Dickinson College Service Trips
A Trip Administrator Guide





Created by The Office of Community Service
and Religious Life

August 2012
717-245-1577

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Introduction

Service Trips with a purpose

The Dickinson dimensions of global sensibility and engaging the world emphasize the need for all students to learn about themselves and others within the global context. Service Trips provide a wonderful short-term globally engaging experience for many of our students.

> *Each of us will surely learn something significant from everyone else—that is the essence of diversity. Today, therefore, I can confidently claim, is a beautiful day.*
>
> —Atandi Anvona, Guatemala 2009

These experiences provide a unique opportunity, particularly for students who do not study abroad, to explore the needs and beliefs of communities both domestic and international that potentially differ greatly from the Carlisle community and their home communities. The skills of team building, learning about cultures, understanding community needs, and reflecting on the depth of poverty, homelessness and community needs challenge students to clarify and understand their values and those they are serving.

Through Service Trips, students are supported to explore the depth of need within local communities in a variety of contexts. Exploring these themes in new contexts raises the cultural awareness and ability of students to embrace their own and other's complexity.

> *Personally, I believe that there truly is no better reward in life than to get a smile and a hug from a woman who has nothing, but appreciates everything.*
>
> —Amanda Crabbe, New Orleans 2008

Dickinsonians who delve into this experience will be challenged to listen and to share with persons outside of their normal peer group, and in doing so, grow in their ability to support, encourage and push each other towards a higher level of thinking and understanding. After this extended period of concentrated reflection, each team emerges with the ability to concretely connect service with academic class work, potential

vocations and life situations, thereby gaining self-knowledge, enhancing their willingness to take intellectual risks, and embracing a life of engaged citizenship.

The privilege of a Service Trip

It is an honor for students to participate in Dickinson's Service Trip program.

Due to host arrangements and program costs, a small number of students are accepted for each trip. These students, and the staff members who accompany them, must be mindful of their role as ambassadors for Dickinson College and their obligation to uphold the Community Standards during the service experience.

While Student Leaders will often handle minor conflicts that arise, a Trip Administrator may be required to provide assistance when dealing with certain issues, such as team decisions or enforcement of conduct standards, policy and protocol. You will be expected to practice and help enforce the college's liability, risk management and student conduct policies.

In addition, Trip Administrators may be required to assess a team member's participation and coordinate arrangements for early departures due to medical or conduct issues.

For more than a decade, Service Trips have been a part of the Dickinson experience. These trips are student-led, and they are instrumental in designing and implementing these trips, under the direction of The Office of Community Service and Religious Life. Service Trips organize six service trips per year including both domestic and international trips.

Dickinson Service Trips have consistent partnerships with organizations and communities. This permits stronger partnerships and easier preparations, limits the unknowns, creates more solid projects, and supports greater trust within the communities where the service occurs.

Trip Administrators: Essential to Service Trips

Whether you are a first-time Trip Administrator or an experienced veteran, we are thanking you for your commitment to partnering with Student Leaders to make Service Trips an opportunity for our community. This undertaking will be a challenge, as you live and work alongside students for many days, often performing very menial work. It will also be a joy as you connect with Dickinsonians, many of whom may be new to you.

Being a Trip Administrator means you will be asked to handle many roles and wear many hats, from empowering Student Leaders to managing an emergency situation. However, you will not be alone. There will be many resources throughout our community to assist you.

Please take your time to review the information about Trip Administrators' role, expectations and procedures, among other details.

Again, thank you for your interest in Service Trips and your willingness to take an active role in challenging and supporting students as they seek to engage and serve others.

If you have any questions, please contact the Director of The Office of Community Service and Religious Life at 717-245-1577 or volunteer@dickinson.edu. We are here to help! Go and serve.

Trip Administrators Defined

The Many Hats You'll Wear

As an administrator on the trip, you will wear many hats, including:

- **Motivator:** sharing and articulating your passion about service with enthusiasm
- **Teacher:** supporting and challenging the students, while remaining patient and seeking the teachable moments
- **Mentor:** expanding on your role as instructor by being approachable and intuitive in a variety of settings
- **Learner:** leading by example for students; remaining open-minded, adventuresome and non-judgmental; thinking critically; and reasoning analytically to gain the most from every learning opportunity
- **Crisis manager:** remaining in control under pressure—first and foremost—as well as adaptable, flexible and reasonable in any situation

> *This trip has given me the opportunity to interact with administrators outside their offices and to see that they are real people, too! Most importantly, this trip has given me the opportunity, for the first time in my life, to work with a group that works together.*
>
> —Shenisa Clarke, Jamaica 2008

While these multiple roles may seem overwhelming and, at times, difficult to manage, remember that each person will have his or her own style, strengths and weaknesses. Perfection will not expected, but striving to fulfill the mission of the Service Trip and Dickinson College will be required.

Roles Defined

Student Leader

In the Division of Student Life, we firmly believe that with administrative support, students will be capable of being leaders for all programming.

The student leaders will often rise to the occasion, so Trip Administrators should look to the Students Leaders for leadership before making decision for, giving directions to or providing instructions to other students.

Student leaders will

- Meet with the Director of Religious Life and Community Service to prepare a budget for the trip, make the trip itinerary, implement the team application and selection process, prepare team meetings, supply information to all team members and lead on-site organization and reflection.
- Serve as program facilitators and provide on-site leadership for participants during the course of the Service Trip experience.
- Organize a reflection dinner and produce a group reflection journal, after the Service Trip.

Trip Administrator

While no preparation or guide can cover every task, Trip Administrators will be the on-site and on-hand assistant for the college when difficult decisions have to be made, especially regarding health and safety concerns. Such adult mentorship by college personnel will be essential to the success of the Service Trip experience.

