

One-Time Group Service Events: Introduction

What is one-time service?

One-time service:

- Is a specific activity or project which can be done in a specified block of time (a morning, an afternoon, etc.)
- Is designed to meet a specific community need that is expressed or desired by an agency or community partner
- Begins with preparation – a planned activity or discussion that prepares the individual or group for the experience they are about to have (it may be done prior to the day of the activity)
- Concludes with reflection – a planned time to debrief or process the experience and to identify what was learned, raise questions and/or, if desired, determine next steps.

One-time service events are an excellent way to introduce a group or individual to community service. If done well, students have the opportunity to learn something about a part of their community and can meet a need in the city. Students often leave one-time service events excited to volunteer again. It is the hope of the Center for Community Service and Justice (CCSJ) that participation in one-time service events will lead to further, more sustained involvement in ongoing community service. We believe that it is these on-going partnerships that allow students to learn more fully about the community and themselves. There are many ongoing opportunities from which to choose; visit www.loyola.edu/ccsj to find out more.

Why this resource packet?

This packet is designed to help you and your group plan and implement your project effectively. When planned well, one-time service projects can have beneficial results for both Loyola students and community agencies. This packet includes the framework and information to make this experience one that meets the needs of the community, strengthens Loyola's connection to our neighbors throughout Baltimore, and functions as a positive learning experience for all.

Preparation and reflection are essential components of any service experience. When volunteers are prepared and have the opportunity to reflect on their experience afterward, the results can be incredibly beneficial to both the volunteer and the community. When volunteers aren't prepared, or aren't given the opportunity to reflect, one-time service events can potentially have a negative effect on the Loyola student, the community agency, or both. Consider the following situation. A resident assistant invites his/her first-year resident students to spend an afternoon handing out sandwiches in downtown Baltimore. The students aren't prepared for the experience before they leave, and they don't talk about the experience once it's over. During the afternoon of service, the students witness several arguments among the guests, a drunken man who harasses everyone around him, and personally fend off lewd comments from a lingering passerby. By the end of the afternoon, they can't wait to get back to campus. They return to campus harboring reinforced harmful stereotypes, possibly wondering, "Are all people who are homeless like this?" In fact, no, not all people who are homeless are like this. With good preparation and reflection, volunteers can learn about societal pressures and issues that contribute to behaviors that they might observe. Volunteers will also hopefully learn that each individual – whether homeless or not – is different, and learn to not jump to conclusion or rely on stereotypes.

Read through the following pages, and as questions arise, feel free to contact any staff member in the Center for Community Service and Justice (x2380). We wish you all the best in your desire to do community service, and we hope that your service event is a positive and productive experience for all!

Planning a One-Time Service Event for your Group/Club/Class/Residence Hall/Team

➔ 1. MAKE SURE TO START PLANNING AT LEAST ONE MONTH IN ADVANCE ←

2. Look through the list of one-time service activities attached or on the CCSJ website. Find options for your group.
3. Complete the attached Planning Worksheet with your group.
4. Contact Monica Bauer (for RAs) or Christina Harrison in CCSJ x2771 to set up a meeting to discuss options/ideas.
5. Contact community agency(ies) and ask the questions below.

*(These questions are merely suggestions. Each group will have specific needs; be sure to ask whether the agency is able to accommodate yours. Gather enough information to make an informed decision about where you would like to do your service project. Remember: you are going to help an agency or organization meet community-identified needs. Be sure to ask what **needs** to be done rather than simply informing an agency what your group **wants** to do!)*

