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Tulane University's Office of Service Learning

The mission of Tulane's Office of Service Learning is to engage faculty members and students in an endeavor that combines community service with academic learning. Service Learning aims to benefit students' education, further faculty research and teaching, and build community goodwill.

To achieve this mission, the Office strives to help create a "classroom without walls" that is beneficial to the following groups:

For **College Students**, the office will help students

- apply concepts from the classroom to community service
- work within a very diverse community
- gain knowledge and expertise from the community
- evaluate, question and reformulate civic values
- prepare for internships and future research
- explore career options.

For **Faculty Members**, the office will

- assist in the development of innovative approaches to instruction
- provide support for service learning courses (orientations for students, site monitoring, reflection activities and mini-grants for new courses)
- sponsor programs, speakers, and symposia on service learning
- support faculty members' efforts to disseminate information through conference presentations or publications
- provide opportunities for collaborative community research and project development.

For **Community Partners**, service learning

- makes available to them the services of university students
- increases volunteer diversity in sex, age and race
- allows them to identify needs and develop a service program that meets needs of both the community and the university.
- builds on-going relationships between the university and the community partner
- offers support through a mini-grant program.

For the **University**, service learning

- furthers the goals of Tulane's strategic plan
- allows the university to be an active, engaged partner in the community.
- facilitates university teaching, research, and program development.

In conclusion, the Office of Service Learning aims to facilitate collaborative learning between university, community, faculty, and students by integrating each groups' cultures with the New Orleans' urban setting to foster mutual understanding and accessibility.

Community Guidelines for Service Learning Students

Tulane University is committed to working in the New Orleans community. Through service learning, the university and community work together, involving hundreds of students like yourself as partners in making New Orleans a better place.

As service learners in the New Orleans community, ***you represent Tulane University***, including its administrators, faculty, staff and your fellow students. Exercise courtesy and maturity at all times and seek assistance immediately from the Office of Service Learning should any questions or problems arise surrounding your service activities in the community.

Your responsible efforts are vital in determining the respectability of Tulane's efforts in the community as well as the quality of your own educational experience and your personal empowering efforts in the health setting.

Students' Role in the Health Setting.

Realize that you do not have all the answers

- Make it a point of knowing what you are expected to do as a service learner at your service learning site.
- Realize that you may not already know how to do what has been expected of you.
- Take steps toward preparing yourself by asking questions. Seek out useful information about the agency and the project you will be working on.
- Pay attention to how you practice power. Learn and serve WITH people in the community.
- Be aware that people in the community have different priorities.
- Adapt to the pace at your workplace! Learn that non academic settings do not work by the academic calendar.
- Accept, enjoy, celebrate and build on small successes.

Build Positive Rapport

Establish a positive working relationship with individuals you work with in the health setting.

- It is important to be non-critical and non-judgmental.

- Work over time to create a consistent, stable, experience for the person(s) with whom you are working. Let the site supervisor and the individual know when you have to be absent.
- Be positive and firm in your interactions. Set personal limits that are comfortable for you. Keep an open mind. Use positive reinforcement whenever possible.
- Build a positive relationship with your site supervisor. Let the supervisor know when you have to miss a scheduled visit.
- Keep an open communication. If you have concerns about a situation, let the site supervisor know of your concerns and seek their advice. However, don't bother the supervisor about trivial matters that you can handle yourself.

Service Learning Health Site-Specific Guidelines

I. Schedule your service time with your site.

Know the exact number of service learning hours you are expected to complete. At the on-site orientation, tell your site supervisor the time you will be there each week.

II. Arrive on time and ready to work.

It is important that you are consistent with your attendance and that you arrive at your scheduled day and time. You should identify a contact person at the site and obtain his/her phone number, so that you can inform him/her if you are unable to keep a scheduled visit.

III. Sign In

On-Site Sign in

You are expected to sign in at your site. Sign-in procedures vary according to site. Make sure you are familiar with the appropriate procedures. Your professor will receive a copy of the on-site sign in sheets so as to be able to compare it with your personal time sheet.

IV. Recognize your limits.

Accept assignments that you know you can handle. If you are given something that you think you cannot handle, make sure you discuss the situation with your site supervisor and your Service Learning Site Coordinator and request other duties immediately. Use your time wisely and do not interfere with the performance of others.

