

2007

# Community Partner Resource Book 2007

The Pedro Arrupe, S.J. Center for Community-Based Learning

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The Ignatian Center for Jesuit Education

Arrupe Partnerships for Community-based Learning

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*Community Partner  
Resource Book*

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## Community Partner Resource Book

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## Arrupe Partnerships for Community-based Learning

### General Contact Information

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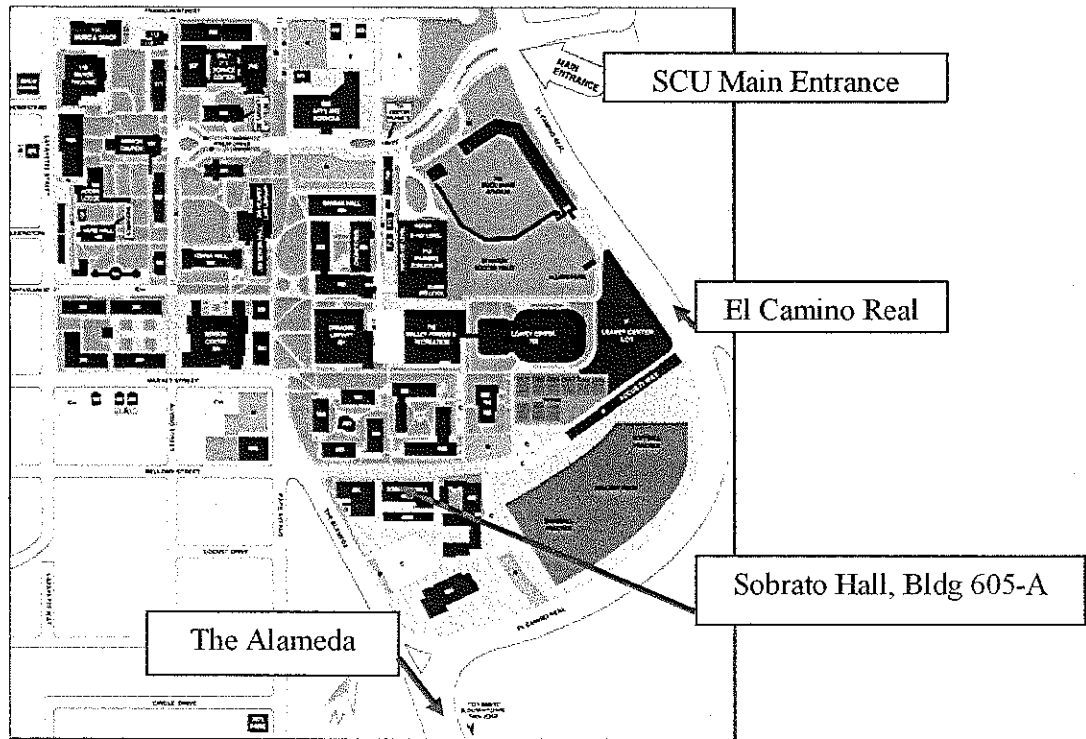
Fax: (408) 554-4564

Website: [www.scu.edu/ignatiancenter/arrupe](http://www.scu.edu/ignatiancenter/arrupe)

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Mailing Address: The Ignatian Center  
Santa Clara University  
500 El Camino Real  
Santa Clara, CA 95053-0643



### Staff Contact Information

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▪ ***Laurie Laird, Associate Director for Community-based Learning***

Phone: (408) 554-5013

E-mail: LALaird@scu.edu

Represents The Arrupe Partnerships to the campus and the community-at-large. Oversees all aspects of the program, including the annual faculty/staff immersion program. Works closely with other SCU programs to coordinate various types of university/community involvement. Manages The Jean Donovan Summer Fellowship, a grant program supporting student-developed summer social justice projects.

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▪ ***Laura Jiménez, Program Director for Community-based Learning***

Phone: (408) 554-5011

E-mail: LJimenez@scu.edu

Supports faculty in developing community-based learning component in courses. Acts as liaison with community partners in creating placement opportunities for students each academic quarter. Acts as primary support for student reflection process. Fosters opportunities for campus-community collaboration.

