concerns.

*After an emotional reflection, we went on a walk. If I forgot what exactly we talked about on our walk, I won't care because I think that I will always remember how I felt walking with people that will hopefully be part of my life forever.*

— Macey Cohen, Alabama 2015

Since these meetings will be the vehicle for dissemination of all trip information, **failure to attend pre-trip meetings can result in ANY student not being permitted to participate in the Service Trip.**

In addition to the formal team meetings, teams (or crews within larger teams) also gather for informal activities. This is a great opportunity to get to know those you will be closely working with and every effort to attend should be made. The relationships you have with these people prior to the trip will ease tension at the beginning of the trip.

## NECESSARY PAPERWORK

For the safety of the community and team while traveling away from campus, there will be many forms that must be completed by each team member before going on a Service Trip. These forms will be covered in a pre-trip meeting and each team member will be required to complete the forms well in advance of the trip. The forms have been approved by the college.

### ***Indemnity Release, Medical Information, and Expectations***

The [Indemnity Release](#) will be necessary for every participant on the trip. This release recognizes the responsibility of each student on the trip and your personal decision to participate.

The [Emergency and Medical Information form](#) will require that you provide emergency contact information. This person will be the primary contact, if there should be an emergency or similar reason for the Trip Administrator or college to contact him/her. A phone number (cell and landline), email address and physical address are necessary in case multiple methods are needed to contact the person.

Additional information on this form concerns food allergies and any information on relevant medical condition(s). Information about food allergies will be shared with the team leaders as this impacts food purchases and preparation.

Medical information does not have to be given, however, in the event of a medical emergency, it may be helpful during initial treatment. Information about medicines and medical conditions will be kept confidential.

The [Service Trip Participant Expectations](#) paperwork is behavioral based and must accompany every application so basic standards are known by all who participate.

Regardless of the number of trips a student participates in, new paperwork is required for each Service Trip.

### **Confidentiality of Trip Documents**

Personal and medical information, along with an indemnity release from every participant, will be confidential and kept by the Trip Administrators in a binder that is kept on site. This information will only be shared in the event of an emergency with Student Development Staff or emergency providers.

Applications that contain personal information are kept by the Office. The documents with personal information will be shredded after each trip.



# DURING THE TRIP: BUILDING A COMMUNITY

Through the hard work of a variety groups of people including the service team itself, Dickinson administration and our community partners, Service Trips are possible. In particular, no trip would be possible without the local community partner that opens its organization and clients to accept the help from our Dickinson teams.

*I didn't have many expectations about this trip, but I could not have imagined the amount of personal discovery that would happen in 3 days.*

— Matt Attwood, Alabama 2015

Each team member must be willing, barring any health concerns, to help in every project as assigned. While some tasks may not be the most “joyful” (moving a truck load of cement blocks a block at time, for example), each part of the project is necessary for its overall success.

Because attitude, both positive and negative, affects all team members, your attitude on and off the worksite will be critical to the trip reaching its goals. While participating in reflections each evening, or at the designated time, is mandatory, it is also one way to constructively process your experiences.

Our Service Trip locations are consistent with partners that the college knows can support the needs, education and service experiences that will be most valuable to Dickinson students.

As we have developed our service program, we have found that there are benefits to consistently partnering with the same areas. Through trips to the same communities over several years, the community partner is aware of Dickinson’s commitment and a healthier relationship is built for long-term service.

## THE COMMUNITY PARTNER

The leadership of each Service Trip works with a local community partner, often a nonprofit, that provides essential preliminary information and support for the Service Trip. The community partners know the needs of their communities the best, and, therefore, all information about the local situation, additional donations, community concerns and problems will be assessed by them.

Your service team will assist the local community partner in meeting the needs of its clients. As guests in the community, teams must be respectful, focusing exclusively on furthering the community partner’s work.