College is the transitional time between high school and living independently. Service Trips will be a place where mentors, like you, will be available, but students will be pushed to develop their maturity and skills to successfully function independently.

Your role will not be to serve as a parent during this Service Trip; rather your role will be to maintain Dickinson's commitment to challenging and empowering students in the context of a caring community.

At times, you may need to challenge a student to think or act differently when you observe the consequences of a poor decision. In other instances, you may need to remind students about the key ingredients for the developing a cohesive team.

Prior to the Trip

Information Sessions

Each year, The Office of Community Service and Religious Life offers Service Trip informational sessions to share details about the college's expectations and to answer questions regarding the experience. Any person who is applying to be a Trip Administrator must attend a session.

Prior to the trip, the Director of Religious Life and Community Service will meet with the Trip Administrators to review responsibilities, logistics, expectations, and the crisis management plan. The director will also brief the Dean of Students and the Dean On-Call of the logistics of each Service Trip.

Team Selection

The popularity of Service Trips has increased greatly, as students with a passion for service combine their interest in learning about other cultures in new and exciting ways.

Due to host arrangements and costs, only a small number of students can be chosen for each trip. However as popularity increases, so too does the need for a very solid selection process for the team. For example, on the January 2012 Dominican Republic Service Trip, there over 80 applicants for 15 spots, not including the three student leaders. This ongoing high volume of applicants had led to a competitive review process to yield a well-rounded and diversified team.

> *Many of the people here [service-learning in Guatemala] were strangers to me a week ago, and, now, I feel like I've known them forever. Knowing that we all came from the same school instills not only comfort, but some pride, too.*
>
> —Nina Antonsen, Guatemala 2009

After a public information session, students will be encouraged to submit an application that includes essays, grade information and references. Student Leaders and the Director will review applications taking the following into consideration:

- Passion for service to others
- Interest in cultural experience and becoming an engaged citizen
- Academic status (not on academic probation)
- Conduct issues (for example, not on stayed suspension)
- Physical ability and health status, so the student will be able to participate fully in the service and meet team expectations. ***Remember:*** Not all projects will be physical, therefore health restrictions may be able to be accommodated on some trips
- Team diversity, including people of different class years and areas of campus life
- Team dynamics and flexibility

The team selection process includes a review of the application and completion of an interview with the trip's Student Leaders. Final decisions regarding the selection of team members are made jointly by the Student Leaders and the Director of Religious Life and Community Service.

All applicants are notified via email regarding the outcome of the team selection process.

Team Meetings

Once the team is assembled, a schedule of team meetings will be established. These meetings will provide opportunities for team members to meet each other, learn about the project, discuss logistics and to obtain more information about working with community partners.

During these meetings, the team will become familiar with the area of service and discuss relevant topics related to this community, such as cultural differences and safety concerns. It is very important that everyone be present at the team meetings, as they are the point of contact for dissemination of all trip information.

Student Leaders will facilitate the team meetings that include Trip Administrators. This inclusive meeting will be an opportunity to ensure that all team members understand the responsibilities and realities of the Service Trip.

Team Expectations

Living and working closely together 24 hours a day will be stressful and doing this for a week or more will be more difficult than necessary, if expectations are not established and agreed upon by the team. Some expectations will be obvious for the safety and well-being of the team. These will be a part of the application.

Other expectations, such as quiet hours, will be dependent on the service site and housing arrangements. This list of team expectations will be determined by each team. Each team member must agree to abide by these expectations in order to participate in the trip. These will be the foundations necessary for living and serving together during the Service Trip experience.

Trip Administrators will be viewed as members of the team and must also agree to meet these team expectations. As role models for the team, you as a Trip Administrator must remain aware of these expectations in all interactions, conversations and decisions with the team.

Necessary Paperwork

For the safety of the community and team while traveling away from campus, there will be many forms that must be completed by each team member before going on a Service Trip. These forms will be covered in a pre-trip meeting and each team member will be required to complete the forms well in advance of the trip. The forms have been approved by the college.

Number of Trip Administrators

At least two Trip Administrators will participate on each Service Trip. If the group is large, for every 10 students an additional Trip Administrator will be recommended. This will all be conditional of the hosting site and project requirements for Trip Administrators.

Leave Approvals, Pay, Costs

The college has a commitment to community engagement and service to others and recognizes that our staff as well as our students, have an interest in participating on Service Trips. Therefore, in cooperation with the Office of Human Resources, a leave policy has been developed for those employees wishing to assist in this type of volunteer work.

Our primary commitment must be to the core business of the College and all decisions of employee leave must be approved by a direct supervisor.

Administrators and faculty members

Those wishing to participate in a Service Trip as a Trip Administrator should be permitted to do this as a paid leave that will not count against paid time-off balances. This leave will be for regular working hours, although many more hours will be expected of the administrator during a Service Trip.

The following is an outline of the steps a faculty member or administrator should take:

1. The potential Trip Administrator will contact her or his direct supervisor to discuss the feasibility of participation in a service trip.
2. The supervisor will make a determination, based on the business needs of the department or office, and will communicate the decision in writing to the requesting employee and the Director of Religious Life and Community Service.
3. Upon receipt of a conditional approval from a supervisor, the Director will advance the employee's application for further review and screening.
4. The final notice, clarifying if the employee is accepted for a Service Trip, will be issued by the Director.
5. It will be the responsibility of the faculty member or administrator to notify her or his supervisor of the final determination.

Please note: Payment of wages is only for regularly scheduled work hours, *only*.

While serving as a Trip Administrator, the faculty member or administrator is working for the college, so all program fees for the Service Trip will be covered, including those costs associated with travel and housing. There may be instances where the Trip Administrator will be required to pay for meals.

