

# UNIVERSITY OF INDIANAPOLIS

CENTER FOR SERVICE-LEARNING & COMMUNITY ENGAGEMENT

## ACKNOWLEDGEMENT, ASSUMPTION OF RISK, RELEASE OF CLAIMS, INDEMNIFICATION, AND HOLD HARMLESS AGREEMENT

The parties to this **Acknowledgement, Assumption of Risk, Release of Claims, Indemnification and Hold Harmless Agreement** (“Agreement”) are \_\_\_\_\_ (“Participant”), \_\_\_\_\_ (Participant’s parents or legal guardian, if Participant is under eighteen (18), all referred to hereafter jointly and severally as “Participant”) and the University of Indianapolis, an Indiana non-profit corporation whose principal place of business is 1400 E. Hanna Avenue, Indianapolis, IN 46227 (“University”).

The University believes that service-learning through the direct experience of community-engaged learning is a valuable dimension of a liberal arts education. University expects Participant to perform the following tasks and functions as part of Participant’s service-learning experience

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(collectively the “Engagement”). This opportunity for Participants to perform service for academic credit is likely to be a unique and memorable highlight of your education. One goal of service-learning is for Participants to acquire a sensitivity to and appreciation of the differences that exist between neighborhoods and our neighbors.

Participant has chosen to participate in the Engagement described above, which Engagement is being coordinated by the following agency: \_\_\_\_\_. [Insert full name/address of agency]. Participant understands that while the instructor and agency personnel will do everything reasonably possible to enrich Participant’s experience and to ensure Participant’s safety, ultimately I must accept responsibility for my own conduct and behavior. Participant shall expect to confront differences for which Participant may be personally unprepared. Participant will consider such differences to be a part of Participant’s learning experience and will avoid judging such differences or criticizing them. Participant understands that one of the primary purposes of this experience is to observe, learn and assist and in so doing to become more sensitive to and more appreciative of differences in others. Participant is aware that this may require Participant to confront and deal with Participant’s own biases and beliefs.

Participant understands that the information, records, and documents provided to he/she or obtained from the agency during the performance of this Engagement is confidential and may not, without prior written consent of the agency, be disclosed to a person not in the agency’s employ. The failure to comply in all material respects with this section shall be considered a material breach of this Agreement. Participant shall not, under any circumstances, release confidential information

provided to he/she, or on behalf of, the agency that is required to be kept confidential pursuant to Indiana law. Participant agrees that Participant's confidentiality obligations herein shall apply to Participant's conduct throughout the Engagement in addition to Participant's obligations under the University's and the agency's rules, regulations, requirements, and codes of conduct.

In the event of a breach of Participant's obligation, the agency will notify Participant of its concern and will review with Participant the agency's requirements and expectations concerning confidentiality. Agency shall also send written notification of Participant's conduct to Director of the Center for Service-Learning & Community Engagement or Instructor and the Fieldwork Supervisor. Additionally, written notification shall be made by agency to the Director of the Program or Chair of the associated Department. Any subsequent breaches of confidentiality will result in Participant's removal from placement at the agency.

Participant voluntarily enters into this Agreement for the purposes outlined herein and to induce University to consent to Participant's participation in the Engagement. Participant further enters into this Agreement for purposes of assuming all risks associated with the Engagement and to memorialize Participant's agreement to release all claims against and to indemnify, defend, and hold harmless University, its officers, trustees, faculty, agents, employees, students, volunteers, contractors, subcontractors, invitees, guests, heirs, assigns, and the Engagement (collectively the "Released Parties") as further detailed herein.

Participant is a voluntary participant in the Engagement. Participant understands and agrees that any activities associated with the Engagement may be dangerous, may involve travel and activities which occur on the premises owned and operated by third parties other than University, and that neither the Engagement nor University can guarantee the safety of Participant. University makes no warranty, representations or claims whatsoever as to the safety, appropriateness, or suitability of any component of any Engagement with respect to Participant or any third parties. Participant is apprised that Released Parties shall not be subject to claims or suit to be made by or on behalf of Participant or Participant's heirs, representatives or assigns as a consequence of Participant's participation in the Engagement.

