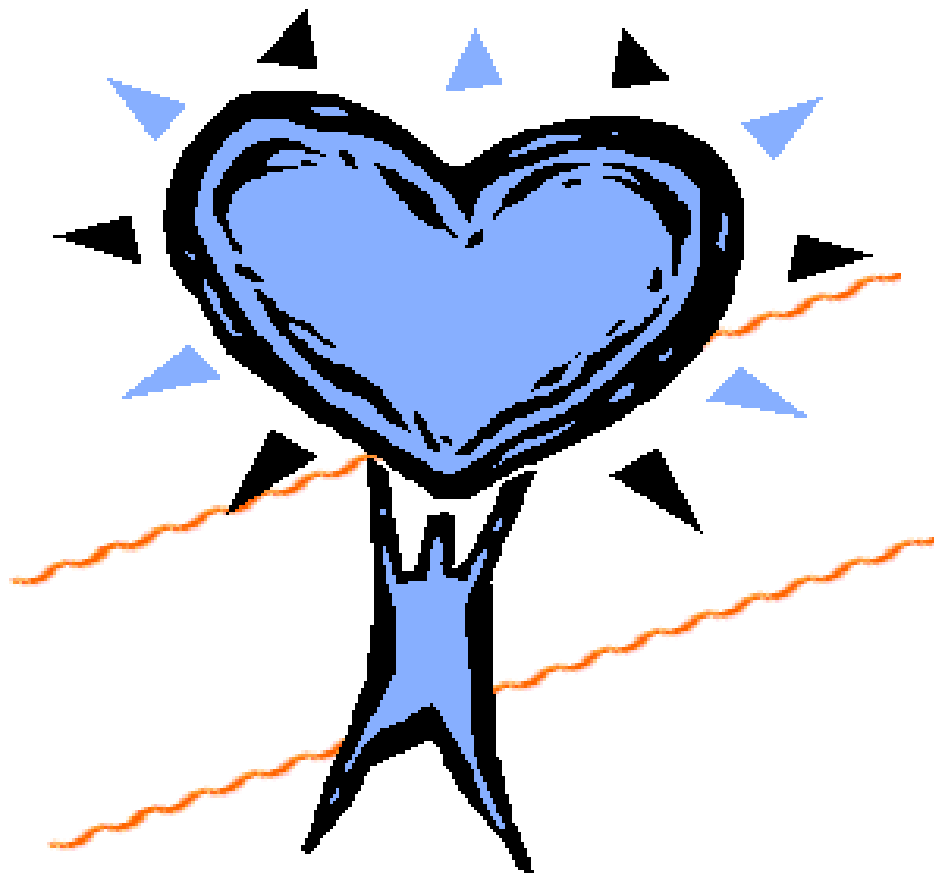


Fraser, Ltd. Volunteer Manual



WELCOME TO FRASER!!

We proudly welcome you to Fraser! We are extremely happy to have you as a volunteer and a part of our team.

The following handbook includes information to get you better acquainted with the agency, as well as the people that receive services from Fraser. This is a significant component in your orientation to the volunteer position. This information will be reviewed with you in more detail. Feel free to discuss any questions or concerns you may have with our Volunteer Coordinator.

Again, we are glad to have you as a Fraser Volunteer. You are an important person to our agency. We look forward to working with you.

Sincerely,

Sandra Leyland
Executive Director



HISTORY OF FRASER

By charter, Fraser is the oldest social service agency in North Dakota ...1993 marked 100 years of proud, dedicated operation.

In 1883 The Florence Crittenton Mission began work in New York City, founded by Charles Crittenton and named in memory of his young daughter. In 1893, a building accommodating twelve to fifteen young women, was erected on South 13th Street (now 711 South University) in Fargo, with the help of a \$1000 contribution from Charles Crittenton. The land was donated by Hannah E. Briggs. The home served "Betrayed girls and unfortunate women with their infants".

Over a period of time, the number of unwed mothers declined. In 1970, due to changing social needs, the agency began serving eight young women with disabilities. In 1971, the articles of incorporation for the Florence Crittenton Home were amended with a change of purpose and name. The name Fraser Hall was chosen to honor Mrs. Irene Fraser. Mrs. Fraser has had an active and key role in Fraser's developments throughout the years, and began serving as a dedicated member of the board of directors in 1956 and continued until her passing in 2001.

Current programming efforts still reflect the 1971 decision of the Crittenton Board of Directors to provide residential services and independent living skills training to people with disabilities.

