Info for those Conducting Volunteer Training

Ways to encourage the development of quality relationships during volunteer training include the following practical steps, based on a model of value-based management as developed by the Shanti National Training Institute:

1. **Create an atmosphere that values volunteers, both as individuals and for the work they do.**
   - Treat volunteers as you would an honored guest.
   - Greet volunteers individually when they arrive for a training and have materials ready.
   - Provide many opportunities for volunteers to contribute their own experience/expertise; and honor all points of view.
   - Pay attention to volunteers' physical and emotional well being throughout the training.
   - Create as attractive a physical environment as possible.
   - Provide food for the volunteers.
   - Thank volunteers frequently for their participation in the training.

2. **Create community and build personal connections—among volunteers, between volunteers and the volunteer manager, between volunteers and staff who are trainers and presenters.**
   - Include an icebreaker in the opening of the training to give people a chance to learn something about each other.
   - Create a set of training guidelines with the group to establish mutual respect.
   - Have participants work in different small groups throughout the training.
   - Use activities designed to create personal connections, such as peer-counseling practice or cultural diversity experiences.
3. **Create opportunities for personal exploration, expression, and growth.**
   - Use an icebreaker and other activities that provide opportunities for volunteers to explore and express their own values.
   - Use case studies as opportunities for volunteers to explore what clients' lives are like and what it might be like to develop a relationship with a client.
   - Use small groups as opportunities for quieter people to express themselves.
   - Create activities that allow for exploration of people's feelings about loss and other emotional experiences associated with volunteer work.
   - Use real plays rather than role-plays to practice skills. In real plays, people speak about issues that are real and current in their lives rather than playing a role.
   - Focus discussions on how people bring who they are as a person to the volunteer work they do.
   - Use opening/closing circles at the beginning/end of each session.

4. **Create opportunities to explore the nature and rewards of service.**
   - Have volunteers work on a client case study in small groups to identify the ways they could be of service to a client.
   - Use real plays in counseling skills practice, giving the listener an experience of the rewards of serving another by listening, and the speaker an experience of the rewards of being served.
   - Have a panel of clients and/or experienced volunteers talk about their relationships and the rewards of being of service.

5. **Provide necessary information, skills, and skills practice.**
   - Present and discuss information, including visuals such as flip charts.
   - Use case scenarios written by participants to apply material to their own work.
   - Discuss what works well in participants' experience in small groups, then report results to the whole group.
   - Give examples of how skills can be applied using role plays/real plays.
   - Case studies (print, audio, video).
   - Provide handouts and other resource materials summary.
**Student Volunteer’s Rights and Responsibilities**

Students have the right to express concerns regarding their fair treatment while participating in the community service experience. Concerns should be addressed to the site supervisor and the Community Service Coordinator at Carson–Newman College. The Coordinator will assure that all concerns are handled appropriately.

**Right to Safety**

Safety Tips: Attention to a few simple precautionary measures will help ensure the safety of all students while involved in service–learning activities.

- Use common sense
- Be aware of your surroundings at all times
- Comply with your site’s code of conduct and safety or liability requirements
- Get to know the people you’re working with
- Observe carefully what is going on around you
- Don’t expect to have all of the answers!

Volunteers are not allowed to participate in any activities involving the usage of dangerous or potentially dangerous items. Hazardous areas are dangerous and unsuitable for student volunteers. Under no circumstances are students to perform their community service in an area that involves dangerous activities, or provide service at a place or time that is deemed unsafe.

In the case of an injury or illness, please take the necessary and appropriate action. Have someone notify the Site Supervisor and the Bonner Scholars Service Coordinator immediately (?).

**Volunteer Responsibilities**

Student volunteers must maintain the high standards expected of Carson–Newman College students in the community. Carson–Newman students are placed in the community each semester. Some work as interns for college credit, others enroll in a course which requires a community placement, and others are volunteering to make a difference or pursue an interest. Carson–Newman students have earned a good reputation in the community for professional and dependable service. Each and every student volunteer bears the responsibility of continuing and adding to that good reputation. Community
agency staffs are giving us the valuable gift of their time when they agree to supervise our volunteers. Please abide by the following guidelines:

**Ask for help when in doubt:** Student volunteers are encouraged to approach their supervisor at their service site with problems or questions as they arise.

**Be punctual and responsible:** Service site administrators and those whom you serve rely on volunteer to be punctual and committed to completing their service hours and projects.

**Call when expecting to be late or absence:** Student volunteers should call the site supervisor (in advance whenever possible) if they are unable to come in or if they anticipate being late – make such instances rare. Students should give special attention to notifying their supervisors when they expect to be absent to focus on school work or because of school breaks.

**Respect the privacy of all clients:** If volunteers are privy to confidential information (i.e., organizational files, diagnostics, personal stories, etc.) with regard to the persons they are working with, it is vital that this information be treated as privileged, even after graduation from the University. If information about the clients or people at the site is used for course assignments, pseudonyms should be used.

**Show respect for the agencies:** Volunteers should keep in mind that they are not only serving the community but the community is serving them. There are many valuable lessons to be learned from the agencies in our community.

**Be Professional:** Volunteers should treat their supervisors and others at the agencies with courtesy and kindness. It is also important to ask about the dress code at the sites and abide by it. Never come to a service site wearing inappropriate attire (If you think it might be inappropriate, DON’T WEAR IT). Volunteers should use formal names unless instructed otherwise and set a positive standard for other students to follow.

**Be flexible:** Volunteers should be flexible to changing situations. This will help ensure that the partnership will work smoothly and produce positive outcomes for everyone involved.

