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Introduction to the Center for Public Service at Tulane University

History
Public Service at Tulane University has a long and rich history. Faculty members, staff and students have been actively engaged in civic and research activities that link Tulane with communities outside of the university. These partnerships have run the gamut of experiences from as near as the university’s immediate neighbors in New Orleans to partners in other countries. In the past these initiatives have included faculty-driven programs such as academic service learning and research, student-initiated community service and staff-supervised community activities.

In 2006 Tulane’s renewal plan offered an opportunity to coalesce campus resources to found the Center for Public Service (CPS). CPS is dedicated to supporting the university’s diverse community-based research and service activities, as well as serving as an intellectual and physical space for sustained university and community partnerships.

Mission Statement
In support of Tulane University’s mission, the Center for Public Service engages the Tulane and broader communities by facilitating mutually-beneficial relationships and transformative teaching, learning, and research to address social challenges and foster responsible citizenship.

To learn more about the goals and values of the Center for Public Service, please visit our website at http://tulane.edu/cps/.
Public Service at Tulane University

What is Public Service?
Public service is an informed, consensual and mutually interactive engagement with people, institutions and the environment for the purpose of the progressive achievement of civic virtue and the promotion of the public good.

Through CPS, Tulane offers many types of public service, whether academic or community service. Academic service involves service tied to an academic course, like service-learning, a public service internship, public service honors thesis, etc. Community service is done independently or through student organizations, like CACTUS, Greek organizations, days of service like Outreach Tulane, or alternative breaks.

Undergraduate Public Service Graduation Requirement

The Public Service Graduation Requirement consists only of the academic service options, and consists of a two-tiered process:

- Successfully complete one service-learning course at the 1000-, 2000-, or 3000-level before the end of your sophomore year or fourth semester on campus.
- During your junior or senior year (after four semesters of coursework), participation in one of the following Center for Public Service approved programs (at the 3000-level or above):
  - Service-learning course
  - Academic service learning internship
  - Faculty-sponsored public service research project
  - Public service honors thesis project
  - Public service-based international study abroad program
  - Capstone experience with public service component

Note: A service-learning course can be listed as 20 or 40 hours, depending on how the professor has designed the course. You do NOT need to take 40 hours in order to fulfill the second tier requirement. The option you select just needs to be listed at the 3000 level or higher.
Academic Guidelines for Public Service

On-Site Orientation
All students are required to attend an on-site orientation before beginning their service. Out of respect for our community partners’ busy schedules, we will not hold make-up orientations. Please plan accordingly. Transportation to the on-site orientation will be provided when necessary.

At orientation, you will:
- Meet the site supervisor
- Tour the site

You will also learn about:
- The history of the organization and its mission/goals
- Sign-in/out procedures
- Specific service activities
- Site logistics, including transportation and dress code
- Specific site safety regulations and emergency procedures especially for fire, violent intruders, and severe weather

Unless otherwise noted, the orientation does not count toward your service hours.

If you do not feel comfortable or safe performing the duties related to your public service project, please notify your site supervisor and CPS coordinator immediately. Depending on your concerns, it may be possible to arrange an alternative project.

Committing to Public Service
As a courtesy to our community partners, who plan activities for a set amount of students, you must notify your professor, site supervisor and CPS coordinator if you choose to drop the service learning component of your course (if it is optional) within the first two weeks of class. Similarly, if you choose to add or drop the 4th credit (if available and if optional), you must do so within two weeks of class starting; you will be held responsible for all 40 hours of service if you drop the 4th credit after that point.

Training and Workshop Opportunities
Some sites or activities may require skills or knowledge beyond that provided by students’ personal or classroom experience. CPS sometimes offers training sessions or issue-based presentations that your professor may require you to attend to maximize your effectiveness on site. Please consult your class syllabus to see if any trainings or presentations are required.

Required Number of Service Hours
Consult your syllabus for the number of service hours required for your course. Typically, this entails a 20-hour public service commitment, which usually translates into two hours scheduled at the same time each week over the course of ten weeks. Neither orientation nor training will count toward your 20 hours. If you are enrolled in the 4th credit, you must complete 40 hours of service.
Reflection Exercises
Reflection is a key component of public service; it is the bridge connecting your service experience with the academic content of your course. To give you an opportunity to demonstrate your understanding of this connection, you will be required to complete a written reflection component. This may include:

- Keeping a journal of your experience
- Responding to reflection questions on Blackboard
- Writing papers linking the academic content of the course to your service experience

Please consult the syllabus for details about the written reflection component of the course.

