

The SPARK Center

Intern / Volunteer Handbook



The SPARK Center
255 River Street
Mattapan, MA 02126
Phone: 617.414.2050
Fax : 617.534.2057
www.bmc.org/SPARK



Supporting **P**arents **A**nd **R**esilient **K**ids



Dear SPARK Interns and Volunteers,

Welcome to the SPARK Center of Boston Medical Center. We thank you for your interest in joining our program, and we look forward to getting to know you.

SPARK is proud of our long tradition of training interns and engaging volunteers to enhance the lives of vulnerable children and their families. By joining our team, you will be making a positive difference to some of Boston's highest- risk children whose lives are affected not only by poverty, but also by complex health issues, emotional/ behavioral challenges related to trauma, developmental delays, and special learning challenges. All of our supervision and support to you during your experience at SPARK will be focused on the teamwork it takes to support these special children during their daily lives so that they can look ahead to brighter futures. At the same time, our efforts will be focused on making sure you have a safe, rewarding, and rich educational experience in our setting.

While working at SPARK, you will be held to highest standards of professionalism, quality care, patient privacy, and accountability. In return, we will offer you highest quality support and supervision with many opportunities to process your experience, ask questions, learn and contribute. You will be assigned a direct supervisor (chosen in accordance with your individual needs). Please meet with your supervisor regularly to take advantage of all s/he has to offer you. And, please know that you are always encouraged to seek out any senior staff person for assistance and questions. We want to assist you, and we are so grateful for the gift of your time and talents.

In order to get started, please read the entire manual that follows very carefully. It is the first step to getting oriented, and you will find lots of important information and a variety of forms to fill out. We will need those forms with your signature in our files--- to protect you and our clients.

Thanks again for coming to SPARK. Please help us learn from you. Keep us up to date on your experiences here, how they relate to your own education, and suggest ways we can improve. Your suggestions will benefit future interns and volunteers. We also encourage you to keep in touch with us after you finish your time at SPARK. We hope your experiences here will play a valuable role in shaping your future endeavors.

With Appreciation,

A handwritten signature in black ink that reads 'Martha Vibbert' with a long horizontal line extending to the right.

Martha Vibbert, Ph.D.
SPARK Executive Director
Assistant Professor of Psychiatry and Pediatrics, BU School of Medicine

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
I. Intern / Volunteer Contact Sheet *	4
II. About Boston Medical Center	
a) Mission Statement.....	5
b) RESPECT Policy.....	6
c) HIPPA Statement.....	7
d) BMC & SPARK Diversity Statement.....	8
e) BMC Information Security and Privacy Agreement *	9
III. About The SPARK Center	
a) Mission Statement.....	12
b) History.....	12
c) SPARK Organizational Chart.....	13
d) Ethical Guidelines *	14
e) Protocols for Privacy.....	15
f) Dress Code.....	16
g) Health / Injury Procedures.....	17
h) Fire Drill / Emergency Evacuation Procedures.....	17
i) Staff Wellness Policy.....	18
j) Infection Control.....	18
k) Policy for Biting Among Children.....	20
l) Child Abuse and Neglect Reporting Policy.....	22
IV. Ideas for Managing Children’s Behaviors.....	23
V. Teaching Resource “When I Learn”.....	25
VI. Intern / Volunteer Orientation Form *	27
VII. Worksite Orientation Form *	28

** You must print out these five forms, sign them, and return them to your Supervisor before you begin your work at SPARK.*

INTERN / VOLUNTEER CONTACT SHEET

Intern / Volunteer Name

Email Address

Home Address

City / State

Zip

Home Phone

Cell Phone

Anticipated Start Date

Anticipated Completion Date

Emergency Contact Information

Name

Phone

Name

Phone

BMC MISSION STATEMENT

Our Mission

We will provide consistently excellent and accessible health services to all in need of care regardless of status and ability to pay.

Our Vision

Our vision is to meet the health needs of the people of Boston and its surrounding communities by providing high quality comprehensive care to all, particularly mindful of the needs of the vulnerable populations, through our integrated delivery system, in an ethically and financially responsible manner.

Our Values

Respect	We will serve our patients and their families, physicians, staff and community with dignity.
Commitment	We will integrate our public health, preventative, emergency and rehabilitative programs with a full range of primary to tertiary medical service.
Diversity	We will serve the ever-changing needs of our urban and suburban populations, while honoring their ethnic, religious and cultural differences.
Competence	We will apply a high degree of medical, nursing and technical management in a professional and accountable manner.
Education	We will collaborate with Boston University, its schools and other institutions to support a premier learning environment for all members of our community.
Research	We will conduct research that will lead to major improvements in health care and health status for all people, and further scientific advances in medicine.
Cost Effectiveness	We will develop and participate in community-based and managed-care programs that promote affordable, responsible and high-quality health care.

BMC RESPECT POLICY

At Boston Medical Center, we work every day to deliver exceptional care, without exception. We are committed, as an organization, to a program called RESPECT.

