



# SERVICEABROAD handbook

Photos taken from  
Bonners serving  
abroad in Guatemala,  
Morocco, India, and  
Hong Kong.



## Administrator's Resource Guide

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Created by The Bonner Foundation  
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[www.bonner.org](http://www.bonner.org)

# Why This Handbook?

## A Message from the Author

Dear Bonner Director,

My name is Kelly Behrend, a Bonner Scholar at the University of Richmond. Firstly, thank you for your hard work in continuing to inspire and motivate your students to do meaningful service in their communities. As a Bonner Scholar myself, I know that you must put a lot of hard work and dedication into the work that you do. On behalf of my fellow Bonners, I sincerely thank you.

After surveying the network and speaking with many of you, it is evident that there was a lack of resources for supporting Bonners in finding sustainable, meaningful, and effective placements abroad.

In response to these concerns, I am pleased to introduce to you a series of handbooks aimed at helping our Bonners expand their service experiences from the local to the global.

These manuals seek to provide you, your students, and international service partners with resources to make effective placements that meet the needs of the international service partner, consider the development of the student, and bring students' previous experiences with local issues into focus with a global perspective.

It is because of my personal experience abroad that I am so passionate about helping other Bonners to go and experience the world in new ways. I spent my junior year abroad in the Basque Country of northern Spain in the fall of 2008 and in Northern Ireland in the spring of 2009. I continued my Bonner service in both regions.

It all began with my traditional service site at Refugee & Immigration Services of Richmond, where I serve as an English as a Second Language (ESL) teacher. Working with those individuals inspired me to go and investigate refugee issues in new contexts.

In Spain, I took classes on human rights and terrorism and continued my Bonner service by teaching Spanish as a Second Language (SSL) to immigrants from Morocco and Algeria. In the spring of 2009, I served as a journalist and community organizer for a local refugee and immigrant support center in Northern Ireland while studying human security and peace studies.

These experiences have enabled me to view my traditional service in new contexts and have inspired me to continue studying refugee policy beyond my undergraduate education. As of now, I am aiming to get a doctorate degree in Human Security Studies with a special focus in Refugee Policy. And I'm proud to say that it's all because of the Bonner scholarship.

All of that said, I experienced many challenges in arranging and managing my service abroad. Finding sites and serving in new cultural and social contexts were quite difficult. For example, it was hard to find community partners that could support my work 10 hours per week. I also encountered many intercultural issues that I wish I would have been better prepared for. Yet, I had an amazing experience abroad that has truly changed my perspective, deepened my passions, and broadened my future opportunities. It is because of these struggles and successes that I am so passionate in helping Bonners serve abroad. That is why I decided to create the following manuals:

The first in the series is the student manual, the **Service Abroad Handbook**, which is designed to give students tools and tips on studying and serving abroad. It also includes links to important resources, as well as stories from Bonners who have done it themselves. Be sure to download this document from the link below and e-mail or print the handbook to give to interested Bonners. It may be best to have a printed copy available in your office to get students interested.

The second manual is the **Service Partner Guide**, which serves as an Introduction of the Bonner Program to an International Service Partner. I encourage you to read through that handbook as well, which you should recommend that students take with them when they go abroad. It is a great way for potential service partners to better understand the Bonner Program and even includes a CLA workbook for students to get started on their CLA with their new site supervisor abroad. Again, you can view and print the handbook from the link below.

The final manual is this one, the **Administrator's Resource Guide**, which provides Bonner administrators with materials and best practices gathered from around the network to help guide students through the process of serving abroad.

Be sure to check out the online version of all of these manuals at the link provided below. There, you'll find live information from schools across the network.

As always, the Bonner Foundation is here to help. Give us a call at (609) 924-6663 if you'd like any additional information like service ideas, best practices, or examples of what other students have done in the past.

Thank you for all the work you do and good luck as you explore new opportunities for your students.

Kelly Behrend  
Bonner Foundation Summer Intern 2009

Access all of these manuals and other service abroad information online at the **Bonner Network Wiki**:

<http://bonnernetnetwork.pbworks.com/Service-Abroad-Handbook>

# Administrator's Resource Guide

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### Other Related Resources

- **Service Abroad Handbook** (for Bonner students)
- **Service Partner Guide:** Introducing the Bonner Program to an International Service Partner
- **International Partner Directory:** Where Bonners Have Served Abroad

...view and download these resources from the Bonner Network Forum at this link  
<http://bonnernetwork.pbworks.com/Service-Abroad-Handbook>



# Preparation Materials

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## Overview

For many successful Bonner Programs, students serve domestically and internationally on issue areas that matter most to them. Many nationwide Bonner programs succeed in providing deep and meaningful connections with domestic service sites and partners, and this resource guide seeks to expand these connections on the global scale.

In the creation of this resource, information was gathered from several campuses and staff members and it was apparent that programs throughout the country are on multiple stages of integrating service abroad. Some administrators work in campuses that have thriving study abroad centers with accessible and relevant resources, whereas some campuses have study abroad initiatives that are in fledgling development.

This section aims to provide you with tools to either begin integrating service abroad into your program or strengthen an existing process. This section includes:

### **Creating a Service Abroad Resource Base | page 2**

Best practices gathered from the network on gaining campus support around service abroad.