To assist the community partner, the Center for Service, Spirituality and Social Justice will be the primary contact before the trip and, depending on the trip, an on-site coordinator from the team will be assigned.

Team members should not contact the community partners directly, but rather work with these Dickinson leaders to ensure clear and consistent communication.

## **UNDERSTANDING THE CONTEXT**

The context of the service location may be inner-city Philadelphia, rural Jamaica, uptown New Orleans, rural Guatemala or urban Wheeling, W.Va. Each of these environments creates an atmosphere, positive and negative, for the trip. During team meetings, the context of each host site will be discussed.

On the job site or in the community, directions from local contractors, directors and those in leadership should be respected. They will be the local experts; we are the GUESTS. Students should follow the instructions and suggestions of the community partner, unless safety is a concern. In that case, Student Leaders and Trip Administrators should be notified immediately.

### ***Safety***

No matter the location, you should always give attention to keeping safe. During team meetings, not only will the context of Service Trip locations be discussed, but also any safety issues.

Here are general safety tips:

- Do not carry excessive amounts of money or expensive items.
- Do not go anywhere without at least two other people. This ensures that in the event of an emergency, one person could get help and the other could stay the person in need.
- All non-group related outings must be approved by the Student Leaders *and* Trip Administrators.
- Since the majority of trips are short, personal outings are highly discouraged because essential team bonding takes place in the evenings.

For international trips, additional information concerning safety and medical concerns is available through the local U.S. Embassy, which can be found online. The embassy will have the most up-to-date information about each area to be visited. Reviewing this information will also be included in a team meeting.

## **ADDRESSING SOCIAL ISSUES AND BIAS BASICS**

### ***Social Issues***

Cooperating as a group to achieve a common goal can reduce prejudices against age, religion, race, gender, sexual orientation, economic status and culture. What may appear to be a simple act of service can become an opportunity to address social issues by putting into practice your beliefs, some of which may be newly discovered.

Your team will encounter many people, such as homeowners, site coordinators, local residents and other groups. As you interact with these different groups, you will cross boundaries, which can result in friendship or potential conflict.

While your team may not be confronted with prejudice or discrimination during this trip, it will still be important to be aware of these potential biases before you depart.

### ***Basics bias***

#### **Age**

During Service Trips, you will meet and work beside people of all ages, skills and abilities. It will be important to remember that although you have different generational and life experiences, everyone has chosen to devote their time to assist in the Service Trip. Be open to learning from others and value the experience of others, regardless of age.

### **Gender**

While our gender assumptions have come a long way, in some communities bias based on gender may be clearly visible and accepted. It can present itself in words or actions, such as not delegating tasks to women or completing tasks for women, instead of permitting them to do the work. Similarly, men may not be expected to prepare dinner or perform housekeeping tasks. The way in which you interact as a team will show the local community that you value the contributions of each person, as you work together and serve side-by-side.

### **Culture**

When you are traveling to a new place, you will very likely be subject to new, exciting, fun and occasionally challenging cultural differences. Cultural differences, within the team and within your site, can occasionally lead to misunderstandings. In these situations, it will be important to remember that you are a guest. As a guest, it will be valuable to make every effort to learn about a new culture and attempt to discover common experiences, rather than to dwell upon differences.

### **Religion**

It will be essential to respect each individual's right to believe what s/he chooses. You must remember that no matter the reasons for service, the team will be working together to help this community. When appropriate, the team should take advantage of the options for attending different religious services or practices in the local community. This will often be a very good way to meet community members and learn the stories of the people whom you are serving. Often, it will also be a time that may immerse the team in a new cultural and/or religious experience, as they are comfortable.

### **Sexual orientation**

As in any community, gay, lesbian, bisexual, transgendered and questioning individuals may be involved in any Service Trip. Regardless of a person's sexual orientation, every team member, community member and staff member does the same work and deserves the same level of respect. Inappropriate comments, jokes and actions will not be permitted and will be addressed immediately.