Support Staff and Service Trips

All support staff who desire to serve on a trip are encouraged to participate, however, due to staff work and responsibilities with the ongoing business of the college, staff persons must use vacation time when participating in a Service Trip.

The staff person will not have the responsibilities of a Trip Administrator and, therefore, will be required to pay the student fee for each trip to assist with expenses.

During the Service Trip, the staff person will have the same expectations as any other team member. Staff persons interested in applying to a trip should use the Trip Administrator Application and speak with the director to determine the possibility of a staff position on the team.

> *I was really inspired to hear some of the thoughts of the students, and I think we can learn so much from students as they present their different perspectives on topics or world events. I also witnessed some changes in some of them as they worked throughout the week. It was very moving to see how working side by side with others can change someone's focus and be a turning point in their lives.*
>
> —Kristy Holmes, staff member,
> New Orleans 2009

During the Trip: The Mentor

Addressing Social Issues and Bias Basics

Social Issues

> *I realized that it really did not matter whether we were putting in floor boards or tearing down walls—any contribution we could give, even just giving up time to be there, means so much to those who were affected (by Hurricane Katrina).*
>
> —Becky Kestenbaum, New Orleans 2008

Cooperating as a group to achieve a common goal can reduce prejudices against age, religion, race, gender, sexual orientation, economic status and culture. What may appear to be a simple act of service can become an opportunity to address social issues by putting into practice your beliefs, some of which may be newly discovered.

It will be important to raise awareness and promote sensitivity to social issues on the work site and in the host community.

Your team will encounter many people, such as homeowners, site coordinators, local residents and other groups. As you interact with these different groups, you will cross boundaries, which can result in friendship or potential conflict.

While your team may not be confronted with prejudice or discrimination during this trip, it will still be important to be aware of these potential biases before you depart.

Basics bias

Age

During Service Trips, you will meet and work beside people of all ages, skills and abilities. It will be important to remember that although you have different generational and life experiences, everyone has chosen to devote their time to assist in the Service Trip. Be open to learning from others and value the experience of others, regardless of age.

Gender

While our gender assumptions have come a long way, in some communities bias based on gender may be clearly visible and accepted. It can present itself in words or actions, such as not delegating tasks to women or completing tasks for women, instead of permitting them to do the work. Similarly, men may not be expected to prepare dinner or perform housekeeping tasks. The way in which you interact as a team will show the local community that you value the contributions of each person, as you work together and serve side-by-side.

Race

Often times one of the most "visible" aspects of our identity, our racial identity can go unnoticed in our daily interactions. When traveling to new communities whether domestically or internationally, the role race and/or ethnicity play may become more evident. It is essential for everyone on trips to actively work with others in a safe and respectful manner. Working respectfully with all groups of people will show both your teammates and the local community the benefits of diversity at the workplace. Racial discrimination of any kind will not be tolerated, and needs to be addressed immediately.

Culture

When you are traveling to a new place, you will very likely be subject to new, exciting, fun and occasionally challenging cultural differences. Cultural differences, within the team and within your site, can occasionally lead to misunderstandings. In these situations, it will be important to remember that you are a guest. As a guest, it will be valuable to make every effort to learn about a new culture and attempt to discover common experiences, rather than to dwell upon differences.

> *She was 9 years old and she told me that the schools in the area were only for boys, so she was excited about the new school that we were building because she would finally learn how to read. That interview was the first time I felt that the trip to Guatemala was for something much bigger than myself.*
>
> —Team member, Guatemala 2009

Religion

It will be essential to respect each individual's right to believe what s/he chooses. You must remember that no matter the reasons for service, the team will be working together to impact this community. When appropriate, the team should offer options for attending different religious services or practices in the local community. This will often be a very good way to meet community members and learn the stories of the people whom you are serving. Often, it will also be a time that may immerse the team in a new cultural and/or religious experience, as they are comfortable.

Sexual orientation

As in any community, gay, lesbian, bisexual, transgendered and questioning individuals may be involved in any Service Trip. Regardless of a person's sexual orientation, every team member, community member and staff member does the same work and deserves the same level of respect. Inappropriate comments, jokes and actions will not be permitted and must be addressed immediately.

Socio-economic status

People of all social and economic backgrounds will be working alongside the team on service projects. During the course of your interactions with community members, homeowners or agency representatives, you may encounter bias in regard to a particular socio-economic status. The community, as well as the individuals, will be grateful for sensitivity and respect of socio-economic differences. Please be mindful that team members will be guests in a home or a community and should accordingly behave in a respectful manner, in both word and deed.

Group Dynamics

Chances are your team is diverse and members will be meeting for the first time through this Service Trip experience. In such situations, it will be easy to make assumptions that do not accurately reflect the true character of each person. To build cohesiveness and instill the spirit of teamwork, one of your tasks will be to help bring out the best in everyone. To get started, it will help to know a little more about group development.

Stage One: Forming

When the group initially meets, many members will feel insecure. Even those who outwardly appear to be calm and collected may feel very insecure, because they will not be surrounded by the familiar faces of close friends. Each student will move through the forming stage at a different pace, depending on personal insecurities and group dynamics. As a Trip Administrator, please be aware that for some students, the insecurity may take longer to reduce and be more stressful.

Step Two: Storming

Spending 24 hours a day together for many days can cause tension. Participants may vent, display anger, become disillusioned or lose sight of the purpose of this service experience. Your role will be to maintain a safe space where team members will be assured they can share their feelings and concerns with the group or in private with a Trip Administrator or Student Leader.

Step Three: Norming

Team members will begin to find their identity within the group and become comfortable. Cliques may form, particularly on larger trips, and power struggles may occur. As the Trip Administrator, the most important thing will be for you to be patient and empower the group to talk through issues and act appropriately.