### **Introducing Service Abroad | page 3**

Strategies on introducing various service abroad opportunities and resources to your Bonners and how to use existing program features (meetings, cornerstone activities, etc.) to create an interest in service abroad experiences.

### **International Partner Directory | page 5**

A useful tool for helping students find service sites abroad.

### **Sample Service Abroad Application | page 6**

A real example from the network which helps to formalize the process.

Finally, be sure to read the **Service Abroad Handbook** for students and the companion guide for introducing the Bonner program to international service partners, the **Service Partner Guide**. They contain many details aimed to help you, the staff member, guide and manage this process.

Access all of these manuals and other service abroad information  
online at the **Bonner Network Wiki**:

<http://bonnernetnetwork.pbworks.com/Service-Abroad-Handbook>

# Creating a Service Abroad Resource Base

## Action Plan

Here are some tips for finding Bonner “champions” in terms of service abroad. With an expanded support network and resource base, it will be easier for you to encourage your Bonners to serve abroad and better facilitate the process. These steps were recommended from administrators in the network who have done it themselves.

### **Identify Key Campus Contacts**

Directors who felt they had a working campus network of people helping to facilitate the service abroad process cited the following key individuals as their Bonner “champions” on international service. It may be useful to contact those in similar roles on your campus.

- Civic Engagement Center
- Career Development Center
- Counseling Services
- Study Abroad Office
- Faculty engaged in service-learning initiatives
- International Studies Department
- Foreign Languages Department
- Financial Aid Office

### **Contact Community Partners**

It is possible that your local community partners have connections abroad or are part of global networks that may open doors for your students interested in serving abroad. Contact partners you think may have such connections.

### **Consider Academic Initiatives Abroad**

Find out if there are courses on campus that involve trips abroad or do research about various international communities. By pairing up with professors or departments, you may be able to find new opportunities and ways to integrate service experiences with academic endeavors.

### **Consult Available Bonner Resources**

The Bonner Service Abroad initiative and all of its resources can be found at the link below, where students and staff from across the network can view, download, and print various handbooks while also contributing their own ideas to the wiki pages. Also, check out the International Partner Directory, detailed on page 5.

<http://bonnernetnetwork.pbworks.com/Service-Abroad-Handbook>





# Introducing Service Abroad

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## Strategies & Best Practices (page 1 of 2)

### Discussing Service Abroad in Program Meetings

Whether or not you have an established service abroad program, it is essential that you have students talking about international service early on and throughout their time as Bonners. Here are some ideas and resources for integrating conversations about service abroad into your structured Bonner meetings. **Remember: “service abroad” could entail alternative break trips, semester/year abroad, or international summers of service.**

#### First Year Orientation

Have upperclassmen Bonners share how they may have applied their Bonner experience to global contexts through either coursework or immersion. Inform first-years of study/service abroad resources on campus. Particularly highlight alternative break opportunities or international summer of service, which first-years could more readily participate in than a semester abroad. While students may not do these freshman year, they can begin to think and plan.

#### Monthly Meetings

Many programs focus on a common commitment at each monthly meeting. Organize a monthly meeting around international service, inviting older Bonners who have gone abroad to share their experiences and inspire others to begin considering their own. If this is not the case, use the meeting to introduce the student [Service Abroad Handbook](#) and invite them to speak with you about campus contacts they may help them through the process of serving abroad.

#### Class Meetings

Sophomore Class Meeting: engage in reflections on social issues in multiple contexts (local, national, global) and invite students to begin considering and planning for experiences abroad (direct them to the student [Service Abroad Handbook](#))

Junior Class Meeting: If juniors are going abroad in the fall, engage in meaningful reflection with them upon their return in the spring. See the *Facilitating Reflection* section in this handbook, beginning on page 15.

Senior Class Meeting: Talk about career opportunities with seniors, reminding them of international options as well. If students have gone abroad, encourage them to include that experience in their capstone presentation.

#### One-On-One Meetings

Throughout your one-on-one meetings with students, encourage them to consider service opportunities abroad. In particular, follow the guidelines in the *Managing Students Abroad* section in this handbook, beginning on page 9. That section includes timelines for both administrators and students for planning out an experience abroad, which were primarily designed for framing conversations of one-on-one meetings.



# Introducing Service Abroad

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## Strategies & Best Practices (page 2 of 2)

### Using Capstone Activities to Introduce Service Abroad

**First Year Trip:** Take students to another community that may have an international population or have students serve with a community partner that addresses global issues. Facilitate some reflection around service in local and global contexts.

**Sophomore Exchange:** Do a service exchange with another Bonner Program in your area that may have an effective service abroad process. Take time during reflections to strategize with others on creating a similar process and get ideas from students who have done it themselves.

**Junior Leadership:** Invite students who have been abroad (in any context) to present their experiences to other Bonners. Invite juniors to form a committee or initiative around creating service abroad opportunities.

**Senior Capstone:** Have students either share their international experiences in relation to their student development or challenge students to think about the issues they worked with on the local level in a global context.

