



PRESIDENTIAL LEADERSHIP ACADEMY

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STUDENT LEADERS & MENTAL HEALTH

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Student Leaders & Mental Health

This project is an intellectual property of Christina Boutselis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

TABLE OF CONTENTS

1. Executive Summary.....5

2. Policy One: *Orientation Leaders & Mental Health*.....8

 A. Introduction.....9

 B. How New Student Orientation Currently Addresses Mental Health.....9

 C. Problem Statement10

 D. Policy: Introduce NSO Topics in CSA 397B.....11

3. Policy Two: *Resident Assistants & Mental Health*.....12

 A. Introduction.....13

 B. Current Situation in HIED 302.....13

 C. Policy: Implementing Mental Health into HIED 302.....15

4. Conclusion.....19

5. Appendix.....22

 A. Providing Health Tips for Mental Wellness.....23

 B. Recommendations for Resource Promotion through Residence Life.....24

 C. *Smart and Safe at State* Story Example.....28

 D. CSA 397B Syllabus.....31

	4
E. HI ED 302 Syllabus.....	39
F. Mental Health Resources at Penn State University.....	54
G. Reasons for Proposal Choices.....	57
6. References.....	62

EXECUTIVE SUMMARY

PROBLEM STATEMENT: Student Leaders at Penn State aren't properly being introduced to the issue of college student mental health. Even though the university offers many resources for students to utilize if they are experiencing problems with mental health (see Appendix F), many students are often unaware of these outlets.

RELEVANCE: Mental health is not simply a fad that will disappear from society's radar in a couple of years. According to the National Alliance on Mental Illness (NAMI), "More than 25 percent of college students have been diagnosed or treated by a professional for a mental health condition within the past year" [1].

STUDENT LEADERS: Training student leaders in New Student Orientation and Residence Life allows for Penn State to pass down information and better handle situations involving mental health that affect a large number of students on campus.

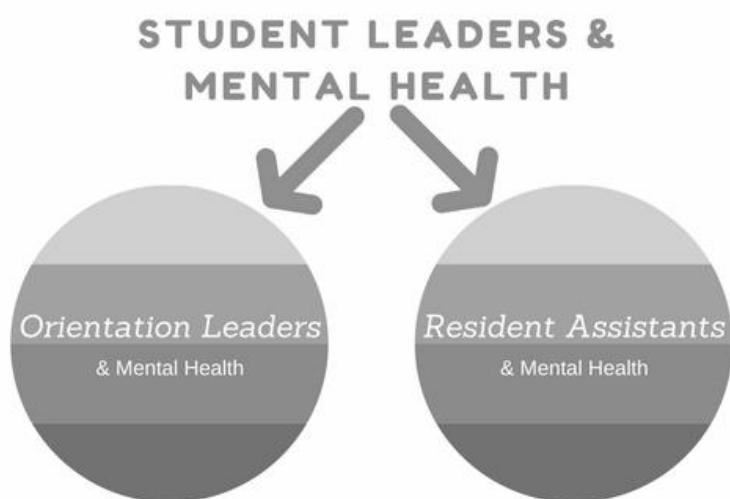
POLICY ONE - Introduce NSO topics into CSA 397B¹: Our policy involves introducing Orientation topics, such as mental health, during CSA 397B, as they are currently not introduced until the week before orientation. Orientation Leaders are the first student leaders that many first-year students meet at Penn State. In the current model for Orientation, there are concerns that the prescribed information on mental health is not being shared consistently.

POLICY TWO - Implement Mental Health in HIED 302²: Our policy includes implementing mental health into HIED 302 to prepare prospective RAs for recognizing when a student needs professional help. RAs are usually the first line of contact for students living in the Residence Halls. They need to be properly trained to identify and help students who are dealing with mental health illnesses.