- a. What dates/times are available? (Try to find a time that works for both your group and the agency)
 - b. What number of participants can the agency accommodate? (Let them know how many you can provide)
 - c. What expectations does the organization have of its volunteers?
 - d. What type of service does the agency need? (direct work with clients, behind-the-scenes work)
 - e. Who will be your contact person on site?
Make sure to give the volunteer coordinator your name and contact information as well
 - f. Will there be an orientation on-site when you arrive? or done ahead of time?
 - g. Does the group need to bring anything? (i.e. food, supplies, etc.)
 - h. Are there applications that need to be filled out beforehand?
 - i. Is public transportation available to the site? Is there parking (metered or lot)?
 - j. What are the directions to your agency/ the site where we will volunteer?
If your site is not within walking distance of the campus and you plan to use a Loyola College vehicle, please read the attachment on transportation and fill out all appropriate paperwork BEFORE you commit to a starting date
6. Plan and conduct Preparation for Service Activity (Assistance is available if needed from CCSJ– also see Preparation for Community Service packet of information)
 7. Plan and conduct Post-Service Reflection Activity (Assistance is available if needed from CCSJ – also see Reflection packet)
 8. Once service is finished, complete reflection.
 9. Complete and turn in the attached volunteer roster and the emailed web survey.

Planning Worksheet

*Review these questions with your group first AND
make sure to start planning one month in advance*

Goals: What are your group's goals? What would you like to learn, both as individuals and as a group?

When: When are the best days (weekdays? weekends?) and times for your group? How much time do you have (several hours, full day, evening)?

Where: Is there a particular neighborhood or area in the city in which you'd like to serve? Is there a particular community agency that interests you? (see the packet of one-time service opportunities)

Who: Is there a specific population with whom you would like to work? Children, men, women, people who are experiencing homelessness, etc.?

What: What type of service interests your group? Serving at a meal program, planning a Christmas party for local children, working on home repair, doing a neighborhood clean-up?

How many volunteers do you expect to participate?

Do you have funds available for supplies, food, etc?

Do you have your own transportation or will you need a Loyola vehicle? (See www.loyola.edu/ccsj or the vehicle information attachment)

Dates for preparation and reflection:

Other notes:

PREPARATION PACKET

For One-Time Service Events

Preparation: Proper preparation lays the foundation for the service experience. This can be done on-site or on campus if necessary. The purpose of preparation is to encourage volunteers to consciously think about what we hope will open them up to experience service with an open heart and critical mind. It is also an opportunity to give details of expectations during the service experience.

Preparation done well increases the likelihood that there will be positive outcomes for both community members and student participants. Issues that arise during the preparation can set the tone for a service project and should be connected to issues discussed in reflection.

Preparation of volunteers should include information on the following:

1. Logistical Information about the day:

- When and where will your group meet? (If necessary)
- How will you get to the service site? If driving, provide clear directions.
- Make sure all participants fill out the Informed Consent Release located in the appendix of this packet.
- Stress the importance of timeliness-the agency is expecting you at a certain time. (Always build in extra time in case you get lost or travel takes longer than anticipated).

2. Information about the content of the project:

- Who will meet your group at the site?
- What type of training/orientation will be provided?
- What type of service will you be doing?
- What will happen at the end of the service experience?
- Where will the reflection session be and how long will it last?

3. Information about broader issues relating to the project:

- Providing information about the population with which you will be working.
- Discuss how issues such as oppression, privilege, and racism affect the population with which you will be working.

4. Explore expectations and assumptions of the participants:

- Find out what participants hope to gain from the project.
- Discuss stereotypes, impressions, assumptions and concerns going into the project.

Use the following preparation exercises to help your group explore their expectations and assumptions.

Ideas for Preparation Exercises

1. Sentence Stems: These help participants begin thinking about their expectations for the experience. Have participants complete the statements aloud or by writing.

Example:

Today I hope . . .
I am anxious about . . .
I expect the children to . . .

2. Quotes: Give each participant a quote relating to service (CCSJ would be happy to suggest some), ask them to read it quietly to themselves and then keep it in their pocket during the service. Afterwards in reflection, ask participants to take out the quote, reflect on it quietly to themselves, and then share it with either the larger group or in pairs. This is a good way to tie in preparation with reflection.

3. Articles/Photos: Provide articles or photos about the issue the project addresses or the population you will be working with. Use these to stimulate discussion and learning.

4. Encourage Creativity: Some people connect to their ideas and feelings best through creative and artistic expression. Use crayons and drawing paper and ask participants to draw their expectations for the project.

5. Role play: Act out situations that may arise during the project. Discuss what was learned.

6. Guided Imagery: Participants get comfortable, close their eyes, and listen to a narration. This exercise can help participants get in touch with their assumptions, expectations, and fears about the project. Get creative and write a narrative that leads participants through the day.