### Using the Student Service Abroad Handbook

After introducing service abroad to students in your program by using the strategies listed above, it is highly recommended that you make the student [Service Abroad Handbook](#) available to them. Students can view and download the handbook at the link provided below. It would be very useful for you to have a printed copy available in your office for students to look through as well.

The handbook features tools and tips on studying and serving abroad specifically for Bonner students. It also includes links to important resources, as well as stories from Bonners who have done it themselves.

Check it out and download it from at this link:

<http://bonnernetwork.pbworks.com/Service-Abroad-Handbook>

### Using the International Partner Directory

Lastly, the International Partner Directory may help students begin thinking about what kind of abroad experiences are available to them. The directory is compiled of both Bonner Foundation Partner organizations and organizations in which Bonners across the network have found and served with on their own--making this directory perfectly tailored to your program! Read more about this great directory on the next page.

# International Partner Directory

## How to use the Bonner Network to Find a Service Partner

When looking for an international service site, be sure to check out the Bonner Network's **International Partner Directory** -- a LIVE web-based database of service partners that Bonners have previously served with. Customize your search by looking in specific listings including:

- Alphabetical
- By Location
- By Issue Area
- By Service Role
- By Campus Partnership

**Log in and submit details on where your students have gone abroad!**

<http://bonnernetwork.pbworks.com/International-Partner-Directory>





# Sample Service Abroad Application

## Application Overview

It is a good idea for you to develop a service abroad application to provide some structure around students' selection of service sites abroad. Utilizing an application provides a framework for one-on-one meetings with students going abroad and solidifies important contact details of their personal address abroad and service site information. Here is a sample application, which is continued on the following two pages.

**Note:** You may download and customize a Microsoft Word version of this document on the Bonner Network Wiki's Service Abroad section. The link is <http://bonnernetnetwork.pbworks.com/Service-Abroad-Handbook>.

### Study Abroad Service Application University of Richmond Bonner Scholars Program

This application will help you validate a service site and submit the required paperwork. The Bonner Coordinator will be your main contact while abroad, so submit all paperwork to him. The Bonner Scholars Program anticipates that you will complete the 120 minimum hour requirement through *one organization*. If, under some special circumstance, you feel that you will need to work with more than one organization to complete the requirement, you **MUST** speak with the BSP Coordinator for approval.

#### Required Paperwork

- Study Abroad Service Application (p. 3)
- Community Learning Agreement (BWBRs)

*You must submit your CLA on BWBRs before you can log service hours in the system.*

- Hour Logs and Write Ups

*Given the range of types of service you can perform and the different academic calendars of foreign institutions, work with your Bonner coordinator to create a timeline for when you will submit hour logs and write ups.*

#### Submitting the Paperwork

The Study Abroad Service Application, CLA, hour logs, and write ups should be faxed to 804.484.1633 or scanned and e-mailed to the Bonner Coordinator. They can also be mailed to:

Bryan Figura, Coordinator  
CCE  
28 Westhampton Way  
University of Richmond  
Richmond, VA 23173



# Sample Service Abroad Application

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## Checklist for Validating a Program

### Checklist for Validating a Program University of Richmond Bonner Scholars Program

You may choose an organization not listed in our office records. However, in choosing an organization from the Internet, the Bonner staff cannot ensure the safety or trustworthiness of the organization.

The checklist below will ensure the validity of the non Bonner-approved organizations. If more than 2 or 3 of these are not true, then the program may not be as official as it seems. Utilizing programs that meet the requirements below will ensure you a safe experience with a trustworthy organization. The Bonner staff anticipates you will utilize this checklist and will not approve a site that does not have a minimum of 6 of the criteria below.

\_\_\_ A clear, well-designed (however basic) web site that has complete information and is regularly updated. It doesn't have to be fancy or cutting-edge, but it does have to be professional-looking, ideally with NO popup ads.

\_\_\_ Look at the site's domain registration information at [www.whois.net](http://www.whois.net). If the site is official, the company's information should be listed as the domain owner.

\_\_\_ Make sure the URL domain is correct when you visit the site. Click on any images and links to make sure you aren't redirected to a site within another domain.

\_\_\_ Always look for the padlock icon. When a site is secure, you'll see a padlock in the status bar at the bottom of your browser window. Look for the lock before you enter any private information, including your password.

\_\_\_ Check that there is a list of staff/faculty/program organizers, and their email addresses and phone numbers.

\_\_\_ A lot of programs have a list of collaborating organizations or universities who have previously sent students on the program.

\_\_\_ Make sure there is complete information on the program details (Consider details like the population served, the location of service, dates and costs, the insurance coverage, etc.)

\_\_\_ Look for a reference from another area nonprofit or academic institution and/or former students who can confirm the program's legitimacy. Try [www.idealists.org](http://www.idealists.org) as well.

\_\_\_ You should receive timely responses from the program regarding questions or concerns.

\_\_\_ Google the name of the program to see whether any articles or posts have been published referring to lawsuits, credibility, etc.

