



CONESTOGA  
Connect Life and Learning

# Bridges Volunteer

## Procedural Manual

Disability Services

Revised June, 2011

## Table of Contents

Table of Contents .....	2
Welcome.....	4
Bridge Program.....	4
Ethics and Confidentiality.....	4
Duties and Responsibilities.....	5
Qualifications.....	5
Benefits .....	5
Health and Safety.....	7
Communicating with your student .....	7
Acceptance.....	7
Clarification.....	7
Recognition .....	7
Honesty .....	7
Encouraging .....	8
Restating.....	8
Language.....	8
Other hints.....	8
Conflict Resolution .....	8
Recognizing and Responding to Specific Disabilities .....	10
Deaf/Hard of Hearing.....	10
Deafblind.....	10
Vision Loss .....	10
Intellectual/Developmental.....	11
Learning.....	11
Mental Health.....	11

Physical/Mobility .....	12
Speech/Language .....	12
Other Disabilities .....	12
Support Services offered to all Students .....	13
Learning Commons.....	13
Counselling Services .....	15
Health Services.....	15
Career Services & Advising.....	15
First Generation.....	15
Aboriginal Services .....	15
CSI.....	16
Appendix A – Pledge of Confidentiality.....	17
Appendix B – Bridge Student Volunteer Letter of Understanding .....	18
Appendix C – Blank Bridge Activity Sheet.....	19
Appendix D – Sample Bridge Activity Sheet .....	20
Appendix E – Student Feedback on Bridge Volunteer .....	21
Appendix F – Bridge Volunteer Feedback Form .....	22
Appendix G – Scenarios and Suggested Responses .....	24
Appendix H – Online Training Instructions.....	27
Appendix I – Rights and Responsibilities of Students with Disabilities.....	28
Appendix J – Emergency Evacuation Procedures for Students Registered with Disability Services .....	29

## **Welcome**

The purpose of this manual is to provide volunteers with information regarding the program and to help generate a broader awareness of the issues faced by those with disabilities and the Disability Services offered at the college. The aim is to deliver overall guidance to staff and volunteers engaged in the Bridges Volunteer Program and to enhance the experience for all participants.

Bridges could not exist without the support of our volunteers who bring a diversity of interests, knowledge, expertise and compassion to our program and the students.

Thank-you for your interest and desire to help shape an increasingly important part of the college experience for our participants.- A. Baird

“We are all working together for the success of what we believe in and have a passion for an amazing program that will allow others to cross many bridges in their journey of life.” – S. Den Haan

*Amy Baird - Resource Coordinator for Disability Services*

*Stephanie Den Haan - Bridges Program Assistant*

## **Bridge Program**

The Bridge program is offered to Conestoga College students who are registered with Disability Services. This is a social support service designed to offer meaningful support to identified students to ease their transition and enhance their experiences with campus life. Volunteers will be uniquely paired with an identified student and provided support in the areas of campus navigation and social interaction. Volunteers will be well versed in the other support services available to all Conestoga students and help their paired student access and utilize these services as required.

## **Ethics and Confidentiality**

Conestoga College is committed to providing a safe and accessible environment for students with disabilities. Accommodating disabilities at the College is a shared responsibility between students, faculty and administration. The supports and services provided by Disability Services are intended to allow students to pursue their college education in a way which respects their dignity, encourages independence in their academic pursuits, and promotes full participation in the college community. Volunteers must:

- Sign a confidentiality agreement and maintain the strictest confidentiality and professional conduct when involved with any activity, student, or staff at Conestoga College (see Appendix A)
- Not advise and shall make every attempt to remain neutral, impartial and objective when volunteering with a student

## **Qualifications**

- Currently enrolled at Conestoga College and able to maintain good academic standings
- Experience in supporting needs of post secondary students with disabilities preferred
- Strong communication skills including excellent listening and interpersonal skills
- Good time management skills
- Ability to work independently and within program guidelines
- Knowledge of campus services and resources
- Positive role model
- Caring, sensitive, dependable and respectful to needs of students
- Capacity to help others

## **Benefits**

- Develop understanding of disabilities
- Skill development in areas of communication, interpersonal and time management
- Gain meaningful experience to put on resume
- Meet new people and be involved in campus community by helping others
- Opportunity to make a positive difference in someone's life
- Letter of appreciation from Resource Coordinator upon successful completion of volunteer commitment

## **Duties and Responsibilities**

- The volunteer is an assistant who is helping the student to develop independence and social skills in the post secondary academic environment
- Commit to a minimum of one semester
- Meet with student one hour per week. Meeting times are based on timetables and schedules of both student and volunteer.