Today, Fraser devotedly continues its mission, serving at one time eight and now around 100 men and women with a variety of disabilities, fostering independence and inclusion into society. With over 160 employees, Fraser is a major **employer** in the community, as well. We have maintained national accreditation by The Council on Quality and Leadership since 1985.

As the program developed, so did the expertise of the staff that supported the people. Awareness of the needs of people with disabilities became apparent and programs were enhanced accordingly. Having a disability does not prohibit one from aging, having an eating disorder, mental illness, or needing adaptive equipment. A wide range of services are offered to the people supported in Fargo by Fraser.

Programs & Services Provided by Fraser

- **8 Residential group homes:** serving people with diverse needs, such as developmental disabilities. Providing individualized program planning, the goal of which is to increase independence and foster inclusion into society. Homes are located throughout South Fargo and West Fargo.
- **Group home for people with eating disorders:** serving people with Prader Willi Syndrome - a genetic eating disorder characterized by an uncontrollable appetite and inability to feel the sensation of being full, as well as difficulty in managing behavior.
- **3 Day Support:** providing day services and activities for people with disabilities in their retired years.
- **Individualized Supported Living Arrangement:** contract with the State of North Dakota to provide supports necessary for success in individualized living situations, such as apartments in the community.
- **Children's Services Program:** The Fraser Child Care Center is a licensed day care provider in South Fargo. In an integrated setting, the Center encourages inclusion of children with special needs and those who are typically developing.
- **Red Cross-certified instructors:** offering CPR, First Aid, and AED classes to Fraser employees and volunteers as well as to the community.
- **Heat & Eat Meals Program:** Nutritious meals delivered to people with diverse needs to support their independent living.
- **Other comprehensive components:** include agency Case management services, Dietary Services, Staff Development and Nursing Services.

FRASER VOLUNTEER PROCEDURES

Orientation:

Upon acceptance as a volunteer with our agency, you will be provided with a thorough training included in the Volunteer Handbook, as well as job specific training from a supervisor in the department you will be working in.

Timesheets:

Due on the 1st of the next month. Record all volunteer hours on the Time sheet form and turn into the Habilitation Coordinator each month. Keep close track of your hours. Your department supervisor needs to initial off on your time sheet.

Absent/Illness:

Notify your supervisor if your are ill or other circumstances prevent you from coming to work.

Liability/Insurance:

Fraser does not provide personal or vehicle insurance for volunteers. If you plan to use your vehicle for volunteering purposes, you will need to provide proof of your liability insurance to your supervisor. Please be aware that your personal insurance would be responsible for any unforeseen accidents.

Evaluation/Recognition:

The Volunteer Coordinator will complete an evaluation annually and meet with you. CPR and First Aid classes are offered free of charge to all volunteers. We also welcome and encourage attendance at Team Member Training meetings, for personal and professional growth.

Resignation/Termination:

Provide written notice to the Volunteer Coordinator of the effective date of resignation. If at any point, you prefer another site or position, contact the Volunteer Coordinator. If at any point in time it is determined that you are unable to meet the needs of the position or purposely violate conduct, a meeting will be held to discuss separation.

Volunteer Agreement:

Abide by the Code of Ethics, Confidentiality, and conditions signed in the Agency/Volunteer Agreement.

VOLUNTEER JOB DESCRIPTION

Volunteering is a rewarding experience. All of those involved in the relationship must have respect for one another and a desire to cooperate in meeting designated needs. In addition to the rights that you have as a volunteer, there are accompanying responsibilities. By recognizing these responsibilities and fulfilling them, your experience with Fraser will be enhanced.

- Become thoroughly familiar with the Mission of Fraser and the goals of the program in which you are involved.
- Respect the confidentiality of names, histories, and records, and the privacy of all those you work for as well as other volunteers. If you have criticism about another person, convey it to your supervisor or program director.
- Be prompt and reliable in reporting for scheduled work, and keep an accurate record of your hours worked.
- Notify your supervisor as early as possible if you are unable to work as a member of the team.
- Attend orientation and training sessions as scheduled.
- Be considerate, respect the ability of the staff, and work as a member of the team.
- Carry out assignments in good spirit and seek the assistance of your supervisor in any situation requiring special guidance.
- Decline work that is not acceptable to you; maintain an open mind with regard to other peoples standards and values.
- Communicate your personal limitations.
- Give written notice if you cannot continue in your volunteer position or if you are requesting a leave of absence from the program.
- Follow current Fraser policies. (i.e. Sexual Harassment, Abuse and Neglect etc.)

