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Serving Safely: A Risk Management Resource for College Service Programs

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Serving Safely:

A Risk Management Resource for College Service Programs

Written by Sharon A. Joyce, Ph.D. and
Elaine K. Ikeda, Ph.D.

Preface by Richard E. Cone, Ed.D.

California | **Campus Compact**

California Campus Compact (CACC) is a membership organization of college and university presidents leading California institutions of higher education in building a state-wide collaboration to promote service as a critical component of higher education. Information about CACC can be found at www.sfsu.edu/~cacc.

This resource book is intended as an informational reference point from which service administrators (service-learning or community service practitioners) should begin their analysis and preparation for implementing a service risk management program. This resource book does not claim to be the exclusive or complete source of information on service learning, community service, liability and risk management and should not be relied upon as such. This resource book was not intended to reflect nor does it purport to establish the past, present, or future standard of care or standard of operations by which all service-learning participants are governed. The decisions by each service-learning practitioner to implement or not implement any particular action are still dependent upon the particular facts and circumstances of each service-learning program.

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Serving Safely:

A Resource Guide for College Service Programs

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This resource book has drawn upon the expertise of individuals in the fields of service learning, community service, risk management, insurance, and law. The valuable feedback and input from the experts in these fields has not only made this book possible, but it has strengthened the readability and technical accuracy of a complex subject.

Much of the material in this book was presented in its early form in a session entitled *Managing Liability in Your Service Learning Program* at the *Fourth Annual Continuums of Service Conference* in Berkeley, California. Charlene M. Minnick, ARM, Allen Sypherd, Nan E. Timmons, and Sharon A. Joyce were the session presenters. Charlene M. Minnick from the California State University Office of the Chancellor for Systemwide Risk Management in the Office of Risk Management provided the initial background for issues related to risk management. Allen Sypherd from Identix Incorporated provided a detailed understanding of LiveScan, the equipment used for electronic fingerprinting. Nan E. Timmons, former director of Community Action Volunteers in Education at California State University, Chico was an insightful resource regarding utilizing electronic fingerprinting and numerous risk prevention strategies. We are also thankful for the session attendees who provided valuable comments and feedback that was incorporated into the drafting of the Serving Safely book.

Final drafts of this resource book were reviewed on more than one occasion by our technical experts. Richard E. Cone, Ed.D., Joint Educational Project at the University of Southern California provided invaluable suggestions on both the tone and the technical accuracy of the document from his more than 30 years of experience in the field of service learning. Joyce M. Vogel, AIS, CPIW from the insurance consulting firm of Barney and Barney, LLC provided a wealth of knowledge regarding risk management and insurance coverage issues, as well as insight on service terms and lingo that might be foreign to risk managers reading the document. Richard M. Wirtz, J.D. with the law firm of Wirtz Hellenkamp provided assistance with legal terms and issues of liability. Kathy O'Byrne, PhD., with the Center for Experiential Education and Service Learning at UCLA, contributed insightful feedback from both a service learning and a faculty perspective. Lastly we are grateful to Erika Randall who consistently offered her judgement and expertise on issues related to service learning and acted as a collaborative partner as the California State University, Office of the Chancellor and California Campus Compact undertook creating separate written documents to ease the confusion surrounding issues of risk management and service. All of these individuals volunteered numerous hours to this project and we are thankful for their spirit of collaboration, attention to detail, and willingness to share their thoughts and ideas for the betterment of this Serving Safely book.

Sharon A. Joyce, Ph.D.
Elaine K. Ikeda, Ph.D.

It is perhaps a bit paradoxical that I have been asked to write the preface to Serving Safely. As one of the early promoters of service learning, the issue of liability has been my least favorite topic. In far too many cases, it was offered up as a reason for colleges and universities to maintain the divide between campus and community, depriving students and communities of the benefits that can come with a more engaged style of learning. In a rapidly changing world, classrooms and textbooks can be effectively complemented with student experiences in real communities experiencing real twenty-first century problems.

*" **If** you know your community partners, know the potential risks your students take on when they work in the community, know the type of work students will be doing and who they will be working with, only then can you be relatively certain that the liability agreement will sit on the shelf gathering dust. "*

The barriers often posed by liability issues also reflect a larger societal dilemma. While it is relatively easy to project the cost to an institution of a single incident in which a college or institution might be held liable for putting a student in harm's way, seldom as a society do we stop and try to put a price on inaction. What is the cost to society of children not learning to read when a little tutorial help from a college student would provide the little boost that many of them need? What is the cost to society when a free clinic has to limit the number of patients it can accept because there are no volunteers helping with patient intake?

The willingness of college and university administrators to accept this challenge, to work through the details of the liability issues, represents a notable example of institutional commitment to supporting good citizenship and engaged pedagogy. In a society that all too often runs in fear from risk, higher education has cleared the way for students to learn to accept responsibilities as involved citizens. As a result, millions of students are currently involved in providing assistance to communities across the land.

To community service staff members and faculty, I would add that addressing the liability issue is only the beginning of a much more complex task of supporting student engagement. No liability agreement can replace quality experiences and structured programs or courses which is the first line of defense in protecting students from harm. If you know your community partners, know the potential risks your students take on when they work in the community, know the type of work students will be doing and who they will be working with, only then can you be relatively certain that the liability agreement will sit on the shelf gathering dust.

The Joint Educational Project that I directed at the University of Southern California has placed more than 50,000 students in South Central Los Angeles since

1972. The students' work in the community has been without interruption despite earthquakes, floods, and riots. Not a single liability claim has been made against the university or any of our community partners, even when our students have encountered problems. We attribute our success to our excellent communication with all concerned. Students know we are there to support them and come to us with concerns. Community partners know that we are concerned for their welfare and are quick to report potential problems to us.

I think this guide is an enormous contribution to service learning. It clearly lays out the issues and provides ideas for resolving them. While liability is still my least favorite subject, I think this resource book will make it harder for individuals and institutions to allow fear to close off possibilities for students to engage as learners and citizens.

Richard E. Cone, Ed.D.
Former Executive Director, Joint Educational Project
University of Southern California
September, 2002

This resource book supports the belief that service-learning and community service programs provide beneficial opportunities for college students to develop an understanding and appreciation for active citizenship and participation in community life. Through volunteerism and service learning students learn firsthand about the diverse needs of individuals and society that reach beyond the walls of their college or university. The premise behind this resource book is that a firm commitment to service learning and community service must exist before a discussion about the liability and risk associated with volunteerism and off-campus learning takes place. This resource book is not intended to discourage volunteerism and service, but rather to offer ideas for reducing the potential for liability and risk by serving safely. The potential for liability already exists through numerous college-sponsored activities that have become an integral and essential part of the college learning experience. The potential liability associated with athletic programs, on-campus housing, fraternities and sororities, controversial speakers, graduation ceremonies, theater productions, food services, and many more college activities have all become an accepted risk associated with the higher education experience. Service learning and community service are just two more enriching opportunities within the college environment that carry a potential for liability.

This resource book seeks to provide campus administrators, faculty, students, and community partners associated with community service and service-learning programs a resource for discerning areas of potential liability and establishing policies, procedures, and guidelines for minimizing risk in university-sponsored service experiences. This book presents numerous ways to reduce risk and recommends that each college and university consider the uniqueness of its service programs when tailoring an effective risk management strategy for its campus. Risk management requires an ongoing consideration for the balance between available resources and the potential for liability. Thus, this resource book is presented as a means to offer suggestions and generate discussion and ideas surrounding methods for minimizing the risks and liabilities associated with service programs.

The section of this resource book devoted to defining terms is intended to bridge the gap between the varying levels of knowledge amongst the readers of this book. Special attention has been given to recognize that risk managers and service practitioners utilize terms and jargon unfamiliar to each other. Thus, definitions on types of service may be far more valuable to risk managers than service practitioners who have a far deeper understanding of these definitions. Additionally, insurance and legal terms have been defined and examples given to help bridge the gap of knowledge for those not practicing in these areas.

The issues of liability, risk, and lawsuits seems incongruent with the noble aim of volunteerism and service learning. While the potential for risk and liability in

service programs may be reduced due to the aim of these programs, the potential for unexpected injuries, loss of property, and harassment exists. Liability may be minimized by (a) establishing strong partnerships between community partners, faculty, students, risk managers, campus attorneys, and service administrators; (b) designing a service program with effective safety practices; and (c) securing adequate insurance for potential liability.