### **Socio-economic status**

People of all social and economic backgrounds will be working alongside the team on service projects. During the course of your interactions with community members, homeowners or agency representatives, you may encounter bias in regard to a particular socio-economic status. The community, as well as the individuals, will be grateful for sensitivity and respect of socio-economic differences. Please be mindful that you will be a guest in a home or a community and should accordingly behave in a respectful manner, in both word and deed.

*One of the most unexpected parts of the week so far was going to Habitat for Humanity's Global Village where they show examples of the houses they build in other countries in Africa, Latin America, and Asia in comparison to those here. While it gave us all some mixed and complicated feelings and thoughts, it showed the international side of poverty and how poverty means different things in different places based on culture and shifted some perspectives on poverty both home and abroad.*

— Stephanie M., Georgia 2015

## **GROUP DYNAMICS**

Chances are your team is diverse and members will be meeting for the first time through this Service Trip experience. In such situations, it will be easy to make assumptions that do not accurately reflect the true character of each person. To build cohesiveness and instill the spirit of teamwork, being patient will be the key for success at every stage of the trip. To understand what may happen during your time together, it will help to know a little more about group development.

### ***Stage One: Forming***

When the group initially meets, many members will feel insecure. Even those who outwardly appear to be calm and collected may feel very insecure, because they will not be surrounded by the familiar faces of close friends. It is not unusual for team members to be quiet or to engage in only simple discussions. Everyone will move through the forming stage at a different pace, depending on personal insecurities and group dynamics.

### ***Step Two: Storming***

Spending 24 hours a day together for many days can cause tension. Participants may vent, display anger, become disillusioned or lose sight of the purpose of this service experience. During this stage, some people may need more time alone, while others will need time to talk through this tension.

### ***Step Three: Norming***

Team members will begin to find their identity within the group and become comfortable. Cliques may form, particularly on larger trips, and power struggles may occur. As a team member, the most important thing will be for you to be patient and speak with others directly. The ability to work with everyone in the group also will help alleviate tension.

### ***Step Four: Performing***

Once the group begins to work as a productive team, you will notice people taking responsibility for themselves. Like you, other team members will be happy, productive and have a strong feeling of group identity. This will lead to everyone encouraging and helping each other.

### ***Step Five: Transforming***

After the trip, or on the way home, team members will often feel anxious about returning to campus. They might be nostalgic and afraid of losing the intimacy gained on the trip. They also may be aware of the misunderstanding of some on campus about Service Trips, which are not just a vacation. The anxiety could lead to withdrawal, detachment or denial of the trip's success. At this time, reflection with teammates about this anxiety and discussing ways to reconnect periodically when you are back on campus will be helpful.

## **REFLECTIONS**

### ***Daily reflection***

Reflections are a great time to learn and collectively process the day's work and events. This time will often focus upon the team's experiences, struggles and joys. It's important to remember that everyone experiences the service and the trip in a different way. To process and reflect on their experience, some students will want an open dialogue, while others will gravitate to the team journal.

Reflections can, and will, be serious, fun, introspective and emotional—sometimes, all at one time. This will be a vital time for the team members to learn from each other, to challenge perceptions and stereotypes, and to push the boundaries of personal comfort zones, as well as affirming each person on the team.

The time of reflection will be announced at dinner. In most cases, reflections will open with members sharing one high and one low from the day, followed by one of the leaders facilitating further discussion.

After the reflection time concludes, the session will close with announcements and any project updates.

### ***Journals***

Each team will be assigned two or three days to write personal reflections of thoughts, feelings and reactions in a journal to capture the Service Trip experience. It is strongly encouraged that you write on the day you are assigned. Waiting until later to chronicle your thoughts and impressions will lose the immediacy of your experience.

At the team dinner after returning to the campus, a copy of the team journal will be given to each participant. This will be a useful and meaningful reminder of the Service Trip experience; and it is a lasting way to capture the perspectives of team members.