In addition to written reflection, you may also be required to engage in oral reflection about your service experience in relation to the academic content of the course. Oral reflection may take the form of:

- In-class discussion sessions: These are in-class reflection sessions facilitated by your professor, a CPS coordinator and/or a community partner.
- Hybrid discussion sessions: These are reflection sessions held outside of class and allow students to speak more directly to their experience.

Refer to your syllabus to determine which types of discussion sessions are required for your course.

Communication
We expect all students to check their Tulane e-mail on a daily basis, as this is the most effective means of communication. If you fail to communicate an issue in a timely manner, we cannot help you in resolving whatever the problem may be. For example, if you’ve failed to begin or conduct your service hours on a regular basis because of some issue like scheduling or otherwise, waiting until the final month of class is not acceptable. Neither your professor, CPS, nor the community partner should be responsible for you not discussing a problem sooner. Please speak up as soon as you encounter an issue that is preventing you from fulfilling your service.

Mid-Semester Evaluation
You will be asked to fill out a mid-semester evaluation about half way through the semester. This is especially important if you want to make any comments about the service project, as the people responsible will have time to implement any necessary changes. Please take this opportunity to share your opinions, which can be anonymous if you prefer.

Final Project
Check your syllabus to see whether or not your service learning course requires you to complete a final project. If you are completing a final project for the community partner, it is essential that you deliver the product in hard copy and digital form to your site supervisor before the last day of service.

End-of-Semester Evaluation
Students will fill out a final evaluation of their public service experience at the end of the semester. Your feedback will be used to help plan for future semesters. This evaluation will be available through blackboard during the end of the semester course evaluation period.
Community Guidelines for Public Service

Tulane University is committed to working in the New Orleans community. As students working in the New Orleans community, please bear in mind that you are representing Tulane at all times. Your responsible efforts determine Tulane’s level of respectability in the community. It is important for future students that you leave a good impression; below, you will find a list of best practices that we expect you to follow. As a general rule, it is a good idea to treat your service experience like a job. Just as you would not dress inappropriately or show up late for work, you should refrain from doing so while engaging in public service.

Any Tulane rules around student conduct and safety that apply in class or on campus, also apply at your service site.

Professional Courtesy
We expect you to exercise maturity and courtesy at all times when working at your service site. This includes:
- Smiling and greeting people as you walk through your site
- Remembering that you are there to learn from the site as much as you are there to provide a service
- Putting phones/beepers on silent so as not to disturb others
- Refraining from using your phone while working on site (unless it is an emergency)

Punctuality
An important component of your service experience is building and maintaining trust with those working at your service site. One basic way to establish this trust is to show up each week on time, ready to work. Unless otherwise noted, you will have a scheduled service time that is consistent each week. We expect you to attend during the agreed upon times unless a dire emergency prevents you from doing so; studying for midterms does not constitute an emergency.

- If an emergency arises and you are unable to attend during your regularly scheduled service time, you MUST call your site supervisor (or classroom teacher if you are a classroom assistant) with as much advance notice as possible, so s/he can plan accordingly.

Each time you visit your service site, you should sign in/out following the procedure outlined at the on-site orientation. You will be also responsible for keeping track of your timesheets, which should be submitted by the last day of class to your professor or coordinator, as designated in class. In the appendix of this handbook, you will find a blank timesheet to record your hours. You are expected to keep track of your own service hours in addition to signing in/out on-site.

