
Student Engagement Program

Training Program

Co-ordinator: Cathy Lindsay



Contents

1. Overview	3
1.1 Objective	3
1.2 Assessment	Error! Bookmark not defined.
2. Outreach Principles	3
2.1 Rosies Mission, Values, and Guiding Principles	3
2.2 The Influence of St Eugene de Mazenod	3
2.3 Definition of Volunteering	5
2.4 Social Inclusion and Exclusion.....	5
2.5 Maszlow’s Hierarchy	5
2.6 Principles in Practice	6
3. The Outreach Process	7
3.1 The Student Engagement Program	7
3.2 The Outreach Process	7
3.3 The Principles of Working Safely	8
3.4 The Working Environment	8
3.5 Patron Requests	8
3.6 NOW Situations	9
3.7 Communication	9
3.8 Boundaries.....	9
3.9 Confidentiality.....	10
3.10 First Aid.....	10
3.11 Vicarious Trauma.....	10
3.12 Clothing and Footwear	11
3.13 Cigarette Smoking, Alcohol and Other Drugs.....	11
3.14 Violence.....	12
3.15 Drug Dealing	12
3.16 Sharps	12
3.17 Phones, Cameras and Social Media	12
4. Paperwork	Error! Bookmark not defined.
4.1 Required documentation.....	Error! Bookmark not defined.
5. Rosies Prayer	13

1. Overview

The Rosies Student Engagement Program is a program for Year 11 and 12 students at participating high schools, run in conjunction with Rosies volunteer street teams. Students are given the opportunity to participate in street outreach with Rosies volunteer teams as guest volunteers.

Participation in the Student Engagement Program is intended to offer students an opportunity to gain some insight into the nature of homelessness, to broaden their understanding of the issues faced by people who are socially excluded, and to facilitate school participation in social justice activities.

1.1 Objective

At the end of this training, students will have a basic understanding of the principles underpinning Rosies outreaches, the outreach process, and how to work safely as a guest volunteer.

2. Outreach Principles

2.1 Rosies Mission, Values, and Guiding Principles

Vision

Rosies is a community of people sharing the Oblate spirit of daring. Inspired by the Gospel, Rosies reaches out to those most abandoned, to be present with them, offering them experiences of community and belonging.

Mission

The Rosies mission is to offer times of presence with others through street outreach, children's and drug court support, youth detention visitation, and prison outreach.

Our Guiding Principles

Through our presence, Rosies seeks to foster people's self worth and dignity; to reach out to people where they are at, accepting them as they are and welcoming them into our community; to stand in solidarity with and offer hope to those who experience isolation, loneliness and alienation; and to model a more just, Christian, and humane society.

2.2 The Influence of St Eugene de Mazenod

Rosies is an outreach of the Missionary Oblates of Mary Immaculate. The Oblates are a Catholic order of missionary brothers and priests, who work in many countries and who prefer to work alongside the poor and disenfranchised: people who are materially poor, but also those who are abandoned or rejected by society - people who are socially excluded.

The Oblates were founded by St Eugene de Mazenod, a French priest who grew up in the shadow of the French revolution.

Eugene was born in 1782 in Aix-en-Provence to wealthy, aristocratic parents. His life of privilege was swept away from him during the French Revolution, when his family was forced to flee France. His family sought refuge in Italy, travelling through Turin, Venice, Naples, and Palermo in turn. Eugene suffered poverty and isolation in these years, and his education suffered. His parents divorced, and his mother returned to France without him.

When he was 20, Eugene returned to France to live with his mother, to reclaim his inheritance and aristocratic position. Again he was wealthy, but he found his life to be unsatisfying. After the sudden death of his fiancée, Eugene questioned the direction his life was taking.

He became a Catholic priest, and declined the offer of a comfortable post, instead choosing to work with the poor of Aix. He spoke Provençal, the language of the common people. This was unheard of - education, the law, and religion were all administered in French, the language of the upper class. By choosing to speak Provençal instead, Fr Eugene involved himself directly with a previously ignored group of people.

Fr Eugene also spent time with the imprisoned, and took a particular interest in young people. Fr Eugene felt that young people had been abandoned by the Church, the government, and society in general. He set up youth associations, sometimes in defiance of French law, to guide and support the young people he encountered.