Example: Today you are going to spend time with children who are critically ill. Picture yourself arriving at the hospital/home. How do you feel? You enter the lobby of the hospital/home. What is the first thing you see? What do you smell?

REFLECTION PACKET

For One-Time Service Events

WHAT IS REFLECTION?

Reflection is pausing to review, ponder, contemplate, analyze, or evaluate your service experience in order to gain deeper understanding. It serves as a bridge between experiences and learning. Rather than limiting the focus to the affective issue of “How did you feel about the project?” it expands the focus to, “What does this say about myself, about our world, and about my role in the world?” Reflection is crucial to the process of integrating the service experience into consciousness and to providing a potentially transformative experience to volunteers. Reflection is also an avenue to explore service/faith connections.

TOP REASONS TO REFLECT

1. It is a reality check that guards against reinforcing inaccurate perceptions and biases.
2. It helps with problem solving in specific situations, issues, etc.
3. It supplies on-going education on general issues related to service (i.e. the family socioeconomic, cross-culture, and the developmental issues in cross-age mentoring programs).
4. It clarifies values as students confront new issues.
5. It integrates service and relates learning to the rest of one's life.
6. It answers the questions “What difference does my service make to the community?” and “Why perform service?”
7. It builds community among participants.
8. It helps students address the issue of confidentiality.

PLANNING REFLECTION

In order to be most effective, facilitators should be purposeful in planning the reflection component of the service experience. The following factors should be considered:

- 1. Setting Goals:** Reflection has many possible outcomes, including increased awareness of social issues, values clarification, and even program evaluation. Before initiating reflection the facilitator must consider which outcomes are possible and desirable. Reflection goals will be related to the group's goals, and possibly to the type of service in which students are participating. In addition, goals should be considered for participants as well as for the group as a whole. The goals can be broad, rather than specific, allowing for their further development throughout reflection. The facilitator should be flexible, recognizing that reflection evolves and goals may change.
- 2. Knowing Your Audience:** Consider who will be participating in the reflection. Are they new to service? If not, what is the extent of their previous experience? How long have they been at college? What academic subjects are they most interested in? What strengths do they bring to the reflection sessions? What might be potential tension points? Be prepared to encourage each individual's participation and to recognize their contributions. Choose activities and approaches that foster this.

- 3. Making Time:** The reflection component should be built into the service experience, rather than being an "extra" or "add-on" activity. The amount of time allotted for reflection will depend, in part, on the issues that are being addressed (for example, racism) and the intensity of the service experience (for example, alternative spring break programs should schedule daily reflection sessions). Make certain that participants are aware of the time responsibilities for reflection and that the sessions are scheduled at convenient times for participants.
- 4. Choosing a Method:** When choosing methods for reflection be certain to keep the following points in mind:
 - Choose activities in which participants will be comfortable expressing themselves and will feel safe doing so. Group activities should also promote cohesion while allowing for diverse opinions. This is accomplished not only by the activity that is chosen, but by the way in which that activity is facilitated.
 - Be creative and include a variety of activities. Reflection should be appropriate for different learning styles, and should be enjoyable for the participants.
- 5. Resources:** Facilitators should identify other resources pertaining to service and reflection that can provide information and support. This may include people on campus, in the community and in national service organizations, as well as relevant materials such as literature, research, and activity guides. (See social justice resources on pgs. 7-9 of this packet. Also, the CCSJ library has a variety of books and videos, and is located in Cohn Hall. Or, feel free to talk with CCSJ full-time staff for ideas and assistance).

REFLECTION TECHNIQUES: There are many different ways to structure a reflection. Two methods are outlined below. If you are interested in other possibilities, the full-time staff in the Center for Community Service and Justice would be happy to review alternative reflection techniques.