The site supervisor will need to sign off on your timesheets before you submit them; each site has a different procedure for this, so check with your site supervisor for more details. If you are working on an independent project and do not have a site supervisor, you will need to submit your timesheet directly to your professor or CPS coordinator. Due dates for timesheets are in your syllabus; you must sign the timesheets before submitting them to verify that your hours are accurate. Please note that forgery or falsehoods on your timesheets are considered a violation of the academic honor code.
**Appropriate Dress**
The specific dress code requirements will vary from site to site. However, it is important to recognize that you are a representative of the Tulane University community when you perform service at your assigned site. The following constitutes inappropriate dress:

- Revealing clothing, including shorts, spaghetti-strap tops, low-cut shirts, halter tops, bare midriffs, extremely low-rise pants or short skirts
- Clothing with offensive, vulgar or discriminatory slogans, sayings or images
- Clothing advertising alcohol or cigarettes
- Dirty or torn clothing
- Flip-flops or dirty sneakers

Some sites may require specific dress or safety equipment to protect you and others. It is mandatory to follow the rules and procedures and properly use provided equipment at your site. **Failure to adhere to a site’s dress code requirements may result in temporary or permanent dismissal from the site and service activity.** Some site-specific dress requirements are listed in the appendix. (or add the handouts to the website and link here.)

**Confidentiality**
As you may already know, professionals in law, social work, education, psychology and certain other fields are obligated to maintain confidentiality between themselves and their clients. Whatever they learn from or about their clients is privileged information and cannot be revealed to others without permission from the client. As a student engaging in public service, you may have access to this privileged information. Students are also often given access to information about their organization that is not necessarily public.

*Confidentiality is extremely important!* Students are expected to respect the level of confidentiality required by their particular placement. Supervisors who treat students as professionals expect that they have the degree of maturity and training necessary to be worthy of such trust.

Before students engage in public service, they should discuss the parameters of confidentiality to that specific site with their site supervisor. Site supervisors are responsible for making students aware of confidentiality limitations and responsibilities. Speaking to your site supervisor about how the obligations of confidentiality may apply to you is important as these obligations vary from site to site. A breach of confidentiality as laid out by site supervisors is a breach of professional ethics that can lead to immediate termination of your service placement. If you have any questions about whether certain information is classified, be sure to ask your supervisor.

**Troubleshooting**
One constant in service learning is the fact that regardless of the best laid plans, there are bound to be hiccups in implementation. CPS staff members have found that the best way to keep minor problems from becoming minor disasters is to maintain clear and frequent communication with all constituents. To this end, we will utilize the following method for addressing problems.

If you are having trouble on-site:
• You should first talk directly with your site supervisor to discuss your concerns. If you do not feel comfortable doing this, a CPS staff member will offer support but will not intervene on your behalf unless the situation poses an immediate threat to you or others (i.e., harassment on site, illegal activities, unsafe working conditions, etc.).
• If you report continued trouble, the CPS coordinator will call a meeting with you, the faculty member and the site supervisor. CPS staff will help mediate the conversation but feel it is important for all constituents to be at the table to prevent issues with hearsay.

Similarly, we want you to be aware of the protocol we have in place if the community partner reports having any concerns about your work:

• CPS staff will relay a message directly to both the student and the faculty member. CPS staff will arrange a meeting with the site supervisor and the student to discuss the problem.
• If a student continues to pose a problem for the site, CPS staff will coordinate a meeting with the site supervisor, student and faculty member to discuss alternatives or repercussions. If the difficulty is arising from a genuine inappropriateness of fit, the student may be reassigned. If the problem is based upon a student’s failure to comply with expectations set by the site or the faculty member, the student will receive the appropriate academic repercussions.

Because your participation in public service is an essential means for meeting the learning objectives of a service learning course, it is imperative that you communicate any difficulties you have in meeting the service requirement and understand the consequences for failing to complete the service requirement.

**Tips for a Successful Public Service Experience**
The following bullet points represent best practices that we suggest you adopt while engaging in public service:

• You may come from a very different community than the one you will become a part of through public service. For that reason, it is important that you do not assume how to help and how to solve perceived “problems.”
• Make an effort to learn about existing strengths, as well as needs, of the community with which you are working. Make an effort to see the positives!
• Be open to seeing things in new ways and from new viewpoints. Observe and respect cultural differences in language, expectations and values.
• Ask questions and really HEAR what is being said; let the people who live and work within the area of your public service placement help you become an effective service learning student.
• Be proactive about asking questions if you don’t understand what is expected of you on site.
• Think critically about your public service assignment and actively work toward the site’s goals while understanding the relevance within your area of study.
• Pay attention to how you practice power. Learn and serve WITH the people at your site. We are reaching our hands out, not down.
• Be patient and flexible. Understand that things may not always go as planned and operate with a spirit of generosity.
Creating Closure
You will get to know a variety of people at your service site through public service. At the end of the semester, it is appropriate to create a sense of closure to mark the culmination of your work with the community partner.

