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Community Partner Resource Book 2001

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

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Santa Clara University

Eastside Project
500 El Camino Real
Santa Clara, California 95053-0643
408-554-4549

April 2001

Dear Community Partner,

All of us at The Pedro Arrupe, S.J Center for Community-Based Learning would like to express our continued appreciation for the opportunities you provide Santa Clara University students. Through their work and interaction with your clients, the students develop an appreciation for the challenges they face. This experience enriches students' coursework as well as their personal lives.

You as community partners play an invaluable role in this learning process. While faculty members teach in the classroom, you teach and mentor our students in the community. With your welcome, they enter a world that is often very different from their own. With your guidance, they learn to organize and reflect on their experience so as to gain a deeper comprehension of their academic subjects and of their own role in the community.

As facilitator of the community-based learning process, The Arrupe Center would like to support you to the fullest extent possible so that you can continue to provide rewarding placement experiences for our students. To that end, we have produced this Community Partner Resource Book. It is our hope that the information contained within, and the updates we will provide as needed, will prove helpful to you.

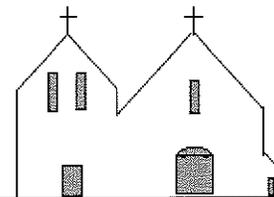
Again, please know how grateful The Arrupe Center and Santa Clara University are to you, our community partners.

Sincerely,

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

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

Santa Clara University





Community Partner Resource Book

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THE ARRUPE CENTER MISSION STATEMENT

The Pedro Arrupe, S.J. Center for Community-Based Learning at Santa Clara University educates students, and the university as a whole, in the realities of the lives of the marginalized and the poor. The Arrupe Center creates partnerships for active engagement, research, and service, serving as a catalyst for a unique collaboration between scholars and community members. By providing students and faculty members opportunities for real-life, community-based learning experience both at home and abroad, The Arrupe Center seeks to advance the Jesuit tradition of the service of faith and the promotion of justice, uniting and transforming both university and community in a common effort to respond compassionately and self-critically to those most in need.