RESPECT stands for:



● <i>Responsibility</i>	Take responsibility for your actions; treat patients and each other as you would want to be treated.
● <i>Empathy</i>	Demonstrate empathy and compassion in all interactions.
● <i>Service Excellence</i>	Be positive; show respect and dignity. Provide a memorable and consistent customer experience.
● <i>Problem Solve, Take Action</i>	Proactively identify issues, problem solve solutions, and take action to improve the way we work. A.C.T. (Act, Correct, and Thank for bringing to our attention).
● <i>Efficiency</i>	Respect all our resources; act to eliminate waste from our systems and processes.
● <i>Cultural Competency</i>	Embrace the diversity of our patients and each other.
● <i>Teams Work</i>	Work collaboratively with others across the organization; learn from others.

RESPECT is the commitment we make to each other and to our patients about how we conduct ourselves. It is the foundation of an environment where everyone can work to the best of their abilities and thrive. Every one of us will be expected to model the RESPECT attributes. By doing so, we will reflect BMC on its best day, every day. The RESPECT attributes will help us achieve our Quality, Efficiency, Satisfaction and Total Revenue (QUEST) goals to provide a consistent, exceptional patient experience, become a more engaged workforce and thrive in a highly competitive market.

Sincerely,

Kate Walsh
President and CEO

Ted English
Chairman, BMC Board of Trustees

BMC HIPPA STATEMENT

Awaiting information from BMC for current HIPPA Policy.

BMC HIPPA Statement will be Addendum A, once it is received.

BMC DIVERSITY STATEMENT

Boston Medical Center is proud to be an integral part of the diverse community of Boston. It is this community, comprised of people from a wide variety of cultures and backgrounds, that BMC draws upon as a resource for its employees and its patients.

As part of its stated mission and values, BMC remains committed to creating and sustaining a workplace and a hospital where we respect and value employees, patients, and patient's families, not in spite of, but because of, the differences in their backgrounds and cultures. We believe there is strength in diversity, not only of race, gender, age, religion, and disability, but also of education, politics, family status, national origin, sexual orientation, gender identity, and/or expression and all of the other factors that make people individuals.

Honoring the diversity of our community will promote and ensure the mutual respect, collaboration, and productivity that is necessary to provide the highest quality healthcare.

SPARK CULTURAL DIVERSITY AND HUMAN RIGHTS STATEMENT

The SPARK Center believes that all children, regardless of income level, living circumstances, race / ethnicity / gender / culture, and physical / developmental / behavioral / emotional challenges, deserve access to high quality healthcare and education. This value of equity makes it imperative that SPARK staff, including those in the teaching, healthcare, mental health, and human services professions, take a proactive stance on cultural diversity and human rights.

Consistent with these values of diversity, equity, and social justice, SPARK Center employees, interns, trainees, and volunteers pride themselves on a commitment to respecting the dignity and promoting the welfare of individuals' with respect to their age, race, culture, religion, socio-economic status, sexual orientation, gender, gender identity, immigration status, disability, and marital/partnership status.

The SPARK Center further recognizes that the culturally competent professional is one who is actively:

1. in the process of becoming aware of her or his own biases and assumptions about communities different from her or his own;
2. in the process of becoming aware of her or his own experiences of both societal privilege and oppression;
3. attempting to understand the worldview of her or his culturally different clients and colleagues; and
4. in the process of developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with those culturally different from oneself.

This Cultural Diversity and Human Rights Statement is a value of the SPARK Center. It offers important guidance for all services, family engagement activities, and classroom approaches at SPARK, and it mandates a strong focus on inclusion and multicultural curricula to help children prepare for living in a diverse and global society.

BMC INFORMATION SECURITY AND PRIVACY AGREEMENT (Policy #40.01.012a)

Boston Medical Center Corporation (BMC) and other BMC subsidiaries (collectively, “BMC” or “BMC companies”) are committed to maintaining high standards of confidentiality. The responsibility to preserve the confidentiality of information in any form (electronic, verbal, or written) rests with each User granted access to BMC information systems who may have access to Confidential Information, including Protected Health Information (PHI), Electronic Protected Health Information (ePHI), employee information, physician information, vendor information, medical, financial, or other business-related or company confidential information. Any information created, stored or processed on BMC systems, or systems maintained on BMC’s behalf by a vendor or other individual or entity, is the property of BMC, as is any information created by or on behalf of BMC, whether written, oral or electronic. BMC reserves the right to monitor and/or inspect all systems that store or transmit BMC data, the data stored therein, as well as all documents created by or on behalf of BMC.

Definitions:

Agreement means this *BMC Information Security and Privacy Agreement*.

Confidential Information means confidential information that is created, maintained, transmitted or received by BMC and includes, but is not limited to, Protected Health Information (“PHI”), Electronic Protected Health Information (“ePHI”), other patient information, Workforce member information, employee, physician, medical, financial and other business-related or company private information in any form (e.g., electronic, verbal, imaged or written).

Protected Health Information (“PHI”) means individually identifiable health information that relates to the past, present, or future physical or mental health or condition of an individual, the provision of health care to an individual, or the past, present, or future payment for the provision of health care to an individual. PHI can be oral, written, electronic, or recorded in any other form.