# Sample Service Abroad Application

## Application Form

### Study Abroad Service Form University of Richmond Bonner Scholars Program

#### Student Information

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

Mailing Address While Abroad (School Address if Unknown):

Address \_\_\_\_\_

City \_\_\_\_\_

Country/State \_\_\_\_\_

Zip \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

Study Abroad Phone Number: \_\_\_\_\_

Study Abroad E-mail: \_\_\_\_\_

Will you have Internet and email access? \_\_\_\_ Yes \_\_\_\_ No

Will you have cell phone access? \_\_\_\_ Yes \_\_\_\_ No

#### Study Abroad Service Site Information

Study Abroad Service Agency Name: \_\_\_\_\_

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

Supervisor's Title: \_\_\_\_\_

Agency Address: \_\_\_\_\_

City \_\_\_\_\_

Country/State \_\_\_\_\_

Zip \_\_\_\_\_

Agency Phone Number: \_\_\_\_\_

Fax: \_\_\_\_\_

Supervisor's Email Address: \_\_\_\_\_

Agency Website: \_\_\_\_\_

How did you hear about this organization? \_\_\_\_\_

If its non-Bonner approved, have you utilized the "Checklist for Validating a Program/Website?" \_\_\_\_ Yes \_\_\_\_ No



# Managing Students Abroad

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## Overview

After surveying administrators throughout the network, we learned that administrators lack effective tools to manage their students abroad, including to keep in contact with their students, juggle the dates and deadlines of students abroad, and establish a direct relationship with the site supervisor abroad. In response, we have gathered some best practices and included some useful tools in this section:

### **Using Technology to Keep In Touch | [page 10](#)**

Features opinions from Bonners in the network on web technology and how students prefer to be contacted. See how other programs are utilizing Serve 2.0 tools to keep their Bonners abroad in the loop.

### **Administrator's Management Timeline | [page 11](#)**

This timeline features management tips organized by calendar and by class year.

### **Student's Action Timeline | [page 12](#)**

Copied from the student Service Abroad Handbook, this timeline guides students through the process of selecting and preparing for a service abroad experience. It may be useful for you to view this timeline while creating your own management schedule.

### **Dates & Deadlines Chart | [page 14](#)**

This chart is useful for keeping track of your normal program deadlines as well as the adjusted deadlines for students studying abroad, who are often on different academic calendars.

With respect to establishing a direct relationship with the site supervisor abroad, we encourage you to use the Service Partner Guide, described below. Have your students print this guide and either send it to their potential site or bring it along with them when they go abroad.

### **[Service Partner Guide: Introducing the Bonner Program to an International Service Partner](#)**

(view/download at <http://bonnernetnetwork.pbworks.com/Service-Abroad-Handbook>)

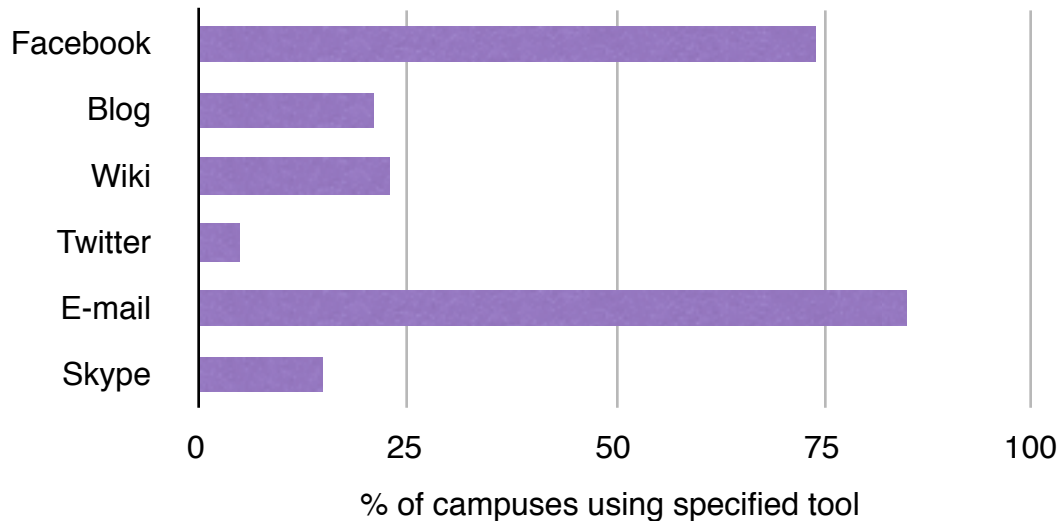
A comprehensive guide that introduces potential site supervisors to the Bonner Program. It also features a CLA workbook for potential partners and student volunteers to fill out together. The workbook considers community needs and student assets, leading students to create an effective and useable CLA. It also includes worksheets on providing contact information, which would provide international site supervisors with your information. Considering time differences, technology abroad, language, and cultural issues, it may be useful to develop your own strategies for contacting them on a case-by-case basis.

USEFUL TIP: You can use this handbook for introducing the Bonner Program to local community partners too!

# Using Technology to Keep in Touch



In a survey of our Senior Interns throughout the Bonner Network, students have rated the ways in which their programs have kept in touch with Bonners abroad. See chart below for a social media breakdown.



It is important to set up various check-in dates or strategies for keeping in touch before Bonners go abroad. Discuss these social media options with your students. Considering time differences, technology abroad, and other factors, it may be best to create a communication strategy unique to each student abroad. This process is mentioned in the Student Action Timeline on page 12.