- Wait the required 15 minutes if student is late. Notify the Resource Coordinator by email or telephone if the student does not show up
- Complete on-line training through Angel (see Appendix H - for instructions)
- Attend one staff meeting per semester and one mandatory training session (will be emailed in advance of dates and times)
- Submit monthly Bridge Activity Sheet which keeps a record of meeting times including date, and activity (see Appendix C, example Appendix D)
- Complete Bridge volunteer feedback form (see Appendix F) and submit at end of volunteer commitment with student
- Reschedule missed or cancelled appointments in a timely manner
- Support the student by socializing as directed by the student's Disability Counselor and within the guidelines set out by the Resource Coordinator
- Communicate with Resource Coordinator any emerging issues or needs of student
- Communicate immediately to the Resource Coordinator and/or the student's Disability Counselor if the student may be at risk of inappropriate behaviour in any way
- Sign a confidentiality agreement and maintain the strictest confidentiality and professional conduct (see Appendix A)
- Contact with the student must always be on campus and in a public area
- Under no condition should the volunteer accompany the student off campus
- Never do for the student what they can do for themselves. Your goal is to promote the student's independence
- Physical contact of any kind with a student or their possessions i.e. books; wheelchair; etc. must be professional in nature and should be preceded by a student request or with student consent
- Physical contact of an intimate nature is never acceptable for a volunteer
- It is important for the volunteer to set an example for the student by arriving early for meetings

- Communicate concerns directly with the student. For guidance, contact the Resource Coordinator
- It is not acceptable to read books, newspapers, do personal writing, emailing/texting during the meeting. The volunteer's attention is on facilitating the student
- All email contact must be done through the Conestoga College emails (example jsmith-cc@conestogac.on.ca)

### **Health and Safety**

- Read and be familiar with the emergency evacuation procedures (see Appendix J). Speak to a Disability Counselor for any questions or concerns
- The volunteer must follow all safety guidelines for the area they are working in

### **Communicating with your student**

Communication is very important as a Bridge Volunteer. You will be listening and talking with your student during each meeting. You are a teacher as well as someone the student has for support when interacting in social settings.

Helpful hints when communicating with your student:

#### **Acceptance**

- Be accepting and open minded to what the student discusses with you

#### **Clarification**

- Clarify anything you don't understand
- Make sure you understand what has been said and what it means
- Be patient and try different approaches to understand the meaning of what the student is explaining

#### **Recognition**

- Give recognition to your students' point of view. This helps build confidence and trust between you and your student

#### **Honesty**

- Be honest with your comments and observations, but don't be critical
- Always think before commenting and ask questions if you don't understand something your student has said

## **Encouraging**

- Be encouraging but don't be pushy
- Encourage the student to express their thoughts and ideas

## **Restating**

- Restating something a student has said can be helpful when you need clarification
- This lets your student know you are listening and provides them the opportunity to correct anything you may have misunderstood
- Don't overdo it - this may cause frustration or become annoying

## **Language**

- You may work with students whose first language is different from yours
- Speak clearly and repeat if necessary
- Avoid using slang, "buzz words", or highly technical words
- Never be afraid to ask for clarification or to have something repeated

## **Other hints**

- Give specific information
- Speak with enthusiasm
- Speak confidently
- Consider the tone and pitch of your voice
- Eliminate meaningless words and phrases ("you know", "like", "actually")
- Don't speak too quickly

## **Conflict Resolution**

If the student and volunteer are having difficulties, they should attempt to resolve the conflict by using the following steps:

1. Speak directly about the difficulties as soon as possible. If advice is needed on how to do this, please contact the Resource Coordinator at 519-743-5220 ext. 2203.
2. Should the situation still be unresolved, a meeting can be arranged with the Resource Coordinator by calling 519-743-5220 ext. 2203.

**3.** If an alternate match is required, Disability Services will require reasonable time to resource another Bridge volunteer for the student. The Bridge volunteer will be reassigned if match is available.

## **Recognizing and Responding to Specific Disabilities**

### **Deaf/Hard of Hearing**

Students with hearing loss may be deaf, oral deaf, deafened, or hard of hearing.

#### **Recognize**

Students with hearing loss may use assistive devices such as:

- Hearing aids
- Alternate telephone systems such as TTY's
- Sign language interpreters
- Various amplifiers
- Pen and paper

#### **Respond**

- Attract the student's attention before speaking by a gentle touch on the shoulder or a wave of your hand
- Make sure they can see your face clearly
- If student uses a hearing aid, try to reduce background noise or move to a quieter area of the school
- Never shout to try to make yourself understood

### **Deafblind**

Students who are deafblind cannot see or hear to some degree.