# DURING THE TRIP: SUSTAINING A COMMUNITY

## TRIP LOGISTICS

Trips are planned with attention given to service time, educational connections, cultural activities, team dynamics and safety. Student Leaders will work with the Director and the trip's community partner to plan each day.

### *Transportation*

When possible, Dickinson vans are used for transportation. In these cases, every student eligible to drive must be approved by the Department of Public Safety (DPS) prior to the trip and must be willing to take a turn at driving.

To be eligible to be a driver, you must have:

- Had a license for two years;
- Had no major accidents;
- Presented a copy of your license to DPS;
- For mini-vans, watched a video; and
- For larger vans, watched a video and have had driving time.

If you are unable to drive, you will be a co-pilot. The co-pilot is to assist the driver, so you cannot listen to iPods, read or sleep. If rental vans are necessary, only those over the age of 25 will be permitted to drive.

Guidelines for driving in a convoy of vans and other van protocol will be covered in team meetings.

At times, arrangements will be made with the local community partner to have transportation that is safe and operational to keep the entire team together. In these cases, a vehicle for emergencies will also be available at each work site.

For some Service Trips, flying is necessary. In this case the team will be expected to fly together with the arrangements made through the Center for Service, Spirituality and Social Justice.

At the airport:

- Students will be expected to act with appropriate maturity in all areas, including security.
- Each student will be responsible to be at the gate at the time determined by the airline/team leaders.

### *Team Meals*

To help reduce costs, the team will cook/prepare meals together, instead of eating out. As a team, the meal will be determined and prepared. Food will be purchased by the trip's leaders.

Small teams, or crews, will set out breakfast and lunch materials. Individuals are responsible to eat breakfast and make their lunches for the day by a set time.

In addition, team members will be required to bring a mess kit (plate, silverware, cup, bowl, etc.) that are made of plastic and can be washed after each meal. This kit will help reduce costs and the group's impact on the local community's environment.

While traveling, meals are paid for by the individual and are not covered in the trip expenses. During team meetings, the number of these meals will be discussed.

### **COMMUNICATING WITH CAMPUS**

Various departments and offices across campus, along with numerous community partners, will participate in this service experience by providing logistical and staffing support.

On campus, the Dean On-Call will be the point person for any communication with campus. This person will provide the necessary support in any situation and will notify others, as necessary.

For each trip, a local landline number will be provided in case cell phone reception is unstable.

In the event of an emergency or major change in travel plans, the Dean On-Call will be contacted immediately. If there is an emergency on campus, the Dean On-Call will contact the Trip Administrators with relevant information as soon as possible.

### **EMERGENCY SITUATIONS AND CRISIS MANAGEMENT PLANS**

In the event of an emergency situation, the Trip Administrators are empowered to make decisions on behalf of the college to protect the students and make all necessary arrangements. Trip Administrators will be given resources on emergency situations and crisis management plans during their training.

The Trip Administrators will work with the Student Leaders to determine the action plan after contacting the campus. Team members are expected to work with the Student Leaders and Trip Administrators to assist in any situation.

In situations where local emergency agencies, law enforcement or regulatory agencies have jurisdiction in crisis matters, the Trip Administrators will act as a complementary support body. Their primary goal will be to preserve the security and integrity of the team.



# AFTER THE TRIP

## RETURN DINNER

After the team has returned to campus, the Student Leaders will organize a dinner to reflect on the service experience. Team members are strongly encouraged to attend the dinner as a piece of final reflection to think about connections between academic work and the service experience. Also, a discussion on the importance of world views will be one way to process the needs of the host community as compared to the abundance of the campus and the “need” at Dickinson.

*The people, culture and food down here are so great and I can't measure how much happiness and gratefulness that I have gained so far. Being on this trip with great people of different views and beliefs has challenged me to continue being open-minded and understanding and appreciating other's values and opinions.*

— Mamadou Balde, Alabama 2014

## TRIP EVALUATION

Student will be asked to complete a trip survey at the end of each academic year, sharing their experiences, lessons learned and ways the trips can be improved.