Step Four: Performing

Once the group begins to work as a productive team, you will notice people taking responsibility for themselves. They will often be quick to encourage and help others on the team. Your role will become that of re-enforcer and encourager, including for the Student Leaders.

Step Five: Transforming

> *They are so grateful for our help, which has really affected me. I no longer believe in "just mailing the check"; there is* ***so*** *much more going into this experience for the town and us.*
>
> —Nell Etheredge, Guatemala 2009

After the trip, or on the way home, team members will often feel anxious about returning to campus. They might be nostalgic and afraid of losing the intimacy gained on the trip. They also may be aware of the misunderstanding of some on campus about Service Trips, which are not just a vacation. The anxiety could lead to withdrawal, detachment or denial of the trip's success. Your role will now be as a coach. It will be important to ask questions and listen. This also will mean helping students who are struggling with the readjustment to process the experience and their feelings and direct them to appropriate resources on campus.

Reflections

Daily reflection

Each evening the Student Leaders or Trip Administrators should facilitate a team reflection using the Service Trip Reflection Guide (see the Trip Binder). This guide poses questions for pre-service, midway through service and near the end of your service.

Announcing the time of reflection at dinner will be very effective and will give the clean-up crew and others time to gather for reflection. Ideally, each reflection will open with members sharing one high and one low from the day, followed by one of the leaders facilitating a discussion based on two questions from the guide.

After the reflection time concludes, leaders should close the group session with any announcements or project updates.

Prior to the trip, the Trip Administrators and the Student Leaders should discuss how the reflections will be facilitated. Joint leadership of these sessions will be valuable, especially early in the experience, when Student Leaders may still be finding their voice and would benefit from more hands-on mentoring.

Journals

Each trip will be provided with a journal(s) to capture the Service Trip experience in the words of students. Each trip member will write in the journal for two to three days to document personal thoughts, feelings and reactions.

Student Leaders and Trip Administrators may need to encourage people to record their reflections, and even after such prompting, there may be a few team members who do not choose to contribute to the journal.

> *Even if they weren't direct recipients or beneficiaries of our physical work, the fact that they saw a group of American kids working hard to change something for the better certainly made an impression on the community…*
>
> —Cameron Kerr, Jamaica 2008

Please remember that it is a requirement that all reflections are recorded in the journal *BEFORE* the team returns to Carlisle. Upon return to campus, a Student Leader will be responsible to work with the director to compile the reflections into a book format for each team member.

During the Trip: The Administrator

Basics of Responsibilities

Trip Administrators will

- Fully participate with the team in all aspects of the trip, including cooking, service projects, reflection and community building
- Challenge and support students to encourage increased responsible peer governance and leadership. This close interaction between students and Trip Administrators will provide for an enhanced mentoring experience and will ultimately foster a greater sense of community.
- Practice and help enforce college liability, risk management and student conduct policies.

Contact Person On Site

During the course of the service experience, students and Trip Administrators will interact with agency representatives, restaurant owners, emergency personnel and other entities. These program partners will view the Trip Administrators as the responsible contact persons for the group and the on-site representatives of the college. However, it will be critical that Trip Administrators empower students to lead and direct projects, particularly at the work sites and in the course of routine decision making.

Driving

When necessary, Trip Administrators, who are 25 years of age or older, will be required to drive rental vehicles. Due to rental regulations, students are not permitted to drive these rental vehicles.

Emergencies

In the event of medical emergencies or other critical incidents, the Trip Administrators will serve as emergency triage persons, evaluating the situation and making college policy-based decisions. (See the Emergency Situations and Crisis Management Plans for additional details.)

The Trip Binder

Each trip will have a binder with all the necessary information about the location, trip participants and campus information that will be needed. For each trip, there will be two binders complied by The Office of Community Service and Religious Life—one for each Trip Administrator, who will be required to carry a binder with him or her in case a team member needs to be transported to a hospital or otherwise receive medical care.

Forms will be organized in the binder by participants to ensure easy access to the needed information, including medical information, which is completely confidential.

Additionally, the contents of the trip binder will also be scanned and saved as confidential files on Dickinson's P-drive, to ensure that On-Call Student Life staff members and other designated persons have immediate access to the information in the event of an emergency.

A list of the binder contents can be found in the Appendix.

Confidentiality of Trip Binder

Some of the information contained in the Service Trip Binder will be confidential and will be provided for medical reasons or for use in the event of an emergency. As a result, *only* Trip Administrators will be permitted access to the documents contained in the binder.

Communicating with Campus

With the coordination of The Office of Community Service and Religious Life, many people will contribute time, energy and resources to make Service Trips a reality. Various departments and offices across campus, along with numerous community partners, will participate in this service experience by providing logistical and staffing support. As a situation may arise, the staff on-campus will provide valuable assistance.

Who to call

On campus, the Dean On-Call will be the point person for any communication with campus. This person will provide the necessary support in any situation and will notify others, as necessary. The name and cell phone of the appropriate Dean On-Call will be listed in the contact list in each team binder.

How to call

On each Service Trip, at least one Trip Administrator must have a working cell phone.

For international trips, it will be imperative that an international Blackberry be obtained through Library & Information Services (LIS). The international phone number, written as dialed from a U.S. phone, should be left with the Dean On-Call.

For each trip, a local landline number should also be provided to the Office in case cell phone reception is unstable.

When to call/contact

Upon arrival at the site, the Trip Administrator should email (if possible) the Dean On-Call and Director that everyone arrived safely.

In the event of an emergency or major change in travel plans, the Dean On-Call should be contacted immediately and consulted.

In the event of an emergency on campus, the Dean On-Call will contact the Director and Trip Administrators with relevant information as soon as possible.