#### **Recognize**

- Student may not necessarily be completely deaf and blind
- They may have some residual vision and/or hearing

#### **Respond**

- Speak directly to the student, not to their intervener or assistant
- The student will explain how to communicate with you
- May be accompanied by an assistant
- Identify yourself to the assistant when you approach

### **Vision Loss**

Students with this disability have some residual vision; they may have trouble reading signs, locating landmarks, or seeing hazards.

#### **Recognize**

- May use a guide dog or white cane
- May need a magnifier to view written material

## **Respond**

- Identify yourself when you approach the student
- Speak directly to student
- Don't walk away without saying goodbye
- Offer your elbow to guide the student and wait for permission before starting to move. If they accept, walk slowly.
- Identify landmarks or other details to help orient your student

## **Intellectual/Developmental**

Developmental or intellectual disabilities, ranging from mild to profound, can limit a student's ability to communicate and/or perform everyday activities.

## **Recognize**

- May be difficult to recognize a student who has this disability unless you are told
- May notice the way the student asks questions, or uses body language

## **Responding**

- Use plain language and make sure the student understands what you have said
- You may be direct and ask; "Do you understand this?"
- Provide one piece of information at a time
- Break down information into simpler concepts
- Avoid exaggerated speech or gestures

## **Learning**

Variety of disabilities may affect how a student processes information.

## **Recognize**

- Learning disabilities can be associated with language-based learning or fine motor skills
- Student may have difficulty processing information

## **Respond**

- Take your time; student may require more time to process what you have said
- Communicate in a way that suits the student
- Pen and paper may be used to explain things
- Be prepared to repeat what is being discussed

## **Mental Health**

Several disabilities range widely in severity, including anxiety, depression, schizophrenia, and bipolar disorder.

## **Recognize**

- Non-visible disabilities can be difficult to understand and recognize

## **Respond**

- Try to help student reduce their stress levels
- Reassure the student that you are there to help provide social support at the college

## **Physical/Mobility**

There is a wide variety of disabilities that restrict body movement to varying degrees

## **Recognize**

- May use wheelchair, walker, cane, other assisted devices, or a school bag on wheels

## **Respond**

- Make sure there are no items in the way of a person who uses a wheelchair or walker
- Respect the student's personal space
- Don't lean over the student or their device
- When speaking to the student in the wheelchair for more than one minute, sit or crouch down to their eye level
- Keep all devices within reach of the student, such as cane
- If assisting the student in wheelchair, make sure they are ready to move
- Describe what you are going to do before moving the student in a wheelchair
- Make sure location of meeting place is accessible for student's device

## **Speech/Language**

Student may have difficulty in communicating such as word-finding difficulties or stuttering.

## **Recognize**

- Student may have severe speech or language disability and may use a communication board or other assistive device

## **Respond**

- Be patient
- Ask questions that may be answered with a "yes" or "no"
- Allow the student to finish their sentences, do not interrupt
- Give them time to express themselves

## **Other Disabilities**

Disabilities may be visible or non-visible including fibromyalgia, chronic fatigue syndrome, arthritis, kidney disease, allergies, cardiovascular problems, cancer, diabetes, and seizure disorders.

## **Recognize**

- Students may occasionally be absent due to the effects of medications, fatigue, and pain

## **Respond**

- Be understanding and patient if lunches/meetings need to be rescheduled

## **Support Services offered to all Students**

### **Learning Commons**

They offer the following services to enhance student academic success and engagement:

### **The Writing Centre**

- free, individual appointments
- workshops / presentations
- handouts

#### *Planning your writing*

- Writing for a particular purpose and audience
- Narrowing your topic to a workable thesis
- Creating an outline

Bring in your questions about writing, work in progress or marked work.

#### *Organizing your ideas*

- Learning about paragraph structure, including introductions and conclusions

Bring in your ideas. They can help you decide how to organize them.

#### *Fine-tuning your sentences*

- Identifying errors and correcting your work

They do not edit or proofread, but they will help you understand and correct your errors.

#### *Citing and referencing your sources*

- Avoid plagiarism
- Using APA, MLA, IEEE

#### *Who comes to The Writing Centre?*

- Students in any program who want to improve their writing
- ESL students
- Students with specific learning disabilities

## Study Skills

Students may request help with the following learning skills:

• Organizing	• Managing time
• Listening	• Note-taking
• Reading textbooks	• Memorizing
• Concentrations	• Using learning styles
• Studying	• Preventing procrastination
• Taking tests (multiple choice)	• Giving presentations

## Peer Tutoring – Students helping Students

Two main services:

*Peer tutoring:* one-one tutoring provided by faculty approved senior students.