## CONTINUING COMMUNITY ENGAGEMENT

Through the Service Trip experience, team members will become more fully engaged as citizens, having gained valuable insights regarding the connections between self-identity, vocation and academic work. Students often return to Dickinson and the Carlisle community with eyes that see their surroundings and its needs in a new light.

But Service Trips are only one part of community engagement at Dickinson. Just as Service Trips work with local community partners who will continue to work after we return home; engaging the Carlisle community through service is needed as well.

*We all came here as individuals, bringing our own personal styles and characteristics. We have given a part of ourselves to the group. This is what being an individual is all about. We have learned about others and also about ourselves.*

— Mu Mu, Alabama 2014

The Center for Service, Spirituality and Social Justice offers many opportunities for one-time service opportunities (Day of Service), weekly service programs (CommServ) and connections with community partnerships. Also, throughout the college, there are many opportunities for community engagement: service learning courses, Community Studies Center, internships, federal work-study placements, Montgomery Service program, CommServ and ALLARM.

Topic sheets connecting a passion with community volunteer opportunities and course work are available. For information on these opportunities, visit the office's [Web site](#) or our office in Landis House.

## THANK YOU

If you have any questions or concerns about Service Trips, please contact the Director of the Center for Service, Spirituality and Social Justice at [hughesdo@dickinson.edu](mailto:hughesdo@dickinson.edu) or 717-246-1577 or visit our offices in Landis House.

Thank you for stepping up and outside the limestone walls, to participate in a Service Trip.

*Go and serve.*

# APPENDIX

## [SERVICE TRIP PARTICIPANT EXPECTATIONS](#)

Click for printable PDF: Service Trip Participant Expectations

## [EMERGENCY AND MEDICAL FORM](#)

Click for printable PDF: Emergency and Medical Form

## [INDEMNITY RELEASE FORM](#)

Click for printable PDF: Indemnity Release Form



## Service Trip Participant Expectations

I, \_\_\_\_\_, agree to adhere to the following if I am selected to participate in \_\_\_\_\_

Service Trip sponsored by the Dickinson College Center for Service, Spirituality and Social Justice:

- I understand that this Service Trip is not a vacation. The primary purpose of this trip is to provide service to the community, to be a supportive citizen, and to build reciprocal relationships. My main priority is to engage the community that hosts our group and to serve them to the best of my ability.
- I understand that this Service Trip may have fundraising responsibilities and I will do my part to fulfill these obligations. I also understand that if I fail to do so, supplemental fees will be charged.
- I will work to build and maintain a cohesive community, among the trip participants and among those with whom we work. My work will also go beyond “normal expectations,” and I realize that I may be asked to push beyond self-recognized boundaries and work in ways that I have not yet experienced.
- I will respect my fellow Service Trip participants in all regards, including their ideas, property, and space. I will also maintain a clean and safe living space for all.
- I will respect our hosts, their culture, beliefs, and property, and I will behave responsibly and appropriately in their community.

*Religion disclaimer:* Our Service Trips have no religious affiliation. However, we often stay in or near religious facilities and you will have the opportunity to show appreciation for the local community’s generosity and hospitality by participating in church services. This is your choice, and we highly recommend it as a religious and/or cultural experience.