1. The Reflection Circle

The most basic form this reflection takes is the reflection circle. In this forum the tools of good facilitation are used and questions are raised that start participants thinking about their experiences and their learning. The strengths of the reflection circle mirror those of good facilitation, and include providing space in which

- each participant has a right and an opportunity to speak
- every idea has value and can contribute to learning
- individual contributions are recognized
- participants are responsible for their own learning

Reflection participants should be seated in a circle, with the facilitator(s) seated along with them. Facilitators should not be separated out by standing up or speaking at a podium. A reflection question is posed by the facilitator and participants are encouraged to respond. Good facilitation is crucial to effective full group participation. Questions can be flexible and flow from the developing discussion, or can incorporate slightly more structure following a particular theme identified for the reflection session. Similarly, questions can be as broad as "What prompted you to sign up for this service experience?" or more specific like: "Based on your work in an AIDS hospice, what are your thoughts on health care reform?" Following is a list of sample questions for a reflection circle.

Possible Reflection Questions

Descriptive:

Describe the people you met at the service site.

Name three things that stuck in your mind about the service experience.

Describe the atmosphere of the service site.

Describe some of your interactions.

What do you think (activity described in previous questions) happened?

What brings people to the service site (both people seeking service and the volunteers)?

Emotive:

How did you feel about people's responses?

How did you feel about the service site (compared to other identifiable places)?

OR What feelings came up for you while you were at the service site?

What did the "body language" of the people tell you?

What was the best/worst/most challenging thing that happened?

Did you feel like a part of the community you were working in?

Interpretive:

How are you similar/different to the others (others in your service group? others seeking services? etc.)?

In what ways did being different help/hinder the group?

How does this experience compare to others you've had?

What connections do you see between this experience and what you've learned in your college courses?

How do you define community?

Self-Reflective:

Why do you do service? For self-interest or altruism?

What have you learned about yourself?

How were you different when you left the service location compared to when you entered?

If you were one of the people receiving services, what would you think of yourself?

How has your service contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuit?

Considering Broader Societal Issues:

What have you learned about a particular community or societal issue?

How did this experience challenge your assumptions and stereotypes?

Do you think these people (or situations) are unique? Why or why not?

What public policies are involved and what are their implications? How can they be improved?

Who determines what's best for the community?

Describe what a typical day might be like for someone who uses the services of the organization you worked with.

How would you do this differently if you were in charge?

Discuss a social problem that you have come in contact with during your service work.

What do you think are the root causes of this problem? Explain how your service may or may not contribute to its alleviation.

What could this group do to address the problems we saw at the service site?

What could each participant do on his/her own?

How can society better deal with the problem?

What Can You Take Away?:

Describe an internal or external conflict that has surfaced for you during your service work. Explain the factors that contribute to it and how you might resolve or cope with the conflict.

How can this experience apply to other situations in your life?

How can your solutions apply to other situations in your life?

How can your solutions apply to other problem(s) of other groups?

How can society be more compassionate/informed/involved regarding this community?

What is the difference between generosity, charity, justice, and social change?

Where do we go from here? What's the next step?

A single question is often the simplest way to start a group talking. The questions listed in the previous "Reflection Circle" section are basic to reflection and address a range of aspects of the service experience. Facilitators should review that list and consider incorporating some of these or similar questions into the group's reflection sessions. When choosing questions, consider the group or individuals' experience with service or the community. We would discourage first-time volunteers from making broad, and possibly inaccurate, generalizations based on a one-time experience. Consider starting with questions in the first categories and moving into the last categories only if participants have had more experience with service.

2. What? /So What? /Now What?

This structure for reflection questions is perhaps the most widely known and used. It is a basic way to promote discussion that begins with reviewing the details of the experience and moves toward critical thinking, problem solving, and creating an action plan.

What?

- Facts, what happened, with whom
- Substance of group interaction

So what?

- Shift from descriptive to interpretive
- Meaning of experience for each participant
- Feelings involved, lessons learned
- Why?

Now what?

- Contextual-- seeing this situation's place in the big picture
- How can we apply lessons learned /insights gained to new situations
- Setting future goals, creating an action plan

3. The Examen

Adapted from Intersection's Document, Boston College.

(This can be used for groups that are interested in exploring spiritual connections with service. In addition, it can be adapted using more general language).

This is a daily practice Jesuits use to help them realize the movements of God in their daily lives. You can use it to help notice God's presence and companionship in your life or simply as a reflective tool.