*Peer Conversation Partners:* One-one conversations practice for students who use English as a second language.

## Learning Groups

Learning Groups (LGs) are weekly study groups that are offered to students in difficult first-year courses. With guidance from an experienced student in their program, LGs provide first-year students with an opportunity to work with their classmates to study course content, problem solve, learn new study techniques and prepare for exams.

## Math help

The Math Centre offers two free services to students:

### *Drop-In Math Help*

Math Drop-In help is available to students at the Doon, Guelph, and Waterloo campuses. This is a great resource for students looking for lesson clarification or students seeking support with their math homework and assignments. Students do not need to make an appointment to come to Math Drop-In and are encouraged to visit regularly.

### *Appointments with the Math Specialist*

At the Doon campus, students may also book appointments with the Math Specialist. These appointments are designed for students with more prominent math concerns, as well as students whose needs are not met by Math Drop-In help. Students may book appointments individually or in small groups.

## **Counselling Services**

It is important to know that Counselling Services is free, voluntary and confidential. Counsellors can help students overcome personal, academic, career, or financial challenges they might face while they are a student at the College. Counsellors can guide students through certain College policies and procedures that might initially seem daunting.

## **Health Services**

Conestoga College Health Services provides quality health care and health education in a friendly and professional manner. Our services are available to all full-time students of Conestoga College.

*Health services include:*

- A medical clinic which provides students with a wide range of services from a family physician
- Chiropractic services
- Annual flu clinics for students and staff

## **Career Services & Advising**

Our Career Advisors assist students, graduates and Alumnae in the development of meaningful career and educational goals. Our Employment Advisors assist co-op and other students with all aspects of their job search including resume development, interview preparation, and more.

## **First Generation**

The First Generation Student Initiative is designed to help first generation students (students who are the first in their families (besides a sibling) to attend college, university or an apprenticeship program) and their parents/families in some cases:

- learn and overcome college hurdles and pressures,
- navigate campus activities and adjust to college life,
- successfully complete their program,
- achieve their goals,
- and get into the career they really want

## **Aboriginal Services**

Be-Dah-Bin Gamik (Place of New Beginning) has been developed and is waiting to serve students.

*They offer:*

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| • Aboriginal in-resident Elders | • Aboriginal Traditional Counselling |
|---------------------------------|--------------------------------------|

<ul style="list-style-type: none"> <li>• Social Events</li> <li>• S.A.G.E Program (1<sup>st</sup> year students)</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Community Events</li> <li>• Counselling</li> </ul>
<ul style="list-style-type: none"> <li>• Be-Dah-Bin newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Pow Wow</li> </ul>
<ul style="list-style-type: none"> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Resource Material (books/video)</li> </ul>
<ul style="list-style-type: none"> <li>• Information on bursaries and scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Relationship Council (ARC)</li> </ul>
<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Movie Hour</li> </ul>
<ul style="list-style-type: none"> <li>• Link to all College services</li> </ul>	

## CSI

Conestoga Students Inc. (CSI) was incorporated in 1973 and is the official student union voice representing 6,000+ full-time, fee-paying students at the college. CSI has three core competencies: Services, Representation and Activities. CSI is a separate organization from the college, however they are very proud of their ability to partner together when striving to meet the needs of the students.

*They offer:*

### Self Serve Area

<ul style="list-style-type: none"> <li>• B/W print and copies</li> </ul>	.15 cents
<ul style="list-style-type: none"> <li>• Colour print and copies</li> </ul>	.30 cents
<ul style="list-style-type: none"> <li>• B/W overheads</li> </ul>	FREE
<ul style="list-style-type: none"> <li>• Mailing envelopes</li> </ul>	.15 cents
<ul style="list-style-type: none"> <li>• 9x11 envelopes</li> </ul>	.30 cents
<ul style="list-style-type: none"> <li>• Mailing labels</li> </ul>	.27 cents
<ul style="list-style-type: none"> <li>• Scanning</li> </ul>	FREE
<ul style="list-style-type: none"> <li>• Binding</li> </ul>	FREE
<ul style="list-style-type: none"> <li>• Laminating</li> </ul>	FREE
<ul style="list-style-type: none"> <li>• Faxing</li> </ul>	FREE

Phone cards - long distance, pay as you go (Telus, Rogers, Bell, Fido, Solo, Virgin)  
 Shooter Photo Studio (grad photos & passports)  
 Event tickets sold in advance

<ul style="list-style-type: none"> <li>• <i>Health Plan</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clubs *new*</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Massage Therapy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student Housing</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Food Bank</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sanctuary</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Job Postings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vendors</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Need a ride program</i></li> </ul>	