In anticipation of your final visit to the service site, you should inform the site supervisor and those with whom you work about the number of weeks left for your semester-long commitment. This will alert the site supervisor to the fact that your assistance will be ending soon, while also letting the site prepare for final “goodbyes.” It is a good idea to do this within the last two or three weeks of service.

Although not required, it is a nice gesture to let the people with whom you worked know what you learned from the experience and the lasting impact that the public service has had on you. Whether telling people in conversation or writing it in a card, our community partners really appreciate hearing about what you learned from your experience while working with them.

Community Sites

In addition to the guidelines and best practices outlined above, students working in the community should read this section for additional suggestions and regulations.

Safety When Engaging in Projects Related to Gutting/Deconstruction/Restoration
If you are involved in any public service activities that involve gutting homes that have been flooded or have mold, you must make yourself aware of the health and safety risks you face. Your site supervisor will go over safety hazards and regulations regarding your work. If you are not comfortable engaging in this type of work, it is up to you to alert the site supervisor, professor and CPS coordinator immediately.

Wearing appropriate haz-mat suits and respirators greatly reduces the risk of many health-related dangers on-site. You should not engage in this type of work unless you have the proper safety gear.

Health Sites

In addition to the guidelines and best practices outlined above, students working in health-related sites (hospitals, clinics, labs, etc.) should read this section for additional suggestions and regulations.

Safety in Health Settings
During the on-site orientation, your site supervisor will go over safety concerns specific to working at a health-related site. Be sure to abide by these regulations and ask your site supervisor at any time if you have questions.

Testing
Many health-related sites require all volunteers to take tuberculosis (TB) tests before they can begin working on-site. The site supervisor will describe this process in greater detail during orientation, but it generally involves two trips to the site (once to take the test and another time to
have the test results read). Most health-related sites provide this testing for free to their volunteers.

Students may be required to undergo other testing/vaccinations, as well as training, regarding things like blood-borne pathogens, universal precautions, HIPAA and OSHA.

**Appropriate Dress**
Students performing service at hospitals, clinics, or labs may be required to wear scrubs or other protecting clothing. Closed-toe shoes should be worn at all times. If you have long hair, you must tie it back as a safety precaution. Your site supervisor will go over specific dress requirements during the on-site orientation. Failure to adhere to the site-specific dress regulations may have serious health or safety implications in these settings.

**Education Sites**
In addition to the guidelines and best practices outlined above, students working in schools should read this section for additional suggestions and regulations.

**Criminal Background Checks**
Louisiana law stipulates that volunteers working with students in public schools must pass a criminal history check. Please understand that you may be asked to do this for the safety of the students.

Tulane’s Workforce Management office will receive your name and will send you instructions on how to submit your background check. CPS staff must receive notification of your clearance before you begin service; for that reason, you should submit the appropriate paperwork as soon as possible.

**Attendance**
Since both the students and the classroom teacher (if applicable) will be expecting you to arrive at the same time each week, it is imperative that you show up on time each week to your school. Students absolutely look forward to your visits each week, and when you don’t show up, it sends the message that you don’t care. If an emergency (extreme illness or family emergency) arises, you must contact your site supervisor, your professor and your CPS coordinator (classroom assistants should contact their classroom teacher directly) with as much advance notice as possible. It is *never* acceptable to not show up and not call anyone on-site in advance.

**Safety On-Site at Schools**
In addition to the safety information outlined earlier in this handbook, there are other safety issues that you should be mindful of:

- You should NEVER be left alone in a classroom with students. You might be liable for anything that happens when the teacher is gone.
  - If a teacher indicates that he/she is going to leave the classroom, you should remind him/her that for liability reasons, you cannot be left alone with students.
  - If the teacher leaves anyway, you should proceed immediately to the office to alert the staff that the teacher left. This may seem counterintuitive, especially with younger students, but you must abide by this procedure. After you have alerted the
office staff, you should follow up with the site supervisor and CPS coordinator immediately to address the issue with the classroom teacher.