The Examen can be used to reflect on any specific timeframe.

The practice:

1. Take a few deep breaths and center yourself.
2. Take two minutes of silence to consider the following questions:
 - For what are you most grateful?
 - For what are you least grateful?
3. Return gently back to your day.
4. Ask God for the graces you need to improve upon and thank God for the graces you have received.

You might consider using one of the following dyads:

- When did I give and receive the most love? Least love?
- When did I feel most alive? Most drained of life?
- When did I have the greatest sense of belonging? Least sense of belonging?
- When was I most free? Least free?
- When was I most creative? Least creative?
- When did I feel most connected? Least connected?
- When did I feel fully myself? Least fully myself?
- When did I feel most whole? Most fragmented?
- When did I succeed? Fail?
- When did I have a special encounter with a family member? Friend? Co-worker? Other?
- When did I experience forgiveness, compassion, justice, courage, joy, gratitude?
- How have I felt God present for me? Felt God Absent?

Social Justice References and Materials

Helpful Websites about Baltimore...

Maryland Poverty Statistics: <http://www.marylandpolicy.org/html/research/POVERTYfaq2002.asp> : Explanation of what the poverty level is, how it's calculated, and how many Marylanders are considered materially poor.

Baltimore City 2005 Census: The Picture of Homelessness

<http://www.ci.baltimore.md.us/government/health/images/HomelessCensus-final.pdf> : An up-to-date resource that covers gender, race, level of education and causes for individuals experiencing homelessness in Baltimore City.

Baltimore Safety Net Access-to-Care Survey 2005

<http://www.baltimorereach.org/resource/REACH%20 DOCUMENTS/surveys/PDFS/AccessToCareSurvey2005.pdf> Data from a survey done by REACH, an organization representing community-based safety net organizations that provide medical and social service assistance to low income Baltimore residents.

Baltimore City Public School Statistics

http://www.greatschools.net/cgi-bin/md/district_profile/3 : lists of the schools that are "in need of improvement" and "available for transfer" according to the standards set by the No Child Left Behind Act.

Kids Count

<http://www.acy.org/pdf/ChildrenSuccessful.pdf> : statistics on reading levels, absences, and violence in schools, etc. for Maryland schools.

Hispanic Issues

www.pewhispanic.org : recent stats and updates facts sheets on Hispanic issues and concerns.

Maryland Latino Coalition for Justice

www.latinosinmaryland.org a statewide advocacy organization that promotes human rights, civic participation, and the well being of the Latino community in the state of Maryland.

Migration Information

www.migrationinformation.org : fast facts on migration as well as full length stories.

Justice for Immigrants

www.justiceforimmigrants.org: provides tools and information for diocesan and community-based organizing, education, and advocacy efforts.

Helpful Websites about the Country...

Hungerinamerica.org: Data and reports from Hunger Study 2006 by America's Second Harvest

Alternet.org: alternative political/human interest articles

Servenet.org: site on service and volunteering

Energizeinc.com: for leaders of volunteers

Wiretapmag.org: socially conscious information geared toward college students

Coc.org: Center of Concern

Networklobby.org: National Catholic Social Justice Lobby

Maryknoll.org: Maryknoll Office of Global Concerns

Bread.org: Bread for the World

Universallivingwage.org: Universal Living Wage

Fns.usda.gov: US Department of Agriculture. Food, nutrition and consumer services information

Colseup.org: Current issues information and civic education

Nationalpriorities.org (/database): National Priorities Project. Database for how federal spending policies affect yours state