Emergency Situations and Crisis Management Plans

The basics of an efficient management system will be ensuring those with responsibility have the information, resources and authority they need. It will include ongoing preparations, so that preventive steps will be taken before a situation or noncritical matters turns into a crisis.

Purpose of the guidelines

The following guidelines are intended to facilitate organized decision making in times of crisis, but are not intended to replace the discretion of the Trip Administrators on-site when reacting to an emergency.

Crisis management plans are intended to:

- Protect students and staff; minimize injury; and maintain individual and team security and integrity.
- Focus decision making on critical issues in a potentially stressful environment.
- Provide a flexible response process to a variety of emergencies.
- Protect Dickinson College's property and support its reputation.

In situations where local emergency agencies, law enforcement or regulatory agencies have jurisdiction in crisis matters, the Trip Administrators will need to act as a complementary support body. The primary goal will be to preserve the security and integrity of the team.

In the Event of a Crisis

Because each crisis will be unique and handled on a case-by-case basis, specific reactions cannot be outlined. The role of the Trip Administrator will be to mitigate the effects of the crisis by:

- Anticipating areas of concern.
- Establishing response guidelines to these perceived concerns.
- Responding in a timely and organized manner.

Unanticipated, unforeseen crises may include:

- Death of a team member,
- Contagious disease,
- Automobile accident,
- Terrorist attacks and
- Other situations that poses significant danger, such as bomb threat, power failure, gas leak, weather-related disaster or community disaster.

Response guidelines

In the event of such a crisis, the Trip Administrators, in consultation with the Dean On-Call, should establish response guidelines addressing specific needs of the Dickinson community touched by the crisis, including, but not limited to, those directly affected by the crisis and those indirectly affected, such as classmates, teachers and team hosts. If an immediate decision must be made, the Trip Administrators should notify the Dean On-Call at the earliest opportunity.

Notifying the Dean On-Call

In an emergency it will be imperative that the Dean On-Call be notified immediately once local emergency personnel are contacted and the situation is stable. The Dean On-Call will help discern the steps necessary and will be the contact person on campus. S/he will notify the necessary officials on campus and act as the Dickinson contact person throughout any situation.

Take control

Trip Administrators should get to the scene and take control as soon as possible and as appropriate. They should determine the Trip Administrator who will serve as the point person.

At the beginning of the Emergency

The *Trip Administrator in charge* should

- Take control of the scene as soon as possible and as appropriate (police or EMS may already be in charge).
- Gather essential Information, such as:
    - The location of the emergency,
    - Who is involved (contact names and phone numbers),
    - The condition of the person in the crisis and her or his location,
    - Determine what measure of assistance is possible and necessary
    - Call for local emergency help as necessary
    - Determine what measures have already been taken, and
    - Determine whether there are witnesses and their contact information.
- Contact the Dean On-Call after the situation is stable to report on the situation
- As appropriate, contact the U.S. Embassy immediately on an international trip to ascertain the embassy's ability to help, and communicate that information to the Dean On-Call.

The *second Trip Administrator* should

- Gather the team (or remaining team members) and account for each person.
- Move the team from the scene to another location away from the scene to ensure safety and keep private information private. Keeping the team away from non-team members will also helps maintain calmness and will assist local officials in ascertaining the situation.
- Tell the team not to talk to anyone (cell phones, email or text) about the incident until the Trip Administrator in charge is able to speak with the entire team with an update and the situation is fully assessed.
- Explain the need to verify information; notify the college and/or emergency contacts; and to protect person(s) involved.

After the initial assessment

After local emergency personnel are on-scene, the Trip Administrator in charge should

- Develop strategies and crisis control for a speedy resolution by working with the Director and Dean On-call, including notification of the student's(s') emergency contact person.
- Stay on the scene until everything is cared for, including going to the hospital and working with local officials, as necessary
- Notify the host organization before arriving back on site as a team. This will allow the hosts to prepare and assist with local support.
- As appropriate, stay in contact with the U.S. embassy with updates on the situation and plan of action

After the crisis

As soon as possible, the Trip Administrators should

- Begin a log of all conversations, decisions and emergency persons involved in the situation that also includes dates and times of decisions and conversations.
- Communicate this information, as appropriate, to college personnel.
  Work with Dean On-Call to discern the timing for the team members to contact their families and the information that can be shared.

Back on campus

Trip Administrators should

- Provide access to necessary resources for the team after dealing with any crisis situation.

Specific crises and responses

Theft

In the event of theft, ensure the student's and team's safety and offer comfort. As appropriate the local police should be notified of the incident.

Advise the students of practical steps to take to reduce further loss.

- Avoid certain places or situations.
- Do not carry items such as passport or a large sum of money.
- Do not drawing attention through certain behavior or clothing.

Sickness or Minor Injury

In the event of sickness or minor injury, make necessary urgent care considerations, such as accompanying the student to the hospital or police, and notify the Dean On-Call as soon as possible.

Automobile Accident without injury

After the accident, assess the situation and make decisions on emergency help to be called.

1. The "injured" automobile should be moved from the lanes of traffic as soon as safely possible.
2. The other vehicles, with another Trip Administrator, should be sent to the nearest safe location off the highway or road. This should include the other students in the damaged vechile, minus the driver, going to a safe location.
3. The driver of the damaged vehicle and Trip Administrator in charge should stay with the vehicle until the issue is resolved.
4. The Dickinson Department of Public Safety should be called immediately to report the incident.
5. For roadside assistance, in each Dickinson vehicle is a Sheetz card for gas. This can also be used for roadside assistance through Cross Country. They provide towing, fuel delivery, lockout service, tire changes and jump-starts. They can be contacted via the number on the card.