In 1815, Fr Eugene gathered together a group of priests who were to become the Missionary Oblates of Mary Immaculate, to live with him in community and work together with the poor. In 1826, this organisation was formally recognised by Pope Leo XII.

Eugene de Mazenod died in 1861, and he was declared a saint in 1995.

"The Poor and the despised, what are you in the eyes of the world? A people enslaved, and oppressed unjustly. This is the way the world looks at you. This is the way you are in the eyes of the world.

Come, then, and learn who you are in the eyes of God. All you poor of Jesus-Christ, you afflicted, unfortunate, suffering, infirm, all you who are burdened with misery, my brothers, my very dear brothers, my respected brothers, listen to me! You are the Children of God, the brothers of Jesus Christ".

Homily - 1813.

The Oblates follow the example of St Eugene de Mazenod, and so by extension Rosies applies these principles to our work with the homeless and disenfranchised. In practice, this means we act without fear to:

- Follow Jesus by our actions: our mission is to welcome everyone unconditionally as a Child of God.
- Step outside our comfort zone: we share this spirit of daring to meet our friends where they live.
- Recognize the most abandoned of our society as being the homeless and imprisoned.
- We work as a team, sharing and supporting each other as well as our patrons.

2.3 Definition of Volunteering

Definitions and Principles of Volunteering - Volunteering Australia

Definition of formal volunteering

Formal volunteering is an activity which takes place through not for profit organisations or projects and is undertaken:

- to be of benefit to the community and the volunteer;
- of the volunteer's own free will and without coercion;
- for no financial payment; and
- in designated volunteer positions only.

Principles of Volunteering

- Volunteering benefits the community and the volunteer;
- Volunteer work is unpaid;
- Volunteering is always a matter of choice;
- Volunteering is not compulsorily undertaken to receive pensions or government allowances;
- Volunteering is a legitimate way in which citizens can participate in the activities of their community;
- Volunteering is a vehicle for individuals or groups to address human, environmental and social needs;
- Volunteering is an activity performed in the not for profit sector only;
- Volunteering is not a substitute for paid work;
- Volunteers do not replace paid workers nor constitute a threat to the job security of paid workers;
- Volunteering respects the rights, dignity and culture of others; and
- Volunteering promotes human rights and equality.

(Volunteering Australia, 2009)

2.4 Social Inclusion and Exclusion

A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity. Social exclusion is the process of being shut out from the social, economic, political and cultural systems which contribute to the integration of a person into the community.

(Msgr David Cappo, 2002).

Rosies patrons are often socially excluded, sometimes on multiple levels.

Based on the newest data from 2010, the monitor finds that more than one million Australians deal with deep social exclusion. This means that they experience at least four different sorts of disadvantage in their lives, such as being on a low income, having little work experience, not being involved in community clubs or associations and not being socially active.