Assumption of Risk. Participant expressly understands and agrees that participation in the Engagement presents risks to Participant and to her/his property and person, including but not limited to, property loss, illness, bodily injury, bodily impairment, or death. Participant is responsible for researching and evaluating the risks he/she may face based on the Engagement activity undertaken by Participant and is responsible for his/her actions. Any activities that Participant may take part in, whether as a component of the Engagement or separate from it, will be considered to have been undertaken with Participant's full approval and understanding of any and all risks involved. This includes, but is not limited to, risks associated with the consumption of alcoholic beverages and/or drugs or other intoxicants (whether legal or illegal), property loss, injury to person or property, or death arising out of traffic accidents, assault, theft, violence, Participant's travel to and from activities in connection with the Engagement, and/or other activities.

**It is the Participant's intention that this assumption of all risks shall be legally binding and a complete bar to Participant, Participant's heirs, personal representatives, relatives and assigns. This assumption of risk applies to all activities arising out of, associated with or resulting directly or indirectly from Participant's participation in the Engagement, including but not limited to those risks listed above.**

Participant further recognizes, understands and agrees that the Released Parties assume no responsibility for any liability as regards damage or injury that may be caused by Participant's negligence or willful acts committed prior to, during or after participation in the Engagement, or any liability, damage or injury caused by others, including other participants and third parties.

Adherence to Standards. Participant understands and agrees to abide by all University policies, procedures, rules, and regulations and to all other federal, state, and local laws, rules and regulations, including but not limited to all general campus rules and regulations. Participant shall not engage in inappropriate conduct, including but not limited to the use of physical force, violence, or verbal abuse, abuse of the customs or mores of the community, or violation of any state, federal, or local law or regulation.

Release of Claims. In consideration of being accepted into and/or participating in the Engagement, Participant agrees for Participant and on behalf of Participant's heirs, executors, administrators, employers, agents, representatives, insurers, and attorneys, to release and discharge the Released Parties of and from any and all claims which may arise from any cause whatsoever, including any negligent act or omission by the Released Parties or others. Participant further releases and discharges the Released Parties from liability for any accident, illness, injury, impairment, death, loss or damage to personal property, or any other consequences arising or resulting directly or indirectly from Participant's participation in the Engagement. The Participant acknowledges and agrees that the Released Parties assume no responsibility for any liability, damage, or injury that may be caused by Participant's negligent or intentional acts or omissions committed prior to, during, or after participation in the Engagement, or for any liability, damage, or injury caused by the intentional or negligent acts or omissions of others, including other participants and the Released Parties. Participant intends that both the assumption of risk and the release of claims be complete defenses to any and all actions, claims or demands that Participant, Participant's heirs or legal representatives have or may have for injuries to person or property, including death, as a result of activities for which the participant has assumed risks and/or released and/or waived claims.

Indemnification and Hold Harmless. Participant hereby agrees to indemnify, defend, and hold harmless the Released Parties from any injury, loss or liability whatsoever including reasonable attorneys' fees and/or any other associated costs, from any action, claim, or demand that Participant, Participant's heirs or legal representatives, has or may have for any and all personal injuries Participant may suffer or sustain, regardless of cause or fault as a result of, arising out of, associated with, or resulting directly or indirectly from Participant's voluntary participation in or decision to participate in the Engagement, travel to and from the Engagement and any and all related activities, on or off of University's campus. **This Indemnification and Hold Harmless Agreement is intended to be all-encompassing.**

Physical Condition and Insurance. Participant attests that he/she is physically and mentally capable of participating in the Engagement and has no known health restrictions that might jeopardize his/her safety or health or the safety or health of others during their participation in the Engagement. Participant agrees to be solely responsible for payment in full of all costs of medical care he/she may receive.

Activities Outside the Engagement. Should Participant choose to remain at the Engagement location or elsewhere on University premises either before or after participation in the Engagement, then this Agreement shall remain in full force and effect.

Consent to Photograph/Video and Use. By signing below, I hereby grant permission to the University of Indianapolis, its employees, agents and assigns to take and use photographs, digital images, record, publish, or distribute publication, and/or video/interview of me for use in the University's advertising and promotional materials. These materials include, but are not limited to, printed or electronic publications, web sites, online publications, presentations, social media, and other electronic communications. I authorize the use of these images of me and/or my minor child(ren) and expressly agree that no royalty, fee, or other compensation shall become payable to me by reason of such use. All negatives, prints, digital reproductions shall be and remain the exclusive property of the University of Indianapolis. I release the University of Indianapolis from any expectation of confidentiality for myself and my minor child(ren) and attest that I am the parent or legal guardian of said minor child(ren), and that I have the authority to execute this grant of permission and release. I further release the University of Indianapolis, its employees, agents and assigns from liability for any claims made by me or any third party in connection with my participation or the participation of my minor child(ren).