WHAT DO I DO WHEN I MEET A PERSON WITH A DISABILITY?

1. A person with a disability is like anyone else, except for the specific limitations of the disability.
2. Treat them like you would like to be treated.
3. Talk about the same things as you would with anyone else you know.
4. Offer help only when requested. Not everyone who has a developmental disability will need, accept or want assistance.
5. Be patient. Let the person with the disability set the pace in walking and talking.
6. Don't be afraid to laugh with a person with a disability.
7. Don't stop and stare when you see a person with a disability whom you don't know. They deserve the same courtesy and respect as any person.
8. Don't be over-protective or helpful. People with disabilities can do more for themselves than most people tend to permit them to do. Let people with disabilities set their own boundaries on what they are capable of doing.
9. People with disabilities need to be treated as equals. They want a chance to prove themselves. Don't offer pity or charity.
10. Don't separate a person who has a disability from their wheelchair or crutches unless they ask.
11. Enjoy your friendship with the person.

DISABILITY ETIQUETTE
(University of Minnesota)

- **When talking with a person who has a disability, speak directly to that person** rather than through a companion who may be along.
- **Relax.** Don't be embarrassed if you happen to use accepted, common expressions, such as "See You later," or "Got to be running along," that seem to relate to the person's disability.
- **Offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted BEFORE you help,** and listen to any instructions the person may want to give.
- **Give whole unhurried attention when you're talking to a person who has difficulty speaking.** Keep your manner encouraging rather than correcting, be patient rather than speak for the person. When necessary, ask short questions that require short answers or a nod or shake of head. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reactions clue you in and guide you to understanding.
- **Treat adults in a manner befitting adults.** Call a person by his or her first name only when extending that formality to all other present. Do not patronize people in wheelchairs by patting them on the head. Reserve this sign of affection for children even though a wheelchair user's head temptingly rests at above the same height as a child's.
- **Be considerate of the extra time it might take** for a person with a disability to get things done or said. Let the person set the pace in walking and talking.
- **When offering assistance to a person with a visual impairment, allow the person to take your arm.** This will enable you to guide rather than propel or lead the person.
- **When greeting a person with a severe loss of vision, always identify yourself and others who may be with you.** When conversing in a group, remember to say the name of the person to whom you are speaking to give vocal cue. Speak in a normal tone of voice, indicate when you move from one place to another, and let it be known when the conversation is at an end.
- **To get the attention of a person who has hearing problem, tap the person on the shoulder or wave your hand.** Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read lips. Not all persons with hearing impairments can lip-read. Those who do will rely on facial expressions and other body language to help in understanding.
- **Treat people like you would want to be treated!**

Supporting People With Disabilities In The Community

There has been a dramatic shift in the lives of people with disabilities in recent years. **New** expectations and philosophies have resulted in new laws and programs. Even more importantly, people with disabilities have accomplished much in their communities by living, working and enjoying recreation as our neighbors and friends.

As a volunteer, you play an important role in supporting people in the community. We want to be supportive to you, too, in your efforts. It's important for you to feel comfortable and knowledgeable, as you share of yourself, as a volunteer at Fraser.

Disabilities are very common. More people have disabilities than is realized, and more people with disabilities are being seen in the community. There are many causes and effects of various conditions, and a person may have more than one disability. People with disabilities are not limited in all areas. The person you spend time with will have many talents and skills, despite life's challenges!

Public attitudes toward people who happen to have disabilities depend, in part, on the type and amount of information others have about the condition. In general, attitudes toward people with disabilities have changed for the better. However, we, as service providers still have a responsibility to educate the public about people with specific needs.

The old cliché' that says "No two people are alike" is certainly true of people with disabilities. It is sometimes all too easy to slip into a mode of thinking that people with the same kind of condition are exactly the same - and that because they may have the same disability, they have the same problems or personalities. That is as unreasonable as saying that all people with red hair are exactly alike. No two people are alike. People with the same disability may learn to live with it in different ways.

Everyone shares certain human needs, and people with disabilities are no exception. We all need to have attention, warmth, care, affection, companionship and discipline in our lives. The list could go on for pages. These are almost as urgent as the basic needs for food and shelter. In fact, studies have shown that people who have been deprived of social contacts can suffer an "emotional starvation" that may also affect them physically. It can impact growth in much the same way physical starvation does.