While this book seeks to identify key areas that should be reviewed and considered to reduce risk, it does not aim to provide a standard approach for all colleges and universities. Institutions must identify key elements to reduce risk at their respective campuses and develop an approach that represents the philosophy of each particular institution (Ellis, 1996). Each institution must determine its tolerance for risk, its potential for liability, and the type of community service and service-learning experiences on its campus.

Thus, this resource book is designed to stimulate discussions between service administrators, faculty, community partners, students, risk managers, and campus attorneys. Forming a committee to review, discuss, and set policies for issues related to risk management in service programs is a recommended approach for ensuring that service administrators, faculty, risk managers, campus security, campus counsel, students, and community partners maintain adequate risk prevention strategies.

This book is divided into five core sections. **Section One** reviews terms and definitions to ensure a basis of common understanding. **Section Two** discusses the importance of establishing strong partnerships, effective safety practices, and adequate insurance protection. **Section Three** offers a conclusion summarizing the key points raised in the Serving Safely Resource book. **Section Four** provides an appendix with easy to reference lists that may be considered when developing campus procedures and policies for service programs. **Section Five** presents website resources. Lastly, references are listed for further study.

Clarifying Definitions for a Common Understanding

This section seeks to establish a common framework for understanding key terms associated with community service and service-learning programs. The following concepts and terms will be reviewed to clarify definitions for a common understanding: (a) types of service, (b) the definition of a service administrator, (c) employee versus student, (d) student versus student engaged in a service experience, (e) liability, (f) risk, and (g) risk manager. Establishing a common understanding of these definitions will aid in developing effective service programs, procedures, and insurance policies.

Types of Service

While understanding the philosophical differences between volunteerism, community service, internships, field education, and service learning is critical to the pedagogy and the administration of service programs, risk management policies will typically place less emphasis on these service distinctions. Risk management programs, which are focused on reducing the exposure to liability, are generally more concerned with the safety of service environments, students' means of transportation, and the students' training and preparation for identifying risks and safety concerns while engaged in service rather than with the philosophical distinction behind the service being provided. While all forms of service carry the potential for liability, the greater the sponsorship and involvement from the university or its representatives the greater the possibility that liability will fall to the university.

Understanding the distinctions between various forms of service is a core element to the field of service and extremely useful in developing curriculum, faculty relations, and policies and procedures that appropriately guide students engaged in service. This resource book presents general definitions for service as a means of ensuring a common understanding of terms, so that risk managers, faculty, service administrators, community partners, students, and campus attorneys may communicate effectively. While there has been much debate and discussion surrounding service definitions, the definitions below are presented in order to establish a baseline of understanding for those who are new to the service field.

Andrew Furco (1996) offers the following definitions to distinguish between the types of service for college students.

Volunteerism

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Community Service

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

Internships

Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Field Education

Field Education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

Service Learning

Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring. To do this, service-learning programs must have some academic context and be designed in such a way that ensures that both the service enhances the learning and the learning enhances the service. (p. 2-6) Service-learning experiences may be required or optional depending on each college's requirements for graduation.

More recently, many campuses have begun using the term "community-based learning" to emphasize an equal partnership relationship between the student and the community agency. The distinction is that the term "community-based

learning" emphasizes that the student and community partner are benefitting themselves and each other at the same time. There is not a "provider" or "recipient," but rather a balanced, reciprocal partnership.

While it is valuable to understand the distinctions between various types of service, risk management generally focuses on identifying the potential level of risk without regard to the type of service or the learning objectives. Volunteering for an organization that is helping previous gang members with job skill training in a high crime neighborhood often carries a different degree of risk than volunteering with an elderly population in a rural community, regardless of whether the service is provided through a service-learning or community service experience. Thus, in designing risk management programs one of the primary focuses is on preventing liability. Once the level of liability exposure is assessed, the approaches for managing risk may be implemented. Service experiences presenting a higher level of risk due to the service responsibilities or activities, location of the service environment, or the population being served do not need to be eliminated from service experiences, but rather risk management can be utilized to minimize risks and help ensure safe and diverse service experiences.

> " *... risk management generally focuses on identifying the potential level of risk without regard to the type of service or the learning objectives.* "

Service Administrator

For the purposes of this resource book the term service administrator will refer to service-learning and community service directors and office staff.

Employee versus Student

Generally, colleges have employees, students, and visitors who frequent their campuses. A risk management program generally considers the various types of exposures to liability that these populations create. Employees typically work for the college in paid administrative, faculty, and support positions. Students are on campus for the main objective of learning and advancing their educational pursuits. Visitors are on campus for a variety of reasons such as collaborating with faculty and staff, attending meetings and events, and providing services.

For the purposes of this resource book the primary focus for risk management will center on students engaged in service learning and community service. Service

hours associated with service learning and community service are generally considered unpaid volunteer time. Even if students receive pay for their service-learning or community service work, they are generally not considered to be employees. Service experiences engage students in volunteerism in order to enhance students' learning and understanding of community needs. When the primary purpose of a student's engagement is for educational advancement or community service, rather than to earn income, it is more likely that the student's role is not that of an employee (Simmons, 1998). The distinction often rests on the primary purpose for the engagement in the activity. While stipends and pay may raise questions regarding the student's classification as an employee, these issues are typically resolved after determining if: (a) the stipend or pay meets minimum wage requirements, (b) the stipend is taxed as an employee wage, (c) benefits are provided, (d) requirements associated with the work create an employee status, and (e) the student's primary purpose for engaging in service is to volunteer and learn or earn income (Nonprofit Risk Management Center, 1994 and Simmons, 1998).

Student versus Student Engaged in Service and Volunteerism
The distinction between students and students engaged in service is quite simply that one group of students is engaged in service or volunteerism and the other group of students is not. While the type of service and volunteerism may vary among the individuals engaged in service, the type of service does not generally influence issues of liability and risk. Many insurance policies will simply want to categorize students engaged in service as "volunteers," without regard to the distinction between student volunteers and student service learners. The key to the insurance company is that the student's engagement in service exposes the student and the university to additional risks outside of a normal classroom setting. Thus, it is unlikely that an insurance company and the accompanying insurance contracts will distinguish between students engaged in community service versus service-learning programs, but rather label this population engaged in service as "volunteers."

With regard to determining liability, the classification of a student as an employee, student, student volunteer, or student engaged in service has less effect on determining a college or university's potential liability than the relationship of the student to the university. Overall, the university will have more liability for students acting under university-sponsored programs and activities.

Liability

In the most general sense, liability is society's application of responsibility for damage or injury to another based on principals of causation, foreseeability, contractual agreements, public policy, and fairness. By breaking down this definition and applying it to service environments, service administrators may better understand how to develop and implement policies to avoid liability.

Causation is the law's determination of who is responsible for the damage or injury. In a generic sense, causation relates to who caused the damage or injury. In most instances, the person who actually does the act or omission will be the one who "legally" causes the damage or injury. Additionally, either or both the school and/or the community partner may also be legally responsible under various legal theories and the facts of each case.

With respect to *foreseeability*, the law imposes liability where the injury was foreseeable by a reasonable person. For example, service administrators, faculty, and community partners should exercise a degree of care to protect students from a reasonably predictable risk or liability. Some college and universities have service administrators or faculty visit the site of each community partner and the location where the student carries out his or her service to assess the risk. The service administrator or faculty member can observe and/or inquire about the environment for physical safety, hostile work environments, harassment, adequate supervision and training, transportation risks to and from the student's destination, potential risk of negligent performance by the student, or other risks specific to the service experience. Potential risk of negligent performance by the student may be lessened through various forms of training and supervision. Often college or community partners interview students to assure that students have the abilities to perform the service.

> *" Potential risk of negligent performance by the student may be lessened through various forms of training and supervision. "*

With respect to *contractual agreements*, a college or university may seek to contractually shift the burden of liability as well as the risks associated with defending itself to the community partner through an agreement between the college and the community partner. Many campuses have "hold harmless" agreements that hold the college harmless if the community partner acts negligently. Conversely, should the university act negligently, the community partner may be held harmless. In addition, the university may contractually require the community partner to acquire appropriate insurance naming the university as an additional named insured under the policy. As a requirement for service

partnerships between universities and community agencies, many universities require community partners to have a general liability policy at a specific limit of liability that covers student volunteers. When the community partner does not have the financial wherewithal to bear the risk or provide adequate insurance, the university should consider obtaining insurance to protect against liability arising out of the community partner's negligence. The university typically has a deeper financial pocket than the community partner, so it is important for the university to be adequately insured for its level of risk tolerance.