## Appendix A – Pledge of Confidentiality

### PLEDGE OF CONFIDENTIALITY

(For part-time staff including Proctors, Educational Assistants, Interpreters, ATAs, Computerized Note Takers, Bridge Volunteers and Student Helpers)

I \_\_\_\_\_ understand that it is expected that any person working with students in a paid or voluntary capacity within Disability Services will respect the strictest confidentiality in regards to any information obtained from, by, or about a student. This is a matter of both professional ethics as well as well as departmental policy. It is also a condition of participation in any departmental activity involving students. The employee or student working within Disability Services must receive written consent from the department before divulging any information which may identify a particular student or situation, outside of the daily requirements of the position.

Any departmental material used for presentation and/or discussion in a meeting (for example) must be disguised so that all identifying data and all information cannot be identified. Student related documents may not be photocopied or removed from the department without permission. The confidentiality of students is paramount.

Exemptions where information must be disclosed to an immediate supervisor or manager, with or without the client’s consent and knowledge, are in the following situations:

- When there is a need to eliminate or reduce a significant risk of serious bodily harm to the student, another individual or a group of persons.
- When there is knowledge or suspicion that a child who is presently under the age of 16 has been previously abused or is currently being abused, neglected or witnessing abuse.
- When ordered by law.

As part of the work assignment, it is expected that information about the student will be shared with the counselor.

I have read and I understood the information above.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix B – Bridge Student Volunteer Letter of Understanding



### Disability Services

#### Bridge Student Volunteer Letter of Understanding

I understand that it is my responsibility to advise the Resource Coordinator and Disability Counselor immediately if I experience difficulty with my Bridge Partner.

If I am unable to attend my meeting, I will contact my Bridge Partner as soon as possible and inform my Disability Counselor and Resource Counselor. I will give as much notice as possible.

I understand that at the end of this semester I will be asked to complete a feedback form on the volunteer services provided by my Bridge Partner. I will inform my Disability Counselor and Resource Coordinator when the services are not meeting my needs or need some improvement.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix C – Blank Bridge Activity Sheet

### Bridge Activity Sheet

Bridge Volunteer \_\_\_\_\_ Bridge Partner \_\_\_\_\_

Date	Time	Brief Explanation of Activity	Initials

Extra Notes:

## Appendix D – Sample Bridge Activity Sheet

### Sample Bridge Activity Sheet

Bridge Volunteer \_\_\_\_\_ Bridge Partner \_\_\_\_\_

Date	Time	Brief Explanation of Activity	Initials
Aug 20, 2010	11:30-12:30	Met with Amy, _____ and Betty. Good introduction and discussion.	
Aug 25, 2010	9:00-12:00	Sat with _____ for pass program. It went well. Also had lunch together.	
Aug 26, 2010	9:00-12:00	Sat with _____ for pass program. It went well. _____ seemed more relaxed today; we did not have lunch together. He/she made some friends from the day before and had lunch with them.	
Sept 1, 2010	9:00-12:30	Met with _____ for his/her orientation at Rec. centre, and then went to class room sessions for half the day. Really helped _____ feel less anxious.	
Sept 8, 2010	12:00 noon	First lunch, things went well. Friends joined us at the table – good discussions.	
Sept 15, 2010	12:00 noon	Met for lunch, lots of talking with friends very enjoyable.	
Sept 22, 2010	12:00 noon	Met for lunch, his/her friends talked a lot. He/she drew pictures during lunch and participated in discussion with friends - enjoyable.	
Sept 29, 2010	12:00 noon	Met for lunch, with a few friends. Played hang man – lots of fun.	

Extra Notes:

## Appendix E – Student Feedback on Bridge Volunteer



### Disability Services

#### Student Feedback on Bridge Volunteer

In order to ensure the Bridge volunteer is meeting your needs, we would appreciate your help by having you complete this form on the Bridge volunteer working with you this semester. When completed, please return via email to the Resource Coordinator or mail to Conestoga College Disability Services 299 Doon Valley Dr. Kitchener ON N2G 4M4.

**Student's name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Bridge Volunteer's name:** \_\_\_\_\_

1. What are the main strengths of this Bridge volunteer?
  
  
  
  
  
  
  
  
  
  
2. In what areas could this Bridge volunteer improve?
  
  
  
  
  
  
  
  
  
  
3. How has working with a Bridge volunteer contributed to your college experience?
  
  
  
  
  
  
  
  
  
  
4. Would you like to work with this Bridge volunteer again? Please explain why or why not.

## Appendix F – Bridge Volunteer Feedback Form



### Disability Services

#### Bridge Volunteer Feedback Form

In order to ensure Conestoga College is meeting the student's needs, we would appreciate your help by having you complete this form for each student you work with. When completed, please return via email to the Resource Coordinator or mail to Conestoga College Disability Services 299 Doon Valley Dr., Kitchener ON N2G 4M4.