Electronic Protected Health Information (“ePHI”) means Protected Health Information in electronic form.

User means a person or entity with authorized access to any BMC network and/or other information systems, including computer systems.

Workforce means employees, interns, volunteers, trainees, and persons whose conduct, in the performance of work for BMC, are under the direct control of BMC, whether or not they are paid by BMC. Workforce also includes management and employed medical staff.

I HAVE READ AND UNDERSTAND THIS ENTIRE AGREEMENT, AND I AGREE TO THE FOLLOWING:

<i>(Note: Please initial each line in the space provided after reading it.)</i>	<i>Initials:</i>
1. I understand it is my personal responsibility to read, understand and comply with all applicable BMC company policies and procedures, including Security policies. I understand that these policies provide important information about the acceptable use of information systems, protection from malicious software, Mobile device usage, and data encryption, and other important information. If I am provided access to PHI or ePHI, I also agree to comply with the Privacy policies.	
2. I have been provided access to the Security (and Privacy policies as applicable).	
3. I agree not to disclose any PHI, ePHI or any other Confidential Information obtained by accessing the BMC network and/or other information systems, including computer systems, or otherwise to any unauthorized party. I agree not to access or use any PHI, ePHI or any other Confidential Information unless I am authorized to do so. I agree that all patient-related information shall be held to the highest level of confidentiality.	
4. I agree to access the BMC network and/or other information systems, including computer systems, only for purposes related to the scope of the access granted to me.	
5. I understand that BMC regularly audits access to information systems and the data contained in these systems. I agree to cooperate with BMC regarding these audits or other inspections of data and equipment, including BMC inquiries that arise as a result of such audits.	
6. I agree that I will not share or disclose User IDs, passwords or other methods that allow access to BMC network and/or other information systems, including computer systems, to anyone, at any time, nor will I share my account(s). I also agree to store all BMC company-related data onto the system servers rather than on hard drives of individual workstations, personal computers or other devices.	
7. I agree to contact my supervisor (or for non-employees, the applicable BMC Department Director or Business Contact) and IS Security Officer immediately if I have knowledge that any password is inappropriately revealed or any inappropriate data access or access to Confidential Information has occurred.	
8. I understand that Confidential Information includes, but is not limited to PHI, ePHI, other patient information, employee, physician, medical, financial and all other business-related or company private information (electronic, verbal or written).	
9. I agree that I will not install or use software that is not licensed by BMC (or that is otherwise unlawful to use) on any BMC information systems, equipment, devices or networks. I understand that unauthorized software may pose security risks and will be removed by BMC.	
10. I agree to report any and all activity that is contrary to this Agreement or the BMC Security or Privacy policies to my supervisor, Department Director, IS Security Officer or Privacy Officer.	
11. I understand that for employees this form will be part of the employee file at BMC and that failure to comply with this Agreement and the BMC Security and Privacy policies may result in formal disciplinary action, up to and including termination. I understand that for non-employees, failure to comply with this Agreement and the BMC Security and Privacy policies may result in revocation of access and the termination of any agreements or relationships with BMC.	
12. I understand that all information and/or data transmitted by or through or stored on any BMC device, or system maintained on any BMC company's behalf by a vendor or other individual or entity, will be accessible by BMC and considered the property of BMC, subject to applicable law. I understand this includes, without limitation, any personal, non-work related information. I do not have any	

<p>expectation of privacy with regard to information on any BMC network and/or other information systems, including computer systems, and understand that BMC has no obligation to maintain the privacy and security of the information. I understand that BMC reserves the right to monitor and/or inspect all systems that store or transmit BMC data, the data stored therein, as well as all documents created by or on behalf of BMC.</p>	
<p>13. I agree to comply with BMC requirements to encrypt electronic Confidential Information in accordance with BMC security policies, including the requirement that encryption software be installed on all BMC-owned laptop computers and that emails transmitted over an electronic network outside of BMC be encrypted, as described in the BMC Security policy <i>Data Encryption and Decryption</i>.</p>	
<p>14. I agree that all devices used by me that are connected to a BMC network and/or other information systems, including computer systems, whether owned by me or not, will be continually running approved and updated anti-virus software.</p>	
<p>15. I will follow the requirements for Users described in all BMC Security policies, including but not limited to the BMC Security policy <i>Acceptable Use Policy</i>.</p>	

The BMC Information Security and Privacy Policies are available through my supervisor, manager, BMC business contact or the BMC Corporate Compliance Office.

By signing this Agreement, I understand and agree to abide by the conditions imposed above.