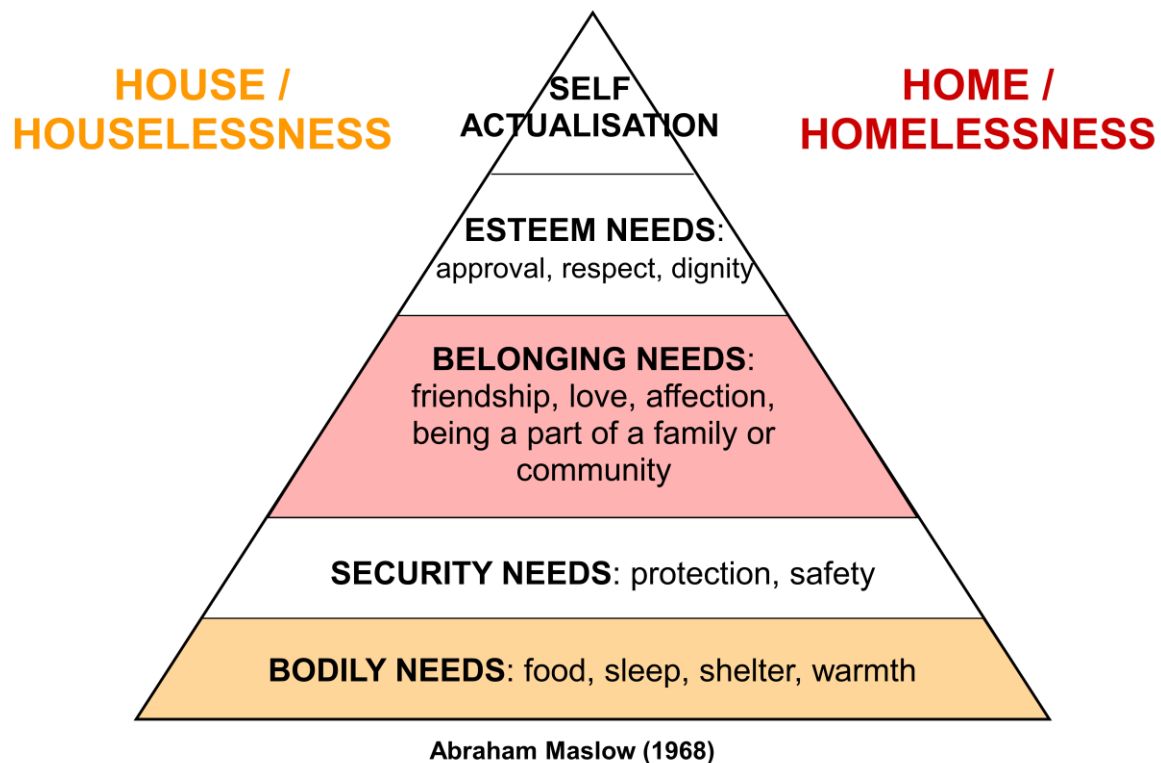
(Brotherhood of St Lawrence, <http://www.bsl.org.au/Social-exclusion-monitor>)

2.5 Maszlow's Hierarchy

Abraham Maszlow identified a number of human needs he considered necessary for humans to 'self actualise' - to reach their potential. He arranged these needs in a hierarchy, and he theorised that humans needed to satisfy needs at lower levels of the hierarchy before they could satisfy needs at higher levels.

Social inclusion forms the third and middle level of Maszlow's hierarchy. Many homelessness services work to satisfy needs on the first level of Maszlow's hierarchy, approaching the concept of Rosies Student Engagement Program Training 2017

'homelessness' from the perspective of what Rosies refers to as 'houselessness' - the state of being without physical shelter.



2.6 Principles in Practice

Rosies hold social inclusion as its central principle of service provision. Rosies aims primarily to offer patrons experiences of community and belonging - to include people unconditionally in a community and help them to feel valued.

Rosies outreaches also offer other services, dependent on location. Most outreaches offer tea and coffee, at least in part because a warm drink is comforting, but mostly because it is a focus for social interaction. Other outreaches offer more substantial material support in the form of meals, food parcels, or other kinds of material support. When offering more substantial support, volunteers still aim to engage with patrons on a social level: for example, sitting with a patron while they eat and listening to them, rather than simply offering them a plate of food.

3. The Outreach Process

3.1 The Student Engagement Program

The Rosies Student Engagement Program allows high school students in Years 11 and 12 to participate in a Rosies street outreach as a group of guests. Students attend with a staff member from their school in small groups (up to five students and one teacher).

Students are not fully trained volunteers, and are under the supervision of Rosies volunteers, particularly the Rosies team leader. Should a student wish to volunteer regularly with Rosies on completion of Year 12, s/he will be required to undergo volunteer induction training. Similarly, school staff trained as participants in the Student Engagement Program who wish to volunteer regularly with Rosies will also be required to undergo volunteer induction training.

School groups attend outreach with a Rosies team, and students are invited to assist with serving tea and coffee, and to engage with patrons in conversation.

3.2 The Outreach Process

Prebrief

Outreach is begun at the outreach room with the prebrief. Prebrief and debrief are both compulsory, and both fulfil several functions. Prebrief and debrief exist to help the team to bond, to focus on the task at hand, and to support team members individually prior to and after outreach.

Although the prebrief will vary depending on the team leader, it will always include some general information about what's been happening on the street recently, a reminder about outreach location boundaries and safety instructions, some kind of reflective activity, and the Rosies prayer.

When prebrief is completed the team drive to the outreach location.