V. Dress Appropriately!

Clothing should always be neat and professional. Consult with your site supervisor(s) about their policies on appropriate attire. The following items of clothing are **NOT** appropriate for community settings:

- | | |
|--------------------------|---|
| - SHORT SKIRTS | - TANK TOPS |
| - RIPPED CLOTHING | - FORM FITTING CLOTHING |
| - HALTER TOPS | - LOW CUT SHIRTS |
| - HATS | - FLIP FLOPS/SMELLY DIRTY SNEAKERS |
| - SHORTS | - T-SHIRTS WITH ADVERTISEMENTS |

VI. Tuberculosis Skin Test

All service learners must receive a Tuberculosis skin test before beginning your work. The test is given "free of charge" at your health setting. You must have the test read between 48 and 72 hours later. Return the documented slip (stating that the test was given and the results were negative) to your site supervisor. If you have a positive test result, you will probably be required to have a chest x-ray before starting your service. This is important because many hospital patients do not have a very strong immune system and are highly susceptible to disease.

VII. Other Immunizations

You may be required to provide proof of immunizations such as chicken pox, small pox and measles. This will depend on the type of service you will be doing and the policy at your health setting.

VIII. Confidentiality

Any and all information concerning the diagnosis and treatment of, or personal information about, any patient, employee, or volunteer is considered private and should be treated as such. All such information is confidential and should never be discussed with any other service learner, health setting volunteer, employee, family member, or friends outside the health setting. We encourage service learners to talk about their experiences with others and reflect upon them in their journals. However, please do not use real names when discussing your experiences off-site. Simply change the names or omit names altogether.

IX. Safety

Good safety habits in the health setting are beneficial to service learners, health setting employees, other health setting volunteers and patients. The following practices should be followed:

1. Correct and frequent hand washing is one of the most effective techniques for protecting patients, staff, and service learners from the spread of infection. It is important that you wash your hands every time you have physical contact with a patient, even after shaking hands. Never eat without washing your hands, and be sure to wash your hands after using the bathroom and at the end of your service time.
2. You should wear latex gloves if you are not comfortable with a patient's hygiene, if you will be touching any object that has made contact with patient body fluids (thermometer), or if you have a cold. Dispose of these gloves immediately after a single use and wash your hands. Ask for a new pair of gloves when needed.
3. You should not lift any heavy objects while on duty. If you must bend down or lift an object, remember to bend with your knees, not your back! Remember, SAFETY means staying away from everything that can cause you harm. Prevent accidents by using good judgements.
4. If you should become injured while working at the health setting, you **MUST** report the incident to your site supervisor at once. Details about this policy may differ at various health settings, so be sure to know the exact procedure at your health setting.

Academic Guidelines

Students are responsible for fulfilling academic requirements. *If you are pursuing a one-credit Service Learning component, you must register for the 389 course at the beginning of the semester.* If you have any questions about course requirements, please ask your professor.

I. Required Number of Service Hours

Please consult your course syllabus for specific number of hours.

II. On-Site Orientation

All students are required to attend an on-site orientation. Make-up orientations will not be scheduled because they cause a great inconvenience for agency staff. Please schedule accordingly.

III. Training : *The Fall 2001 training will be held on October 6th in the U.C.*

In collaboration with Student Affairs, the Living Learning Residence Halls, Student Employment and Local Community Representatives, and the Office of Service Learning offer a day-long training for Tulane students working in the New Orleans community. You will be informed by your site coordinator or professor about your attendance at this training.

IV. Written Reflection Assignment

Please consult your course syllabus for specific reflection assignments.

- **Journal Entries**
- **Short and/or Long Paper** Tying Service Learning to Course Themes

V. Oral Reflection

Please consult your course syllabus for specific reflection assignments.

- **In-class Rap Session**-Takes place during class with professor and OSL program coordinator participating.
- **Hybrid Rap Session**- Includes students involved in SL, professor, and OSL program coordinator, but takes place outside of class time.

TRANSPORTATION

Van service will begin September 19, 2001.

A schedule may be picked up at the Office of Service Learning on or after September 17, 2001.

The Office of Service Learning provides transportation to most service learning sites. White vans clearly marked "Tulane Service Learning" leave from the Office of Service Learning at 1332 Audubon St. We strongly recommend that you take advantage of the Service Learning Van. Several guidelines must be followed when going to and from Tulane to your service site

I. Be On Time

Due to the van's tight route schedule, the driver cannot wait for students who are running late. Please arrive EARLY at the pick up and drop off points.

II. Sign-In/ Sign-Out

To ensure that you will be picked up again when you are finished at your site, please sign the van log. Remember to fill in all of the appropriate spaces - failure to do so might cause delay or result in your not being picked up.

III. Partner Up For a Shared Experience

Consider partnering up with one or more Tulane students at your site. This will allow you an opportunity to work together and share your experiences, concerns, and questions.

IV. Service Learning Shuttle Drivers are Great Conversationalists!

If you have any questions while riding the shuttle, feel free to ask the drivers. As New Orleans Natives, they are very informed about the community.

Please do not eat, drink, or smoke in the van.

If you experience a problem with shuttle service, please notify Yvette Barnett @ 862-8060

V. Driving Yourself?

If you drive your own car to your site, do not leave any valuables in it and remember to always lock your doors. If you intend to drive, we encourage you to go with another student.