Also, consider some of the following best practices for including Bonners abroad in your program.

- ✓ **Film your monthly meetings** and upload them to your campus wiki or YouTube channel so that students abroad (or students who were absent) can view what happened at the meeting.
- ✓ Use **Skype** for a one-on-one meeting to check in with your student, or have them involved in class meetings.
- ✓ Invite them to reflect on their experiences via **blog, Twitter, or e-mail.**

All of that said, it is important to consider the value of an international experience. Studying abroad is the perfect opportunity for students to explore and rediscover their service work in new contexts. Having to constantly report back to your program may be difficult or seem overwhelming. Talk with each student individually on how often they'd like to keep in touch.





# Managing Students Abroad

## Administrator's Management Timeline

### Summer

- Keep in touch with students who may be doing an international summer of service
- Create Bonner staff and faculty “champions” on campus who can help facilitate the service abroad process
- Contribute to the International Partner Directory with sites that students on your campus (not just Bonners) have served abroad
- Consider how to incorporate service abroad discussions in the First-Year Orientation and the Sophomore Exchange

### Fall

- Encourage students returning from an international summer of service to update the International Partner Directory (see page 5) with their service site's contact information
- Introduce the student [Service Abroad Handbook](#) at a monthly meeting

### Spring

- Encourage students returning from a semester abroad to update the International Partner Directory (see page 5) with their service site's contact information
- Host a monthly meeting with a focus on international perspective--so that juniors who return from abroad can share their experiences and sophomores planning for their potential semester abroad can benefit
- Students may want to go on international alternative spring break trip abroad this semester
- Discuss international summer service options with students during on-on-one meetings

### Suggested Additional Tasks for Each Class Year

First-Years	Sophomores
<ul style="list-style-type: none"><li>• Be sure that they engage in at least one T&amp;E activity related to international perspective</li><li>• Discuss international alternative break opportunities that the college may offer</li><li>• Get Bonners to begin thinking about where international study or service may fit in their four years</li></ul>	<ul style="list-style-type: none"><li>• Begin reflecting with students on issues in multiple contexts (local, national, global)</li><li>• Recommend that students visit the study abroad office and begin considering a potential semester or year abroad</li></ul>
Juniors	Seniors
<ul style="list-style-type: none"><li>• Manage/advise juniors who may be abroad</li><li>• Invite juniors still on campus to be liaisons to their fellow juniors abroad</li><li>• Encourage students to be engaged around international populations and issues in their own backyards.</li></ul>	<ul style="list-style-type: none"><li>• Suggest career options in international fields</li><li>• Have a staff member from the campus career center discuss international job opportunities</li><li>• Guide students to reflect on their domestic and international experience for their Senior Presentation of Learning.</li></ul>

\*Please note that these suggestions assume that your campus offers a semester abroad program in the fall of the junior year.\*



# Managing Students Abroad

## Student's Action Timeline (page 1 of 2)

This timeline is an excerpt from the student Service Abroad Handbook, which may help you strategize. Please note that the pages referenced within the text pertain to pages in the Service Abroad Handbook. (View/download at <http://bonnernetwork.pbworks.com/Service-Abroad-Handbook>)

### First Steps...

- **Begin considering what kind of abroad experience you are looking for**, particularly if you want it to be a summer, semester, year, or alternative break experience. Use the [Guiding Questions](#) worksheet on [page 2](#) to begin considering your options.
- **Research the cost of the program** (and any related travel/preparation expenses) and consider various funding options. See [Money Matters](#) on [pages 3 and 4](#).

### 3 Months Out...

- **Check your visa requirements.** Having proper documentation is essential for your trip. You must prepare such documents in advance because it may take some time to be processed. Check <http://www.studentsabroad.state.gov> for information specific to the area that you are traveling to.
- **Start researching the area** you're visiting for tips on what to pack, what to prepare for, and what types of things you would like to do while abroad. Read about cultural and social practices as well. See [Intercultural Issues](#) on [pages 5 and 6](#) to learn more.
- **Schedule a one-on-one meeting** with your Bonner Coordinator or Director and discuss various service options. In preparation for and during your meeting, use the [Finding a Service Site](#) worksheet on [page 7](#).

### 2 Months Out...

- **Research various service sites** in the area to which you will be going abroad. Consider what issue are you would like to work with, what the community abroad may need most from your service, and other logistics like transportation and hours. Use the [International Partner Directory](#), detailed on [page 11](#), to aid you in your search. Also use the [Service Site Checklist](#) on [page 18](#) to be sure that site you're finding are legitimate and safe.
- **Begin contacting various sites**, explaining key concerns like your hours commitment (generally 10 hours per week) and previous experience. See the [Sample Cover Letter](#) and [Sample Resume](#) on [pages 9 and 20](#).