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

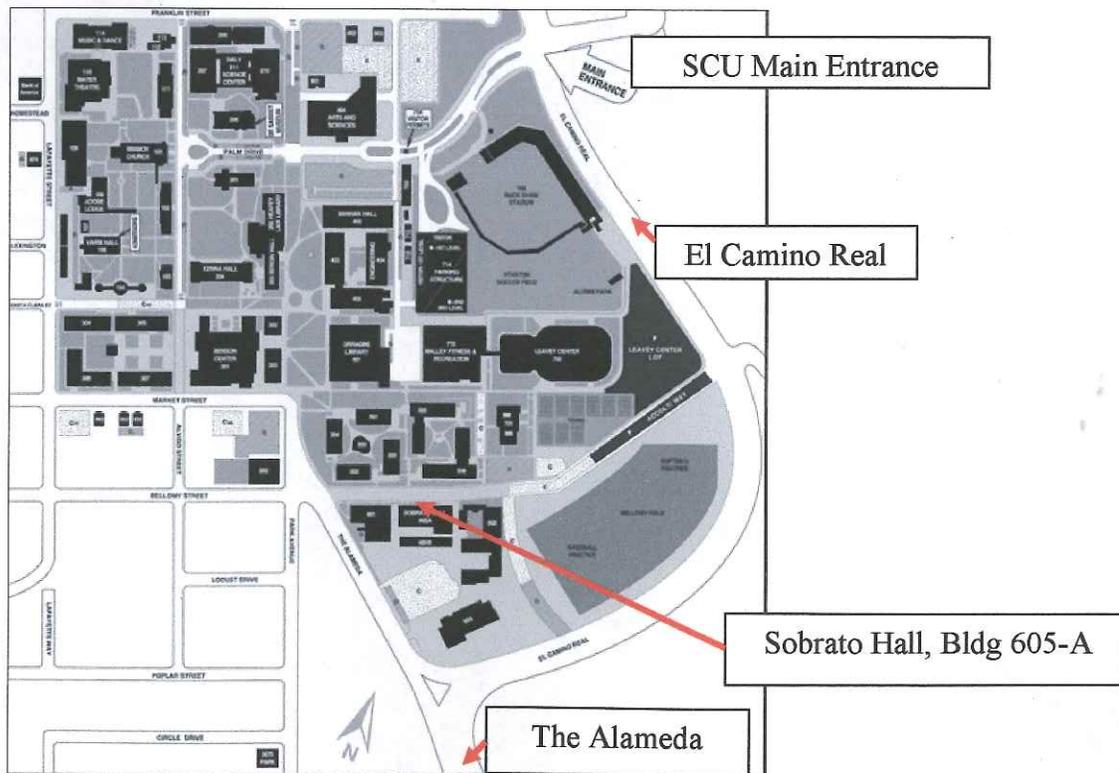


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Director

Represents The Arrupe Center to the campus and the community-at-large. Oversees all aspects of the program, including the annual immersion program and student summer social justice projects. Works closely with other SCU programs to coordinate various types of university/community involvement.

Arrupe Center/Bannan Center Program Director

Works to develop further faculty training and involvement in community-based learning. This includes planning and facilitating the faculty immersion program, follow-up with community placements, and developing annual faculty workshops. Links Arrupe and Bannan programming and coordinates Bannan Visitor's Program.

Program Director for Faculty/Student Development

Works with faculty in developing community-based learning component in courses. Identifies appropriate placements, provides support materials, and coordinates assessment process. Fosters opportunities for campus-community collaboration. Manages The Jean Donovan Summer Fellowship, a grant program supporting student-developed summer social justice projects.

Project Manager of Faith & Justice Project

Works with The Arrupe Center, The Bannan Center, Campus Ministry and other campus programs to provide educational programming in the area of faith and justice. Works to establish a comprehensive student immersion program. Works closely with the Santa Clara Community Action program.

Placement Coordinator

Identifies and creates new community partnership. Acts as the primary liaison with community partners in creating placement opportunities for students each academic quarter. Supports the community partners in their role as co-teachers and to create a learning environment for students.

Office Coordinator

Manages office event planning, office inventory, ordering, communication, databases, and financial accounting, record-keeping. Manages the car assignment process and insures that cars operate safely and are maintained regularly. Maintains program website.



Santa Clara University - The Arrupe Center Partnerships

I. Community placements:

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

II. Santa Clara students:

- follow The Arrupe Center Participation Guidelines
- attend the orientation meeting (and reflection session, if there is one)
- participate at placements for their designated time commitment
- may use The Arrupe Center cars, following established procedures
- return the signed record of placement attendance to their faculty member
- thoughtfully complete Early Placement Report during their 3rd week of placement
- communicate with faculty member, placement supervisor, and/or Arrupe Center staff regarding placement experience

III. Santa Clara faculty members:

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

IV. The Arrupe Center staff members:

- develop appropriate and supported placement learning experiences for students
- provide logistical support for the program (scheduling, registration, fingerprinting, TB test records, assessment instruments, The Arrupe Center cars)
- follow-up on problems and concerns
- collaborate with faculty on teaching strategies to promote reflection about placement-based learning
- connect faculty members with community resources and vice-versa
- develop opportunities for continued learning for faculty and placement supervisors in community-based education
- support special projects that promote campus/community collaboration.



Participation Guidelines

University/Community Partnership

The Arrupe Center partnerships with community placements provide opportunities for mutual learning and exchange, and reflect a commitment to work together towards a more just and humane world. Students participating at Arrupe Center placements will uphold the values of the program by:

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

Confidentiality

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

Quarterly Participation Commitment

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

Transportation

Students participating at an Arrupe Center placement may sign up to use an Arrupe Center car for transportation to and from their placement. Cars may be signed out with a valid driver's license at the beginning of the quarter for regular weekly use or anytime during the quarter for one-time use.