**Bridge Volunteer's name:** \_\_\_\_\_  
**Bridge Student's name:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

1. The training I received for the program was: (Please circle one)

Good          Fair          Unsatisfactory

2. The training I received about Disability Awareness (AODA) was:

Good          Fair          Unsatisfactory

3. The support the student and I received from the Resource Coordinator and the Disability Counselor was:

Good          Fair          Unsatisfactory

4. The student's understanding of the Bridges Volunteer Program at the college was:

Good          Fair          Unsatisfactory

5. The information I received about the student's disability was:

Good          Fair          Unsatisfactory

7. How did you provide feedback to the Resource Coordinator and Disability Counselor and how often? Please explain.

8. How would you rate the communication between the Bridge staff and you regarding:

a. Your student unable to attend your lunch meeting or rescheduling meeting?

Good          Fair          Unsatisfactory

b. Changes regarding you and your student?

Good          Fair          Unsatisfactory

c. Training for the Bridge program?

Good          Fair          Unsatisfactory

d. Meetings for the Bridge program?

Good          Fair          Unsatisfactory

9. How would you rate the communication between the student and you regarding:

Confirmation of appointments?

Good          Fair          Unsatisfactory

Rescheduling appointments?

Good          Fair          Unsatisfactory

Being late for appointments?

Good          Fair          Unsatisfactory

Please share any other comments or concerns about your volunteer experience at Conestoga College:

Please share any suggestions on how to improve the Bridge program at Conestoga College:

## **Appendix G – Scenarios and Suggested Responses**

Always use situations to try to teach socially acceptable behaviour.

### **Scenario 1 - You are sitting down for lunch with your student and several of the student's friends approached the table and asked to sit down. How would you handle this situation?**

See what the student says; if he/she is okay with the friends sitting with you both, go with the flow. If this becomes a habit, check with Resource Coordinator who can then follow up with the student's counselor, who will provide advice as every situation is different.

Because they are the student's friends, it is likely the student will say something and may look to you to see if it is okay. Rather than create an awkward situation go with the flow and if needed follow up with the Resource Coordinator.

### **Scenario 2 - You are sitting down for lunch with your student and several of your friends approached the table and asked to sit down. How would you handle the situation?**

Perhaps suggest to your friends you could have lunch with them another time or another day. If your friends are aware you volunteer with the Bridges program, they may understand and be aware of the situation.

"My friend and I are having lunch together today, perhaps we could do lunch tomorrow or another day".

### **Scenario 3 - You are sending e-mail reminders to your student and you're not receiving any replies. How would you handle the situation?**

In your next email, ask if they are receiving your emails and if they could confirm they have received it. All further emails include a line regarding confirming they have received the email.

Discuss this at the next meeting. "Usually people send an email reply if they are confirming an appointment".

### **Scenario 4 - Your student does not show up for lunch and you have not heard from them. How would you handle the situation?**

Wait the 15 minute wait period. Send a follow up email.

"Hi \_\_\_\_\_,

Hope everything is okay. I have in my schedule we were to meet today at 1pm in the main cafeteria. Is that the correct time and day? Perhaps I have the wrong date.

Sincerely,

Jane Smith”

Remember this is an opportunity to teach socially acceptable behaviour.

When you meet again use this opportunity to teach: “Usually people email if they are not able to make an appointment, usually before and if that isn’t possible, then after”.

If your student forgot about the meeting, let them know that is okay and people usually email when they remember they have missed an appointment.

If this happens again, email or discuss with your student to see if a different day and or time will work better for them.

**Scenario 5 - You start receiving “mass” e-mails from your student (the joke ones that circulate). How would you handle the situation?**

Thank them for the email, but emailing between the two of you is for communicating meeting times.

**Scenario 6 - Your student forgot their lunch and asks to borrow money so they can buy lunch. How would you handle the situation?**

Do not lend money. Perhaps you could share some of your food if you are comfortable with this.

**Scenario 7 - Your student has a loud speaking voice and you notice other people looking at you as you both eat lunch. How would you handle the situation?**

If this is their normal volume, please ignore the other people.

Mention being in public and to keep the volume down a bit as others need to hear their conversations as well.