# Managing Students Abroad

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## Student's Action Timeline (page 2 of 2)

### 1 Month Out...

- **Solidify service site details.** Once you have a confirmed site, be sure to provide all of your home and abroad contact details and travel dates to the site.
- **Create action plan with your Bonner Coordinator.** Meet and decide on deadlines for turning in your CLA and hour logs. Review past CLAs and brainstorm with your Coordinator how you can use this new experience to develop. Yet, you should both be flexible in creating this action plan--things may change quickly while abroad, so be sure to agree on ways to keep in touch. It is recommended that your Coordinator review the [Director's Resource Guide](#) for strategies on managing students abroad. Invite them to view and download it from the Bonner Network Forum at <http://bonnernetwork.pbworks.com/Service-Abroad-Handbook>

### 2 Weeks Out...

- **Download and print the Service Partner Guide.** It is quite a few pages, so see if you can have your Bonner Coordinator print it for you from their office. Plan on using this guide while you meet with your potential site supervisor, because it will help you describe the Bonner program and begin writing your CLA (it includes a CLA workbook for you and your site supervisor). If you have yet to find a service site, print out a few copies and use it while you look for sites while abroad.

### Final Steps...

- **Send out your contact information** to family, friends, and relevant university/Bonner personnel. Let them know how to best get in touch with you.
- **Check luggage requirements with your airline**, making sure that you can bring everything you need. Use the sample [Packing List](#) on [page 21](#) to help you remember to bring items you may be forgetting about.
- **Go, go, go!** Best of luck to you. Be safe, do good, and serve well, my fellow Bonner!

# Managing Students Abroad

## Dates & Deadlines Chart

This chart is based on a standard semester, assuming that some of your Bonner students are involved in a semester abroad program. Fill out this chart during one-on-one meetings with your students going abroad. Commit to a set of deadlines but also be flexible, as things may change quickly while abroad. Then, post this chart in your office so you know what to expect from your students. Be sure that they write the dates down as well.

Campus Dates & Deadlines					
Semester Start Date	CLA Due	Hour Log #1 Due	Hour Log #2 Due	Hour Log #3 Due	Semester End Date

Abroad Dates & Deadlines						
Student's Name	Arrival Date	CLA Due	Hour Log #1 Due	Hour Log #2 Due	Hour Log #3 Due	Departure Date



# Facilitating Reflection

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## Overview

One of the most important roles as a Bonner administrator is making sure your students are not only moving through the student development model, but consciously reflecting on their experiences and plotting out future developmental goals. This is particularly important for students who study abroad and may have trouble transitioning. Reflection provides a avenue for students to make necessary connections between their experiences both on campus and abroad.

This section will provide you with resources for eliciting, facilitating, and using reflections to the benefit of your students and your program as a whole. This section includes:

**Reflection Workbook for Bonners Abroad | [page 16](#)**

A best practice and sample from Davidson College, this workbook is designed for students while abroad. It features narratives, suggested readings, and reflection prompts for students to complete during their journey abroad. If completed, the students can gain Training & Enrichment hours for their submitted work

**Student Reentry: How to Smooth the Transition | [page 22](#)**

Covers issues like reverse culture-shock, student's transition back to campus, and ways to be supportive of their reentry.

**Reflecting Back On Campus | [page 23](#)**

Strategies gathered from around the network on how students' experiences abroad have been integrated back into the program in positive, effective ways.

**From Service to Politics | [page 24](#)**

Many students who serve abroad and experience issues in new contexts often return home inspired to do something more with their service. This section provides details on RESULTS, a Bonner partner organization and volunteer lobbying group, and on PolicyOptions, a Bonner project on creating community think tanks involving your students.



# Reflection Workbook for Bonners Abroad

Page 1 of 6

**Note:** You may download and customize a Microsoft Word version of this document on the Bonner Network Wiki's Service Abroad section. The link is <http://bonnernetnetwork.pbworks.com/Service-Abroad-Handbook>.

## **What If I Can't Do Direct Service?: Workbook for Bonners Abroad** *Reflection Activities and Alternatives for the Davidson College BSP*

Greetings from Davidson! If you are reading this document than you have decided to spend a semester abroad. You may be worried about fulfilling your service requirement while you're away from campus. Direct service hours may be more difficult to complete but don't worry – you'll get there! The Bonner office has developed a comprehensive training and enrichment plan just for YOU! In the attempt to ensure that everyone actually fulfills their requirements and enjoys doing so, you will find various opportunities below which will help you achieve your goal of completing all of your Bonner hours.

There are four reflection components which cover a broad range of topics and allow you to use different media to convey your thoughts and ideas. The reflection activities are to be completed in numerical order, so please begin with reflection component #1 and end with reflection component #4. Each component includes reflection activities about different aspects of your experience, from the beginning to the end. These activities have been developed to incorporate various aspects of the Bonner Scholars Program and it is important that you make completing these activities a priority.

All we ask is that you complete each of the reflection components. We encourage you to be as creative as possible, but also realize that there may be limits to that creativity due to limited resources. If you are able, we would love for you to utilize technology as much as possible to complete your reflection activities. This means if you are *able* to video blog, web blog, or create online photo journals; please take the opportunity to do so. On the other hand, if you do not have access to these resources, a regular pad and pencil will do the trick. Please consider keeping a private journal in addition to your service journal while you're abroad.

When you arrive back in Davidson, you will be asked to present your reflections to your fellow Bonners class in a semester class meeting.

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### **Training and Enrichment**

As you embark on this journey, it is imperative that as you complete the reflection components you also take time to explore different aspects of your host country. So take this as a free pass to take advantage of EVERYTHING that this experience offers!

