**ORIENTATION CHECKLIST**

**This Orientation Checklist provides a list of information to be addressed by either the university representative (faculty, service-learning staff) or the learning site prior to the first day of service. Information to be discussed includes, but is not limited, to the following:**

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| * Share information about the mission of the Learning Site (mission, focus population and programs/services, operating hours)
* Highlight specific policies and procedures related to the service placement.
* Share how staff prioritize equitable practices (examples include agency mission statement and program goals; site environment reflects diversity and inclusion; all constituencies are treated equitably with care and support.)
* Share how site staff is prepared to accept and support qualified students of varying backgrounds (Including race, religion, national origin, gender identity, sexual orientation, health related condition, age, disability, veteran status, immigration status, political belief, etc.).
* Give location of site and directions, if needed via public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that students are responsible for getting to and from the site.
* Identify any costs or fees that students may incur with this partnership.  (i.e., background checks, fingerprinting, parking fees, etc.).
* Provide site supervisor’s contact information and identify who students can contact with questions or concerns.
* Inform students where specifically to check in at the site and with whom.
* Inform students if they need to meet with the site supervisor prior to beginning their placement.
* Discuss who the students should contact if they cannot make their scheduled service or will be late.
* Discuss appropriate attire when providing service (based on Learning Site’s standards).
* Provide specific training for the position.
* Discuss expectations by the Learning Site. Describe students’ primary roles and responsibilities. Review confidentiality rules for the site. Are pictures or video allowed?
* Explain the types of activities that may fall “outside” the primary service responsibilities.
* Discuss course learning objectives as they align with the service-learning experience.
* Advise students of any potential risks associated with the placement.
* Share information about service schedule (total number of hours, days, and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until course requirements are complete.
* Coordinate or lead a tour of the site. Review safety rules of the site, location of emergency exits, emergency procedures and student work site.
* Review any health and safety requirements that are needed (fingerprinting, background check).
* Explain what students should do if harassment occurs. Whom do they contact (referenced in the *Learning Plan*)?
* Inform students of how they will be evaluated and by whom (faculty, site supervisor).
* Identify how students will track their service hours.
* Inform students of what emergency contact information will be collected and shared.

**For virtual sites:*** Will the student orientation be conducted virtually?  If not, where will orientation take place?
* How will service-related activities be effectively coordinated between the supervisor and student?
* Communicate how the supervisor will check-in with the student on a regular basis.
* Describe methods, if any, is in place for evaluating the student’s work.
* Will the virtual learning activity require the student to remotely access somebody else’s private residence or other location (e.g., nursing home, hospital, etc.)?
* If yes, will they interact with vulnerable populations? Then, follow the same guidelines you would work with any vulnerable population.
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