Engagement Modification and Cancellation. The Released Parties reserve the right to cancel or modify the Engagement before or during its operation for any reason, including emergencies, inclement weather, force majeure, low enrollment, or unavailability of facilities or personnel.

Termination of Participation. Participant shall not engage in inappropriate conduct as set forth herein, and shall at all times abide by all applicable rules and regulations, including the rules, regulations and requirements of the agency. Participant understands that, in their sole discretion, the Released Parties or their representative(s) may terminate Participant's participation in the Engagement at any time, including during the Engagement. Reasons for termination may include, but are not limited to: inappropriate conduct or other behavior by Participant deemed detrimental to the best interests of the Engagement, violation of law, rules, or regulations, or health or safety considerations.

Severability. It is understood and agreed that, if any provision of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions or applications of this Agreement which can be given effect without the invalid provisions or applications. To this end, the provisions of this Agreement are declared severable.

Governing Law and Venue. This Agreement shall be construed in accordance with, and governed by, the laws of the State of Indiana. The venue for any action arising out of this Agreement shall be a court of competent jurisdiction in the County of Marion, State of Indiana. The parties agree to submit to jurisdiction in Marion County, Indiana.

Construction and Scope of Agreement. The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This Assumption of Risk, Release of Claims, Indemnification, and Hold Harmless and Agreement supersedes any earlier written or oral understandings or agreements between the parties.

Participant understands that Participant is a guest serving and learning at an agency and at all times, Participant represents the University. Participant will respect the confidentiality of the clients whom Participant encounters and the agency at which Participant serves.

**Participant acknowledges, warrants, and covenants that he/she has read this Acknowledgement, Assumption of Risk, Release of Claims, Indemnification and Hold Harmless Agreement, understands its meaning and effect, and agrees to be bound by it.**

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Participant Name Printed

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Custodial Parent/Legal Guardian Name Printed

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Participant Signature

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Custodial Parent/Legal Guardian Signature  
*(if Participant under the age of 18)*

# UNIVERSITY OF INDIANAPOLIS

CENTER FOR SERVICE-LEARNING  
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## *Service-Learning Lab - Service Hours Record*

Student's Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Supervisor's Name & Title: \_\_\_\_\_

Contact Information of Agency/Field Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Once you are assigned to a community need in your course group on HoundsConnect, only then can you enter their Service-Learning hours through the following instructions:**

1. Visit: <https://houndsconnect.uindy.edu/user/hours>
2. Log in with your UIndy credentials
3. Track your hours by entering the necessary information under "[track hours](#)"
  - **\*\*IMPORTANT\*\*** While entering the necessary information, please remember to select your group and the community need assigned to your group for it to be counted as Service-Learning hours
  - If your course instructor requires a small-reflection on your experience, please enter in the description box

### **Dates of Service**

[Please record date, # of hours worked, type of service student provided & supervisor initials] **Please use this as needed and make sure to log your hours in hounds connect**

Date	# of hours served	Types of Service Student Provided	Total number of hours

I validate that \_\_\_\_\_ (student name) has served the total number of hours indicated on this form with our agency during semester \_\_\_\_\_ (Semester and year).

**Field supervisor name and title:** \_\_\_\_\_

**Field Supervisor Signature:** \_\_\_\_\_

I verify that this record is an accurate account: \_\_\_\_\_

[student signature]

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## *Service-Learning Student Evaluation Form*

Agency: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Supervisor Phone: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_

Please use the following scale to rate the students in the categories below:

4 = Outstanding, 3= Very Good, 2= Adequate, 1=Unsatisfactory, 0= Not Applicable/Uncertain

### SKILLS & PERFORMANCE

1. Attendance and punctuality.
2. Organizational skills and time management.
3. Interaction with staff and field supervisor.
4. Ability to communicate questions, needs, and concerns to field supervisor or staff- resourcefulness.
5. Effective interaction and communication with clients.

Comments:

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Please describe the overall performance and provide feedback for the student.

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

Field Supervisor Signature: \_\_\_\_\_

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*Agency Evaluation Form*

To be completed by the student following completion of the Service-Learning experience.