Signature

Print Name

Date

Please check appropriate box:

Employee

Non-Employee

If Non-Employee, please provide your employer (or practice name) and your title/position below:

Employer or Practice Name Title/Position

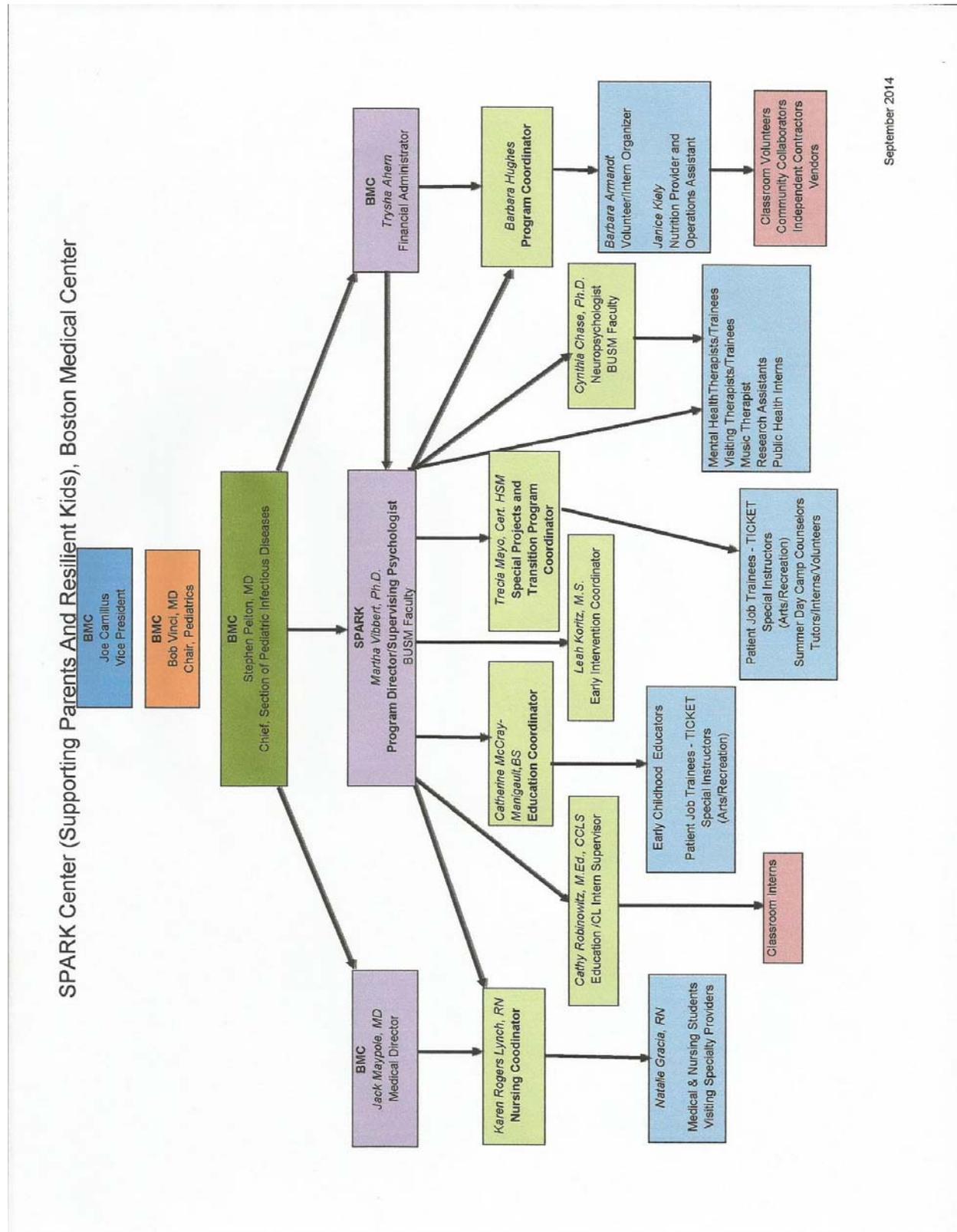
SPARK MISSION STATEMENT

SPARK's mission is to help fragile children believe in their futures and reach for the stars. The program teaches children to develop positive self-regard, to trust interpersonal relationships, and to learn the skills and values needed to succeed in school. Through guidance, support, and compassionate understanding, SPARK encourages parents and caregivers to enhance parenting skills and strengthen families. Working together, SPARK creates hope for our communities by building bright futures, one child at a time.

SPARK HISTORY

SPARK first opened in 1988 in (the) Mattapan (neighborhood of Boston) as the Children's AIDS Program (CAP), a respite center designed to offer families a day or overnight reprieve from the complex care of an HIV-infected child. In response to increased demand for services, CAP merged with another BMC daycare program, the Family Development Center, in 2004. This added a population of very high-risk children (many of whom are in State custody owing to abuse/neglect) to CAP's daycare program. The merged entity, called the SPARK Center ("SPARK - Supporting Parents and Resilient Kids"), is a national model for specialized, comprehensive support for fragile children with multiple medical and psychological needs during their infant/toddler/preschool years. The program offers comprehensive, specialized therapeutic care delivered through the coordinated efforts of over 20 multidisciplinary and multicultural professionals. SPARK also joins hands with international colleagues and programs to promote knowledge exchange and best-practice and innovative interventions for early childhood development and pediatric HIV care.