¹ CSA 397B: Leadership Development through Orientation - required OL class

² HIED 302: The Role of the Resident Assistant - required RA class

POLICY PROPOSALS



POLICY ONE



Orientation Leaders & Mental Health Awareness

Introduction

In a large campus with a large population, Orientation Leaders are responsible for easing a student's initial journey through university. Penn State's campus is diverse, and may appear overwhelming amid classes, clubs, friends, social life, navigation, physical health and even mental health. Even though a large portion of NSO is already dedicated to the former aspects of college life, addressing mental health before beginning college may appear useless. This is why in the short time where NSO leaders are allowed to interact with new students, mental health is often overlooked and not addressed [2]. Before we discuss our policy to address mental health during orientation, here is a brief introduction to how NSO/TSO currently address mental health.

How New Student Orientation Currently Addresses Mental Health

After being accepted to the position of Orientation Leader for the summer, OLs are enrolled in a two credit course, CSA 397B: *Leadership Development through Orientation*³, in the spring. After passing the course with a grade of B or higher the leaders attend a week long training session between the end of the spring semester and the start of NSO. The leaders also undergo continuous training sessions over the course of orientation.

The goal of each is:

- **CSA 397B** - "This course will provide peer mentors serving as members of the Student Orientation and Transition Programs student staff with the knowledge and skills necessary

³ Syllabus is attached in Appendix D.

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to facilitate successful academic, personal, and social transitions for new students at Penn State. Students will gain self-awareness, leadership skills, and communication skills, along with increasing their relevant knowledge of Penn State, to effectively serve students and their families.”

- **Week long training session** - Provide leaders with the schedule of orientation and the tasks they will be performing throughout each orientation.
- **Continuous training sessions** - Continue to build on the skills learned in CSA 397B and refine the delivery of the content learned in week long training sessions.

Currently, mental health is discussed across two hours of classroom sessions. Both sessions are led by Orientation Leaders who are responsible for providing all of the content to the participants over the two sessions. The primary script for the first classroom session is provided in Appendix C [2].

Problem Statement

After conversations with former Orientation Leaders and looking at our own experiences from orientation, we have concerns over whether NSO participants are receiving all of the prescribed information. In some cases a leader may be straying from their script to provide the information as they personally see appropriate [3]. The current training for the Orientation Leaders only includes trainings on the topics discussed during the breakout session in the week long training session before NSO.

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POLICY

Introduce NSO Topics in CSA 397B

We believe that Orientation Leaders can receive better training in topics discussed during their breakout sessions, including but not limited to mental health. This can be accomplished by addressing orientation topics throughout the CSA 397B class. The current CSA 397B curriculum places an emphasis on the personal development of the Orientation Leaders. Many topics discussed in NSO are not introduced to leaders until the week long training session between the end of the spring semester and the beginning of NSO.

The week of NSO comes with a packed schedule for the leaders where they are inundated with their instructions for the following ten weeks of orientation. Introducing topics beforehand, such as mental health, diversity, and sexual assault should make the leaders more understanding of why these topics are essential to the students' performance on campus. However, under the current schedule it will be hard for the leaders to connect with the material. The hope is for the leaders to be more invested and informed in the topics discussed in the breakout sessions. This should result in the Orientation Leaders passing the information down more reliably and with greater gravity to the participants.

Once these Orientation Leaders start their job at NSO, they can use their position to spread mental health information to the incoming students. One recommendation we propose is listed in Appendix A: Providing Health Tips for Mental Wellness During NSO.

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POLICY TWO



Resident Assistants & Mental Health Training

Introduction

Resident Assistants, or RAs, are another group of student leaders who majorly impact the mental and social development of students living on campus. They are the first line of defense for the students in the residence halls dealing with mental health concerns. These RAs have constant contact with students and aim to be role models, community builders, mentors, and other critical roles in a student's life. The Residence Halls are home to approximately 13,800 students; 37% of which seek help from counseling centers on campus [4]. Although not trained clinical psychologists, the role of the RA includes recognizing changes in the behaviors of their residents and guiding them to the appropriate resource.