Fao.org: Food and Agriculture Organization of the UN

Forumfoodsovereignty.org: Forum for Food Sovereignty

Nationalhomeless.org: National Coalition for the Homeless

Nlihc.org: National Low Income Housing Coalition

Poverty 2004 Highlights from US Census Bureau

<http://www.census.gov/hhes/www/poverty/poverty04/pov04hi.html>

- ✓ The official poverty rate in 2004 was 12.7 %, up from 12.5 % in 2003.
- ✓ In 2004, 37.0 million people were in poverty, up 1.1 million from 2003.
- ✓ Poverty rates remained unchanged for Blacks (24.7 %) and Hispanics (21.9 %), rose for non-Hispanic Whites (8.6 % in 2004, up from 8.2 % in 2003) and decreased for Asians (9.8 % in 2004, down from 11.8 % in 2003).
- ✓ The poverty rate in 2004 (12.7 %) was 9.7 percentage points lower than in 1959, the first year for which poverty estimates are available (Figure 3). From the most recent trough in 2000 both the number and rate have risen for four consecutive years, from 31.6 million and 11.3 % in 2000, to 37.0 million and 12.7 % in 2004 respectively.
- ✓ For children under 18 years old, both the 2004 poverty rate (17.8 %) and the number in poverty (13.0 million) remained unchanged from 2003. The poverty rate for children under 18 remained higher than that of 18-to-64-year olds (11.3 %) and that of people aged 65 and over (9.8 %).
- ✓ Both the poverty rate and number in poverty increased for people 18 to 64 years old (11.3 % and 20.5 million in 2004, up from 10.8 % and 19.4 million in 2003).
- ✓ The poverty rate decreased for seniors aged 65 and over was 9.8 % in 2004, down from 10.2 % in 2003, while the number in poverty in 2004 (3.5 million) was unchanged.

Recommended Books:

The CCSJ Resource Library is located in front of the Office Manager's office in Cohn Hall. These books, videos and other resources are available to everyone on campus. There is a sign-out card system and books/resource materials should be returned in two weeks. Some suggested books are:

Faith Beyond Resentment by James Alison

Binding the Strong Man by Ched Myers

Spiritual Journeys. Edited by Stanislaus Kennedy

Sweet Charity by Janet Poppendick

Flat Broke With Children: Women in the Age of Welfare Reform by Sharon Hays

Nickel and Dimed: On Not Getting By in America by Barbara Ehrenreich

Without a Net: Middle Class and Homeless (With Kids) in America by Michelle Kennedy

The Working Poor: Invisible in America by David Shipler

How Can I Help? by Ram Dass and Paul Gorman

Surviving in a Material World by Ronald Paul Hill

The Long Haul by Horton-Kohl-Kohl

Urban Injustice: How Ghettos Happen by David Hilfiker

RESERVING LOYOLA VEHICLES FOR SERVICE

STEP 1: GET AUTHORIZED

1. Complete the Driver Authorization Form which is available in the Center for Community Service and Justice (CCSJ) in Cohn Hall and at: <http://www.loyola.edu/ccsj/transportation>.
 2. Bring the completed and signed form and your driver's license to the front desk of CCSJ. Please use your full name – do not use nicknames.
 3. We will make a copy of your driver's license.
 4. **YOU WILL ONLY BE CONTACTED IF YOU ARE NOT AUTHORIZED.** If you have not been contacted within 3 days of submitting the form, you may begin reserving vehicles.
- * **Be sure to turn the form in during the first week of classes!!!**
 - * **If you have more than 3 points on your driver's license or outstanding tickets, you will not be approved.**

STEP 2: SUBMIT VEHICLE REQUEST

1. Submit a request to reserve a car or minivan at <http://www.loyola.edu/ccsj/transportation>.
 2. If you know that you are going to the same place at the same time every week for the whole semester, provide every date for the semester (except holidays).
 3. If your request has been approved, you will receive a confirmation notice forwarded from Malia Lien. If you have not heard anything 48 hours before your event, please contact Malia at clien@loyola.edu to check on the status of your request.
- * **You must request a vehicle at least 7 days prior to the date in which you hope to use the vehicle.**
 - * **If you submit the request less than 7 days in advance, we cannot guarantee that a vehicle will be available. A request for a minivan submitted less than 7 days in advance will not be approved.**

STEP 3: PICK UP YOUR VEHICLE

1. Print out a copy of your confirmation e-mail and bring it with you when you go to pick up your vehicle. Without the email, you will not be able to obtain the vehicle.
 2. Take the shuttle bus to the York Road parking lot. Motor Pool is located in the large white building.
- * **You must plan to arrive at least 10 minutes early to Motor Pool.**
 - * **If you will be late in picking up the vehicle, please call Motor pool (ext.1151). If you are a half hour late, Motor Pool may reassign it to another party.**
 - * **If you have any difficulty getting the vehicle assigned to you, call CCSJ (x2380) from 8:30 a.m. - 5:00 p.m.**

Cancellations:

- If you have to cancel a vehicle reservation, please fill out a cancellation form online at <http://loyola.edu/ccsj/motorpool-cancellation>.
- The cancellation need to be done at least 48 hours in advance. CCSJ will be CHARGED a fine for vehicles that are not picked up.