Issues/Concerns

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

Use this calendar to identify holidays or closures at your placement.

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

Santa Clara University 2002-2003

**Fall Quarter 2002
Placement Schedule**
1st day of placements 10/5
Last day of placements 12/6

September

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	
Orientations						

October

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	30	1	2	3	4	5
Orientations						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
Early Placement Reports						
27	28	29	30	31		

November

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
Reflection Sessions						
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Happy Thanksgiving!						

December

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
Final Exams						
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Happy Holidays						
29	30	31	The Annunciation			

**Winter Quarter 2003
Placement Schedule**
1st day of placements 1/18
Last day of placements 3/14

January

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
Sign-ups						
12	13	14	15	16	17	18
Orientations						
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
Early Placement Reports						
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
Reflection Sessions						

March

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
Final Exams						
23	24	25	26	27	28	29
30	31					

**Spring Quarter 2003
Placement Schedule**
1st day of placements 4/12
Last day of placements 6/6

April

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
Sign-ups						
6	7	8	9	10	11	12
Orientations						
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Early Placement Reports						

May

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	
Early Placement Reports						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
Reflection Sessions						
25	26	27	28	29	30	31

June

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
Final Exams						
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

* Placement dates in bold

* University Holidays



GUIDELINES FOR PLACEMENT ORIENTATION CONTENT

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

- I. Overview of organization/agency
 - History
 - Population served (ethnicities, languages, age groups)
 - Programs offered by organization/agency
- II. Tour of facility, if applicable
- III. Specific program(s) that SCU students will be involved in
 - Type of activity that students will be doing (i.e. tutoring, serving meals, etc.)
 - Who will be primary supervisor? Phone number?
 - Who will they be interacting with?
 - Dress code
- IV. Placement Requirements (if applicable)
 - TB tests
 - Fingerprinting
- V. Responsibilities of SCU students – *reviewed by The Arrupe Center staff*
 - Confidentiality
 - Attendance
 - Reflection Sessions (if applicable); course requirements
 - Review The Arrupe Center Participation Guidelines and SCU academic/holiday calendar
 - Organization/agency holidays (or in-service days) that SCU students need to know about; for schools, include field trip days
 - Sign-in/out system – What to do with Attendance Record sheets (provided by The Arrupe Center staff)
 - Who to call when student misses placement
 - How to arrange make-up times
 - “Boundaries” – discuss what would be considered inappropriate service, i.e. transporting clients or going to client’s home
- VI. **Note:** If SCU students are placed in more than one program at the agency and have different supervisors, it would be helpful to divide students during the Orientation to meet briefly with their primary supervisor and get a brief orientation specific to the activity they will be doing.



GUIDELINE FOR MID-QUARTER MEETINGS

Primary facilitator: Placement Supervisor, with support from The Arrupe Center staff.

- I. Purpose: To engage students in dialogue about their experiences at their placement.
 - Discussion can be done either in whole group OR in smaller groups clustered around type of placement or course content (i.e. pre-school vs. school aged, developmental psychology vs. sociology course).
 - Important to engage all students in discussion—sharing with each other, as well as with placement supervisor.
- II. To have students complete Mid-Quarter Assessment forms. This can be done either before or after discussion. (The Arrupe Center staff person will provide these forms.)
- III. Suggested open-ended questions to encourage discussion:
 - What has student's experience been like? What program are you in? (ESL, computers, etc.)
 - Are there issues or concerns that this placement raises for the student—personally, as well as academically?
 - Is the placement meeting student's coursework needs?
 - Could the agency help with information for student's coursework (i.e. statistics, interview, etc.)?
 - Is the student able to engage in conversations with the persons that the agency serves?
 - Does the person/persons student is working with understand that his/her presence is temporary? How could student prepare person and self for his/her eventual departure?
 - Are the people that student is working with what they had expected? In what way? OR how are they different from what the student expected?
 - What would you recommend to a student doing this placement in the future?