“Jane, I am really enjoying your story, but remember others need to hear their friends; you are a bit too loud. Please continue with your story” (or ask Jane a question to keep the conversation going if she has stopped talking).

**Scenario 8 - You are sitting with your student and their friends, and one of the friends asks, “How did you two meet?” How do you handle the situation?**

Allow your student to respond first, so they may provide any information they feel comfortable sharing. If your student is silent, usually “through friends” works. Not all students want their friends to know they are registered with Disability Services and/or the Bridge program.

**Scenario 9 - My student never says goodbye at the end of our time together.**

“When a person is leaving a lunch or meeting they usually say goodbye. It is a nice thing to do.”

During your next meeting you could review this:

“Remember we talked about saying goodbye last time, let’s review it”.

Remember to use “usually” or “sometimes” and not “always” during this review.

**Scenario 10 - My student keeps taking my napkins during lunch, just reaching over and taking them.**

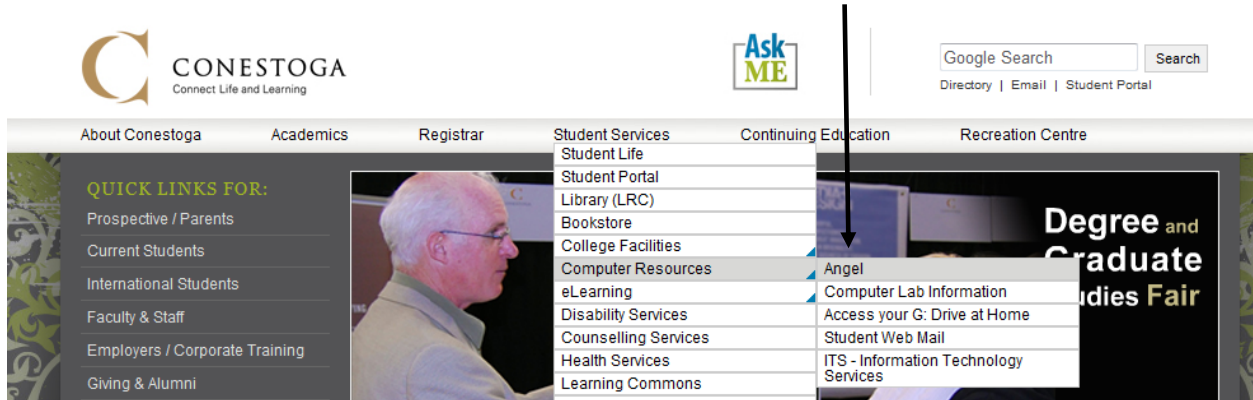
Let your student know they are yours and you need them; you could show them where they are so they could pick up some for themselves.

Remember this is an opportunity to teach socially acceptable behaviour.

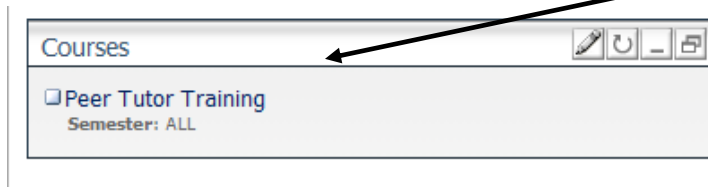
## Appendix H – Online Training Instructions

Instructions to complete online training for the Bridge Volunteer:

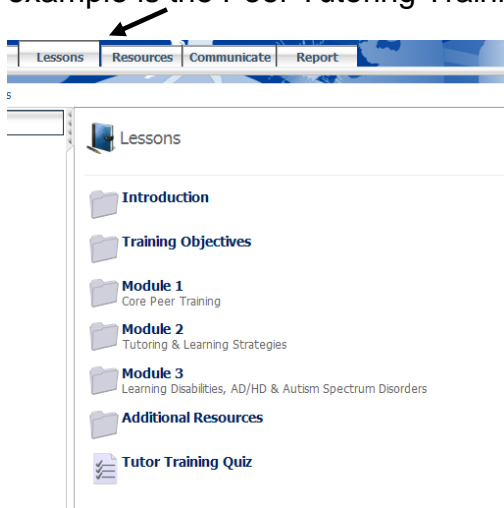
1. Log in to Angel (located on Conestoga college website home page).



2. Under courses you will see the list for training (in this example, the Peer Tutoring Training) click on the training course:



3. Click on the lessons tab and you will see the training course for that course (This example is the Peer Tutoring Training):



4. Proceed through the lessons by clicking on them. Once complete, email the Resource Coordinator to inform them of completion.