Traffic Violations and Accidents:

- Tickets — You will be responsible for any infractions (speeding, parking or other tickets) incurred while driving a Loyola University vehicle. The ticket payment will be your responsibility and not Loyola's.
- Any damage, large or small, must be reported upon return.

Center for Community Service and Justice (Cohn Hall)
Email: clien@loyola.edu Phone: ext. 2072

LOYOLA COLLEGE IN MARYLAND, INC.
INFORMED CONSENT RELEASE
FOR VOLUNTEER SERVICE and DOMESTIC IMMERSION PROGRAMS

I, (print student name) _____, am a student at Loyola College in Maryland, Inc. ("Loyola") and have decided to participate in the volunteer service via the College's Center for Community Service and Justice at (location) _____ ("_____") from (start date) _____, 2006 through (end date) _____, inclusive, as part of a my volunteer program (hereinafter referred to as the "Program").

I understand that I am not required to participate in the Program and that my participation is wholly voluntary. In consideration of the opportunity to participate in the Program, the receipt and sufficiency of which is hereby acknowledged, I agree as follows:

1. Assumption of Risk and Release of Claims. I understand and agree that there are certain dangers, hazards and risks inherent in volunteer work and activities included in the Program, including but not limited to risks of injury, permanent disability or death which may result from, among other things, the actions, failure to act or negligence of myself or others, weather conditions, conditions of equipment used, safety and maintenance of buildings, public spaces, transportation, language barriers, and communicable diseases. I understand that certain agencies which accept volunteers may be regarded as having high risk such as but not limited to, prisons, substance abuse facilities, health care facilities, AIDS hospices, homeless shelters and the like. Volunteering in "high risk" locations may require precautions such as health screenings and immunizations for TB (tuberculosis), Flu, MMR (measles, mumps, rubella), and Hepatitis B. I further understand that the above risks are also associated with any activities I undertake during the duration of the Program which are not associated with the Program. I understand that Loyola cannot and does not assume responsibility for any personal injury, loss of life, property damage or other loss arising from my participation in the Program or in activities incident thereto. Accordingly, I voluntarily and without reservation agree, on behalf of my family, heirs and personal representative(s), to assume all risk for any such personal injury, loss of life, property damage or other loss and on behalf of myself, my heirs and my estate, **RELEASE and HOLD HARMLESS and INDEMNIFY** Loyola and its directors, officers, employees from and against any present or future liability, claims, demands, and causes of actions arising out of or related to any personal injury, loss of life, property damage or other loss sustained during my participation in the Program or in activities incident to the Program.

2. Service Providers. I understand that Loyola does not represent or act as an agent for the host agencies for whom my volunteer service will be performed in connection with the Program. I further understand and agree that Loyola, its directors, officers, employees and agents are not responsible or liable for (i) any injury, damage, loss, accident, delay or other irregularity which may be caused or contributed to by the defect of any vehicle or the negligence or default by any company or person engaged in providing or performing services in connection with the Program, or (ii) any disruption of travel arrangements or any additional expense that may be incurred as a result thereof.

(over)

3. **Standards of Conduct.** I agree to abide by the individual and group standards appropriate to the cultural setting of the Program, including local laws and standards of conduct, and to comply with any rules and regulations regarding student behavior promulgated by Loyola, whether or not such rules and regulations are specific to the Program.

4. **Health and Safety.**

A. I hereby certify that I have consulted with a medical doctor regarding my personal medical needs such that I can and do represent and warrant that there are no health-related reasons or problems which preclude or restrict my participation in the Program.