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▪ ***Shirley Okumura, Program Director for Community-based Learning***

Phone: (408) 554-4641

E-mail: SOkumura@scu.edu

Identifies and develops new community partnerships. Acts as liaison with community partners in creating placement opportunities for students each academic quarter. Supports the community partners in their role as co-teachers and to create a learning environment for students. Manages the Arrupe interns. Supports faculty in developing community-based learning component in courses. Fosters opportunities for campus-community collaboration.

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▪ ***Susan Chun, Administrative Associate***

Phone: (408) 554-4549

E-mail: SEChun@scu.edu

Creates, provides and manages procedural and operational processes that are required for all of the on-going work of the Ignatian Center's, Arrupe Partnerships office: budget, computer technology, automobiles, events, weekly engagement program and student employee supervision. Oversees the on-going maintenance and enhancement of these procedural and operational structures as well as managing their daily application.

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### Partnership Guidelines

#### Community Partners:

- introduce students to people who are struggling with issues of poverty, discrimination, marginalization
- provide a supervisor to be available as a community teacher on site when students are there
- offer an orientation during the second week of the academic quarter
- set up students in tasks where 80% of their time will be spent interacting face-to-face with people (usually 2 hrs/wk for 8 wks/qtr)
- communicate with Arrupe staff members who facilitate, support, and trouble-shoot as necessary
- engage in university learning opportunities, as able
- meet, at least yearly (at the end of the academic year), with Arrupe staff to evaluate the partnership and plan for new academic year.

#### Santa Clara students:

- follow Arrupe Partnerships' Participation Guidelines,
- attend the orientation meeting and a reflection session,
- participate at placements for their designated time commitment,
- may use Arrupe cars, following established procedures,
- return the signed Attendance Record sheet to their faculty member (if required by faculty)
- thoughtfully complete Early Placement Report during their 3rd week of placement
- attend and participate in required Reflection Session during 6th week of placement
- communicate with faculty member, placement supervisor, and/or Arrupe staff regarding placement experience

#### Santa Clara faculty members:

- articulate their expectations of community-based learning in the syllabus
- schedule time in their first class for an Arrupe representative to explain the program
- support student participation that honors the Participation Guidelines
- organize their teaching to receive students' questions and insights from placements
- integrate placement input in terms of their particular academic course or discipline
- communicate with Arrupe staff members who facilitate, support, and trouble-shoot, as needed

#### Arrupe staff members:

- develop appropriate and supported placement learning experiences for students
- provide logistical support for the program (scheduling, registration, fingerprinting, TB test records, assessment instruments, Arrupe cars)
- follow-up on problems and concerns
- collaborate with faculty on teaching strategies to promote reflection about placement-based learning
- connect faculty members with community resources and vice-versa
- meet, at least yearly (at the end of the academic year), with agency staff to evaluate the partnership and plan for new year.
- develop opportunities for continued learning for faculty and placement supervisors in community-based education
- support special projects that promote campus/community collaboration.

### Student Participation Guidelines

#### University/Community Partnership

The Arrupe Partnerships for Community-based Learning collaborates with community partners to provide opportunities for mutual learning and exchange that reflect a commitment to work together with the community toward a more just and humane world. Students participating at Arrupe placements will uphold the values of the program by:

- Working respectfully with community members, acknowledging their role as valued teachers,
- Maximizing opportunities to understand and appreciate the diverse perspectives of new people encountered through the placement,
- Exploring and expanding the concerns of university coursework by honoring the concerns and experiences of community members.
- Honoring the cultural norms of the placement situation.

#### Confidentiality

During their time in the community, students will be engaging in conversations with many people at their placements. Students are expected to maintain the privacy and confidentiality of all with whom they interact unless given explicit permission to do otherwise. Any written records or discussions shared with others must disguise people's names and identifiable characteristics (e.g., by using pseudonyms).