VII. Tulane's Off Campus Shuttle

Some Service Learners may benefit from using the Tulane Uptown/Downtown Shuttle which leaves from MacAlister, in front of Fogelman Arena. You will be notified about using this shuttle rather than the OSL shuttle at the time of your on-site orientation.

Tulane's Office of Service Learning

Hours: 8:30AM - 5:00PM

1332 Audubon Street
New Orleans, LA 70118

Phone: (504) 862-8060

FAX: (504) 862-8061



Staff	Telephone Number	Pager Number	E-mail Address	Office Hours
Yvette Barnett Administrative Assistant	862-8060	-----	ybarnet@tulane.edu	-----
Michael Williams Van Driver	862-8060	663-4497	-----	-----
Dee	862-8060	477-2648	-----	-----
Amanda Buberger Program Coordinator	862-8058	538-9830	abuberg@tulane.edu	Mondays 11-12
Anna Groppi Program Coordinator	862-3357	538-4431	agropi@tulane.edu	Tuesdays 9:30 -10:30 am
Ann Winchell Internship Coordinator	862-3356	423-0287	awinche@tulane.edu	Wednesday 10 am -11 am
Devi Miron Megan McFarland	862-6345		dmiron@tulane.edu u mmcfarl@tulane.edu u	-----
Vincent Ilustre Associate Director	862-3358	679-2453	vilustr@tulane.edu	By appointment
Barbara Moely Director	862-3322		moely@tulane.edu	Tuesday and Friday 2:00 -3:30 pm

CREATING CLOSURE

How can you, as a student service learner, best prepare yourself and individuals you have been working with for your departure?

Through Service Learning, students experience the frustrations and difficulties as well as the successes and hopes of working with different populations on a short-term (semester-long) basis. Closure signifies the ending of an experience, and will involve a period of time meant to effectively prepare participants for the conclusion of a service learning partnership.

I. Give advanced notice two to three weeks before your service ends

In anticipation of final visits to the service site, you should inform the site supervisor and those with whom you have worked with, the number of weeks left for your semester-long commitment. This way, the site supervisor will be alerted to the loss of assistance and the persons being served will have the opportunity to emotionally prepare for and express "goodbyes."

★ **Plan a "Ceremony" for your final session**

Plan a gathering with drinks and snacks. This may be a time for acknowledgment, for sharing accomplishments, providing certificates and awards, taking and sharing photographs, create a bulletin board, photo album, or another memento to signify the experience. *The Office of Service Learning will help support these activities. Please ask about our "Celebration Grants"!*

★ **Write Letters**

Write a letter to the service site and/or the person you served sharing how the experience changed you, what you learned, and the lasting impact the service has had on you. If you would like to continue writing after the semester, invite the individual(s) you worked with to write back.

★ **Give Small Gifts as Remembrances**

Make a tape of music both parties like, take a Polaroid camera to the last service visit and take pictures of each other to exchange, give a book (one that you have read together or one that you think the person might enjoy). Don't spend large amounts of money on gifts, please!

II. Behaviors to avoid when saying "goodbye"

Emotions may surface for you and the people you have been working with. It is likely that the people with whom you have worked have experienced losses and it is never an enjoyable part of a partnership. However, leaving a partnership without saying goodbye will leave both you and the other person feeling unsettled and abandoned. Be aware that you may become "romanticized" and may be inspired to make promises to perpetuate that feeling of good will. However, you must **BE HONEST** about ending the experience. Your time commitment is finished and it is appropriate for you to say goodbye. Do not make promises that cannot be kept.

Adapted from a text created by Lorena Shier, Virginia Commonwealth University, Division of University Outreach/Office of Community Programs, Richmond, Virginia, and used with her permission.

Orientation Reflection Exercise

Reflection is a very important part of the service learning experience. We encourage service learners to reflect on their service activities throughout the semester so that they are thinking critically about the work they are doing and increasing their understanding of class concepts. Please begin your reflection by answering the following questions. Keep this form so that you may refer to it at the end of your service learning experience.

1. What are your initial observations about your service learning placement site?

2. What are your expectations for this service learning assignment? What will you gain? What service will you provide?

3. What are your feelings about your service learning assignment?

Personal Time Sheet

To be completed and handed in to the Office of Service Learning NO LATER THAN December 7, 2001.

Name _____ Campus Phone _____

Service Site _____ Position _____

Site Supervisor _____ Phone number of Site _____

Course Number _____ Professor _____

<u>Date</u>	<u>Time In</u>	<u>Time Out</u>	<u>Total Hours</u>	<u>Initials</u>	<u>Comments</u>

Student Signature _____ Total Hours Worked _____ Site _____

Coordinator Signature _____