THE PEDRO ARRUPE, S.J. CENTER FOR COMMUNITY-BASED LEARNING

Community Placements, Fall 2002

Sign-ups: M Sept. 23, 2-4 pm**TWTh Sept. 24-26, 10 am-4 pm** F Sept. 27, 10 am-2 pm

Students who register after these dates must have an instructor's note.

***Sign-ups in the Sobrato Conference Rm. 32 ***Orientations and Reflection Sessions are mandatory.

PLACEMENT	PEOPLE	SCHEDULE	ORIENTATION/ REFLECTION SESSION	ACTIVITIES	SPECIAL NOTES
ADULTS WITH DISABILITIES	Physically and developmentally disabled adults learning life skills.	(Choose 2-hr block) M-F 10 am-3 pm	M, 9/30, 1:30 - 2:30 pm and F, 11/15, 1-2 pm	Work one-to-one or in small groups with students.	TB test within the last six months.
ALMA SENIOR CENTER	Elders (many Latino/as) in center activities and nutrition program	T Th 10:30 - 12:30 (two placements only)	Tu, 10/1, 10 - 11 am and required reflection session	Greet seniors, help serve lunch, and have conversations	Spanish skills helpful and preferred.
ALMADEN HEAD START	Pre-school children whose parents receive public assistance	M-F, 9-11 am	M, 9/30, 3:30-4:15 pm and required reflection session	Participate in pre-school activities.	TB test within last year
ALTERNATIVE EDUCATION at Foothill High School	10-12th graders in alternative high school program	MTThF 8:30-3 pm W 8:30-10:30 am, 12-2 pm	T, 10/1, 1:30-3 pm and W, 11/13, 5:30-6:30 pm	Work as classroom aide, either one to one or in small groups	New placement. Fingerprints; TB test within the last four years.
ALZHEIMER'S ACTIVITY CENTER	Alzheimer's patients living at home with their families who come for respite care, activities, and meals.	M-F, 9-11 am or 11-1 pm	Th, 10/3, 4 - 5 pm and required reflection session.	Interact with clients and assist with activities.	TB test within the last year.
ARIS (AIDS Resources, Information & Services of Santa Clara County)	Residents in assisted living facility in end stages of AIDS	Various Times Available Sun-Sat.; One placement per day only	Th, 10/3, 6- 8 pm and T, 11/12, 3:45-4:45 pm	Companionship to residents at assisted living facility.	TB test within the last year. Juniors & seniors only.
ASIAN LAW ALLIANCE	Low income residents of Santa Clara County who need free legal services.	(Choose 2-hr block) MTThF 9-12 noon; TTh 1-4 pm	M, 9/30, 4 - 5 pm and required reflection session	Assist with intake screening, client interviews.	Bilingual Vietnamese, Mandarin, or Spanish helpful, but not required.
BOCCARDO REGIONAL RECEPTION CENTER	Families and individuals who are homeless and receive shelter, food, and other support services.	M-F 5:30 -7:30 am, 10:45-12:45 pm	W, 10/2, 2-3 pm and required reflection session	Assist w/ meal prep and interact with residents at mealtime.	W, 10/2, 2-3 pm and required reflection session
BUCHSER MIDDLE SCHOOL	Middle school-aged students in classrooms.	Flexible on MTWF 8:15 am-3 pm No Thursday	W, 10/2, 11:45-12:45 pm	Work one-to-one or in small groups with students.	TB test within the last year.