In certain limited circumstances, *public policy* may override long standing concepts of foreseeability as well as contractual provisions. Public policy refers to commonly accepted beliefs held by society. The most common example here is the general rule that the university (principal) is liable for the acts of its student volunteers (agents) if the omission or liability creating the incident was within the duties of the student volunteer (agent).

An alternative example of public policy may be if a college or university had contractually agreed to accept all liability associated with a student volunteer, such a provision may be overridden by application of public policy if the liability arose from a student volunteer claiming that the community partner discriminated against the student based on age, sex, gender, religion, handicap, or some other protected class against. In that example, it is public policy not to discriminate against protected groups, so the community partner may become liable despite the student volunteer being an agent of the university. The community partner is likely to be held liable, regardless of any contractual agreements, because it violated public policy by discriminating against the student volunteer.

Like public policy considerations, in certain limited circumstances *fairness or equitable* considerations may also affect determinations of liability. Fairness is a broad and sweeping concept which is used to prevent an inherently or patently unfair result. For example, fairness might apply where liability arises from the mere failure of a student to show up for service at the community partner. Despite the possibility that the volunteer might be considered to be an agent of either the university or the community partner, potentially creating liability on behalf of one or both, one could argue that fairness dictates that no liability should arise from a student who does not show up since the student essentially gifts time to the community partner. Volunteers generally do not replace paid employees, but rather volunteers are intended to supplement and enrich an existing environment. Thus, it is inherently unfair to hold the student liable because he or she failed to volunteer which resulted in liability due to inadequate staffing support.

Risk

Risk is an uncertainty concerning loss. When there is no guarantee of a future outcome, there is the potential that the outcome could result in an accident or injury. Due to the uncertainty of future service experience outcomes there is a risk that an accident or injury may occur. Risk prevention programs reduce the occurrences and uncertainty of future accidents or injuries occurring. Insurance reduces the uncertainty of a financial loss associated with an accident or injury.

Risk Manager

The role of a risk manager includes: developing risk management policies, identifying risks and measuring the potential for liability, negotiating insurance coverage, managing the settlement of claims with insurers, maintaining and reviewing loss statistics, communicating with managers to assess ongoing risks within the institution, and managing financial reserves and accounting issues associated with risk.

Designing a Safe Service Program

Designing a safe service program begins by establishing a general understanding of the potential risks and liabilities associated with service programs. Once an understanding of liability is in place, safety practices and policies can be developed to meet the objectives of service programs and risk prevention. While this book presents numerous approaches to managing the potential for liability (risk management), implementing all of these approaches is not realistic. Risk will never be totally eliminated. Rather, risk can be managed so the likelihood for liability is reduced.

Incorporating safety practices into a service program should vary depending on a college or university's philosophy on safety and service, the type of service experiences offered, the service program infrastructure, campus resources, and partnership relations between faculty, students, service administrators, and community agencies. Thus, when considering practices from other service programs, it is important to recognize that a successful approach at a neighboring college or university may not be effective at your institution.

First, this section on designing a safe service program begins by discussing the important role that effective partnerships have in creating safe service experiences. Secondly, this section offers guidelines, practices, and procedures for service-learning and community service programs that may add to a safer service experience.

Establishing Strong Partnerships

Setting a philosophy that encourages strong relations between community agencies, faculty, students, risk managers, campus attorneys, and service administrators is one of the most effective approaches for reducing risk and creating safe service programs. Clear guidelines and strong communication practices for carrying out service with community partners are beneficial towards creating safer service experiences. Sutton (1995) reflects that a fundamental characteristic of an effective service-learning classroom is shared power between faculty, students, and community members. This shared power or partnership leads to accountability

among all individuals involved in the service-learning process. When faculty, students, community agencies, risk managers, campus attorneys, and service administrators each assume accountability for effective outcomes the results are often beyond expectations. Part of an effective partnership is ensuring that each partner is ready and able to contribute and learn.

The role of *community agencies* in creating a safe service experience often includes: (a) establishing strong partnerships with faculty, students, and service administrators that emphasize open communication; (b) participating in committees and discussions aimed at managing the risk associated with service programs; (c) establishing clear guidelines, and effective training and orientation programs for students; and (d) maintaining general liability insurance. A list of issues which can be considered when establishing partnerships with community agencies is presented in Appendix A. While this list of considerations may initially seem laborious, up-front planning may reduce areas of potential conflict or misunderstanding.

The role of *faculty partners* in creating a safe service experience often includes: (a) establishing strong partnerships with community agencies, students, and service administrators, (b) encouraging open and ongoing communication that enables students to discuss uncomfortable experiences or feelings that may lead to unsafe situations, (c) tuning in to potentially unsafe conditions that students may express during service-learning course reflections, (d) being aware of students' lack of training or comfort with a service experience or client, and (e) selecting community agencies that provide a unique, yet safe, learning extension to the classroom. In some cases faculty may invite the community partner into the classroom as a "community fellow" who teaches students in a classroom setting (Ansley & Gaventa, 1997). Just as faculty become well-versed in the content of selected textbooks or articles referenced in their courses, becoming connected with community partners fosters an understanding that creates an enriching and safe learning environment.

Faculty are often in a unique position through their partnership relations with community agencies, the feedback they receive from students, or their own observations to recognize unsafe conditions. Appendix B provides a list of suggestions for ways that faculty may contribute to a safer service-learning experience.

The role of *students* in creating a safe service experience often includes: (a) undergoing a screening to assess readiness to engage in a service experience, (b) engaging in service training and orientation programs, and (c) communicating any experiences or observations that appear unsafe or create an uncomfortable service

environment to the appropriate authority. Many students may be experiencing service for the first time, so often the most basic information is needed to ensure a positive outcome and a comfortable experience for everyone. Appendix C provides a list of suggestions for ways that students may contribute to a safer service-learning experience.

The role of *service administrators* in creating a safe service experience often includes: (a) acting as a conduit for information gathering and distribution; (b) assembling key individuals and facilitating meetings to address issues associated with serving safely policies, procedures, and resources; (c) connecting the views and perspectives of risk management, campus counsel, students, community partners, and faculty on issues of risk and liability in service programs; (d) setting an atmosphere that allows varied perspectives on risk and liability to be aired in a constructive manner; and (e) emphasizing a collaborative spirit, so decisions are reached through consensus rather than autocratic imperatives.

"Clear guidelines and strong communication practices for carrying out service with community partners are beneficial towards creating safer service experiences.."

Many service administrators have found that the initial committee meetings representing the perspectives of risk managers, attorneys, students, faculty, and community partners are often strained with limited collegiality. It is only through consensus building efforts that focus on the common aim of a safe service environment that differing opinions turn into common objectives. Appendix D provides a list of suggestions for ways that service administrators may contribute to a safer service-learning experience.

The section that follows on designing a safe service program first reviews safety practices that are unique to service-learning programs. Second, safety practices that may be considered for both service-learning and community service programs are reviewed. Quite often risk management approaches utilized in community service programs are not ideal for service-learning programs. Similarly, risk management strategies utilized in service-learning programs are often not effective in community service programs. While volunteering takes place in both service-learning and community service programs, the length of service and faculty involvement vary. Classroom learning is a key component of service learning, but not essential in community service. Faculty are essential to service learning, but

faculty usually have limited involvement in community service programs. These differences between community service and service learning may affect the risk management strategies.

Safety Practices for Service-Learning Programs
Course Catalog and Course Syllabus
Both the course catalog and syllabus can alert students to expectations associated with service-learning courses. To avoid unnecessary surprises it is helpful if course catalogs specify if a course has a mandatory or optional service component.

The course syllabus may describe the nature of the service placement and/or project and the specific roles and responsibilities of students in the placement and/or service project. Specifying transportation options, time requirements, and community contacts all help to prepare students for service. The more prepared and knowledgeable a student is going into a service experience the less chance for unexpected risks. Additionally, providing students with faculty contact information (office hours, e-mail, office and/or home phone, and office address) on the syllabus ensures that students know how to reach the professor if questions or concerns arise (K. Heffernan, 2001).