SPARK ORGANIZATIONAL CHART



September 2014

ETHICAL GUIDELINES

All those taking part in internship and volunteer opportunities are expected to adhere to certain guidelines for ethical conduct. This is necessary for the benefit and protection of the interns and volunteers themselves as well as for the clients, placement agencies, instructor, supervisor, and Hospital. If at any time there are questions about ethics or responsible conduct, they could ask their supervisor. At a minimum, they agree to adhere to the following principles:

1. **Confidentiality.** The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns and volunteers must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.
2. **Recognition of qualifications and limitations.** Interns and volunteers must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors.
3. **Identification as interns.** Interns and volunteers will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status.
4. **Record keeping.** Interns and volunteers will accurately and reliably maintain written and other records as required by their placement agency.
5. **Pictures.** Interns and volunteers may not take pictures of a child or family with a cell phone or camera.
6. **Prohibition regarding sexual conduct or harassment.** Under no circumstances shall interns or volunteers become involved in sexual romantic relationships of any sort with clients of the placement agency. They will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.
7. **Self-awareness and monitoring.** Interns and volunteers will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns and volunteers should inform their supervisor.
8. **Internal Communication.** Volunteers are not given personal information regarding child or family issues.

I have read and understand the *Ethical Guidelines for the SPARK Center*. I agree to adhere to these policies and guidelines.

Signature

Date

PROTOCOLS FOR PRIVACY

PLEASE DO NOT:

- Share a child's first or last name with anyone outside of SPARK
- Discuss any details of a child or family's circumstances outside of SPARK
- Take any photographs of a child or family with your cell phone or camera
- Remove any photographs from the building
- Share your phone numbers with a child or family
- Contact a child or family outside of SPARK
- Send emails or any other form of social media to a child or family
- Friend a child or family on Facebook, Twitter, Instagram, etc.
- Buy individual personal gifts for a child or family at SPARK, unless clearly approved by your supervisor
- Share your personal information with a child and family, unless clearly approved by your supervisor
- Show any form of favoritism to a child or family
- Log onto any BMC computers at SPARK or use another's password to do so
- Use SPARK's telephones for personal calls

Interns / volunteers may not pick up or carry children, excluding infants, unless a child is in danger. Hugging and kissing children is not appropriate in the classroom. Backrubs and sitting on laps are at the discretion of the teacher. Interns / volunteers are not allowed to be alone with children. They should follow the direction of the classroom teacher, in regards to verbalizations and behavior management techniques.

DRESS CODE

Interns / volunteers dress and appearance should be appropriate and safe for the setting. Interns / volunteers are expected to present a neat and clean appearance to children, visitors, and other employees at SPARK. Reasonable accommodation will be made for religious beliefs, cultural traditions, and healthcare reasons, when they are consistent with the business necessity to present a professional appearance to the public.

Examples of casual clothing considered *inappropriate* for wear by an intern / volunteer at SPARK are:

- Scrubs
- Shorts that are more than four inches above your knee
- Tank tops, tube tops, hats
- Clothing with slogans/writing (except for clothing with the SPARK logo, slogans, or writing)
- Any clothing that is ripped, torn, disheveled or dirty
- Any clothing with suggestive themes
- Any distracting or revealing clothing, including bare midriffs
- Inappropriate/unsafe footwear outside when taking care of the children (ie: flip flops)
- Athletic clothing (spandex, yoga pants, sweat pants and sweatshirts)
- Dangling jewelry and facial piercings

HEALTH / INJURY PROCEDURES

Interns / volunteers must not come to SPARK when they are ill. They must contact their supervisor prior to their shift to inform her/him of the situation. Interns / volunteers must notify SPARK nursing staff when they experience any illness on the job or prior to arriving at SPARK. Any accident or injury to an employee on the job must be immediately reported to a SPARK nurse for assessment. An Incident Report is to be completed when the intern / volunteer is able. Anyone needing medical attention will be referred to Occupational Health or the Emergency Room at Boston Medical Center. Transportation will be provided by SPARK, unless it is necessary to have ambulance service. Witnesses should be present during the conversation regarding the accident and action plan. SPARK health and safety information packets are available in the nursing office or from supervisors.

FIRE DRILL / EMERGENCY EVACUATION PROCEDURES

Planned fire drills will be scheduled every month during the year. All interns / volunteers must follow the evacuation plans and routes for all drills. Evacuation routes and plans will be visibly posted in each room at The SPARK Center. All interns / volunteers will assist teachers and students to proceed to the designated meeting area, as quickly and safely as possible, whenever a fire drill is sounded. Teachers should always bring their first aid kit and classroom attendance list with them when they exit the building for a drill. The same evacuation procedures will be followed in the event an unplanned or real fire alarm is sounded. In the case of a real emergency, where it is unsafe for students, staff, interns and volunteers to re-enter the building, they will be offered shelter in the Boston Police building directly behind the center.

STAFF WELLNESS POLICY

Many of the children served at the SPARK Center are at high risk for illness due to complex medical problems and complications of prematurity. Therefore, we have clear guidelines to assure that all SPARK Center employees and volunteers are in good health while working with the children.