CATHOLIC CHARITIES	Refugee and immigrant adults in ESL classes and basic computer.	MTWTh 10am-12; TW 12:30-3:30 pm (choose 2-hr. blk.)	F, 10/4, 9:30-10:45 am and required reflection session	Tutor adult ESL students.	Students will be working with refugees.
CECIL WHITE/MONTGOMERY STREET INN	Homeless men who come for dinner, programs and night shelter.	M-F 1:15-3:15 pm; M-Th, Sat. 5:30-7:30pm	T, 10/1, 2-3 pm and required reflection session	Interact with residents at mealtime & at front desk.	Students are encouraged to travel with a partner.
CET IMMIGRATION AND CITIZENSHIP PROGRAM	Adults in Spanish Literacy class and ESL/Citizenship classes.	Sp. Literacy: T 4:45 - 7 pm or ESL/Citizenship: T W & Sat. 5:45-8 pm	Sp. Literacy - T, 10/1, 4:30-5:30 or ESL - W, 10/2, 5:30-6:30 pm and required reflection session	Tutor adults in Spanish Literacy and ESL/ Citizenship classes	Students must be fluent in Spanish for Literacy class.
DOWNTOWN COLLEGE PREP	High school students in mandatory after-school tutorial program.	M-F 3:45-5 pm, (two separate days required)	W, 10/2, 4 - 5 pm and W, 11/13, 5:30- 6:30 pm	Tutor and have conversations with high school students	TB test within last 60 days
EAST SAN JOSE LAW CENTER	Low income residents of Santa Clara County who need free legal services.	T 6:15-9 pm, W 12:45-4 pm, 5-7 pm, Th 5:15-7 pm (or to be arranged)	T, 10/1, 2:30 - 5:30 pm and required reflection session	Assist lawyers & SCU law students by interpreting for clients	Students must be fluent in Spanish.
EASTSIDE ADULT EDUCATION	Adult students of English as a second language in multilingual ESL classrooms.	TTh 9-11:15 am, 7-9:15 pm; W 7-9:15 pm; F 1-3:15 pm (2 sites)	M, 9/30, 6-8 pm and required reflection session	Work with adult ESL students in classrooms and small groups.	Fingerprints; TB test within the last four years.
ESTRELLA FAMILY SERVICES (formerly Gardner Children's Center)	Children ages 2-9 whose parents are working or enrolled in job training or school.	Preschool M-Th 9-11 am; School-aged MWThF 3-5 pm; T 2-4 pm	W, 10/2, 5:30 - 6:30 and required reflection session for Pre-School program	Interact with children; provide positive role model	TB test within the last year. Spanish helpful but not required.
FOCUS FOR WORK	Adults with mental health diagnosis seeking employment	MWF 9-12 (choose 2-hr blk) 5 placements only	W, 10/2, 10 - 11 am and M, 11/11, 4:45-5:45 pm	One-to-one assistance with employment search	Bilingual skills--Spanish & Vietnamese--welcomed. Priority given to students in PSYC 115
GARDNER ACADEMY ELEMENTARY	Elementary school children at a Spanish/English bilingual public school.	During the school day: M-F (choose 2-hr blk) 7:50 am-2:05 pm	Th, 10/3, 1:45 - 2:45 pm	Working with children in classroom and during recess.	TB test within the last four years.