Richard Cone, (2001) reflects on the value of including detailed service assignment information with the course syllabus, such as: (a) how the service experiences fit into the course requirements, (b) if the service is mandatory or optional, (c) if the service is for extra credit or in lieu of a written assignment, and (d) if the service is an alternate method for researching a topic. Furthermore, identifying the number of hours required to meet the service requirement and breaking down the hours requirement by week is helpful. Creating a time line for when a site should be identified, when the first visit should occur, the minimum number of visits required, the recommended number of visits, when the service should be completed, and when assignments are due clarifies expectations (Cone, 2001). Clarifying expectations and the logistics of the service experience at the beginning help minimize uncertainty and the potential for risk. The syllabus may also include how to select a service site and what requirements a site should meet to be appropriate for service (Cone, 2001). Any student contracts, disclosures, or background check requirements required for service may also be included with the course syllabus. Again, the more prepared and knowledgeable the student is regarding service expectations, requirements, and how to carry out a service experience the more the potential for risk is managed.

> *" The more prepared and knowledgeable a student is going into a service experience the less chance for unexpected risks. "*

Service-Learning Agreement

A service-learning agreement outlines the roles and expectations of the faculty, students, and community partners in the service-learning process. The agreement emphasizes the need for each group to contribute to form a partnership of strength and knowledge that will result in a positive service-learning experience. Some of the most effective service-learning agreements create three sections representing the role of faculty, students, and community partners. Essentially, there is one agreement with three prongs emphasizing the three roles that come together to form a partnership of responsibilities. The faculty member's section may include the faculty member's name, office location, phone number, and e-mail; the name of the course; the assigned service hours; and learning goals. The student's section may include the student's name, address, phone number, e-mail, and ways for serving safely. The community site section may include the name, address, and phone number of the community agency; the name of the responsible supervisor at the community agency; and a statement or guidelines on safety while at the community agency.

This agreement clarifies key responsibilities that a faculty member, student, and community partner assume by engaging in service learning. Typically, the student, community partner, and faculty member sign the agreement in recognition of their commitment. This agreement would also be an appropriate place to contractually address liability responsibilities and/or insurance requirements. If it is within the budget, legal counsel should be consulted in crafting the terms of the agreement. A list of potential questions for the service-learning agreement may be found in Appendix E. Further examples of what these agreements might look like can be found in *Best Practices for Managing Risk in Service Learning*, published by the Office of Community Service Learning in the California State University Office of the Chancellor (2002).

Reflection

Through reflection students learn to see and understand their service experience at a much deeper and more critical level (University of Southern California, 2002). While the primary purpose behind reflection is to expand the depth of students' learning, safety issues may surface through reflection. Safety issues may arise through written or verbal reflections in the classroom, electronic chat rooms designed for interactive service-learner discussions, or reflection with a service-learning student assistant. Regardless of the setting in which reflection occurs, it is important for faculty, students, community partners, and service-learning administrators to feel confident sharing safety concerns and seeking out the appropriate assistance for resolving safety issues. Providing easily accessible resources and emergency contact information for resolving safety issues helps

to ensure that safety issues are easily and quickly addressed. Thus, through reflection safety issues may surface and be resolved by seeking out the appropriate resources.

Safety Practices for Both Service Learning and Community Service Programs
Motor Vehicle Operation

Service programs vary in their approach towards students driving during the service experience. Some programs do not allow students to drive anyone in a privately owned car, encouraging students instead to take public transportation to the service site. Other programs allow students to use their personal automobiles for transportation to the service site. Still other programs only allow students to use campus-owned vehicles during the student's service experience. This decision requires a great deal of carpool coordination.

Many service programs that encourage service students to take shuttles and cabs establish agreements with local cab and shuttle services. The agreements certify that the cab or shuttle service carries adequate insurance. Additionally, the agreements often offer a reduced rate to college personnel and students who are using the transportation services for business or college sponsored activities. Service programs may also want to consider covering the transportation costs associated with taking a cab or shuttle to and from the service site.

Evidence of automobile insurance should be obtained from service students who will be using their personal cars for transportation to and from the service site. Most colleges choose to have non-owned automobile coverage, but this insurance only protects the college against financial loss associated with the accident. Damage to the student's car is not covered under non-owned automobile coverage. Universities may want to specify that students who use their personal automobile for transportation while serving, should not transport other students or clients. Students limit their personal liability and the liability of the university by not offering transportation to other students or clients during university-sponsored activities.

Utilizing campus owned vehicles allows for less ambiguity should an accident occur. When a college authorizes a student to drive an insured campus vehicle, insurance coverage is typically provided for the student driver, passengers, and vehicle, as well as the driver, passengers, and vehicle of other cars involved in the collision. Standard automobile insurance generally provides coverage for bodily injury and property damage, medical payments, comprehensive, collision, emergency road service, uninsured motor vehicle and uninsured motor vehicle property damage.

Overall, each campus can develop an appropriate policy based on the campus' accessibility to public transportation, university-owned vehicles, community partner sites, and university-sponsored automobile insurance for student volunteers. A checklist for developing a policy for your particular institution is presented in Appendix F.

Criminal Background Check and Fingerprinting
Federal and state legislation continues to move in the direction of mandatory criminal background checking for volunteers who work with vulnerable populations who are at risk of being exploited. These groups include children, the elderly, and individuals with physical and mental disabilities. While legislation moves towards required criminal background checks or fingerprinting, the costs and privacy issues with such requirements have yet to be fully sorted out. Criminal background checking is typically used in addition to other safeguards including strong communications between community partners, students, and service administrators; effective training and orientation; and applications and reference checks.

"*Through*

reflection safety issues may surface and be resolved by seeking out the appropriate resources. **"**

Service administrators can work with community partners to determine the need to obtain a criminal records history check on students. Decisions on who should undergo a criminal records check are typically based on the type of service work, the population being served, state and federal regulations, the college's perspectives on fingerprinting, and the community agency's policies on fingerprinting.

Many service programs that fingerprint students utilize an electronic fingerprinting process through Live Scan. Live Scan is a system for the electronic submission of applicant fingerprints which provides an automated criminal background check and response. Fingerprints can be digitized through this electronic process, enabling the transfer of the fingerprint image, in combination with personal descriptor information, to central computers at the California Department of Justice. This transfer of information takes place in a matter of seconds, instead of the days required to send a hard copy fingerprint card through the U.S. mail. Responses to the electronic request typically take no longer than 72 hours (U.S. Department of Justice, 1993). While the manual hardcopy ink card fingerprint is still available, the processing time is typically a minimum of three weeks. Over time, the California Department of Justice plans to phase out the availability of criminal background checks through hardcopy ink fingerprint cards that are sent through the mail (California Department of Justice, 2001).

To initiate an electronic fingerprint, a student is provided a "Request for Live Scan Service" form and provided a list of nearby Live Scan locations. The "Request for Live Scan Service" form asks for deciphering information to ensure that each person is accurately identified. Deciphering information includes the student's name, date of birth, social security number, height, gender, address, position title, agency affiliation, and other related demographic information. Additionally, a description of service responsibilities is required to aid the California Department of Justice in determining the appropriate criminal records information that may be released.

In order to request criminal records information the community agency, university, or authorizing agency must first be authorized by the California Department of Justice. The forms to become an authorized agency are available through the California Department of Justice. When completing the "Request for Live Scan Service" the service administrator identifies which databases should be queried for criminal records. The California Department of Justice will then follow complex criteria in determining which databases may be searched and what information may be released. Each database search is associated with a separate fee. As of November, 2001, the California Department of Justice (2001) lists the costs for criminal records searches as follows: the California state criminal records check for offenses that occurred in California costs $32.00; the federal or FBI check for criminal offenses across the United States costs $18.00 to $24.00; and a California Child Abuse Registry search costs $15.00.

Upon completion of the "Request for Live Scan Service" the student goes to the nearest Live Scan processing location. A listing of Live Scan locations and related fingerprint forms and information can be obtained through the California Attorney General website. A trained Live Scan operator will request the completed "Request for Live Scan Service" form and obtain the student's fingerprints. This compiled information will then be electronically submitted to the California Department of Justice. Although the FBI and California Child Abuse Registry maintain their own databases, requests to search these databases are made through The California Department of Justice. The California Department of Justice also coordinates the processing of fees for the FBI and Child Abuse Registry.

While the California Department of Justice attempts to maintain an average turnaround time of 72 hours, inquiries that require several database searches take more time. Furthermore, when a criminal record is identified, the Applicant Response Unit at the California Department of Justice must analyze the criminal record and determine what information should be disseminated based on complex federal and state privacy criteria. Generally, all convictions are reported: however,

care is given to determine the disposition of arrests and pending criminal matters before a determination is made to release information.