#### Dress Code

Students' dress will demonstrate respect for the population with which they are working and will allow them to participate in the activities of the placement. Students will dress in a manner that covers bare shoulders, midriffs, and tattoos. Students will respect and observe specific dress codes that the agency may have, i.e., avoidance of gang "colors," team logos, logos for alcoholic beverages or wording that may have a double meaning or be offensive to the population being served.

#### Electronic Devices

So that students can be fully present and engaged while learning at their placements, students are asked not to use cell phones, lap tops, iPods, or other electronic devices during their participation at their respective agencies.

#### Quarterly Participation Commitment

Students participating at an Arrupe placement are expected to work at their placement for eight consecutive weeks or the full time commitment for which they have signed up. Students are required to arrange with their placement supervisor to make up days for any holidays or absences. Students are also expected to fill out an online EPR (early placement report) and attend a reflection session required for their placement.

#### Transportation

Students participating at an Arrupe placement may sign up to use an Arrupe car for transportation to and from their placement. Cars may be signed out with a valid driver's license at the beginning of the quarter for regular weekly use or anytime during the quarter for one-time use. It is a student's responsibility to report any accidents or car issues to the Arrupe office immediately and follow the emergency procedures.

#### Issues/Concerns

Students are asked to contact their placement supervisor, instructor and/or Arrupe Partnerships staff should they have any concerns, problems or questions about their experience in the community during the quarter.

### Guidelines for Placement Orientation Content

*This is merely offered as a guide to placements and is not meant to dictate what the orientation must include.*

#### Overview of organization/agency

- History
- Population served (ethnicities, languages, age groups)
- Programs offered by organization/agency

#### Tour of facility, if applicable

#### Specific program(s) that SCU students will be involved in

- Type of activity that students will be doing (i.e. tutoring, serving meals, etc.)
- Who will be primary supervisor? Phone number?
- Who will they be interacting with?
- Dress code

#### Placement Requirements (if applicable)

- TB tests
- Fingerprinting

#### Responsibilities of SCU students – reviewed by Arrupe staff representative

- Confidentiality
- Attendance
- Early Placement Report and Reflection Sessions as Arrupe requirements
- Review Arrupe Partnerships Participation Guidelines and SCU academic/holiday calendar
- Organization/agency holidays (or other closures) that SCU students need to know about; for schools, include field trip days
- Sign-in/out system – What to do with Attendance Record sheets (provided by Arrupe rep)
- Who to call when student misses placement
- How to arrange make-up times
- “Boundaries” – discuss what would be considered inappropriate service, i.e. transporting clients or going to client’s home

Note: If SCU students are placed in more than one program at the agency and have different supervisors, it would be helpful to divide students during the latter part of the orientation to meet briefly with their primary supervisor and get a brief orientation specific to the activity they will be doing.



### Forms

#### Summary

##### Attendance Sheet

This form is used to track student participation. Students turn this sheet in to their professor at the end of the quarter of participation.

##### Early Placement Report (EPR)

The EPR is the list of questions students answer online. This is used as a check in for students during the third week at their placements. It is a time for students to check in and/or express any problems or concerns they may be facing.

##### Year End Partnership Evaluation

This form is an evaluation, to be filled out at the end of every school year by Community Partners. It is used to provide the Arrupe Partnership staff feedback about the impact of our program on their work.



# Arrupe Partnerships for Community-based Learning

## Attendance Record

Name \_\_\_\_\_

Course \_\_\_\_\_ Instructor \_\_\_\_\_

Placement Site \_\_\_\_\_

Placement Schedule: Day: \_\_\_\_\_ Time: \_\_\_\_\_

*Please have this form signed by the placement supervisor to verify your attendance during the quarter.*

	<u>DATE</u>	<u>SIGNATURE</u>
<b>Orientation</b>	_____	<u>Arrupe Partnerships</u>
<b>Week 1</b>	_____	_____
<b>Week 2</b>	_____	_____

### Early Placement Report (EPR)

You must complete your EPR online during the 3<sup>rd</sup> week of your placement at the following URL.  
<http://cms.scu.edu/arrupe/studentinformation/epr/index.cfm>. Late entries are not accepted.

