

## Orientation Checklist

The **Orientation Checklist** below is a tool to help you properly prepare service learners for their community experiences. The orientation should provide students with a clear understanding of the work they will be doing, any risk associated with that work, and how they should conduct themselves when they are working in the community as part of a class assignment.

The **first orientation**, prior to the first day of service occurs, gives students information about the community-based organization and the nature of their service placements. This should take place on campus, either in class or in a required outside-of-class meeting.

The **second orientation**, presented by the community-based organization, should take place at the site where students will be working. This is the simplest, most effective way for students to become aware of emergency policies, accident procedures, and the rules and regulations of the site.

1. Orientation Provided Before First Day of Service
2. Details related to serving at the site
3. Mission of the Community-Based Organization (CBO)
4. Who does the Community-Based Organization serve?
5. What programs/service does the CBO offer?
6. Specific policies and procedures related to the service placement.
7. Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
8. Discuss CBO volunteer expectations.
9. Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are "outside" the scope of work.
10. Give the students their site supervisor's contact information.
11. Will the students need to meet with the site supervisor prior to beginning their service?
12. How closely will the student be supervised? By whom?
13. Who do the students call if they cannot make their scheduled service, or will be late?
14. Discuss appropriate attire when providing service (based on CBO standards).
15. Provide specific training for the position.
16. What will the student learn? What qualities or skills will the student develop?
17. Review confidentiality rules for the site. Are pictures or video allowed?
18. Review the risks associated with this placement.
19. Explain what students should do if harassment occurs? Who do they contact?
20. Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
21. Who can the students contact with questions or concerns about their placement

- (CBO contact, and campus contact)?
22. Is there a CBO training or Orientation to attend? Where? When? How long?
  23. Where do students check in at the site on their first day?
  24. How are students' service hours recorded? (For their course and the CBO).
  25. Give location of the site and directions via personal vehicle or public transportation. Here will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that the student is responsible for getting to and from the site.
  26. Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

**On Site Orientation** – (On or before first day of service) Site Specific Information

1. Tour of site – location of restroom and break room.
2. Where, and with whom, do students check in each time they arrive at the site?
3. Where is the logbook kept (to record service hours)?
4. Review safety rules of the site, location of emergency exits, and emergency procedures.
5. Introduce students to other staff at the agency.
6. Emergency Contact Information: ask students' permission to share with university.
7. Review accident procedures at the site and what to do if a student or client is hurt.

## Initiating and Sustaining Partnerships

*Definition of Reciprocal Partnership (3 partners in a CEL partnership)*

*"Partnerships are collaborative and dynamic relationships between parties working toward and achieving shared goals while respecting individual differences."*

*In service-learning, each of the partners have different motivations and goals from the partnership – faculty are concerned with the learning gained from the experience, CP is concerned with meeting the goals of their mission. A RECIPROCAL partnership is one that is developed with both of those goals valued equally.*

- Brainstorm elements of good partnerships and brainstorm roadblocks that could keep true reciprocal partnerships from developing.
- Brainstorm important elements to sustain the partnership.
- Good Practices for initiating:
  - Learning about each other – mission, operations/syllabus, objectives
  - Value goals of all partners
  - Create common language
  - Collaborative planning and agenda setting
  - Open, honest communication – timeline, goals etc.
  - Develop clear expectations
  - Engage CP & Faculty as co-instructors

*Summary:* The following activity is an example interview for service-learning students to conduct with community partners.

### Student Interview with Community Partner

1. Describe your organization or program and its greatest strengths?
2. Who is currently involved in the organization or program and who would you consider to be partners? (i.e. community organizations, university departments, families, agencies, etc.)
3. What does mutual benefit and reciprocity mean to you? How does your organization ensure mutual benefit and reciprocity?
4. What are the current goals and/or priorities of your organization or program?
5. What assets do you feel residents (parents, youth, families, etc.) have in this community?
6. What role do community residents currently have within the organization and what roles would you like residents to have in this partnership?
7. How do you see us, as students from the University, best supporting the work that you do?
8. By the end of the semester, what type of resource you would like our group to leave behind with you and the community?
9. Is there anything else that you feel is important for us to know or understand at this time to better participate with your organization over the semester?