Evacuation

In the event of evacuation because of natural disaster or terrorist attack, keep the team together in one location unless directed otherwise by local authorities. Follow instructions from the local officials, U.S. embassy or the college in leaving the area quickly and safely.

Rape or Sexual Assault

In the event of a rape or sexual assault, the Trip Administrator should:

- Reassure the student/victim that it was not his/her fault and that the student did not cause this to happen.
- Talk with the student involved to gain all information possible and ask if s/he would like to involve the local police and potentially press charges.
- If there is not obvious injury, help the student decide if s/he will go to the hospital or clinic.
- Remind the student that major injury may not be obvious and encourage medical assistance.

- If medical attention is requested,
    - Accompany the student to the hospital or clinic.
    - Request an English-speaking doctor and female physician, if the student is female and prefers a female physician.
- If the student declines medical assistance and does not want local authorities involved,
    - Give the student the name and phone numbers of local officials.
    - Ask the student if they would like their emergency contact person notified.
    - Continue to check in with the student regularly looking for obvious signs of emotional distress. Consult with the Counseling Center, as necessary.
- The Dean On-Call should also be notified.
- If the accused is a team member,
    - Keep the students separated (as much as possible) and make arrangements with the Dean On-Call to protect both students. (This is not a presumption of guilt, but an action in the interest of protecting the injured student from a potentially upsetting presence.)

Death, Terrorist Attack or Life-Threatening Injury

Upon confirmation of this type of crisis, the Trip Administrator should contact the Director and Dean On-call to develop appropriate responses, which include:

- The timing and content of notification of the affected student's(s') emergency contact, closest friends and Dickinson community.
- The timing and content of notification of the team's families.
- Coordination and content of any formal public announcements. This may also include preparation of statements for telephone inquires.
- Coordination and offer of social workers, counselors and additional community resources as necessary for the team.

After the team is updated and until returning to campus, the Trip Administrators should:

- Monitor students' reaction and direct them to support services. Explain that under stress and in grief, everyone will respond with different emotions and on a different time table. The feelings of each person should be validated and opportunities for group and personal reflection to occur should be facilitated.
- Meet regularly as Trip Administrators to keep abreast of the team's and each other's reactions. Process together the situation and make decisions necessary to move forward with all Trip Administrators in concordance.
- Work with the students to record in written form as many details about the incident as possible. Review these facts, as appropriate, with the team to dispel rumors and help them process the incident.
- Work with Dickinson to make a decision to return home early or stay on site.

In the event of a student death,

- Collect the student's belongings and keep them separated in a secure location away from the team's belongings.
- Rearrange sleeping areas, as necessary, so the space will not be noticeably void.
- Gather and pack the late student's materials for return to the school and/or student's family.
- Consult with the Dean On-Call about taking inventory of the person's belongings.
- Throughout a crisis situation where students may feel that life is completely out of control, allow them to make smaller decisions, as appropriate. In the light of death, empowerment to make decisions about where to eat, counseling opportunities, the daily schedule and other basics are essential for students to feel in control of life in some fashion.

After the Trip

Return Dinner

After the team has returned to campus, the Student Leaders will organize a dinner to reflect on the service experience. Trip Administrators are strongly encouraged to attend the dinner and push the team, and Student Leaders, to think about connections between their academic work and their service experience. Also a discussion on the importance of world views may be appropriate as students process the needs of the host community and abundance of the campus culture.

> *Working in the soup kitchen yesterday was such an amazing experience. It was incredible to have people, in situations much worse than ours, who were saying things to us like: "Have a great day!" "God bless" and "It's a gorgeous day, isn't it?" It really made me stop and put my life into perspective a little bit.*
>
> —Anya Settle, Wheeling, W.Va., 2008

Trip Evaluation

Trip Administrators will also be required to complete a trip evaluation that will be used by the Director to assist in future planning. The evaluation form will be sent to Trip Administrators after they return to campus and should be returned to the Director promptly, before specific details are forgotten.

Trip Administrators will be asked to provide honest feedback regarding all concerns, suggestions and reflections to ensure that needed improvements can be implemented for future Service Trips.



Thank You

Tremendous Responsibility, Splendid Experiences

Being a Trip Administrator will require you to think about safety, protocol, crisis management, team dynamics and logistics from the time you leave Dickinson until the team returns. For the majority of the trips, you will focus on empowering the Student Leaders to lead with more conviction, better clarity and deeper understanding of their teammates.

Service Trips will provide an opportunity for Dickinson students to engage the world through new communities, new experiences and new friendships. Through this experience, team members will become more fully engaged as citizens, having gained valuable insights regarding the connections between self-identity, vocation and academic work.

> *We went to Guatemala to build a school and have a part in spreading education to children we came to know and adore in seven days. But never did it cross my mind that in attempting to promote education, I would be educated in humanity. … our group has a unique opportunity to take what we learned to educate others on the existence and importance of a common, global humanity.*
>
> —Nell Etheredge, Guatemala '09

Thank you for stepping up, and outside the limestone walls, to serve as a Trip Administrator.

Go and serve.

Appendix

Service Trip Overview

Click for printable PDF: Service Trip Overview

Emergency and Medical Form

Click for printable PDF: Emergency and Medical Form

Team Binder Contents

Click for printable PDF: Trip Binder Contents

Service Trip Participant Expectations*

Click for printable PDF: Service Trip Participant Expectations

Indemnity Release Form*

Click for printable PDF: Indemnity Release Form

*This form is for informational purposes only. Trip Administrators are not required to fill it out.

Service Trip Overview

Connection to College and Divisional Goals

The Dickinson dimensions of global sensibility and engaging the world emphasize the need for all students to learn about themselves and others within the global context. Service Trips provide a wonderful short-term globally engaging experience for many of our students.