While we hope that you'll attend different lectures and participate in different activities which count towards your 'formal' T&E requirements, please think outside the box. Attend different events, especially those that relate to any of the BSP's 6 Common Commitments. IF you need a reminder, the commitments are listed below. Please record and journal these experiences and keep the commitments in mind as you construct your journal responses.

Although it is not required, we recommend that you have at least 3 experiences that connect to each of the 6 Common Commitments.

### Social Justice

*We advocate for fairness, impartiality, and equality while addressing systemic social and environmental issues.*

### International Perspective

*We develop international understanding that enables us to participate successfully in a global society.*

### Spiritual Exploration

*We explore personal belief while respecting the spiritual practices of others.*

### Civic Engagement

*We participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.*

### Community Building

*We establish and sustain a vibrant community of place, personal relationships, and common interests.*

### Diversity

*We respect and engage the many different dimensions of diversity in our public lives.*

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### **REFLECTION COMPONENT #1**

OMG...you MADE it! Take it all in. You've been anticipating this trip for months now and you've finally arrived. In this reflection section, we want you to think about your new surroundings and begin to reflect on this exciting experience.

Please read the following "assignment" and use the questions following the passage as well as the questions provided below as a guide around which to frame your journal reflection.

Please take into consideration that your responses for each component should be substantial, so plan and respond accordingly.

#### Reading Assignment #1:

Chisholm, L. (2000) *Charting a Hero's Journey*. IPS-L Press: New York. p. 81-84.

#### Reading Assignment #2:

Chisholm, L. (2000) *Charting a Hero's Journey*. IPS-L Press: New York. p. 90-91.

- What did you learn about the country?
- Did anything surprise / shock / worry you? How did you respond?
- Were there miscommunications? How did you overcome them?
- Did you feel welcomed? Why or why not?
- What was your biggest challenge?
- Why are you unable to complete your direct service requirement?
- What are the circumstances that restrict opportunities for service?
- Do you think that the community could benefit from forms of volunteerism or community service? Where are those needs? Why do you think they need to be met?

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### **REFLECTION COMPONENT #2**

Now that you've arrived and are beginning to acquaint yourself with your new surroundings, how does it feel? Everything is new. There are new people, new sights, new sounds, new smells and new tastes. Are you still glad that you decided to study in this particular country? When arriving in a new place and then realizing that your visit will last for months for some is an easy realization and for others a difficult one. In this reflection section we would like for you to focus on the differences between your preconceptions and initial perceptions as well as any misconceptions that you had about your study abroad country.

How does American culture differ from the culture of your study abroad country? Please read the following "assignment" and use the questions following the passage as well as the questions provided below as a guide around which to frame your journal reflection.

Please take into consideration that your responses for each component should be substantial, so plan and respond accordingly.

#### Reading Assignment #3:

Chisholm, L. (2000) *Charting a Hero's Journey*. IPS-L Press: New York. p. 96-98.

#### Reading Assignment #4:

Chisholm, L. (2000) *Charting a Hero's Journey*. IPS-L Press: New York. p.105-106.

#### Reading Assignment #5:

Chisholm, L. (2000) *Charting a Hero's Journey*. IPS-L Press: New York. p.114-116.

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### **REFLECTION COMPONENT #3**

Now that you've been in the midst of the culture and society of your study abroad country for several weeks you may feel like you're a part of the culture. The language is more familiar, the people are no longer foreigners to you, you are no longer just the foreigner to them and you are feeling more comfort and less apprehension about your new environment.

You are now able to view the community and its people from a different perspective. In doing so, what community program or service organization do you think would best benefit your host country?

In this reflection section, we would like for you to imagine a complete community service program that you think would best benefit your community. (No need to actually start the program – a paper plan will work for now!)

Be creative but realistic. Research the issues in your community and the organizations already in place to address them.

For this component, there are really no guidelines but you may want to take steps like this:

- Find a magazine article or newspaper article about the issue. Maybe this is the information you would have if you were still in the United States.
- Visit an agency that addresses the issue (or some sort of tourist attract where this issue can be seen but maybe not as easily). This is the information you would have if you were only in country for a short visit on vacation.
- Interview community members on their thoughts regarding this issue. This is really information that can only be gathered when you've become a member of the community yourself.
- Using Steps 1-3 plus other information you've gathered dream about what you would like to do and show us! You can use art to illustrate your ideas or write a newspaper article about the ribbon-cutting or about how your program has changed life in the area a few years down the road.

The point of this activity is to deepen your exploration and learning. You'll have to use your judgement about whether any of these ideas could be applied in your ongoing service work by speaking with your site supervisor.



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### **REFLECTION COMPONENT #4**

As this experience comes to a close and so does this chapter in your life you should realize that you have completed an amazing journey. Whether you were excited or apprehensive, anxious or hesitant, you made it through and that is a significant accomplishment.