THE ARRUPE CENTER: Santa Clara University, Sobrato Hall, Room 30, (408) 554-4549

For more information about placements, visit our website at www.scu.edu/arrupe

Community Placements, Fall 2002

PLACEMENT	PEOPLE	SCHEDULE	ORIENTATION/ REFLECTION SESSION	ACTIVITIES	SPECIAL NOTES
GRAIL COMMUNITY RESOURCE CENTER	Adults and children from Grail Community Housing and surrounding area.	ESL - Wed. only 6:30-8:30 pm Children Literacy-MTWTTh 2-4:30 pm	M, 9/30, 5:30 - 7:30 pm and required reflection session for ESL program	Work with adults in ESL classes or with children in after-school literacy program	TB test within last 18 months required for children's program.
HOPE REHABILITATION	Developmentally disabled adults at work training center or senior center	(Choose 2-hr blk) variable times M-F 8 am-3 pm	M, 9/30, 1:30 - 2:30 pm and required reflection session	Work one-to-one or in small groups with developmentally disabled adults.	Livescan fingerprints. TB test in last year
IOLA WILLIAMS SENIOR PROGRAM	Predominantly African American and Asian seniors in nutrition program	M-F 11 am-1 pm	W, 10/2, 11 am-12 noon and required reflection session	Greet seniors in nutrition program and assist in activities.	New placement.
JOHN XXIII NEIGHBORHOOD CTR	Asian elders in ESL classes and center activities, including nutrition and computer tutorial	ESL & Computers M-F 9-11am, 1-3 pm; Nutrition Prog. Sun.10:15-12:15 pm,	T, 10/1, 10-11 am and required reflection session	ESL conversation partner; assist in nutrition program; computer tutorial	Limited street parking; next to SJSU; recommend using Bus #22
JULIAN STREET INN	Adults who are currently homeless and need mental health and social services	M-F 9:30-11:30 am, 6-8 pm, 8-10 pm	Th, 10/3, 2-3 pm and required reflection session	Interact informally with residents & assist with computers.	Students are encouraged to travel with a partner.
JUNIORS FOR SUCCESS	Elementary school children, grades 2-6 in after-school program.	(Choose 2-hr blk) MTW 2:30 - 5:30pm, Th 1:30 - 4pm, F 2:30-4:30 pm	Th, 10/3, 4 - 5 pm	Help with homework by providing individual tutoring.	Bilingual Spanish, Cambodian, Vietnamese or Chinese dialect helpful.
MACSA ADULT DAY HEALTH CENTER	Elders (mostly Latino/as) who are in frail or impaired health in day program	MWF 8:30-10 am or 10 am-12 noon	F, 10/4, 1 - 2 pm and required reflection session	Assist seniors in physical therapy.	TB test within last 6 mos. Ability to speak Spanish, Tagalog, Vietnamese or Mandarin helpful.
MACSA LATCH KEY	Elementary school children in an after-school day care	MWTh 3-5 pm; T 2-4 pm	T, 10/1, 12:45-1:45 pm	Homework assistance and related activities.	Livescan fingerprints; TB test within the last year
SACRED HEART COMMUNITY SERVICE	Adult ESL & computer students; children - pre-school & elementary; adults seeking work	Varies: M-Th morning, afternoon, evening; F morning or afternoon	Th, 10/3, 6 - 8 pm and required reflection sessions for Job Link, Adult ESL & Computers, & Infant/Preschool	Work with adults and children in given programs.	TB test within last 4 yrs. required for Homework Club & Infant/Preschool programs. Spanish biling skills welcomed.
SACRED HEART JESUIT CENTER	Retired Jesuits in independent or assisted living arrangements.	M-F 9-11 am or 12-4 pm; (Choose 2-hr blk)	T, 10/1, 10:30-11:30 am and T, 11/12, 3:45-4:45 pm	Friendly visitors for retired Jesuits	Three placements only.
SACRED HEART NATIVITY SCHOOL	Sixth & seventh grade students in private all-boys school.	M-Th 9:15-11:15 am, MTh 3:30-6 pm	M, 9/30, 3-4 pm	Tutor in homework; assist w/ enrichment activities. Assist in classroom.	TB test within last year.
SACRED HEART PARISH ED CENTER	First generation Mexican immigrant school children and young adults.	M-Th 4:30-6:30pm, F 4-6 pm	T, 10/1, 7 - 8:30 pm	Tutor in computer skills, Internet use; assist with homework.	Fingerprints req. for over 21 years old.
SAN JOSE DAY NURSERY	Infants and pre-school children	(Choose 2-hr block) M-F 7:30-12 pm M-F 2:30-5:30 pm	F, 10/4, 2:30 - 3:30 pm and (Pre-School only) required reflection session	Interact with children; provide individual attention.	TB test within last year; limited street parking; recommend using Bus #22.
SAN JOSE FIRST COMMUNITY SERVICES	Homeless and low-income individuals and families	M-F 8 am-4 pm	M, 9/30, 2-3 pm and M, 11/11, 4:45-5:45 pm	Assist in job search and at Information & Referral Desk	New placement.
SANTA CLARA ADULT EDUCATION	Adult learners of English as a second language	(Choose 2-hr block) M-Th 8:45-12:30 pm, 12:30-4 pm, 7-9:45 pm F- 8:45-12:30 pm	M, 9/30, 12 - 1 pm and required reflection session	Tutor adult students one-to-one and in small groups.	Located 2 blks from SCU campus; TB test within last four years.
SKILLS PLUS	Survivors of stroke and other neurological impairments.	TTh am & pm, WF am only	Tu, 10/8, 1:30-2:30 pm and required reflection session	Assist learners in communication, mobility skills, daily living activities	TB test within the last six months.
TEATRO CORAZON	Intergenerational Mexican immigrant community at Sacred Heart parish.	Fri 7-9 pm	F, 10/4, 7-9 pm and required reflection session	Plan and present the play for Guadalupe celebration.	Must speak Spanish.
VISTA MANOR NURSING CENTER	Residents who require 24-hour skilled nursing care.	Mon - Fri 9:30-12 pm, 1:30-5 pm	W, 10/2, 2 - 3 pm and T, 11/12, 3:45-4:45 pm	Friendly visitors for residents.	Students 18 years or older only.
YU-AI KAI	Japanese-American seniors in day program	M-F 1-3pm T 10-12 noon	Th, 10/3, 10-11 am and required reflection session	Visit with clients while participating in activities	Must speak Japanese. TB test within the last year.