These experiences provide a unique opportunity, particularly for students who do not study abroad, to explore the needs and beliefs of communities both domestic and international that potentially differ greatly from the Carlisle community and their home communities. The skills of team building, learning about cultures, understanding community needs, and reflecting on the depth of poverty, homelessness and community needs challenge students to clarify and understand their values and those they are serving.

Through Service Trips, students are supported to explore the depth of need within local communities in a variety of contexts. Exploring these themes in new contexts raises the cultural awareness and ability of students to embrace their own and other's complexity.

Students on the trips develop relationships through service that no longer supports their pigeon-holing others within a particular "group," but forces understanding of another person by learning their story, sharing similarities, and exploring differences. Through discussions, students come to support, encourage, and push each other towards a higher level of thinking and understanding outside of their normal peer group.

Using the Service Trip's week (or more) of concentrated reflection, each team is able to see the connections between service and academic class work, service and potential vocations, and service and life situations.

Our goal for any of our Service Trip program are students whose intellectual life and sense of responsibility has grown by serving others and enhances their ability to be engaged citizens.

Learning Objectives

- To **understand** yourself within the issues of class, race, privilege and cultural context.
- To **recognize** the needs of a different population, both culturally and physically, and assist local partners to meet and understand those needs through service.
- To **develop** an understanding of the group process and learn to live and work collaboratively beside individuals with differing perspectives and experiences, representing many segments of campus.
- To **reflect** on this experience through pre-trip meetings where you will learn about the culture of the site; during-trip integration of service with past experiences and class projects; and after-trip questioning of the different values encountered, the impact on personal values and the effect on vocational goals.

Outcomes of Service Trips (according to Student Leaders)

- Enhanced cultural understandings that emerge when interacting within a new culture
- Because you are outside your comfort zone,
    - you build stronger relationships with team members and administrators.
    - you meet people outside the usual group with which you associate.
    - you break down the on-campus stereotypes.
- Self-realization of your strengths and weaknesses
- Able to better articulate your values
    - What matters most to you
    - Setting priorities

- Opens your eyes to the problems in our own community in a new way
- Increases engagement at Dickinson upon return
- See the world beyond campus
- Insights into people of a variety of backgrounds, life experiences, and circumstances—engaged citizenship
- Greater understanding of the need to be aware and help others

Trip Administrator's Role on Service Trips

Through Service Trips, students and administration live out most prominently the Dickinson Dimension of "engage the world." Through service to people of other cultures with differing access to resources and life experiences, the team of students and college personnel move beyond the familiar walls of Dickinson to engage with those in urban, rural and international settings. Adult mentorship by college personnel is essential to the success of the Service Trip experience.

Role of Administrators on Trips

- Responsible contact for the group and as representatives of the college for community partners (restaurant owners, emergency personnel, and the on-site service contact)
- Make college policy-based decisions and evaluate the seriousness of unexpected situations (i.e., medical emergencies and transportation issues)
- Provider of support and encouragement for students to accept the increased responsibility of peer governance and leadership
- Interacting closely with students to foster a greater sense of community and mentorship

Expectations of Administrators

- Practice and help enforce college liability, risk management and Community Standards.
- Fully participate in all aspects of the trip with students, including service projects, cooking, reflections, and community building.
- Remain flexible during situations where additional leadership and commitment are needed (i.e., medical emergency or hospitalization of a team member, immigration delays).
- Attend all pre-trip meetings to interact with the students and participate fully in the pre-service orientations.
- Empower students in leadership position at all times, particularly on the work sites and when making routine decisions by providing support, but encouraging students to lead and direct projects.
- When necessary, drive rental vehicles (for those who are over 25 years of age). Due to rental regulations, students are not permitted to drive these vehicles.
- Attend an information session for administrators who are considering going on a trip to clearly communicate the role and expectations as well as to answer questions.

Leave Approval

In cooperation with Human Resources, a leave policy has been developed for those employees wishing to assist in this type of volunteer work. The primary commitment must be to the core business of the college and all decisions of employee leave must be approved by her or his direct supervisor.

Administrators and faculty members wishing to participate in a Service Trip as a Trip Administrator should be permitted to do this as a paid leave. This leave will be for regular working hours, although many more hours will be expected of the administrator during a Service Trip. This paid leave will not count against paid time off balances.

The administrator or faculty member should contact her or his direct supervisor to discuss the feasibility of participation in a service experience. The supervisor will make a determination, based on the business needs of the department or

office, and will communicate the decision in writing to the requesting employee and the Director of Religious Life and Community Service.

To further understand the role, responsibilities and requirements of Trip Administrators, please refer to the Trip Administrator Guide.

Emergency and Medical Form

Student Development Trip

Participant Name: _____

Trip: _____

Carlisle Residence: _____

Home Address: _____

Emergency Contact Information

Name: _____

Relationship to you: _____

Phone numbers: **Home:** _____ **Work:** _____

Cell: _____

Email: _____

Medical Information Form

This information will be used only in the event of an emergency by Student Development Staff and is completely voluntary. Information concerning any food allergies is necessary in planning team meals.

Date of Birth: _____

Name of Health Insurance Carrier: _____

Policy Number: _____

In the event of an emergency, are there any medical conditions, allergies, or medication that we should be aware of:

_____

_____

Do you have any food allergies that must be considered in meals:

_____

_____

Trip Binder Contents

Each Service Trip will have a binder with all the necessary information about the location, trip participants, and campus contacts.

For each trip, there will be two binders complied by The Office of Community Service and Religious Lifes: one for each Trip Administrator, who will be required to carry a binder with him or her. **Please note:** The will be kept at the work site at all times in case a team member needs to be transported to a hospital or otherwise receive medical care.