For privacy and confidentiality, the criminal records information may only be accessible to the campus or community partner authority responsible for determining the suitability of the volunteer. The information received may only be used by the requesting agency for the sole purpose for which it was requested and may not be reproduced for secondary dissemination (California Department of Justice, 2001).

Should a volunteer be identified with a criminal record, the service administrator along with other decision makers, including legal counsel, will need to determine if the incidents on the record should prevent the student from engaging in service. The service administrator will need to take into consideration the date of the incident(s), the type of offense, the population being served, the level of supervision, and university and community partner's policies.

Student Training and Orientation

A training program prepares students for their service experience and allows students an opportunity to address questions and concerns prior to engaging in service. A faculty member, service administrator, community partner, or a student assistant may be responsible for the pre-service training program. Risk is often best managed or minimized by preparing students for service. A training program is one way to prepare students for service. Along with the training preparation it is also valuable to clearly state procedures for handling an unsafe environment. Emergency phone numbers and contact people should be made clear and convenient. Students should be informed of contact resources and phone numbers to utilize if they feel uncomfortable, concerned, or observe an unsafe condition while serving. Above all, students should not feel that their safety is compromised while serving. Options should always be available to ensure that students feel safe while serving.

"Risk is often best managed or minimized by preparing students for service."

Application

An application provides a written document that summarizes the student's background and provides insight into the preparedness of the student and the need for training. The application also gathers the student's address, phone number, and general information so the student may be easily reached. Emergency contact information is also collected.

Much of the information gathered through the application provides a historical background. Service administrators need to recognize that there may be circumstances where a previous history of an offense should not discredit a student's ability to engage in service. When such information is identified, service administrators, in counsel with other appropriate campus resources, should determine the conditions under which a student may still be able to volunteer, if any. Special attention should be given to maintaining the student's privacy. A list of potential questions for creating an application for volunteers may be found in Appendix G.

Interview

The interview provides an opportunity for a back and forth discourse that will enable the service administrator or faculty member to gain a better understanding of the student's skills, abilities, interests, and readiness for a service assignment. While great insight may be gained through an interview, it is usually not feasible to interview all students when a campus has large numbers of volunteers. When an interview of every student is not feasible, the written application and the orientation and training session provides an opportunity to identify students who may not be ready for a particular service assignment.

When an interview is conducted, it is useful to develop a list of standard interview questions that may be supplemented based on information elicited during the interview. Asking standard questions to all students enables the interviewer to compare and contrast differing answers, determine the comparability of readiness between student applicants, and provides the potential for follow-up analysis of characteristics that lead to successful service experiences. A list of potential interview questions is presented in Appendix H.

The interview comprises only one element of the screening process. It is wise to gather all screening information before making a judgment. If something seems questionable, the student may be asked for more information. Be sensitive to cultural differences and one's own assumptions. The goal is to recruit the best volunteers, even if they aren't just like you. The same question can be asked in different ways to get information from multiple sources. If concerns arise that cannot be pinpointed through the first interview, consider a second interview with a different interviewer (Tremper & Kostin, 1993). Often one person may pick up on signals or information that another person may have overlooked.

Reference Check

It is typically beneficial to conduct the reference check after completing the interview. You will have more information about the student after the interview and you can ask follow-up questions to validate the information received in the written application and during the interview. It can be useful to ask students how they believe a reference provider will describe their skills and abilities to effectively handle the service assignment. Ask the student to identify what he or she believes the reference provider will identify as the candidate's strengths and weaknesses. Often more insight is gained from the student's perceptions than the actual reference. It is often hard to obtain reliable references due to defamation concerns. Open-ended questions encourage reference providers to elaborate and give examples of perceptions. It is also useful to describe the type of responsibilities that the student will have and ask probing questions that are linked to the responsibilities that the student will be handling.

As with the interview, it can be beneficial to ask a core set of reference check questions and add supplemental questions based on the responses and the uniqueness of the service assignment. When initiating the reference call, briefly describe why you are calling, your affiliation, the name of the student who you are seeking reference information about, and the service assignment for which the student is being considered (Patterson, Tremper & Rypkema, 1994). A list of potential reference check questions is provided in Appendix I.

Evaluations

Asking students to assess their service experience provides valuable input for the ongoing improvement of the service experiences offered. Creating a feedback questionnaire is one way of obtaining students' reflections and perceptions of potential safety risks associated with the service experience. Many service programs also distribute feedback questionnaires to community partners in order to better understand community partners' perspectives of service partnerships and issues of safety. If there are safety issues requiring more in-depth analysis, a committee meeting representing faculty, students, service administrators, risk managers, and community partners may assist in eliciting feedback and solutions to avoiding future risk. Other strategies for gathering more detailed information on safety issues may include focus group sessions with students and visits to community sites. A list of questions designed to obtain students' feedback on their service experience is presented in Appendix J.

Insurance

Despite an organization's best attempts to minimize risk, often liability cannot be avoided. Insurance offers a means of protection against unexpected financial loss. It is important to choose insurance coverage and policy limits that best suit the type of operation being insured and the level of risk the institution is willing to assume. It is always wise to obtain a minimum of two insurance bids and to have a person within your organization who has insurance knowledge review the insurance contracts, limitations, and premiums. Most often risk managers work with independent insurance agents and brokers to obtain insurance bids and review insurance contract provisions.

In many cases the category of volunteer may be added as an endorsement or provision to cover volunteers under the existing insurance contract. With the exception of workers' compensation, adding volunteers to existing insurance policies that are in force for college or university employees does not typically increase premiums (J. Vogel, personal communication, November, 2001). When adding volunteers to existing insurance policies, it is important to consider how existing insurance coverage written to cover paid employees applies to volunteers. Issues such as employees receiving pay and health insurance, while volunteers are typically unpaid and without benefits, may result in volunteers and employees having different coverage under the same insurance policy.

Overall, the college or university representative responsible for reviewing insurance contracts will need to consider how existing insurance policies may apply differently to the volunteer population (Nonprofit Risk Management Center, 1990). The more knowledgeable the risk manager is regarding the responsibilities of the volunteer population the easier it will be for both the insurer and the college or university to identify appropriate coverage at a reasonable cost. The following is a list of insurance coverages that may be useful for limiting the risk associated with student volunteers in service programs.

General Liability and Umbrella Insurance

Typically, most campuses cover their student volunteers under the institution's general liability policy and an umbrella policy. The general liability policy with the appropriate provisions and endorsements protects the institution from liability arising out of bodily injury, property damage, and personal injury (libel, written or verbal slander, dishonesty, and defamation of character). The umbrella policy provides for excess insurance coverage above the standard general liability coverage. The college pays the insurance premiums for the general liability and umbrella policies. It is important to recognize that liability arising out of the use of an automobile or employment practice such as harassment, discrimination,

breech of confidentiality, or employment related wrongful acts are generally excluded under the general liability and umbrella policies. Liability arising out of a breech of confidentiality (such as a student volunteer who works at a battered women's shelter and publicly discusses a woman's case history to friends or members of the community) may be covered under the general liability policy as a personal injury arising from slander.

Workers' Compensation Insurance
Workers' compensation policies cover loss of wages and medical expenses for work related injuries by employees. Additionally, workers' compensation provides job retraining for individuals who are unable to return to their position due to permanent disability arising out of a job injury. While coverage for medical expenses would apply for volunteer positions, most volunteers are not paid, so loss of wages would generally not apply to volunteers (Nonprofit Risk Management Center, 1999). Should a student volunteer hold a paid position with the university and receive pay through the university's payroll system, workers' compensation should cover the student's lost wages from the university.

Insurers vary on their willingness to cover volunteers under workers' compensation policies. Should an insurer be willing to cover volunteers, it will be necessary to determine the cost for covering the volunteers under the workers' compensation policy. Typically, the college will be asked to estimate the number of hours that a volunteer will work. The underwriter will apply a rate based on the volunteer's type of work. The combination of the volunteer's estimated hours of work and the type of work performed by the volunteer will determine the premiums paid by the university.

Workers' compensation coverage will be primary (applied first) to a volunteer's personal medical coverage, if the injury arises out of the work being performed as a volunteer. The college pays the insurance premium for workers' compensation coverage.