A seemingly mild illness can be a major one for a child with a decreased immune function; thus, you will not be able to work for the duration of any of the following illnesses:

- Conjunctivitis
- Diarrhea
- Hepatitis
- Herpes lesion / Cold sore
- Strep throat
- Any staph infection
- Upper respiratory infections
- Flu-like symptoms
- Fever
- Vomiting
- Any open, draining lesions
- Any communicable diseases such as measles or chicken pox

If you are not sure whether or not it is safe for you to work, please contact the SPARK Center nursing office.

INFECTION CONTROL

The children at the SPARK Center are at high risk for infection due to their medical diagnosis and impaired nutritional status.

We enforce a policy of Universal Precautions. Universal Precautions means using a barrier, usually gloves when in contact with any bodily fluid. Gloves do not eliminate the need for hand washing! Universal precautions were established in the early days of HIV infection and are the standard for all infections including MRSA today.

The most effective method of controlling transmission of viruses and bacteria is good hand washing. Good hand washing improves prevention of disease transmission at work and at home.

In the preschool setting, hand washing can be particularly challenging due to the pace of activities in the classrooms. Here at the SPARK Center, we use two products for cleaning: one for hands and the other for surfaces in the classroom.

1. **Calstat** is a hand sanitizer available in pump canisters in each room. This solution is very effective against the transmission of bacteria and viruses and is quick and convenient.
2. **Virex** is a surface cleaner and disinfectant and is effective on bacteria and viruses including TB and HIV. It is sprayed on the surface and allowed to sit for three minutes, then wiped with a clean cloth or paper towel.

Hand washing with Calstat or soap and water is required:

- When you come into the Center to start your day
- When you have used a tissue for yourself or a child
- After you use the bathroom
- Before food service
- Before you leave for the day

Gloves are available throughout the Center. Please use them when:

- Serving food and wiping noses

No volunteer or intern should be involved with diaper changing or cleaning bodily fluid spills. Volunteers can not accompany a child alone to the bathroom. Interns may be in the bathroom as monitors only, with teacher discretion.

Cleaning Toys:

- Toys used by infants and young toddlers should be cleaned after each use. This age group tends to put toys and fingers in their mouths.
- Each classroom should have a soiled toy bucket to collect the day's toys
- At the end of each day, these toys should be washed, rinsed and put through the sanitizer

Naps:

- Each child has an assigned sleep area: cribs for the infants and cots for the others
- Linens are washed at least once a week and as necessary
- If the surface becomes soiled, it can be cleaned with Virex

Prevention Tips to Teach Children

Young children can be taught to:

- Cover their nose and mouth with inner elbow when coughing and sneezing
- Not share food
- Not share personal items like combs and toothbrushes
- Not bite anyone

Any and all questions should be referred to the nursing office.

POLICY FOR BITING AMONG CHILDREN

In the event that a biting incident occurs between children, the following steps will be taken to ensure the safety of both children.

1. Both children will be removed from the classroom immediately.
2. Comfort should be offered to all children: the child who was bitten, the biter, and the children who witnessed the incident.
3. Safety rules will be restated once calm has been restored to remind all children that there is no biting at school.

Care of the child who has been bitten:

1. The nurse will assess the severity of the wound. All wounds will be thoroughly cleaned with an antibacterial soap. If there is a deep puncture wound, the site will be irrigated with normal saline. Ice will be applied. All wounds in which the skin has been broken will be covered with a sterile bandage.
2. The nurse will contact the medical director, the child's medical provider and the parent/guardian.
3. It is the recommendation of the medical director that all HIV negative children who are bitten by an HIV positive child should be treated prophylactically with antiretroviral therapy when the skin is broken.
4. It is also recommended that any child who has been bitten be treated with antibiotic therapy.
5. It is the decision of the child's primary care provider to see the child. The parent/guardian will be asked to transport the child.
6. If the parent/guardian cannot be located, the child's teacher, a nurse, or SPARK Center administrator will transport the child staying with him/her until the parent / guardian arrives.
7. The nurse will file an incident report.

Care of the child who has done the biting:

1. The child who did the biting should be comforted and reminded never to bite.
2. The parent / guardian will be called and informed of the incident.
3. The parent / guardian will be asked to come to the SPARK Center to meet with the child's teacher, the nurse, child psychologist, and day care director to discuss a behavior modification plan that can be implemented at the SPARK Center and at home.
4. It is the recommendation of the staff that the plan not be punitive but to reward the desired behavior of not biting.
5. Either a verbal or written contract with the parent / guardian will be made at this time. If the child continues to bite, the parent / guardian will come to the daycare again to revise the current behavior modification plan.

6. If the child bites a third time and continues to act in a way that is dangerous to other children or staff members, the child will be suspended from the SPARK Center.
7. Re-entry into the daycare will begin on a part-time basis and the child must be accompanied by a parent / guardian. The staff will join the parent / guardian to develop a plan that will work at school and at home. The child may come back to school full-time once a plan has been developed that works for the parent / guardian, the child and the SPARK Center. In addition, the child must demonstrate that he / she is no longer dangerous to the other children or staff.