Outreach

When the team arrives at the outreach location, it is common for patrons to be there waiting. The team disembarks. One or two team members will open the van's servery and proceed to serve tea and coffee to the patrons; other volunteers will mingle with patrons and engage in conversation.

When outreach is finished the servery is closed. Volunteers board the same van they arrived in, and the team then returns to the outreach room.

Debrief

After cleaning and tidying the van and equipment, the team leader conducts debrief. Like prebrief, debrief is compulsory, and is made up of a few components. The team leader will record some statistics related to patron numbers and drinks served, and all volunteers talk about their experiences that evening.

Debrief is a way to share information, but also to provide psychological and emotional support for volunteers. It is a critical tool for managing stress and vicarious trauma, and allowing volunteers to process their experiences in a healthy and positive way.

3.3 The Principles of Working Safely

General workplace health and safety guidelines apply while on Rosies outreach, and both before and afterwards.

Volunteers have the right to expect to work in a safe workplace where risks are appropriately managed. Volunteers also have a responsibility to ensure their own safety, by following instructions and using equipment correctly.

The Rosies work environment is not risk free. The Rosies outreach room contains a number of hazards, including hot water and heavy lifting. The Rosies outreach area may contain hazards involving weather, patron behaviour, or other environmental or behavioural hazards.

Risks are managed through safe work practices. Examples of safe work practices range from everyday practices like lifting heavy items correctly, or less commonly required processes such as the team leader withdrawing the team from street outreach in a situation where the risks to volunteer safety are unreasonable.

Student volunteers must follow all safety instructions given by the team leader. If a student is allocated a task which is outside their skill or ability level, the student must inform the team leader who will either instruct the student or reallocate the task. Student volunteers are not expected to handle any situation or perform any task which is beyond their level of ability or experience.

3.4 The Working Environment

The outreach area is an area around and near the van. The area is clearly defined, but may change due to external circumstances such as weather hazards, construction work, or events. The team leader will advise volunteers of any changes in the working area prior to outreach, or during outreach if changes occur while on site.

Volunteers must stay within sight of the team leader. Volunteers may on rare occasions move outside the working area at the discretion of the team leader.

If volunteers notice hazards or potential hazards, these must be reported promptly to the team leader. Particular hazards which must be reported promptly are any drugs, alcohol, weapons, violent behaviour, or other disruptive behaviour from non-patrons such as preaching.

If weapons or violence are present, the team leader will normally withdraw the team from the area immediately. Where other behaviours pose a hazard, such as drug or alcohol use, or disruptive behaviours like preaching, a team leader will ask the patron up to three times to choose different behaviour while in the Rosies area. If a patron fails to comply with these requests, the team will withdraw.

If in the opinion of the team leader, a patron who is engaging in drug or alcohol use is not posing significant risk to volunteers, a team may continue outreach while these behaviours are present. Should school staff feel concerned for student safety in this instance, those concerns should be directed to the team leader.

3.5 Patron Requests

Sometimes patrons will make requests: accommodation, blankets, clothing, money, transport. Some of these requests can be accommodated by a team leader - team leaders can phone for referrals for accommodation or transport services, can provide blankets, or vouchers to St Vincent de Paul opportunity shops.

Rosies volunteers do not give out money. Rosies volunteers never provide transport directly to patrons.

Student volunteers should refer all requests to the team leader.

3.6 NOW Situations

A 'NOW Situation' is called by the team leader when s/he deems the working area has become unsafe. A team leader will either call out "NOW!" if there is an emergency, or may tap people on the shoulder and say "now," quietly. In either case, all volunteers must retreat to the Rosies van immediately and without discussion.

3.7 Communication

Communication is composed of many non-verbal cues alongside spoken words. Humans rely on shared understanding of body language, facial expression, and tone; and humans also rely on a certain level of shared cultural context to facilitate communication.

Rosies patrons live largely outside or on the fringes of society, and are therefore not necessarily subject to the same cultural norms as are volunteers. Rosies patrons have often undergone life experiences which have altered the way they communicate with others, or have altered their perceptions of other people who may communicate with them.

Some Rosies patrons have body language or facial expressions which are atypical: some cannot make eye contact, some have unusual speech patterns, some are unusually loud or quiet or may speak very quickly.