Current Situation in HIED 302

Before starting their job, RAs have to go through a one-semester, three-credit course titled *The Role of the Resident Assistant: Theory & Practice* or *HIED 302* ⁴ [5]. The various Area Coordinators facilitate the class, where they run through different scenarios that can occur in Residence Halls, and teach the prospective RAs about Penn State's policies. The class covers many different topic such as:

- The Roles of the Campus Leader, and Communication Skills
- Diversity/Social Justice, Inclusion, and Spirituality
- Economic Privilege, Class, Race, and Identity

⁴ Syllabus is attached in Appendix.

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- Women, Gender, LGBTQA, Sexuality and Relationship/Domestic Violence
- Crisis Intervention/Campus Resources
- Drugs, Alcohol, and Student Conduct
- Clery Act, Title IX, FERPA/Helping Skills [5].

While crisis intervention and campus resources are part of the syllabus, **mental health is only addressed peripherally in the class.** Arguably, Residence Life does not put enough emphasis on the importance of mental health in Higher Education 302, which can affect the performance of Resident Assistants.

According to Ms. Laura Newhouse, a Coordinator in North Halls at Penn State, some of the reasons why mental health is not properly addressed in HIED 302 include limited time, limited syllabus flexibility, and increased responsibility on the Resident Assistants [6]. However, there are currently two “Class Discussion Days” worked into the HIED 302 Syllabus, where the prospective RAs run through different scenarios and ask general questions about the class or the role of an RA [5]. We propose that these days, as well as free time during other class periods, be utilized to discuss mental health in the classroom both on its own, and as it relates to the other topics discussed.

POLICY

Implementing Mental Health into HIED 302

To help implement mental health into HIED 302, we wish to look at Professor Tom Drummond's *A Brief Summary of the Best Practices in College Teaching* [7]. Drummond is an expert in education and argues that the best way to facilitate classroom discussions has eight parts [7]. These eight parts are:

1. Short readings
2. First person experience
3. Individual task with review
4. Self-assessment questionnaire
5. Total group response
6. Case studies
7. Visual studies
8. Role play

We believe that Drummond's idea of including first person experiences, visual studies, and role play into the classroom would be beneficial in teaching mental health to prospective RAs.

First person experiences will engage potential Resident Assistants in conversations about mental health if they can relate to the topic on an individual level. Studies have shown that students retain information much better when they can specifically identify with the topic [8]. If facilitators of the class assign a "mental health reflection" on each designated topic, the importance of mental health can better be instilled in the RAs. Not only will Resident Assistants learn to prioritize their

own mental health as they reflect on the issue, but they will also see that the mental health of their residents is essential.

Additionally, adding visual studies to conversations on mental health can help a Resident Assistant understand what mental health crises really look like. The Anxiety and Depression Association of America reports that “anxiety disorders are one of the most common mental health problems on college campuses” [9]. This is why it is critical that RAs are trained to recognize when a resident may need help dealing with mental health illnesses like anxiety. Videos, documentaries, movies, etc. can all add to how well potential Resident Assistants view mental health on their floors. Potential RAs are already required to watch videos addressing other topics, where they see students reacting to distressing scenarios. They should then have to further analyze the signs, symptoms, and causes of the anxiety and stress that led the students in the videos to react as they did.

For example, students in HIED 302 are required to watch a video *“Love Is All You Need”* that discusses the importance of inclusion and intervention [10]. The video follows a young girl who is mocked at her elementary school for being different and liking things that vary from the “norm.” As the story continues, the teasing from her peers leads to physical altercations that made her feel unsafe, unwanted and suicidal. Her family and peers noticed the change in her behavior as well as how anxious she was when going to school. The video ends with the young girl attempting suicide but is saved in time by her family [11]. A surface level reflection of this video was required for the course, but a conversation about how to tell when the young girl felt stressed, anxious, and unwanted would be useful when trying to act as a trained observer for an entire floor of a Residence

Hall. We propose that the facilitators play this same video in class, but that they stop at parts where the character is clearly in distress. This way the future RAs get practice with observing behaviors as well as focusing on the signs of the most prevalent mental health issues here on campus.