**Volunteer Professionalism**

Volunteers should NEVER:

- Report to their service site under the influence of drugs or alcohol.
- Give or loan clients money or other personal belongings.
• Make promises or commitments to a client that cannot be kept.
• Give any client or agency representative a ride in a personal vehicle.
• Tolerate any verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
• Tolerate any verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability or ethnicity.
• Engage in any type of business with clients during the term of service.
• Enter into personal relationships with a client or community partner representative during the term of service.

Volunteers SHOULD:
• Wear appropriate clothing—business, professional, or clinical attire.
• Conduct yourself in a professional manner at all times while on duty.
• Avoid gossip, politics, drama, and triangles in the context of relations with supervisors, co-workers, clients, sponsoring agency et al.
• Respect confidentiality in terms of information on clients and internal agency matters.
• Avoid personal use of agency resources—phone, supplies, etc.
• Avoid spending time on personal activities while on duty without explicit permission from your supervisor—phone, email, Facebook, Internet, school-work, paying bills, etc.
• Follow established lines of communication and the chain of command within your organization.
• Seek out periodic feedback on your performance—negative as well as positive. Adopt an attitude of “I want to learn and get better” vs. being defensive about constructive criticism.
• Follow the “communicate up” rule—communicate with your supervisors and superiors frequently, positively, and strategically.
• Seek to work collaboratively and cooperatively with others; promote a participatory management, team environment in so far as you have the capacity to do so.
Social Ethics

Social ethics govern our behavior in the public domain (our work with agencies and community organizations; anytime we are representing Carson-Newman College)

- Honor and respect human diversity along race, gender, class, etc.
- Show respect to all people including those with whom we disagree; this includes professors, guest speakers, field trip hosts or spokespersons, and fellow students.
- Handle stress and conflict nonviolently—in word, deed, and spirit.
- Avoid sexist language, humor, or actions.
- Avoid racist language, humor, or actions.
- Avoid homophobic language, humor, or actions.
- Avoid xenophobic language, humor, or actions.
- Avoid all other language, humor, or actions that stigmatize or degrade anyone of a minority status (handicapped, politically different, religious minority, etc.).
- Confront persons and situations that may involve sexism, racism, homophobia, xenophobia, or other disrespectful or degrading treatment of anyone; do so nonviolently.
- Avoid being rude to professors, guest speakers, field trip hosts or spokespersons, agency personnel, and fellow students by talking, sleeping, yawning, text-messaging, reading, or doing other off-task behaviors when they are talking or making their presentation. Show respect by listening, paying attention, and interacting in an appropriate way.

What to Do/Not Do

What should you do or not do when you encounter unethical or unprofessional behavior, some options:

- Do
  - Talk with the offending person directly.
  - Talk with a colleague or supervisor.
  - Talk with the designated harassment officer of your program or organization.
  - Talk with a trusted third party who has some access to persons of influence.
• Talk with a Carson-Newman staff person.

• Do not
  • Ignore the situation.
  • Make excuses for the person who doing the offending.
  • Blame the victim (the individual or group who is distressed or targeted by the harassment or abusive actions, humor, or language).
Child Abuse and Working with all Vulnerable Populations

Child Abuse

Under new child abuse laws in the state of Tennessee, ANYONE who witnesses or suspects child abuse MUST report this to state authorities. It is NOT okay to just tell your site supervisor; it is YOUR responsibility to report the abuse. See https://www.sworps.utk.edu/child_abuse_reporting/swf/1.htm for a presentation to be used in Volunteer Training.

Working with Vulnerable Populations

• Prevent problems before they happen. Know yourself. Be mindful and take action to remove yourself and seek help if personal problems, needs, or issues should influence your objectivity, professionalism, or effectiveness with children, youth, elderly, handicapped, or other vulnerable population members. Work out an alternative service placement if your placement puts you in a questionable position.

• Always work in the visual presence of at least one other staff person; never be alone with children, youth, or other members of a vulnerable population.

• Do not transport clients in a personal vehicle; do not visit the personal home of a client.

• Do not flirt or banter in a flirtatious way with children, youth, or other members of a vulnerable population. Be aware that unmet esteem, affection, and sexual needs can lead us or clients to act in such ways without being entirely conscious of what we are doing.

• Immediately report any incidence of flirtation, misconduct, abuse, or other inappropriate behavior in a client or co-worker.

• Study the APA Ethical Guidelines related to working with clients—no exploitation of any kind, no sexual contact of any kind, no romantic relationship of any kind (http://www.apa.org/ethics/code2002.html).

• When considering any research with vulnerable populations, follow APA Ethical Guidelines for such research—secure approval for the research by the Carson–Newman Human Subjects Review Committee and appropriate agency personnel beforehand; secure informed consent from clients and their parents/guardians; abide by ethical principles of beneficence and nonmaleficence and respecting the rights and dignity of persons with whom we work; avoid unethical deception; and insure debriefing and collaborative use of research findings.
Liability Issues?
(do later be determined)

Possible Scenarios

Do the following scenarios represent a breach of ethics as defined above? Why or why not? Think up and discuss possible responses to the scenarios.

- A peer or staff person refers to a person or action as, “that’s so gay.”
- A child, youth, or other client refers to a person or action as, “that’s so gay.”
- A peer or staff makes a remark intended to be cool or funny that has sexual or racial connotations.
- A child, youth, or other client makes a remark intended to be cool or funny that has sexual or racial connotations.
- A fellow volunteer comes to work on more than one occasion wearing inappropriate clothing.
- College money is spent on personal items or otherwise used inappropriately.
- A volunteer is late or absent from a service site more than just occasionally.
- A small cluster of Bonner Scholars is off-task and talking while a fellow student, faculty person, guest speaker, community partner representative or field-trip host is presenting information to the group.
- Other scenarios?