## **Appendix I – Rights and Responsibilities of Students with Disabilities**

As an adult learner in a post secondary setting, you have both rights and responsibilities when pursuing your education. You have the right to:

- Be treated and supported in a respectful and equitable way.
- Receive supports appropriate for your needs.
- Consult with your Disability Counselor for any academic or disability related concerns.
- Request another volunteer if the person you are working with is not the right match for your learning needs. A minimum of two weeks will be required for Disability Services to give notice to the volunteer and resource another. It is important that you clearly communicate the reasons for your dissatisfaction to your Disability Counselor.
- Access other services in the College, such as learning skills and tutoring, etc.

### **It is your responsibility to:**

- Explain your needs clearly to the Disability Counselor and to the volunteer, so that they know how to support you.
- Be reasonable in your requests and expectations.
- Learn and follow the guidelines about how to work with a volunteer in a post-secondary setting. (It is different from high school).
- Advocate for yourself; seek out information so that you can make informed choices and give consent.
- Be reliable and punctual for set weekly meetings.
- Communicate with volunteers around scheduling. Record all appointments in your own planner/PDA and/or notebook.
- Contact the volunteer directly as soon as you are aware that you are unable to make it to a scheduled meeting. Whenever possible, give your Bridge Volunteer 24 hours notice.
- Arrange your own transportation to and from the College.
- Address specific concerns about service with the volunteer directly. If your concern is not resolved in a reasonable amount of time, report the issue immediately to the Disability Counselor.
- Be respectful towards the Bridges Volunteers at all times.

## Appendix J – Emergency Evacuation Procedures for Students Registered with Disability Services

### Emergency Evacuation Procedures Doon Campus- Main Campus For Students Registered with Disability Services Effective: September 1st, 2008

#### I) Orientation Information

1. Disability Services' counsellors will provide written emergency procedures to all students, registered within their department, who require assistance in the event of an emergency evacuation of Doon Campus, Main Building. This information will normally be shared at the point of intake, but may occur at any point as the need arises.
2. Disability Services counsellors will review a floor plan with the identified students to ensure that they are aware of where the designated Safe Areas are located. **The student must read and sign a copy of the Emergency Evacuation Orientation for Students form.**
3. Safe Areas for other campuses will be integrated into the fire safety plan for that campus.
4. The Evacuation Binder is a white binder that will be kept at Disability Services office reception. The Disability Response Team members should review the Evacuation Binder once each semester. The binder shall contain a copy of this policy, with an up to date list of Safe Areas and the designated persons who will be covering those areas, with the name of a back up for each area, should a team member be away. It is the responsibility of both the primary and back up to ensure the site is covered.
5. The Disability Response Team (DRT) is comprised of college staff who are willing to participate on this volunteer back-up response team.

#### II) Evacuation Procedures

There are currently 5 designated Safe Areas in the Main Building.

Safe areas are located as follows:

#1 – 4B Elevator	#4 – 2D02
#2 – 3B Elevator	#5 – 3E06
#3 – 3A619	

1. The Manager of Student Services shall maintain a list of individuals to participate on the Disability Response Team (DRT) to fulfill the requirements of this procedure.
2. The emergency vests shall be allocated to designated individuals on the DRT. These vests are clearly labeled to correspond to each Safe Area.
3. Once the alarm sounds, the DRT member shall put on one of the emergency vests and report to the specific Safe Area location that corresponds to the vest number.
4. The DRT member shall wait 5 minutes (as safety permits) to see if anyone arrives at the Safe Area, and if not, report in person to Security.  
If it is unsafe to travel to Security, the DRT member should use the Emergency Phone to call Security and inform them that the Area is clear and then leave the building.
5. In the event that a student reports to a Safe Area, the DRT member is asked to stay with the individual until it is determined that they are not at risk. Members of the Search Team (Security and Physical Resources) will review Safe Areas once while doing their rounds and will provide information (if available) to anyone in Safe Areas.
6. If the DRT member is unable to determine the safety of an area, they are asked to use an Emergency Phone to call Security. The location of the Emergency Phones is noted on the maps in the Evacuation Binder.
7. If there is an immediate threat to that Safe Area, the Search Team (Security and Physical Resources personnel) will be dispatched there immediately and will advise whether it is necessary to evacuate the individual. This Search Team will be equipped with radios that can connect them directly with Security.
8. All DRT members, involved in the evacuation procedure, are to report in person to the debriefing session in the Security Office at the conclusion of the emergency.

All Disability Response Team members are asked to familiarize themselves with the Evacuation Binder (each semester) and to tour the Main Campus Building to become familiar with the location of the Safe Areas as well as the Emergency Phones. Remember, these areas look substantially different when all the doors in the hallways are closed.

Last updated May 2009 - AM