Care of an employee, intern, volunteer or visitor who has been bitten:

1. Regardless of the child HIV status, the nurse should immediately see anyone who has been bitten.
2. The wound will be cared for as above.
3. The medical director will be notified.
4. If the person who has been bitten is an employee, intern or volunteer, the nurse will notify Occupational Health at Boston Medical Center at 617.638.8400 and they will be directed to go there as soon as possible for further treatment and support. If the person involved is not an employee, intern or volunteer, they will be directed to go to their primary care provider as soon as possible for further treatment and support.
5. The nurse will file an incident report.
6. The parent / guardian of the child who has bitten will be informed of the incident.
7. The parent / guardian will be asked to come to the daycare and the steps outlined above will take place.

CHILD ABUSE AND NEGLECT REPORTING POLICY

All staff members, interns and volunteers at The SPARK Center are required by law to report any suspected abuse and neglect. The intern / volunteer who reports suspicions of abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report is malicious.

If we suspect that a child is suffering abuse or neglect outside our program, these are the steps we must take:

1. The intern / volunteer who suspects/notices the signs of abuse or neglect will inform the SPARK teacher with whom they are working.
2. The teacher will then contact the SPARK Nurse, Mental Health Clinician or Education Administrator immediately.
3. We will try to contact the family straight away.
4. If the family is involved with the Massachusetts Department of Children and Families (DCF), the DCF caseworker will be notified of our concerns for the child.
5. If it is determined by the SPARK interdisciplinary team, in consultation with BMC Child Protection Team (CPT), that there is reason to file a report of alleged abuse or neglect, DCF must be notified and a 51A child abuse reporting form must be filed within 24 hours.
6. DCF must also be provided with a written copy of the 51A.
7. A SPARK staff member will maintain contact with the family and support the family throughout the process.
8. If the report is filed against a foster parent, we must also contact the Massachusetts Department of Early Education and Care.
9. Confidentiality will be maintained throughout the process and information will only be shared with the administrative team and with other relevant SPARK Center staff.

IDEAS FOR MANAGING “CHILDREN’S BEHAVIORS”

1. Ignore it.
If it feels like a child is trying to “get” you, and other children are not imitating the irritating behavior, ignore it. Know your “buttons,” because children will sometimes work hard to find them!
2. Give non-verbal signals.
Use your body to communicate your wish that a child stop. Thumbs down, eye contact, a slight frown, etc. can help a child control an impulse. Remember to reward the child for stopping (thumbs up, smile, head nod, etc.).
3. Move your body closer to trouble spots.
An adult can intervene with growing stress just by moving near to the area where children are starting to have trouble. In some cases, a gentle touch may be necessary to help a child redirect his or her attention to a more acceptable activity.
4. Support children’s interest in an activity.
Assume that children need adult help to stay focused on an activity. Ask questions, comment on how hard they are working on something. When a child is beginning to lose interest, focus on him / her and share your interest in what is being done.
5. Use humor.
Finding what is funny in a slightly troublesome situation and making a joke with the children can often move the group past the rough spot. If you can laugh at yourself sometimes, children can learn to laugh at themselves.
6. Offer extra explanations or support for children who are distractible.
You will soon know which children need to hear directions several times. Instead of trying to make them learn to hear it well the first time, offer them the support of hearing it several times. Some children really DO need the extra help and are not ignoring you or trying to make it harder for you!
7. Restructure your day.
Be ready to make small changes in your daily schedule to fit the needs of children. If everyone is excited about the first snowfall outside the windows and it is time for rest, take ten minutes to focus on the snow. Rest time will be much smoother.
8. Design a predictable routine with consistent rules.
Children need to know what to expect. A regular schedule gives them the power to predict what is next and feel control over their day. Rules that apply to everyone and are enforced consistently create a critical sense of safety. When children know what they can and cannot do, limit testing will be less frequent.

9. Appeal to children's sense of values.
Values are the basis for the rules that we have in life. Make this link clearly. Ask children how they think their peers would like it if kids were allowed to paint on anyone's paper instead of just their own.
10. Remove objects that are too exciting.
Some things are so interesting that children cannot bear to ignore them. A flashlight within reach during meeting time (when the light is not the focus of the meetings) is just too tempting. Put it away!
11. Make up a job or an errand.
If a child needs a break from a situation, give him/her a special job to do. This offers a graceful way out of a situation. Write a note to be delivered to the teacher next door, etc. (Be sure that your colleagues understand that this may happen before you try it!)
12. Physically hold children who are out of control.
At times, children will totally lose control. Firm restraint that does not hurt the child or teacher is the last option. A clear, soft message that you are going to keep the child safe and not let anyone get hurt is critical. Sometimes children need to get the "mad" energy out in order to get on with their day.

TEACHING RESOURCE: WHEN I LEARN...