We need to guard against making wrong assumptions. For example, it is incorrect to assume that Sue has difficulty speaking, she does not want to communicate; or that because Bill is withdrawn, he does not need other people or want to interact with them; or that because Mary has cerebral palsy, she cannot take part in work or leisure activities. People with disabilities are unique. Yet, like everyone else, all have basic human and social needs.

Some disabilities are more noticeable than others, and some people are immediately identifiable because of they move or act. Other people have conditions that are less noticeable, like hearing loss or mental retardation. How other people react, and the expectations they have, can have a great impact on the people you work with, encouraging them to grow and to become active community members.

The term "developmental disability" is a legal definition mandated by Congress in 1970. In 1978, a new act revised the initial definition so that it focused on the impact of the disability, rather than on a specific diagnosis. Today, this is the federal definition:

"a severe, chronic disability of a person which -

- a. Is attributable to a mental or physical impairment or combination of mental and physical impairments;
- b. Is manifested before the person attains the age of 22;
- c. Is likely to continue indefinitely;
- d. Results in substantial functional limitations in three or more of the following areas of major life activity:
 - Self care
 - Receptive and expressive language
 - Learning
 - Mobility
 - Self-direction
 - Capacity for independent living, and
 - Economic self-sufficiency; and
- e. Reflects the person's need for a combination and sequence of special interdisciplinary, or generic care, treatment, or other services which are lifelong or extended duration and are individually planned and coordinated."

The Staff Developmental Department will be happy to give you information on specific topics that would help you in your volunteer experience.

Health and Safety Are Important

As a volunteer, you will come to know people who live at Fraser very well. Your observations are important to us in many ways, including helping to determine if something is physically wrong. Developing a keen sense of observation is a basic part of recognizing when something goes wrong. The first thing you will need to know is what the person is generally like. For instance, what do they look like, how do they sound, feel, and react in a normal or healthy state? Your ability to observe and pass on information in a helpful manner is your best tool when it comes to illness or injury.

All the senses are used in describing what is occurring: Vision, auditory, smell, and touch. American Red Cross certification in CPR and First Aid, available to you at Fraser, is intended to fully prepare you for emergencies.

Maybe, the person you're volunteering with takes medication. Although you will not be involved in helping people take any medicines, we value your observations, with regard to desired effects and side effects of medications, as well as other health and safety issues. If you and the individual are on an outing, be sure they will be back in time to take their scheduled medicine.

With regard to taking "over-the-counter" medications, **a physician's order is necessary for every type of over-the-counter item, such as vitamins, aspirin, cough medicine**, as well as for prescription drugs. You must check with program staff about a person buying or taking any kind of over-the-counter remedy or product. They will know what to do.

In closing, your role as a volunteer is special and important. There are many things to know, aren't there? The best advice concerning medication, health, safety and specific conditions is to:

- **Follow agency policies.**
- **Use your very best judgment.**
- **Ask questions, when in doubt and when you need more information.**
- **Know the person you're volunteering with well.**
- **Be prepared for emergencies and take swift action.**

And remember, your role as a volunteer is meant to enhance the quality of life...**for you as well as the other person.**

CHECKLIST OF INFORMATION NEEDED FOR VOLUNTEER FILES

- _____ Volunteer Application
- _____ Interview Record
- _____ Volunteer Agreement
- _____ Background Check
- _____ Code of Ethics/Confidentiality Agreement
- _____ Seizures Information
- _____ Health Information Certification
- _____ Time sheet
- _____ Volunteer Orientation Agenda
- _____ Volunteer Profile
- _____ Annual Review (at completion of each year)

Fraser knows that our professional volunteers have needs that must be met in order to maintain motivation and commitment. The organization and staff will strive to follow these principles while working with our volunteers:

**TEN COMMANDMENTS
(of working with volunteers)**

1. Volunteer participation depends upon personal rewards and recognition.
2. Volunteers must see the relationship of the job they do, however small, to the total effort.
3. Volunteers must be made to feel the importance of their contribution.
4. Volunteer efforts in the beginning must be simple enough to insure success.
5. Volunteers must have opportunities to grow and learn.
6. Volunteers must be encouraged to make as many decisions as possible.
7. Volunteers work best in a friendly, warm atmosphere, where their efforts are obviously needed and appreciated.
8. Volunteers must not be taken for granted.
9. Volunteers must be kept informed about developments in the organization.
10. Volunteers have many strengths, care enough to learn about them.