B. I am aware of all applicable personal medical needs, and I have or will secure comprehensive health and accident insurance which will provide adequate coverage for any injuries or illnesses that I may sustain or experience during my participation in the Program. I agree that Loyola cannot be and is not responsible for attending to any of my medical or medication needs and I assume all risk and responsibility therefore.

C. I am aware that one or more vaccinations may be required of all students participating in the Program. I hereby certify that to the extent they are required; I have obtained or will obtain such vaccination(s) prior to the commencement of the Program.

5. **Authorization to Use Image, Voice.** I give Loyola permission to reproduce and use for educational or promotional purposes any and all photographs, videos, movies, or sound recordings taken of me during my participation in the Program.

6. **Vehicles.** I understand that in order to perform my volunteer activities I may require transportation. I understand that Loyola College does not provide automobile liability insurance for vehicles that it does not own or lease; I understand that automobile liability insurance is the responsibility of the person owning the vehicle. In the event that I use a vehicle owned, rented, or leased by Loyola, I agree to abide by all of Loyola's policies regarding the use of its vehicles and to obtain and successfully complete the College's standard vehicle training prior to my first use of such vehicle(s).

7. **Governing Law; Severability; Entire Agreement.** I agree that this Agreement shall be construed in accordance with the laws of the State of Maryland, which shall be the forum for any dispute concerning my participation in the Program. The terms and provisions of this Agreement shall be severable, such that if a court of competent jurisdiction holds any term to be illegal, unenforceable or in conflict with any law governing this Agreement, the validity of the remaining portions shall not be affected thereby. This Agreement represents my complete understanding with Loyola concerning Loyola's responsibility and liability for my participation in the Program, supersedes any previous or contemporaneous understandings I may have had with Loyola on this subject, whether written or oral, and cannot be changed or amended in any way without my written concurrence.

I have read and understand this agreement and the contents of all written documents regarding the Program.

_____ (student signature)

One-Time Service Event Evaluation

Name _____ Phone _____

Address (or mailstop #) _____
Street City Zip code

Other Organizers (if any) _____ Phone _____

1. Please circle the category which best describes your relationship to Loyola College?

Student: Undergraduate Graduate
Year in College: Program:
Major:

Employee: Staff Faculty Administrator

2. What kind of group or club participated in this service event?

3. What is your role in that group or club?

Details about the One-Time Service Event

4. Date of Service Project:

5. Total # of volunteers involved (including yourself):
(Please complete the volunteer roster and attach it to this a form.)

6. With which agency did your group volunteer?

7. Who was your main contact for setting up the event? Were they onsite when you volunteered? If not, who was? (If the agency was not listed in our community agency listing, please provide the name, address and contact information for the agency.)

8. In what type of work did your group participate?

9. Briefly describe the results of your project:
(For example, number of people served, number of goods collected, buildings rehabbed, etc.)

10. How helpful do you think your group was to the community you served?
Very helpful Somewhat helpful Neutral Somewhat unhelpful Not at all helpful

11. Did your experience increase your awareness of any particular issues facing the Baltimore community? If yes, what issue/s?

12. How did you prepare your group for their service experience?

13. What kinds of reflection activities did you provide after the service was completed?

Planning Information and Materials

14. Please rate the helpfulness of the following items in planning your one-time service event:

a. One-Time Service Options List

Very helpful Somewhat helpful Neutral Somewhat unhelpful Not at all helpful

b. Planning Materials

Very helpful Somewhat helpful Neutral Somewhat unhelpful Not at all helpful

c. Preparation and Reflection Materials

Very helpful Somewhat helpful Neutral Somewhat unhelpful Not at all helpful

d. Discussion with Center for Community Service and Justice staff members

Very helpful Somewhat helpful Neutral Somewhat unhelpful Not at all helpful

15. Is there any other information that would have been helpful while planning this one-time service event?

Follow-Up

16. Is there any kind of follow-up activity or additional information/education that would be helpful for your group?

17. Is there a follow-up service event planned by your group?

18. Would you recommend this site to another group planning a similar event?

19. Do you have any suggestions to improve the experience for you or your volunteers next time?

**Thank you for taking the time to learn and serve in our community in Baltimore
and to complete this evaluation**