- I will put forth my fair contribution to the Service Trip’s work and projects, and I will maintain a consistent positive effort in everything we do, from construction to group reflections and beyond.
- I will be safe by traveling in buddy teams, using common sense, and following all laws that exist in the location where I am serving.
- I will respect all curfews and requests given by the Trip Administrators and Student Leaders.
- I will not leave our assigned areas without the express permission of Trip Administrators.
- I will not use illegal drugs of any kind or medication not prescribed to me by a doctor.
- I will obey local alcohol consumption laws. If I am legally qualified to consume alcohol and choose to do so, I will do so responsibly and moderately.
- I will not participate in sexual relationships during the trip.
- I understand that this is a trip is sponsored by Dickinson College and I will, therefore, adhere to the Dickinson College Community Standards.
- I understand that if I violate this agreement, Trip Administrators will reserve the right to terminate my participation on this Service Trip and send me home at my own expense.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Emergency and Medical Form

### Student Development Trip

Participant Name: \_\_\_\_\_

Trip: \_\_\_\_\_

Carlisle Residence: \_\_\_\_\_

Home Address: \_\_\_\_\_

### Emergency Contact Information

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Phone numbers:      Home: \_\_\_\_\_      Work: \_\_\_\_\_

Cell: \_\_\_\_\_

Email: \_\_\_\_\_

### Medical Information Form

*This information will be used only in the event of an emergency by Student Development Staff and is completely voluntary. Information concerning any food allergies is necessary in planning team meals.*

Date of Birth: \_\_\_\_\_

Name of Health Insurance Carrier: \_\_\_\_\_

Policy Number: \_\_\_\_\_

In the event of an emergency, are there any medical conditions, allergies, or medication that we should be aware of:

\_\_\_\_\_

\_\_\_\_\_

Do you have any food allergies that must be considered in meals:

\_\_\_\_\_

\_\_\_\_\_

**Dickinson College**  
**Service Trip Programs**  
**Release, Indemnity and Hold Harmless Agreement**

Name of participant: \_\_\_\_\_ Name of program: \_\_\_\_\_

Dates of program: \_\_\_\_\_ Location of program: \_\_\_\_\_

I am engaged in or about to be engaged in a community service project as part of a Dickinson College Service Trip Program (Serve the World, Alternative Spring Break, etc). I hereby acknowledge that:

- I have chosen to travel to neighborhoods, locations and/or countries that may be unsafe or where unsafe conditions may exist in order to perform clean-up/construction work designed to assist individuals and/or communities in need;
- I have received and have read the [*insert name of program materials*] and understand the travel, living and work environments in which I will be participating and the risks associated therewith;
- I understand that there are also risks associated with the travel to, from, and around the location of the program;
- I understand that at the site itself, the work in which I will be engaged often involves hard physical labor, heavy lifting and other strenuous activity and that some activities may take place on ladders and unlevel surfaces; and
- I understand that it is not possible to list specifically each and every risk associated with participation in the Service Trip Program activities.

However, knowing the material risks and appreciating, knowing and reasonably anticipating that injuries and even death are possible, I hereby expressly assume all of the risks of injury or death which could occur by reason of my participation in the Service Trip Program activities.

**RELEASE:** I agree that, in exchange for and in consideration of the College permitting me to participate in the Service Trip Program, **I hereby assume all the risks associated with such participation and agree for myself, my heirs, executors, administrators and assignees to release and hold harmless Dickinson College, its trustees, officers, agents, and employees, from any and all liability, actions, causes of action, negligence, debts, claims, or demands of any kind and nature whatsoever including, but not limited to, claims for negligence, recklessness or any other form of action for which a release may be legally given (including attorneys' fees and costs) which may arise by or in connection with my participation in any activities or travel in or related to the Service Program.**

**INDEMNITY:** In exchange for and in consideration of the College permitting me to participate in the Service Trip Program, **I agree further to hold harmless and indemnify the College, its trustees, officers, agents and employees from any and all liability, actions, causes of action, negligence, debts, claims or demands of any kind and nature whatsoever (including attorneys' fees and costs) by any person or the College which may arise by or in connection with my conduct while participating in the Service Program.**

I hereby certify that I voluntarily sign this release, indemnity and hold harmless agreement, and intend to be legally bound by the terms of this document. I have read all of its provisions, and fully understand its significance.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Please Print Name