<p>When I look at pictures I am learning:</p> <ul style="list-style-type: none"> • to enjoy handling and looking at them • to interpret them • to enjoy conversation • to develop my imagination • to understand stories better • to play out similar experiences • to enjoy recognition of familiar objects 	<p>When I do finger plays I am learning:</p> <ul style="list-style-type: none"> • a growing awareness of charm and rhythm of words • to improve my ability to speak clearly and distinctly • to develop the power to concentrate • to become attentive and alert in responses • to strengthen and coordinate the finer finger muscles • to relax as I participate
<p>When I sort things I am learning:</p> <ul style="list-style-type: none"> • to notice details, likenesses and differences in objects, and to form categories—essential concepts for reading and mathematics • concepts of color, size and shape • numerical concepts of more and less • logical reasoning 	<p>When I read books I am learning:</p> <ul style="list-style-type: none"> • to enjoy handling and looking at them • to get new ideas and develop interests in other things • to learn to listen to stories • to add to my previous experiences • to increase my attention span • to begin to care for books • to be able to have a sharing experience with others

<p>When I use art materials I am learning:</p> <ul style="list-style-type: none"> • to enjoy sensory experiences • to have an opportunity to think • to have an outlet for emotional tensions and frustrations • to enjoy manipulation • to enjoy creating simple things and naming products • to like color and experiment with it • to have opportunities for social experiences • to discover interesting ways to use materials • to develop a sense of my ability and worth • to use creative expression 	<p>When I play with paste, glue and collage materials I am learning:</p> <ul style="list-style-type: none"> • to exercise my imagination and creativity • concepts of shape, size, location and design relevant to learning to react • about things that are sticky and things that have different textures • how to create patterns and designs—a math skill • to distinguish patterns from background—a reading skill
<p>When I fingerpaint I am learning:</p> <ul style="list-style-type: none"> • to exercise my imagination and creativity • about how colors mix to form new colors • concepts of shape, size, and location • eye-hand coordination • an acceptable way to make a mess and have fun sharing ideas with others who are near 	<p>When I listen to music I am learning:</p> <ul style="list-style-type: none"> • to become sensitive to beauty and harmony • to create my own music • to have opportunities for feelings of wonder • to feel good inside • to enjoy relaxation • to have an emotional outlet

INTERN / VOLUNTEER ORIENTATION FORM

To complete the orientation process, it is important that your supervisor provides each new intern / volunteer a **documented work-site orientation**. Each party should keep a copy for their records.

Please complete and retain this two-page form within two weeks of engagement of SPARK Intern or Volunteer.

- This document is a permanent record for SPARK and will be placed in the intern / volunteer file.
- If you have questions or concerns regarding this process, please contact SPARK Director at 617.414.0501.

Intern / Volunteer Name: _____

Date of attendance at SPARK Orientation: _____

SPARK Role: _____

Supervisor: _____ Phone #: _____

PLEASE COMPLETE THE ABOVE INFORMATION
AND
THE WORKSITE ORIENTATION ON THE NEXT PAGE

WORKSITE ORIENTATION FORM

- At a minimum, the following items must be covered
- Additional worksite forms may be attached if appropriate
- Place a check mark (✓) next to each item as it is completed

(✓)	Topic (All topics are to be worksite specific.)
	Introduction to worksite: co-workers, work rules, policies, regulations
	Worksite tour (including all appropriate job areas)
	Review and provide a copy of intern / volunteer's job description/age specific competencies (as appropriate)
	Review job expectations and RESPECT
	Explanation of job specific licensure requirements (if appropriate)
	Review worksite organizational chart
	Work schedule
	Worksite attendance and absence policies and procedures (sick time, leaves, etc.)
	Holiday policy and usage
	Payroll procedures and rules
	Supervision exercised and received
	Discipline policy and procedure
	Uniforms and dress code policy
	Intern / Volunteer conduct policy
	Attendance policy
	Interdepartmental relationships
	Fire and disaster responsibilities
	Worksite safety: rules and procedures
	Worksite quality control and quality assurance program
	Incident reporting procedures
	Telephone usage and procedures (single-line or multi-line telephones)
	Supplies and equipment
	Staff development opportunities and intern / volunteer engagement
	Mandatory training requirements
	Introduction to Intern / Volunteer performance evaluation process

Additional topics or comments: 1) Infection control and Universal Precautions; 2) physical contact with children (dos and don'ts), 3) policies around no diapering, no carrying, no first aid administration, no physical bathroom supervision, no being alone with children unless authorized by supervisor.

I have participated in a worksite orientation and understand my responsibilities with regard to the above mentioned topics.

Intern / Volunteer Signature: _____ **Date:** _____

Worksite Orientation Manager: _____

*** * * REMINDER * * ***

As noted on the Table of Contents, you must PRINT, SIGN and RETURN these pages to your Supervisor before your work may begin at SPARK.

<u>TOPIC</u>	<u>PAGE</u>
Intern / Volunteer Contact Sheet.....	4
BMC Information Security and Privacy Agreement.....	9
Ethical Guidelines.....	14
Intern / Volunteer Orientation Form.....	27
Worksite Orientation Form.....	28



This concludes The SPARK Center Intern / Volunteer Handbook