- If you are engaged in tutoring activities at a school, you should try to tutor in open areas observed by adults (i.e., in the hallway or in one of the special rooms set aside for For the Children).
  - Under NO circumstances should you be alone with a student in a room with the door closed. Again, this is a liability issue.

- Discipline is NOT your responsibility. At the orientation, the on-site supervisor will describe protocol for working with disruptive students.
  - Under NO circumstances should you break up a fight. Even when small children fight, there is the potential for someone to get hurt. You should follow the protocol outlined by the site supervisor if you come across students fighting.

**Professional Dress**

No matter the activity or grade level of students, we expect you to look professional and respectable while working at a school. Revealing, inappropriate or sloppy clothing is distracting to students and sends the message that you are not taking your service learning assignment seriously. Van drivers, site supervisors and classroom teachers all have the right to send you home for the day if you are not dressed appropriately.

**Tips for Working with Students**

- Remember that children are not always perfectly behaved. Exercise patience and don’t take things personally. Consider the child’s context and viewpoint: what may be affecting his/her behavior? Look at the situation as an opportunity to develop your skills in interacting with children.

- Students will look up to you; what you do and say, as well as your nonverbal cues, have a big influence on them. Be careful not to make promises that you cannot keep. If you would like to start a new project or activity with a student, check with the teacher to make sure it is appropriate.

- Encourage students to do their own thinking and problem solving (i.e., refrain from simply giving students the answer). Give students plenty of time to answer. Silence can mean that they are thinking or organizing what they want to say or write. However, don’t leave a student hanging if he/she doesn’t know the answer.

- If you don’t know an answer or are unsure of what to do, admit it to the student and work it out together.

- Respect students’ ideas; give positive and specific feedback (i.e., “I like how you checked your division on that problem by using multiplication.”).

- Tailor activities to incorporate students’ interests; look for ways to motivate the student.
• Work through problems or assignments with the student, modeling different approaches to the same problem. Different people learn in different ways; your preferred approach may not work best for the students you are tutoring.

• Maintain a sense of humor, and enjoy yourself!

Resources
Use the resources around you! Your professor, Service Learning Coordinator, site supervisor and/or classroom teacher are all excellent resources if you need ideas on working with students effectively.

It is also a good idea to familiarize yourself with education in New Orleans. The Times-Picayune regularly has articles about education: http://www.nola.com/education.

Creating Closure with Students
Because students will come to expect your visits, it is important to have a special way to mark your last time at the school with them. Talk with your teacher/site supervisor about activities for your final day.

You should let your student(s) know a few weeks in advance when your last day will be, so you don’t just disappear (i.e., On your third-to-last visit, you could say, “After today we will only have two more days together!”). For smaller students, it’s a good idea to show them a calendar and have them point to the remaining days that you will be on-site.

Emotions often surface for you and the students with whom you work as your time together draws to an end. It is likely that the students with whom you have worked have experienced losses, and it is never an enjoyable part of a partnership. Leaving a partnership without saying goodbye will leave the students feeling unsettled and abandoned. Please be sure to mark your last day with some activity to provide closure with the students. Refrain from promising that you will visit or return to work the next semester so as not to give students false hope.
Restricted / Sensitive Activities

The following activities are not permitted when participating in service learning. These restrictions are made for the safety and wellbeing of students and/or community members.

Some activities may be allowable with advance permission if specific guidelines are adhered to. Please contact your CPS Coordinator with any questions.

- **Human subjects research** is prohibited, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane’s Institutional Review Board; students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer.

- **Restricted physical activities** that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steal-toe shoes are recommended.

- **Issuing assignments:** Students may not assign Site’s service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class).

- **Political Campaigning:** Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.

- **Investigations:** Students may not: Photograph crime scenes; Write actual investigative reports; Serve subpoenas; Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided); Testify in court (unless a valid subpoena has been issued).

- **Serving the Public:** Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane’s benefit. Public Service benefits members of the non-Tulane community.