**Student:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Field supervisor:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Semester:**      Fall          Spring          Spring term

**Year:** \_\_\_\_\_

**Summary of experiences and Skills gained:** Use the back if needed to elaborate this question:

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**Rate your experiences in reference to the following criteria using this scale:**

4 = Outstanding

3 = Very Good

2 = Adequate

1 = Unsatisfactory

0 = Uncertain/NA

**Placement provided:**

1. Adequate activities (as explained by supervisor for the work you were scheduled to do) \_\_\_\_\_
2. Variety of learning opportunities \_\_\_\_\_
  
3. Opportunities to work independently \_\_\_\_\_
4. The flexibility of student contact hours \_\_\_\_\_
5. Availability of activities during non-business hours \_\_\_\_\_
6. Acceptance and inclusion of students by staff \_\_\_\_\_
7. Accessibility of support and consultation (requires the student to make contact and report concerns or problems):  
From field supervisor \_\_\_\_\_  
From other staff \_\_\_\_\_  
From faculty supervisor \_\_\_\_\_
8. Overall I am satisfied with this learning experience \_\_\_\_\_
9. I would consider working as a volunteer or in another \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## *Student Assessment Survey*

As part of the University's ongoing assessment of community engagement experiences, we would appreciate your participation in this brief survey (less than 2 minutes)

**NOTE:** If you were enrolled in more than one community engagement course this academic year, you will need to complete a separate survey for each course.

If you have any questions, please contact UIndy's Service-Learning office.

**[CLICK HERE TO COMPLETE SURVEY OR SCAN QR CODE BELOW](#)**



**[https://uindy.co1.qualtrics.com/jfe/form/SV\\_3VEtOLRs6mJgiN](https://uindy.co1.qualtrics.com/jfe/form/SV_3VEtOLRs6mJgiN)**

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## *Service-Learning packet form*

*(Confirm with your facility which forms are required for submission in your course)*

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Agency: \_\_\_\_\_

Course: \_\_\_\_\_

Initial each as completed:

1. \_\_\_ Confidentiality, media release, and student statement forms signed.
2. \_\_\_ Documentation of hours served, validated by field supervisor
3. \_\_\_ Student evaluation form completed by field supervisor with the student.
4. \_\_\_ Site evaluation form completed by student.
5. \_\_\_ Reflection/Journal entries for each day served.
  - Shows college level writing skills
  - Gradually becomes more deeply reflective (looks at the effects of the service, role of the agency and draws conclusions from the experience)
  - Please reference *Reflection in Service-Learning* guide
6. \_\_\_ Student Reflective Statement (2-3 Page paper on experience, what you have learned, what do you think will prove most helpful for future jobs, etc.):
7. \_\_\_ Agency profile completed with field supervisor.
8. \_\_\_ Scrapbook Page w/ Pictures (optional)
9. \_\_\_ Final presentation (in class)
10. \_\_\_ Participation in one of the UIndy semi-annual Service-Learning Expo events (during the normal academic year).
11. \_\_\_ Service Learning Survey

Faculty name: \_\_\_\_\_

Final Grade: \_\_\_\_\_

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*Guide to preparing your agency profile*

Agency Name: \_\_\_\_\_

Location(s): \_\_\_\_\_

1. Organizational Structure

- A. Mission Statement
- B. Brief History
- C. Affiliations with other agencies and services
- D. Regulatory bodies/ organizations
- E. Funding patients and sources
- F. Organizational hierarchy (include chart)

2. Services

- A. Specific programs/services
  - clientele
  - purpose and/or presenting problems
  - fee scale

3. Clientele

- A. Catchment area
- B. Entry into System
- C. Population(s) served:
  - number served
  - race
  - age
  - income range
  - other identifying characteristics

4. Staffing

- A. Number of employees:
  - volunteer
  - support staff
- B. Professional staff
  - terminal degrees
  - experience level
  - pay scale
  - turn-over rate
  - social worker's job description
  - caseload
  - activities

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## *Reflection in Service-Learning*

**First of all, let's talk about some benefits of service-learning:**

**STUDENTS** in service-learning classes can benefit academically, professionally, and personally. These are just a few of the ways:

- Increase your understanding of the class topic.
- Gain hands on experience (possibly leading to an internship or job later).
- Explore or cement your values and beliefs.
- Have opportunities to act on your values and beliefs
- Develop critical thinking and problem-solving skills.
- Grow your understanding of diverse cultures and communities.
- Learn more about social issues and their root causes.
- Improve your ability to handle ambiguity and be open to change; became more flexible.
- Develop or enhance your skills, especially in the areas of communication, collaboration, and leadership.
- Test out your skills, interests, and values in a potential career path, or learn more about a field that interests you.
- Connect with professionals and community members who you will learn from.
- Grow a professional network of people you might connect with again later for jobs or internships.
- Satisfy your urge toward public service or civic participation.