THE ARRUPPE CENTER: Santa Clara University, Sobrato Hall, Room 30, (408) 554-4549

For more information about placements, visit our website at www.scu.edu/arrupe

9/12/02



 **Santa Clara University**

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

ATTENDANCE RECORD

Name _____

Course _____ Instructor _____

Placement Site _____

Placement Schedule: Day _____ Time _____

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

DATE

SIGNATURE

Orientation

THE ARRUPPE CENTER

Week 1

Week 2

*Complete online Early Placement Report

Week 3

Week 4

Week 5

Week 6

Reflection Session

Week 7

Week 8

Placement's comments:

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

The Arrupe Center

Early Placement Report

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

This is my _____ Arrupe Center placement.

1. What percentage of your time each week at your placement is spent in direct contact with the agency's clients? _____% How can that percentage be increased or the time at your placement enriched?
2. What things do you wish were covered at the orientation and /or what things that were covered were especially helpful?
3.
 - a) Do you think that this placement is providing the experience necessary to complete your class assignments and/or satisfy your personal interest?
 - b) Is there something more that the staff at your placement or The Arrupe Center could do to enhance this experience to make it more meaningful to you and/or your class?
4.
 - a) **Students at this placement for the first time:** Before you started your placement, what did you think the experience would be like—the place, the people it serves, and your role there?
 - b) **Students who have prior experience at this placement:** Why did you choose to return to this placement?



Community Placement Evaluation

Placement Name: _____

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

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

1) In what types of activities did students participate?

2) What were the benefits to your organization (social, economic, impacts on staff, insights about operations, capacity to serve clients)?

3) Did student participation meet your expectations? If not, how could these expectations be better met?

- 4) Please comment on the materials and communication from The Arrupe Center (i.e. Attendance Record sheets, Guidelines, quarterly letters and faxes, etc.).

- 5) How might The Arrupe Center better support your role as community teacher to Santa Clara University students?

- 6) Knowing what you know now, what would you do differently OR what could The Arrupe Center do differently to make the partnership go better?

- 7) Was feedback from the students' Early Placement Report helpful to your organization? What other type of feedback would have been helpful?

- 8) Additional comments:

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

Person Completing Form

Date