- **Private homes and one-time service sites:** For student work within **private homes or other one-time service sites** (example: Green Light New Orleans), the CPS Partnership Committee reviews partners’ location vetting procedures based on the following questions: 1. Explain how your agency screens homes before students conduct service there. 2. Who is liable and what students should do if they are accused of stealing or something breaks? 3. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.
Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University’s general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including “safe spots” (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization’s contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. (CPS retains additional guidelines for these activities)

Group Counseling and Counseling Related Guidelines a. Those involved are in compliance with licensing laws of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system. B. Clients can refuse to participate in public service activities without penalties. C. Encourage therapists to discuss the student's involvement with the group prior to the student attending group so that clients could air their concerns. D. Students should participate in structured, pre-determined ways for which they are trained ahead of time. E. Undergraduate students’ contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (example, helping clients generate a list of their known triggers for relapse). F. Unless the student has specific training in whatever treatment is being offered, undergraduates should not "co-facilitate" a group.

Alcohol: Do not handle, consume, serve, sell or promote alcoholic beverages during a public service internship.

Vulnerable Populations & Supervision While working with vulnerable populations: You should be under direct supervision at all times when working with vulnerable populations. When working in a group counseling setting, your contributions should be limited to observing groups and assisting the staff in a structured predetermined way. If you are working in a school, you should never be the only adult with a class of students. You could be liable for anything that happens when the teacher is out of the room. When tutoring students, work with them in an open area or with the classroom door open and be sure supervision is available on site. If you are working in a summer camp, maintain an intern to youth ratio <5: 1-6; 6-8: 1-8; 9-14:1-10; 15-18: 1-12 as recommended by the American Camp Association and be sure supervision is available on site.

Transportation and Scheduling: As service learners, students are entitled and encouraged to schedule individual ride requests for transportation to and from their internship sites. All transportation requests should be made through Shuttles and Transportation. Students are encouraged to travel during daylight hours. Any student riding a bicycle to their service site should be familiar with bike safety guidelines and resources available through the TUPD website. Students are strongly encouraged not to drive or be driven during their public service activities.

Confidentiality: Respect the privacy of all clients. If you are privy to the confidential information of people you are working with (i.e. organizational files, diagnostics,
personal stories, criminal records, medical information, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site. Be sure to discuss the parameters of confidentiality with your supervisor during your orientation. A breach of confidentiality is a breach of professional ethics that can lead to immediate termination of the internship or possible legal action.
Safety Guidelines

In case of an emergency, immediately contact 911. Then, contact your site coordinator and your designated CPS coordinator. Contact your CPS coordinator if any injury or emergency occurs on-site.

Public service experiences take place in a variety of settings throughout the New Orleans community. Community-based risks to public service students cannot be controlled by the University, though we do try to mitigate risks through partner vetting processes. Students must decide whether or not they feel comfortable participating in experiential learning activities at a particular site. You should not participate in any activities that make you feel uncomfortable. If you feel uncomfortable in a placement, talk with your CPS coordinator about other service options.

Please remember that being aware of potential risks is the best way to reduce the likelihood of any emergency or accident occurring while traveling to/from or on site. It is your responsibility to know the parameters of your project and public service experience. You should discuss the responsibilities outlined in your job description with your faculty member and CPS coordinator. Below you will find some suggestions to help reduce risks while engaging in service activities.

Service Environment: Site and Surrounding Neighborhood

- Be aware of your surroundings.
- Do not enter into personal relationships with clients during the duration of your public service experience.
- It is inappropriate to give or loan personal belongings to clients.
- Be conscientious about what personal information you share with clients.
- Educate yourself about the site and surrounding neighborhood in which you are working and always use precaution.
- Complete your service hours before sundown, if applicable.
- Learn about safety in New Orleans and university resources, including crime alerts and safety programs: http://tulane.edu/police/uptown/safety/programs.cfm
- Know your own limitations. This is especially important with regards to physical labor. If an assigned task is beyond the scope of your abilities, you should feel comfortable informing your supervisor of this reality. An alternative will be provided without academic repercussions.
- You can check out any reported crimes near your service site, or anywhere across the city, via the city's crime map: http://www.crimemapping.com/map/la/neworleans

Traveling to and from the Site

- Take advantage of the transportation offered through University Shuttles if it is provided.
- If transportation is not provided or you choose to drive, try to partner up with another student and travel together.
- Lock your doors when at the site.
- Do not leave valuables in sight.
- Do not offer rides to clients.
- Have car insurance available at all times.
General

- Familiarize yourself with employment-related laws (Title VII, OSHA) and report any breach in law to CPS.
- Become familiar with the site's emergency procedures especially around fire evacuation, severe weather and violent intruder.
- Do not loan money to clients.
- Always ask for help when in doubt.
- Sign in at the site every time.
- Know who to contact at the site and the university in case of an emergency.
- Do not tolerate any verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or CP representative.
- Do not tolerate any verbal exchange or engage in behavior that might be perceived as offensive and/or inappropriate against an individual on the basis of his race, religion, age, gender, national origin, color, disability, or military or veteran status.
- Discuss safety issues with your faculty member and CPS coordinator immediately in order to address potential problems; do not be afraid to talk about things that make you feel uncomfortable.