### **What is Reflection:**

Reflection is one of the most academically rigorous components of a service-learning course. Students who take the time to reflect on service-learning experiences will get more from those experiences.

Reflection helps students thoughtfully process their community work. It helps them critically assess and understand what they are seeing and doing.

Service-learning practitioners and researchers have concluded that the most effective service-learning experiences are those that provide structured opportunities for learners to critically reflect upon their service experience.

As students participate in a service-learning class and do the related community work, they should ask themselves these questions: **What? So What? Now What?** The reflection process begins with a defining and

sharing of the “What” of the student’s experience, and follows a continuous cycle towards “So What?” and “Now What?”

-**What?** Report the facts and events of an experience, objectively.

-**So What?** Analyze the experience

-**Now What?** Consider the future impact of the experience on you and the community.

### **What?**

-What happened?

-What did you observe?

-What issue is being addressed or population is being served?

### **So What?**

-Did you learn a new skill or clarify an interest?

-Did you hear, smell, or feel anything that surprised you?

-How is your experience different from what you expected?

-What impacts the way you view the situation/experience?(What lens are you viewing from?)

-What did you like/dislike about experience?

-What did you learn about the people/community?

-What are some of the pressing needs/issues in the community?

-How does this project address those needs?

### **Now What?**

-What seem to be the root causes of the issue addressed?

-What other work is currently happening to address the issue?

-What learning a cure for you in this experience?

-How can you apply this learning?

-What would you like to learn more about, related to this project or issue?

-What follow-up is needed to address any challenges or difficulties?

-What information can you share with your peers or as a community?

-If you could do the project again, what would you do it differently?

## **The Four Cs of Reflection**

Effective strategies for fostering reflection are based on four core elements of reflection known as *the Four Cs*.

These elements are described below:

**Continuous reflection:** Reflection should be an ongoing component in the learner’s education, happening before, during, and after an experience.

**Connected reflection:** Link the “service” in the community with the structured “learning” in the classroom. Without structure in reflection, students may fail to bridge the gap between the concrete service experience and abstract issues discussed in class.

**Challenging reflection:** Instructors should be prepared to pose questions and ideas that are unfamiliar or even uncomfortable for consideration by the learner in a respectful atmosphere.

**Contextualized reflection:** Ensures that the reflection activities or topics are appropriate and meaningful in relation to the experience of the students.

## **Ideas for Reflection**

Reflections can happen in the classroom, at the community organization, or individually through course assignments. There are a wide range of meaningful reflective practices and strategies that can be incorporated into service-learning, including the frequently used approaches listed below.

- **Journals:** Writing in journals is widely used by service-learning programs to promote reflection. They are most meaningful when instructors pose key questions for analysis. *(See bottom of page for sample reflection questions)*
- **Ethnographies:** Students capture their community experience through field notes.
- **Case Studies Papers:** Students analyze an organizational issue and write the case study that identifies a decision that needs to be made
- **Multimedia Class Presentations:** Students create a video or photo documentary on the community experience.
- **Theory Application Papers:** Student select a major theory covered in the course and analyze its application to experience in the community.
- **Agency Analysis Papers:** Students identify organizational structure, culture and mission.
- **Presentations to Community Organizations:** Students present work to community organization staff, board members, and participants.
- **Speakers:** Invite community members or organizations to have to present in class on their issue area.
- **Group Discussion:** Through guided discussion questions, have students critically think about their service experiences.
- **Community Events:** Identify community events that students can attend to learn more about issues.
- **Mapping:** Create a visual map that shows how the service-learning experience connects to larger issues at the state/national/global level.
- **Videos:** View a video or documentary to elicit discussion about critical issues that relate to their service experiences.
- **Letters-to-the Editor:** Students write a letter-to-the-editor or to government officials that address issues important to the community organizations where they are working.
- **Creative Projects:** Students make a collage or write a poem or song to express an experience.
- **Blog:** Create a course blog where students can post comments on their experiences.
- **Reflective Reading:** Find articles, poems, stories or songs that relate to the service students are doing and that create discussion questions.

## **Sample Reflection Questions:**

- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- How do you motivate yourself to go to your site when you don't feel like it?
- What specific skills have you used at your community site?
- Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits of doing community work? Why or why not?
- Has your view of the population with whom you have been working changed? How?
- How has the environment and social conditions affected the people at your site?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Have your career options been expanded by your service experience?
- Why does the organization you are working for exist?
- Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my service-learning, I am....