Accident and Injury Insurance
Accident and injury policies for volunteers cover medical treatment for volunteers who are injured while volunteering. The policies usually have predetermined limits based upon the kind of injury. For example, there may be a $3,000 limit on an eye injury unless it resulted in the loss of sight and then the injury may be limited to $15,000. These policies pay on a secondary (after primary coverage pays) basis to a volunteer's personal health coverage. If student volunteers are required to have personal medical coverage, investing in these types of policies is probably not necessary. The college pays the insurance premium associated with accident and

injury insurance. Accident and injury insurance coverage, unlike general liability and umbrella coverage, provides coverage even if there is no negligence on the part of the college or its agents (J. Vogel, personal communications, November, 2001).

Vehicle Insurance

Automobile accidents are one of the most frequently occurring risks associated with student volunteers (Torres & Sinton, 2000). Some students are relatively new to driving and transporting passengers can be an added distraction. Ideally, it is most beneficial for students to carry out their volunteer work by utilizing public transportation, but this is often not feasible or practical. Some colleges and universities are not located in areas that offer reliable public transportation and community partners may not be accessible by public transportation.

Many campuses have school-owned vehicles that may be driven by volunteers who meet the university's requirements for having a safe driving record, valid driver's license, and adequate personal auto insurance. Insurance for university-owned vehicles may cover liability, property damage, comprehensive, and collision only or also include medical expenses related to human injury. If the student driver is driving his or her own vehicle their personal insurance will be primary (pays first) to the university's insurance.

When public transportation or a campus-owned vehicle is not available, students may drive themselves and carry their own personal auto coverage. Evidence of the automobile insurance coverage should be kept in the student's file. When students need to transport other passengers, consideration should be given to identifying responsible drivers who have good driving records and adequate personal auto insurance. Colleges and universities can consider "non-owned" auto liability coverage that provides insurance coverage for the institution's liability when volunteers drive their personal automobiles for college-sponsored activities. This coverage is not in lieu of the student volunteer's private insurance, but rather provides insurance to cover the college's liabilities. The "non-owned" auto liability coverage does not cover the student's personal liability. Liability and umbrella insurance policies do not generally provide provisions for automobile coverage.

Medical Insurance

Many universities require students to have medical insurance in order to be enrolled in courses. The medical insurance may be purchased through the university or the student may show proof of comparable medical coverage prior to enrolling in courses. Requiring students to have medical insurance is beneficial for both the university and the student. In the event of a medical need, the insured student and his or her family will not face a financial hardship and the university will know that students have access to the medical care they may need.

Community Partner Insurance

Many universities require community partners to have a general liability policy indemnifying (securing against loss) student volunteers and the university against potential liability arising from or connected with acts or omissions of the community partner, its officers, agents, and employees. This coverage protects the community partner, the university, the students, and the clients. A university's general liability policy only covers liability arising out of the university or its agents' negligence, not the negligence of the community partner.

Employment Practices Liability Insurance

Due to the rising number and cost of employment practice claims, most general liability policies have an exclusion for employment practice claims. Employment practice liability policies provide coverage for claims arising from employment-related risks such as discrimination, wrongful termination, harassment, and employment-related wrongful acts. Coverage can extend to employees, student volunteers, directors and officers, and the university. The university pays the cost of the premium associated with the employment practices liability insurance.

SECTION THREE:

Conclusion

In conclusion, this resource book has been written to provide service administrators, risk managers, faculty, students, community partners, and campus counsel with a document from which issues associated with managing risk in service programs may be discussed. While this book seeks to identify key areas that may be considered to reduce risk, it does not aim to provide a standard approach for all colleges and universities. Implementing all of the ideas presented in this resource book is not realistic, so it is important to choose risk management approaches that fit your institution and the service programs on your campus. Risk management includes many factors including strong communication among partners, streamlined and useable safety policies and procedures, effective training and orientation programs, adequate insurance, and an overall understanding of the roles that each member of the service partnership brings into an effective service program.

Service administrators may find it helpful to read through this book and highlight points requiring further discussion on their campuses. Assembling a "Serving Safely" committee comprised of representation from faculty, students, service administrators, risk managers, community partners, and campus counsel is one way to develop, discuss, and formulate guidelines and policies for minimizing risk in service programs. Each campus is unique, so it is important to recognize that a risk management strategy that is effective at a neighboring institution may not be effective on your campus.

Bridging the gap of knowledge, terms, and lingo between risk managers, service administrators, and campus counsel is central to developing strong partnerships. Each of these partners who are critical to a successful service program are trained in very different fields with often opposing points of view. It often becomes the role of the service administrator to bridge the varying perspectives of the service partners in order to create a service experience that is enriching, safe, and supported by the varying campus constituents.

Lastly, risk management strategies should be framed within the larger context of "service" and the civic need to promote an understanding and appreciation for active citizenship among college students. Developing an appreciation and commitment to active community participation as a student, often carries though to the adult years. Active citizenship is critical to a thriving and balanced society. Without active citizenship and volunteers individuals become insular to the communities that make up our society. A community void of volunteers and active citizens is a community at risk. Thus, limiting service programs as a risk management strategy is never in the best interest of enriching the lives of students or our society.

SECTION FOUR:

Appendices

While implementing all of the risk management strategies listed in the appendices is bound to reduce risk, it may not be the most cost effective approach. Risk management requires an ongoing consideration for the balance between available resources and the potential for liability. Recommendations in the appendices should be selected and incorporated into a campus' risk management plan based on each institution's tolerance for risk, potential for liability, and the type of service being conducted.

Appendix A
Establishing Strong Partnerships With Community Agencies
Consider the following factors when establishing partnerships with community agencies:

1. Ability to match community partner's needs with students' skills and capabilities.

2. Ability to match the service experience with the desired student learning outcomes.

3. Ability to identify students' specific service responsibilities with defined limits.

4. Availability of job descriptions for identifying necessary skills and abilities of students.

5. Clear guidelines on the hours students are needed for service.

6. Verification that the community partner has the staff to supervise and train students.

7. Communication systems such as e-mail, phones, and meetings for ongoing dialogues.

8. Accessibility of the community partner for establishing strong relations with the university.

9. Health and safety standards of the community partner's environment.

10. Commitment to maintaining an environment that is free of harassment or abuse.

11. Transportation options to and from the community partner's location.

12. Community partner's willingness to verify students' hours and assess performance.

13. Background check requirements and costs associated with background checks.

14. Community partner's insurance for indemnifying students and the university against potential liability arising from or connected with acts or omissions of the community partner, its officers, agents, and employees.

15. Hold harmless agreements and assumptions of liability by the community partner.

16. Community partner's known nondiscrimination practices based on race, age, color, national origin, sex, or handicap.

17. Willingness of college or university to work closely with and establish relationships with community partners.

Appendix B
Safer Service Through Faculty Involvement
These ideas are primarily intended for service-learning programs that tie service to classroom learning:

1. Offer course catalog descriptions that provide information on the types of service experiences associated with the class.

2. Check to be sure that students feel adequately prepared for the service experience.

3. Offer a service-learning course syllabus that presents students with the goals and objectives of the course, requirements or actions to be taken by the student, potential obstacles, available resources, and the means for assessing the student's performance (Kleinman & Duffy, 1998).

4. Provide students with an opportunity to voice concerns regarding the service experience throughout the service-learning course.

5. Ensure that students know exactly who to contact if they are in trouble or are having problems.

6. Develop strong relationships with community partners.

7. Incorporate time for an orientation or student training session into the course and course syllabus and conduct the training prior to students being placed in a service environment.

8. Involve students in reflection on the service experience before, during, and after the service experience.

9. Have students complete a service experience evaluation with safety questions at the end of their service-learning course. Address any safety concerns that are raised.

10. Service administrators and faculty should work together to accommodate students with special needs who seek a service-learning experience.

11. Ideally, contact the community partner(s) at least once during the course to seek feedback and, if possible, visit the service site(s) to gain first-hand exposure to the service experience.

12. Obtain risk management policies from the campus service administrator.

Appendix C
Ways Students May Contribute to Safer Service

1. Know your service site supervisor.

2. Inquire about policies, procedures, and etiquette specific to your service site.

3. When in doubt, always ask for help.

4. Pitch in where needed and remain flexible and helpful within your limits of responsibility.

5. Avoid the responsibility of being in charge of money.

6. Avoid the responsibility of opening or closing the community agency for the day.

7. Respect the privacy of all clients (recipients of volunteer service).

8. Avoid any language or communications that may be perceived as inappropriate or harassing.

9. Do not offer your home as a shelter for clients.

10. Do not give your phone number or address to clients.

11. Do not have financial exchanges with clients.

12. Do not transport clients without receiving written approval in advance.

13. Be kind, courteous, and helpful to all clients and visitors.

14. Be on-time and reliable.

15. Call at least 24 hours in advance if you are unable to volunteer during your scheduled time.

16. Record your service hours.

17. Do not report to the service site under the influence of drugs or alcohol.

18. Dress comfortably, neatly, and appropriately.

19. Do not wear excessive or expensive jewelry.

20. Do not leave your purse or personal belongings in an unsafe location.

21. Familiarize yourself with the neighborhood and environment of the service site with someone who is already familiar with the service site.