Know Your Coordinators:

CPS Coordinator: ______________________________________________________
Phone Number: ________________________ E-mail: __________________________

Community Site Coordinator: ________________________________
Phone Number: ________________________ E-mail: __________________________

Faculty Member: ________________________________________________
Phone Number: ________________________ E-mail: __________________________

Either program your CPS coordinator’s number into your cell phone or bring this page with you during each site visit. The CPS main number is (504) 862-8060.
Transportation Guidelines
The service-learning shuttle service is available only to service learning participants traveling to and from CPS service learning sites and who are properly registered for the service learning component of their class (-89 section). All reservations must be submitted through the Tulane Transportation Request System: http://transportation.tulane.edu/

- All individual transportation requests must be made through this system
- Trips may be made as far ahead as desired within the semester
- Requests must be made at least 3 working days (not including holidays/weekends) in advance of desired trip
- No transportation provided on Sundays or on university recognized holidays/closures
- Service learning students are encouraged to schedule recurring trips rather than individual trips whenever possible
- Tulane ID and Course Number (if applicable) is needed to make a Transportation Request
- All transportation requests are round trip. Any individual transported by Shuttles and Transportation to a site location must be returned to campus by Shuttles and Transportation
- Add contact info here.
Student Orientation Checklist

Please use this checklist to ensure you have received all of the information you need to be successful at your service learning site. If something is not covered, please talk with your site supervisor, course coordinator, or faculty member.

Partner Agency Name: _________________________________________________________
Service Location: ______________________________________________________________
Site Supervisor’s Name: ____________________________ Contact Information: ___________
Materials/ Equipment needed for activity:_________________________________________

Public Service Objectives of this Placement
☐ How does this placement and activity relate to my course learning objectives?

Community Partner Overview
☐ What is the mission of the Community Partner (CP)? Who does the CP Serve? What programs/services does the CP Offer? What policies apply to people served by this agency?
☐ Tour site.

Public Service Activity Overview
☐ Community Partner expectations of students
☐ Job description outlining the duties performed, scope of work, final product expected
☐ Beginning and end of service.
☐ Service schedule (total number of hours, days and times of the week, start date, and deadlines)
☐ Explain the types of activities that are “outside” the scope of work.

Logistics
☐ Where do I check in at the site on? How are my service hours recorded? (For course and CP).
☐ Who do I call if they cannot make my scheduled service, or will be late?
☐ How will I be evaluated by community partner?
☐ How will I be supervised? By whom?
☐ How do I get to the site? Schedule transportation. Give location of site and directions via personal car or public transportation. Where will I park if I drive?
☐ Review transportation pick up location and policies.

Specific policies and procedures related to the service placement.
☐ What is appropriate attire when providing service
☐ Is there any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should I go to have this done?
☐ Sign all forms and agreements required by community partner.
☐ Review confidentially rules for the site. Are pictures, cameras or video allowed?
☐ What are the risks associated with this placement?
☐ What is the site’s emergency plan (fire, violent intruder, severe weather)? Whom do I contact?
☐ What should I do immediately if inappropriate conduct occurs such as workplace discrimination, harassment, etc. occurs. Whom do I contact?
☐ Who can I contact with questions or concerns about my placement (CP and campus contact)?
☐ What surveys/ evaluations will my community partner ask me to complete? How will they be used? I have signed the agreement.

Training
☐ What specific training or skills are required for the service project?
# Student Sign-In Sheet

Student Name: ____________________________ Course: _______________________  
Professor: ________________________________ Community Site: ___________________

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Site Supervisor Print  
Name: ____________________________

Site Supervisor  
Signature: ____________________________

PLEASE KEEP A COPY FOR YOUR OWN RECORDS.