<b>Week 3</b>	_____	_____
<b>Week 4</b>	_____	_____
<b>Week 5</b>	_____	_____
<b>Week 6</b>	_____	_____
<b>Reflection Session</b>	_____	_____
<b>Week 7</b>	_____	_____
<b>Week 8</b>	_____	_____

**Placement's comments:**

*Please give this completed sheet to your SCU course instructor at the end of your placement.*

### **Early Placement Report (EPR)**

*This report is completed by students online during their third week at their placements.  
Students' comments are reviewed by Arrupe staff and shared with placement supervisors.*

This is my \_\_\_\_\_ Arrupe placement.

1. What percentage of your placement time each week is spent in direct contact with the agency's clients? \_\_\_\_\_% How can that percentage be increased or the time at your placement enriched?
2. What things do you wish were covered at the orientation and /or what things that were covered were especially helpful?
3.
  - a) Do you think that this placement is providing the experience necessary to complete your class assignments and/or satisfy your personal interest?
  - b) Is there something more that the staff at your placement or the Arrupe program could do to enhance this experience to make it more meaningful to you and/or your class?
1.
  - a) **Students at this placement for the first time:** Before you started your placement, what did you think the experience would be like—the place, the people it serves, and your role there?
  - b) **Students who have prior experience at this placement:** Why did you choose to return to this placement?



## Arrupe Partnerships for Community-based Learning

### Year-End Partnership Evaluation – (Page 1 of 2)

Name of Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Ph: ( ) \_\_\_\_\_ Email: \_\_\_\_\_

*Your organization has added a vital dimension to the educational experience of students who work with you. They have had the opportunity to apply theoretical knowledge to real life situations, to learn from people whose life experiences are different from their own, and to deepen their understanding of the need to work for social justice.*

*Because our community partners play such an important role in participants' education, we want to make sure that everything possible is done to create and maintain a strong relationship between community placements, Arrupe Partnerships (AP), and students. Please take a few moments to evaluate your experience this past year with AP and Santa Clara University students. This information will be used to make changes in our program so that we may better serve you, your clients, and our students.*

Target population(s) served by AP students (i.e. children, elderly, homeless): \_\_\_\_\_

Number of this/these population(s) served by AP students in past year: \_\_\_\_\_

- 1) Describe major activity (ies) that students were involved in:
  
  
  
  
  
  
  
  
  
  
- 2) What is your organization able to do that would not be possible without this partnership? Describe the most significant accomplishment that occurred through your organization's involvement with Arrupe Partnerships.
  
  
  
  
  
  
  
  
  
  
- 3) Did student participation meet your expectations? If not, how could these expectations be better met?
  
  
  
  
  
  
  
  
  
  
- 4) How might Arrupe Partnerships better support your role as community teacher to Santa Clara University students?



## Arrupe Partnerships for Community-based Learning

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### ***Year-End Partnership Evaluation – (Page 2 of 2)***

- 5) Was feedback from the students' Early Placement Report helpful to your organization?  
What other type of feedback would have been helpful?
  
- 6) Are there major community needs or changes within your organization anticipated in the next year?
  
- 7) Did your organization work with any other Santa Clara University departments or professors?
  
- 8) Did anyone from your organization attend any of the workshops offered to community partners? \_\_\_\_\_ Are there topics that you would like to see covered in future workshops?
  
- 9) Additional comments:

*Thank you very much for taking time to complete this form and for being an Arrupe partner.*

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Person Completing Form

Date



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## Arrupe Partnerships for Community-based Learning

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### Summary of Enclosures

- Placement Information Sheet..... Page 12
- *Sample* Placement Summary..... Page 13
- Current Academic Calendar..... Page 14
- Other Enclosures: \_\_\_\_\_

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