22. Trust your instincts, but seek supervisor approval.

23. Walk with confidence.

24. Be aware of and stay in touch with incidents affecting the area where you serve.

25. Leave the service site number and your schedule with a friend.

26. Avoid one-on-one situations that isolate you from a supervised area of activity.

27. Restrict service activities to the pre-approved and designated site.

28. Avoid planning off-site activities unless this is done in conjunction with the site supervisor.

29. If you have any doubts about safety, consult with your site supervisor, faculty, or service administrator to assess the risks of the assignment.

30. Report any suspicions of abuse, neglect, or criminal activity to both your site supervisor and the service administrator immediately.

31. Most importantly, enjoy the experience of learning and serving.

Appendix D
Ways Service Administrators May Contribute to Safer Service

1. Encourage students to choose service-learning courses that fit their level of preparedness and comfort.

2. Identify key elements to "serving safely" on your campus and implement these strategies. Keep safety policies simple, so service-learning stakeholders are not overwhelmed by bureaucracy.

3. Establish a "serving safely" committee representing the perspectives of risk management, campus counsel, faculty, students, and community partners.

4. At least annually, assemble a "serving safely" committee to review insurance policies effecting service programs. Ideally, plan these meetings prior to insurance renewal dates, so modifications to insurance policies may be made as needed.

5. At least annually, assemble a "serving safely" committee to review the campus' risk management and personnel policies related to service learning. Modify the policies as needed.

6. Develop a service-learning agreement outlining the responsibilities of the student, community partner, and faculty member.

7. Maintain regular contact with service-learning faculty and community partners.

8. Consider visiting community partners at least annually.

9. Review the risk management and personnel policies of the community agency.

10. Verify that student servers are covered under the community partners' insurance policies.

11. If a student will be driving a personal car or university vehicle, obtain and review the student's DMV record for safety.

12. Establish hold harmless agreements with community partners. Review with legal counsel.

13. Establish emergency resources and procedures for students to follow when serving.

14. Review legal requirements concerning fingerprinting.

15. Develop streamlined procedures for those service situations requiring students to be fingerprinted.

16. Establish transportation options that limit the need for students to use their personal vehicles for transportation to the community agency.

17. Develop streamlined procedures to ensure that students who must use their personal vehicle for transportation have adequate insurance, a current driver's license, and a clear driving record.

18. Assist in establishing effective training and orientation programs for service students.

19. Include evaluation questions asking for students' feedback on safety issues. Solicit students' suggestions for enhancing safety.

Appendix E
Service-Learning Agreements

Student related items

1. Provides demographic information (name, phone number, student identification, address, major, and year in school).

2. Identify reasons for service (course requirement, work experience, and personal interest).

3. Provide medical release in the event emergency treatment is needed.

4. Maintain client confidentiality.

5. Verify understanding of training and orientation requirements.

6. Verify understanding of requirement to be supervised and not left alone with an individual who is in a vulnerable classification (children, elderly, and handicapped).

7. Verify understanding of drug and alcohol policy.

8. Verify understanding of child abuse and harassment policies.

9. Verify understanding of transportation policy.

10. Verify understanding of time sheet recording policy.

11. Verify understanding of whom to contact if policies are not being followed or service assignment responsibilities change.

12. Complete an evaluation form.

Faculty related items

1. Faculty provides demographic information (phone, e-mail, office location, and office hours).

2. Provide written learning goals or objectives.

3. Identify if stipend or pay is to be received.

4. Convey to students the importance of meeting their obligation to find their service placement quickly, be on time, serve safely, and meet their assigned objectives.

5. Stress the importance of reflection.

6. Ensure that adequate training and orientation is provided.

7. Provide students with emergency contact numbers and procedures.

Community partner related items

1. Community partner provides demographic information (address, phone).

2. Provide the service site supervisor's name and phone number.

3. Offer adequate service site training and orientation for service position.

4. Specify assigned service hours and commitment dates.

5. Provide a description of service responsibilities and expectations.

6. Communicate risk management and personnel policies during the orientation and as needed throughout the service experience.

7. Provide the necessary space, equipment, and materials students need to carry out their responsibilities.

8. Maintain adequate insurance and liability coverage.

9. Clarify emergency procedures and identify who to contact for assistance.

10. Maintain a record of students' hours.

11. Complete an evaluation form.

Appendix F
Things to Consider When Utilizing Student Drivers

1. Whenever possible, encourage students to utilize public transportation or a university owned and insured vehicle for transportation related to the service experience.

2. Verify that the student has a valid driver's license (make a copy).

3. Verify that the student has sufficient auto insurance based on the laws in your particular state (make a copy of insurance information).

4. Verify that the car has adequate safety belts in operating condition.

5. Obtain student's verification that the vehicle is in safe mechanical condition as required by law.

6. In carpool situations, only allow as many people in the vehicle as there are seat belts.

7. Request a copy of the student's motor vehicle report which will show D.U.I.'s (driving under the influence), speeding tickets, accidents, and driving violations.

8. Ask students how many D.U.I's (driving under the influence of drugs or alcohol) they have had and the dates.

9. Ask students how many speeding tickets they have had and the dates.

10. Ask students how many reckless driving tickets they have had and the dates.

11. Ask students how many accidents they have been in and the dates.

Appendix G
Components of an Application for Student Volunteers

1. Obtain work and volunteer experience history.

2. Obtain professional, educational, or work references (no relatives or close friends).

3. Ask the student for the reasons he or she wants to engage in a service experience.

4. Obtain demographics such as local and permanent address, year in school, and major.

5. Obtain emergency contact information.

6. Inquire about arrests, convictions, or criminal charges.

7. Inquire about any factor or circumstance in background that would raise questions regarding ability to entrust student with the care of children, the elderly, handicapped, or other vulnerable populations.

8. Obtain authorization to conduct a criminal records check.

9. Verify that student has health insurance (copy the insurance card and keep in your records).

10. Inquire about physical conditions that may limit a student's ability to perform service. Make the appropriate accommodations.

11. Ask volunteer readiness questions to determine if the student is capable of serving safely.

Appendix H
Interview Questions for Student Volunteers

1. Why are you seeking a service experience at this time?

2. Describe any previous service experiences? What did you enjoy about these service experiences? What aspects of your previous service experiences would you change to strengthen the benefits that both you and the clients you served gained from the experience?

3. What are your goals for this service experience? For what length of time do you plan to serve? How do you hope to grow from the experience? What impact do you hope to make?

4. What are your future career objectives?

5. What existing skills do you bring to your new service experience?

6. How many hours can you commit to this service experience?

7. Review the student's written application and ask any follow-up questions that will provide more insight to the written responses.

8. Inquire about operation of a motor vehicle, if applicable.

Appendix I
Reference Check Questions for Student Volunteers

1. Clarify the relationship between the student volunteer and the reference provider.

2. How long has the reference provider known the student?

3. What were the student's dates of employment, position titles, and duties?

4. How would you describe the student's personality?

5. How do you believe the student would relate with children, etc. (identify the type of population the student will be working with such as the elderly, physically challenged, sexually abused, drug offenders, etc.)?

6. Are you aware of any problems that the student may have that would cause concern about entrusting him or her with this responsibility (be sure the responsibilities have been described well)?

7. Have you ever ridden in a vehicle while the student was driving? How would you characterize the student's driving style (Patterson, J., Tremper, C., & Rypkema, ,1994).

8. What are the student's strengths and skills?

9. We all have areas for improvement. What areas could the student strengthen?

10. Is there any other information that would be useful to ensuring a good fit with this student's skills and a service position in the community?

Appendix J
Questions to Consider for Service Experience Evaluations

1. What impact did the student perceive he or she had on the client during the service experience?

2. How did the service experience impact the student?

3. What are the student's suggestions for ways to improve the service experience?

4. Was adequate supervision provided?

5. Was adequate training provided?

6. Did the student maintain the agreed upon schedule and hours?

7. Is the student interested in future service experiences?

8. Did the student understand the connection between classroom learning and the service experience (intended for students engaged in service-learning courses)?