Additionally, the contents of the trip binder will be scanned and saved as confidential files on Dickinson's P-drive, to ensure that On-Call Student Life staff members and other designated persons have immediate access to the information in the event of an emergency.

The binder will include the following documents (see the Appendix for sample forms):

- Service Trip Participant Expectations
- Emergency and Medical Information Sheet
- Indemnity Release Form

In addition, the binder will include:

- Contact Information for
  - Dickinson staff
  - Dickinson offices
  - Student Leaders
  - Trip Administrators
- Team information
  - Full team list with cell phone numbers and class years
  - Emergency contact information for every team member
  - Copy of a release of liability form for each team member
  - Copy of all passports, if applicable
- Logistics
  - Basic trip overview, including daily itinerary, vehicles used and host contact information
  - Copy of airline tickets, as applicable
  - Program information for on-site project
- Directions
  - For driving from point to point
- Miscellaneous
  - Reflection Guide
  - Final team information guide
  - Other important information
  - Weather information

Blank paper for notes

(This form is for information only.)

Service Trip Participant Expectations

I, _____, agree to adhere to the following if I am selected to participate in _____ Service Trip sponsored by the Dickinson College Office of Religious Life and Community Services:

- I understand that this Service Trip is not a vacation. The primary purpose of this trip is to provide service to the community, to be a supportive citizen, and to build reciprocal relationships. My main priority is to engage the community that hosts our group and to serve them to the best of my ability.
- I understand that this Service Trip may have fundraising responsibilities and I will do my part to fulfill these obligations. I also understand that if I fail to do so, supplemental fees will be charged.
- I will work to build and maintain a cohesive community, among the trip participants and among those with whom we work. My work will also go beyond "normal expectations," and I realize that I may be asked to push beyond self-recognized boundaries and work in ways that I have not yet experienced.
- I will respect my fellow Service Trip participants in all regards, including their ideas, property, and space. I will also maintain a clean and safe living space for all.
- I will respect our hosts, their culture, beliefs, and property, and I will behave responsibly and appropriately in their community.

  Religion disclaimer: Our Service Trips have no religious affiliation. However, we often stay in or near religious facilities and you will have the opportunity to show appreciation for the local community's generosity and hospitality by participating in church services. This is your choice, and we highly recommend it as a religious and/or cultural experience.
- I will put forth my fair contribution to the Service Trip's work and projects, and I will maintain a consistent positive effort in everything we do, from construction to group reflections and beyond.
- I will be safe by traveling in buddy teams, using common sense, and following all laws that exist in the location where I am serving.
- I will respect all curfews and requests given by the Trip Administrators and Student Leaders.
- I will not leave our assigned areas without the express permission of Trip Administrators.
- I will not use illegal drugs of any kind or medication not prescribed to me by a doctor.
- I will obey local alcohol consumption laws. If I am legally qualified to consume alcohol and choose to do so, I will do so responsibly and moderately.
- I will not participate in sexual relationships during the trip.
- I understand that this is a trip is sponsored by Dickinson College and I will, therefore, adhere to the Dickinson College Community Standards.
- I understand that if I violate this agreement, Trip Administrators will reserve the right to terminate my participation on this Service Trip and send me home at my own expense.

Signature: _____ Date: _____

(This form is for information only.)

Dickinson College
Service Trip Programs
Release, Indemnity and Hold Harmless Agreement

Each student participating in a Service Trip is required to complete this agreement.

Name of participant: _____ Name of program: _____

Dates of program: _____ Location of program: _____

I am engaged in or about to be engaged in a community service project as part of a Dickinson College Service Trip Program (Serve the World, Alternative Spring Break, etc). I hereby acknowledge that:

- I have chosen to travel to neighborhoods, locations and/or countries that may be unsafe or where unsafe conditions may exist in order to perform clean-up/construction work designed to assist individuals and/or communities in need;
- I have received and have read the [*insert name of program materials*] and understand the travel, living and work environments in which I will be participating and the risks associated therewith;
- I understand that there are also risks associated with the travel to, from, and around the location of the program;
- I understand that at the site itself, the work in which I will be engaged often involves hard physical labor, heavy lifting and other strenuous activity and that some activities may take place on ladders and unlevel surfaces; and
- I understand that it is not possible to list specifically each and every risk associated with participation in the Service Trip Program activities.

However, knowing the material risks and appreciating, knowing and reasonably anticipating that injuries and even death are possible, I hereby expressly assume all of the risks of injury or death which could occur by reason of my participation in the Service Trip Program activities

RELEASE: I agree that, in exchange for and in consideration of the College permitting me to participate in the Service Trip Program, **I hereby assume all the risks associated with such participation and agree for myself, my heirs, executors, administrators and assignees to release and hold harmless Dickinson College, its trustees, officers, agents, and employees, from any and all liability, actions, causes of action, negligence, debts, claims, or demands of any kind and nature whatsoever including, but not limited to, claims for negligence, recklessness or any other form of action for which a release may be legally given (including attorneys' fees and costs) which may arise by or in connection with my participation in any activities or travel in or related to the Service Program.**

INDEMNITY: In exchange for and in consideration of the College permitting me to participate in the Service Trip Program, **I agree further to hold harmless and indemnify the College, its trustees, officers, agents and employees from any and all liability, actions, causes of action, negligence, debts, claims or demands of any kind and nature whatsoever (including attorneys' fees and costs) by any person or the College which may arise by or in connection with my conduct while participating in the Service Program.**

I hereby certify that I voluntarily sign this release, indemnity and hold harmless agreement, and intend to be legally bound by the terms of this document. I have read all of its provisions, and fully understand its significance.

_____ _____
Date Signature

_____
Please Print Name