If a Rosies patron is homeless or marginally sheltered, s/he may have radically different day to day experiences to a volunteer and therefore may not be able to relate to the kinds of conversational topics volunteers are used to.

Active listening while on outreach may require more concentration it usually requires for a volunteer. Volunteers need to be receptive to different modes of communication, and be willing to engage with patrons discussing topics with which they are unfamiliar.

Be aware of body language. A volunteer who is nervous or uncomfortable can appear to be aggressive or unfriendly. Examples of body language which may appear unfriendly include hands on hips, arms folded, body turned away, or avoiding eye contact. Relaxed and receptive body language can help facilitate communication. Examples of receptive body language include making eye contact and smiling, keeping hands low, upturned palms when gesturing, and maintaining a calm tone of voice.

3.8 Boundaries

Defining and maintaining healthy boundaries is critical for safe and effective volunteering.

- Personal information: Rosies volunteers and patrons do not share surnames, places of work, school names, phone numbers, sporting fixtures or specific sporting events.
- Personal space: volunteers are not expected to accept invasions of personal space that would otherwise be inappropriate or uncomfortable. Similarly, volunteers should be aware of patrons' personal space. Patrons may require more or less personal space than a volunteer, or of most people in general.
- Touch: Some Rosies patrons have suffered abuse. Touching a patron may be highly distressing to them. A volunteer should not touch a patron unless the touch is invited, and even then should consider whether touching is necessary or appropriate. If a patron touches

a volunteer in a way that makes the volunteer uncomfortable, and the volunteer finds the situation difficult to deal with, the volunteer can seek assistance from the team leader or another volunteer.

- **Dependency:** volunteers must be careful not to facilitate personal dependency between a volunteer and a patron. Volunteers must not make any arrangements to meet patrons outside of outreach, and must not share contact details such as phone numbers or email addresses. Volunteers should instead direct patrons toward a relationship with Rosies as an organisation.

3.9 Confidentiality

Confidential information will be communicated to volunteers during outreach. Confidential information may be shared from patron to volunteer, or from volunteer to volunteer.

Any personal information shared by patrons is confidential. Volunteers may not share any identifying details about patrons outside of Rosies.

Volunteers must not share information about other volunteers with patrons. Each volunteer is responsible for disclosing or not disclosing personal information to the level they are comfortable, within Rosies guidelines. For example, a volunteer may be happy to share with patrons that he plays soccer on the weekends, he has three children, and he lives on the north side of town. Another volunteer may wish to keep these details private.

Volunteers may also share information with each other about patrons. This is necessary at times both for safety reasons, and to allow a volunteer to debrief fully. Volunteers should not indicate to patrons that they are aware of any information about them that the patron has not shared directly.

Rosies volunteers do not have professional confidentiality privileges like a lawyer or doctor might. If asked for information by police, volunteers must answer questions fully and honestly. If a patron shares information that might place a volunteer in an awkward position if questioned by police, volunteers should suggest a change of topic or indicate they are not comfortable knowing that information.

3.10 First Aid

First aid may only be performed by a Rosies volunteer who has a current Apply First Aid certificate or higher qualification. Refer all requests for first aid to your Team Leader.

A first aid kit is provided for volunteer use. Volunteers requiring first aid must notify the Team Leader, and an incident report must be completed.

3.11 Vicarious Trauma

Vicarious trauma is a kind of stress caused by empathising with the traumatic or disturbing life events of another person. It is not common for volunteers to come in contact with patrons who disclose highly traumatic information, but it does happen occasionally. It is also possible that a volunteer may witness a violent event, such as a street fight or a serious accident.

Individual volunteers may be affected to differing degrees by disclosures made by patrons, or by witnessing violent or otherwise traumatic events.

General strategies for managing vicarious trauma are the same as for other kinds of stress. Some strategies include:

- Preparing to volunteer with Rosies by attending training and learning as much as possible about the work you will be doing while out outreach
- Maintain a healthy and active lifestyle, including eating well, exercising, and spending some time in recreational pursuits
- Managing fatigue, particularly by getting enough sleep
- Avoiding alcohol or drug use as a way of managing stress
- Debriefing is a normal part of volunteering with Rosies. You will debrief as part of the group at the end of every shift, and this is an important part of managing stress. Debriefing is also a specific tool for managing vicarious trauma.
- Additional debriefing options are available to volunteers if required, and it is strongly encouraged that volunteers seek out one or more of these options if they feel they are suffering vicarious trauma:
 - Debriefing individually with school counsellors or chaplains;
 - Requesting a telephone debrief with the Student Engagement Program Co-ordinator.