9. Did the service experience take the student out of his or her safety comfort zone?

10. Any suggestions for improving the safety of the service experience?

11. Were faculty adequately involved and accessible?

12. Did you know what to do in the event of an emergency?

13. Did you know whom to contact with questions or concerns regarding the service experience?

14. Were adequate resources and support available?

15. What form of transportation did you use to get to the service site?

16. Were the transportation options adequate?

Website Resources

California Association of Nonprofits
The California Association of Nonprofits (CAN), promotes the effectiveness of nonprofit organizations to accomplish their missions and preserves the value of nonprofit organizations. CAN also serves as a meeting ground, educational and technical assistance resource, information provider, and advocate for California's nonprofit organizations. The CAN website provides risk management resources for nonprofits including insurance resources for nonprofits and a bulletin board to address risk management questions.
California Association of Nonprofits
520 South Grand Avenue, Suite 695
Los Angeles, CA 90071
(213)347-2070 office
(213)347-2080 fax
http://www.canonprofits.org/

California Attorney General Department of Justice Child Protection Program
The California Attorney General's Child Protection Program administers the state's Child Abuse Central Index. The Child Abuse Central Index maintains a listing of individuals who have been under investigation for alleged physical, sexual, mental, and emotional abuse of a child. The data is collected from police, county welfare, and probation departments.
California Department of Justice Bureau of Criminal Information and Analysis
Child Protection Program
P.O. Box 903387
Sacramento, CA 94203-3870
(916)227-3285 office
(916)227-3253 fax
http://caag.state.ca.us/childabuse/

California Attorney General Department of Justice Fingerprint Submission
The Office of the California Attorney General website provides information on the automated background checking process called Live Scan. Locations for California Live Scan fingerprinting sites are listed. The site also provides the forms and process for requesting a Live Scan fingerprint background check.
California Department of Justice, Public Inquiry Unit
P.O. Box 944255
Sacramento, CA 94244-2550
(916)322-3360
(800)952-5225 within California
http://caag.state.ca.us/app/

California Campus Compact
California Campus Compact is a membership organization of college and university presidents leading California institutions of higher education in building a state-wide collaboration to promote service as a critical component of higher education.
California Campus Compact
1600 Holloway Avenue, Lakeview Center 135
San Francisco, CA 94132
415-338-3342 office
415-338-3987 fax
www.sfsu.edu/~cacc/

California Department of Justice (DOJ)
The California DOJ, under the Attorney General's office, has programs supporting crime and violence prevention including child protection and fingerprint submission programs.
California Department of Justice, Public Inquiry Unit
P.O. Box 944255
Sacramento, CA 94244-2550
(916)322-3360 outside California
(800) 952-5225 within California
http://caag.state.ca.us/

California Legislative Information Codes and Statues

The Legislative Counsel of California maintains this website which is considered the official site for California legislative information including assembly bills, senate bills, codes, and statutes.
Legislative Counsel of California
State Capitol Building in Room 3021
Sacramento, CA 95814-4900
(916)341-8000 office
www.leginfo.ca.gov

California State Assembly

The California State Assembly website provides information on assembly bills and assembly representatives. The public may offer comments on assembly bills through this website. An Index is available which lists all bills introduced in the Assembly and Senate.
California State Assembly
Office of the Chief Clerk
State Capitol, room 3196
Sacramento, CA 95814
(916)319-2856 office
www.assembly.ca.gov/acs/acsframeset8text.asp

California State Senate

This website provides the full text of California Senate and Assembly bills, resolutions, and constitutional amendments, and their status, history, votes, analyses, and veto messages. The names and contact information of California Senators may be found on this website. Additionally, the California Constitution, codes and statutes are available at this website.
www.sen.ca.gov/

Energize Incorporated

An international training, consulting, and publishing firm specializing in volunteerism.
Energize, Incorporated
5450 Wissahickon Avenue
Philadelphia, PA 19144
(215)438-8342 office
(215)438-0434 fax
1-800-395-9800 book orders
www.energizeinc.com

Fingerprint Legislation

California Campus Compact's website provides a historical summary of federal and California state legislation related to fingerprinting from 1993 to 2001. Each piece of legislation includes the accompanying website for further research.

California Campus Compact
1600 Holloway Avenue, Lakeview Center 135
San Francisco, CA 94132
(415)338-3342 office
(415)338-3987 fax
www.sfsu.edu/~cacc

Identix Incorporated - Live-Scan

This website provides information on electronic Live Scan fingerprinting equipment that captures, prints, and transmits fingerprints without the use of ink.

Identix Incorporated
5600 Rowland Road, Suite 205
Minnetonka, MN 55343
Phone 952-932-0888 office
Fax 952-932-7181 fax
www.identix.com

The Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Guidelines for the Screening of Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support. The Violent Crime and Law Enforcement Act of 1994 amended the National Child Protection Act of 1993 and directed the Attorney General to develop guidelines for the adoption for protecting children, the elderly, or individuals with disabilities from abuse. These guidelines present a logical decision model to guide the screening decisions of individuals and organizations who hire employees or recruit volunteers to work with and provide care to children, the elderly, or the disabled.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
810 Seventh Street, NW
Washington, DC 20531
(202)307-5911 office
e(202)307-2093 fax
http://ojjdp.ncjrs.org//pubs/guidelines/contents.html

National Campus Compact
Campus Compact is a national coalition of over 800 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.

Campus Compact
Box 1975
Brown University
Providence, RI   02912-1975
(401) 867-3950 office
(401) 867-3925 fax
www.compact.org

Nonprofit Risk Management Center
The Nonprofit Risk Management Center was established in 1990 to provide community-serving nonprofit organizations assistance on issues related to risk management. The website lists risk management related publications and seminars offered through the Nonprofit Risk Management Center.

Nonprofit Risk Management Center
1001 Connecticut Avenue, NW
Washington, DC 20036
202-785-3891 office
202-296-0349 fax
www.nonprofitrisk.org

Office of Community Service Learning, CSU Office of the Chancellor
Sample agreements, check-lists for visits to community-based organization visits and orientations, learning plans, service logs, and information on fingerprinting and background checks can all be found in this office's publication, *Best Practices for Managing Risk in Service Learning*, available on their website.

Office of Community Service Learning
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA   90802-4210
562-951-4749 office
www.calstate.edu/csl

SEARCH Group Incorporated
SEARCH, The National Consortium for Justice Information and Statistics, is a
nonprofit membership organization created by and for the States, which is dedicated
to improving the criminal justice system and the quality of justice through better
information management, the effective application of information and identification
technology, and responsible law and policy.
SEARCH Group Incorporated
7311 Greenhaven Drive, Suite 145
Sacramento, California 95831
(916)392-2550 office
(916)392-8440 fax
www.search.org

State Liability Laws for Charitable Organizations and Volunteers
This free downloadable publication is provided through the Nonprofit Risk
Management Center. The document provides insight on laws pertaining to
volunteers. Laws and legal issues such as good Samaritan laws, volunteer
protection, volunteer immunity, liability limitation shield laws, and charitable
immunity are discussed. Overall, the document describes laws that protect people
and organizations in the nonprofit sector from claims, lawsuits, and allegations of
wrongdoing.
Nonprofit Risk Management Center
1001 Connecticut Avenue, NW
Washington, DC 20036
(202)785-3891 office
(202)296-0349 fax
www.nonprofitrisk.org
http://www94311.temp.w1.com/pubs/sll.htm (downloadable publication site)

United States Department of Justice (DOJ)
The United States Department of Justice works to control crime and seek just
punishment for those guilty of unlawful behavior. The Attorney General and
Federal Bureau of Investigation are components of the DOJ.
U.S. Department of Justice
950 Pennsylvania Avenue, NW
Washington, DC 20530-0001
202-353-1555 office of the Attorney General
AskDOJ@usdoj.gov
www.usdoj.gov

Use and Management of Criminal History Record Information:
A Comprehensive Report by the U.S. Department of Justice, 1993
This report provides a descriptive review of the Nation's criminal history
information systems and discusses in nontechnical terms the complex, interrelated
network of local, state, and federal information systems that provide criminal
history records to both criminal justice and non-criminal justice users.
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www.ojp.usdoj.gov/bjs/pub/pdf/cchuse.pdf

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