Before you left Davidson you were asked to choose one of the following books:

- **Rule of the Bone by Russell Banks**

*This book details a captivating story about self-discovery narrated by a homeless youth living on the edge of society; a lost boy who maps the cruel world that surrounds him with mother-wit, humor and appealing honesty.*

- **Leading With Soul by Lee Bolman and Terrance Deal**

*This book reveals that a person path to leadership requires knowledge of self and a servant-leader mentality. Current issues such as the changing nature of work are raised.*

Now please read the book in its entirety and create discussion questions. You should be prepared to lead a thoughtful and engaging discussion about its content.

Also, please read one final excerpt and reflection upon the questions following the passage:

**Reading Assignment #6:**

Chisholm, L. (2000) Charting a Hero's Journey. IPS-L Press: New York. p.244-247.

# Student Reentry: Smoothing the Transition

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## **Reverse Culture Shock**

Returning home after studying abroad often involves an adjustment similar to what students may have experienced when they went abroad. While people traveling abroad usually expect culture shock, many are surprised to experience a similar range of emotions when they return home.

## **Potential Behaviors of Struggling Students**

While each person copes with returning to their home culture in a different way, there are some common reactions. Often students feel isolated, because the friends and family they return to cannot relate to their new experiences abroad and may not even seem interested in hearing about the time spent overseas. Students may feel frustrated that their return home is not as easy as they had expected, and find their loved ones expect them to be exactly the same as when they left! The reality is that study abroad changes students' perspectives, sometimes very dramatically, and returning home can be very stressful because of the conflict between the "new" and the "old" self. There can also be a fear that the new skills and knowledge that have been gained will go unused when back at home.

It is not uncommon for some students to seek additional assistance due to stress that may affect their ability to interact with friends and family or may even affect their ability to concentrate on their studies. Some students may find that the stress causes more frequent headaches, backaches, stomach aches, or difficulty sleeping. As an advisor to these students, try to look out for behaviors that may indicate struggle.

## **How to Be Supportive**

It is important for you to monitor students' behavior and stress levels upon their return to campus and remind students that you are there to assist in their transition. If cases become worrisome, suggest that students meet with personnel in the counseling services or study abroad office on your campus. It may also be useful to talk to those offices yourself to gain insight on strategies for helping students with the transition.

For these reasons, it is essential that you follow through with reflection activities for students. Best practices for doing so are included on the following page, [Reflecting Back on Campus](#).

*Compiled from the University of Richmond's Student Reentry Letter  
Office of International Education*

# Reflecting Back on Campus

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If your Bonner students engage in some sort of reflection activity (like the sample reflection packet on pages 16-21) it is best to extend that reflection in ways that contribute and build onto your Bonner program. Here are some examples on how other schools in the network are doing it.

## Welcome Back Event

*Celebrating experiences abroad, reengaging with commitments at home*

Host some sort of event each semester for students who have recently returned from abroad. Often times, your study abroad office may already offer something, but it is important that your students are welcomed back and have the chance to reflect in a Bonner context. Also try to incorporate exposure to international students, relevant organizations, or local populations so that the experience can be more continuous.

## Service Abroad Binder

*A service abroad resource manual for Bonners, by Bonners*

Have students collect information on their service site abroad (pamphlets, flyers, etc.) to be added to a binder so that prospective service abroad students have some initial reference points. Be sure to include the student's site evaluation or any other reflection materials as well, so that prospective students can have a full understanding of the site's expectations and the student's experience.

## International Perspective Monthly Meeting

*A monthly meeting focused on one of the Bonner Common Commitments*

At this meeting, invite students who have served abroad to present on their experiences.

## Senior Presentations of Learning

*Making service abroad experiences an integrated part of the POLs*

Encourage students to include their experiences abroad into their POLs and invite underclassmen Bonners (particularly those interested in serving abroad) to attend.

# From Service to Politics

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After Bonner serve abroad, it is common that they have stronger passions for specific issues than before they left. It is essential that they are provided with outlets to act on their interests while the experience abroad is still fresh in their mind. A great way to do this is through RESULTS, a grassroots lobbying organization and partner of the Bonner Foundation. Read below for more information, and encourage your students (whether they've been abroad or not) to explore the opportunities to get involved in the political process and advocate for issues they care about most.



A national Bonner Partner, RESULTS is a grassroots activist network that lobbies for policy changes on both domestic and global fronts regarding poverty. Issues like homelessness, disease, and hunger are primary focuses of RESULTS advocates. Their website features trainings on lobbying, writing letters to Congressmen, and creating coalitions for policy change on campus. Their

Campuses for Change network is a great opportunity for Bonners to get involved. For students interested in this sort of work, RESULTS is the best organization out there. Visit their website-- [www.results.org](http://www.results.org)

Managed by our own Bonner Foundation Vice President Bobby Hackett, the PolicyOptions.org network seeks to establish a



network of local community think tanks that will make policy information, news, and research available on websites, weekly email news updates, and research. These local "community think tanks" will feature local PolicyOptions Issue Briefs on topics of local interest that draw upon policies and program models from around the country and world. We believe that up-to-date, neutrally presented information is critical to informed citizen action in shaping policy and planning program improvements. Encourage your students to do issue briefs on topics that matter most to them. Check out the wiki - <http://policyoptions.pbworks.com> for more information and complete guides on how to go through the process.



SERVICEABROAD  
handbook

## Director's Resource Guide

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