School groups are encouraged to conduct a second debrief session during school hours within the next few days. Any issues raised during the school debrief can then be communicated to the Student Engagement Program Co-ordinator, and further support sought from Rosies if required.

3.12 Clothing and Footwear

Volunteers must wear their red Rosies T-shirt at all times while on duty.

Volunteers should wear shorts or long pants. Shorts must be at least knee length. Skirts are acceptable if they are at least knee length, if leggings or bicycle shorts are worn underneath, and the style of the skirt does not pose a hazard.

If it is cold, any long sleeved top worn in addition to the Rosies shirt must be worn underneath the shirt so that the Rosies shirt is uppermost. Schools may purchase a stock of Rosies hoodies for students to wear in cold weather if preferred, these are at a cost of \$20 each.

Footwear must be sturdy and fully enclosed. Runners/joggers or boots are ideal. Slip-on shoes are not acceptable. If you are unsure if your shoes are appropriate, seek advice from the Team Leader before your volunteer shift.

Consider limiting jewellery and other accessories. It can be more difficult to establish rapport with patrons if a volunteer is wearing status symbols such as expensive jewellery or labels.

3.13 Cigarette Smoking, Alcohol and Other Drugs

Rosies volunteers are not permitted to smoke cigarettes while out street outreach.

Many patrons smoke cigarettes. If you have a respiratory condition such as asthma which may be affected by cigarette smoke, plan ahead to manage your condition by bringing reliever medication or any other precautions you need. Rosies first aid kits do not contain Ventolin.

Rosies volunteers are not permitted to use alcohol or other drugs prior to or during outreach.

Volunteers who are taking prescribed medication which may impair performance must disclose this to the team leader so that the team leader may mitigate associated risks. All medical information will remain confidential.

3.14 Violence

Volunteers must not involve themselves in violent incidents verbally or physically. Violent incidents should be reported to the Team Leader for appropriate action.

Volunteers should employ defusing tactics where appropriate: for example, remaining calm, listening to grievances, restating a client's feelings or opinions, and looking for solutions to perceived problems.

3.15 Drug Dealing

If a volunteer observes a person drug dealing or engaging in behaviour they suspect may be related to drug dealing, the volunteer must not engage physically or verbally with the suspect.

Volunteers must never accept drugs or alcohol. If a volunteer is offered drugs, this must be reported to the Team Leader immediately.

All incidences of suspected drug dealing must be reported to the Team Leader for further action.

3.16 Sharps

Sharps are to be reported to the Team Leader for disposal.

Where practicable, a volunteer should stand over a sharp, feet planted firmly either side of the hazard with feet parallel to the sharp where possible, until the Team Leader or nominated volunteer can dispose of the sharp appropriately.

3.17 Phones, Cameras and Social Media

Students may not bring mobile phones on outreach. Phones must remain in the outreach room or in vehicles.

Volunteers must not bring cameras or other recording equipment to outreach without prior permission from the Student Engagement Program Co-ordinator. Any use of recording equipment is subject to conditions imposed by the Student Engagement Program Co-ordinator.

Volunteers may take photos prior to or after outreach at the outreach room.

Volunteers must not post any material which may identify patrons or volunteers on social media. If photos are posted by Rosies to social media sites such as Facebook, volunteers must not tag patrons or other volunteers or refer to anyone by name in comments.

Rosies acknowledges that schools have their own processes for obtaining parent/guardian consent for student participants, and requires schools to keep their own records of consent. Rosies does not require copies of student consent forms.

4. Rosies Prayer

The Rosies Prayer is said prior to every outreach as part of the prebrief process.

O Jesus,
Make our hearts so human
that others may feel at home with us,

So like Yours,
that others may feel at home with You,

So forgetful of self
that we might simply become the place
where You and they meet,

In the power of Your love,
and the joy of Your friendship,

Amen.