Moreover, Drummond discusses the importance of role play in discussions. He states “Learners explore human relations problems by enacting problem situations and then discussing the enactments. Together learners can explore feelings, attitudes, values, and problem solving strategies. It attempts to help individuals find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group” [8]. Once an RA gets assigned to work in a Residence Hall, they go through another training process. Part of this process includes a role play activity called **BEHIND CLOSED DOORS**.

Behind Closed Doors is run slightly differently in each area (North, South, East, West, Pollock), but in general, it consists of experienced RAs acting out scenarios that might occur in a Residence Hall, and new RAs taking on the role of the RA and reacting to the situation as such. One of the scenes that is often run is a suicide scene. In South Halls, a CAPS counselor comes to talk to the RAs to help prepare them for such an event [12]. However, according to an East Halls Coordinator, there is no CAPS counselor present when they run this scenario in East [13]. We propose that the presence of a CAPS counselor at Behind Closed Doors be standardized throughout all areas when they run a mental health related scenario. Having an expert from CAPS to share critical information about dealing with these types of scenarios will optimize the learning experience the new Resident Assistants receive from this role play scenario.

By implementing personal reflection, visual studies, and role play with the focus on signs and symptoms of anxiety and depression, Higher Education 302 can effectively teach future RAs how to react to mental health issues. It is important to note that the role of the RA is not to diagnose students, but rather to recognize changes in their behavior that would warrant seeing professional help. If the facilitators of the class spend more time prioritizing mental health and including it in the existing discussion topics, there is hope that student leaders in Resident Assistant positions can successfully intervene and refer students to the proper campus resources.

Once the RAs start their job, they can use their role to better spread information about mental health resources to their residents. For recommendations on how achieve this, see Appendix B: Recommendations for Resource Promotion through Residence Life.

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CONCLUSION

Mental health is a relevant issue in the twenty-first century, especially in college campuses that contain talented human resources for nation building. College campuses must create an atmosphere that promotes physical and mental wellness. Recently, Penn State was ranked one of the fittest universities in the United States [14], but this honor does not include mental health. Counseling and Psychological Services (CAPS) at Penn State face various problems like lack of funding, space, and talent that can cater to the massive student body. However, CAPS is not solely responsible for college student mental health, and it can't eradicate mental illness completely without the support of students and faculty. Penn State's large student body can act as a resource, and student leaders can empower the community with better training and information.

Our goal is to find a way to reach out to the maximum number of students. All Penn State students have a chance to interact with Orientation Leaders and Resident Assistants. These groups are comparatively easier to train than the large and diverse faculty that span over a wide range of different academic programs.

Our first policy is to emphasize the importance of mental health to NSO leaders during their training. This way, leaders will be more motivated to pass on their knowledge during group NSO sessions. It is important for students to know their resources before they, or the people around them, undergo concerning mental health issues that hinder their success. NSO is the perfect time for new students to learn, because they will enter college with the security that resources on campus are plentiful. For students that already identify with having mental illness, this will, again, strengthen their security that help and care is available on campus and in the State College community.

Our second policy is to place a greater emphasis on mental health in the required RA course: Higher Education 302. Through their time at NSO, students will enter college with a general understanding of what they can do if they need assistance. Simply because RAs have the opportunity to bond with students at a personal level, they can act as pseudo-mental health counselors. We propose that RAs should receive more training on how to recognize the signs and symptoms of mental health disorders and should more actively share information about mental health resources with their residents. This way, students will be well-equipped to tackle any possible mental health concern. Moreover, RAs will be more prepared to assist their students in the case of an emergency.

These policy recommendations are easy to implement and low-cost, as we are only proposing to mend two pre-established programs at Penn State. While NSO is a relatively new and flexible program, the RA program involves a well-defined 16-week classroom orientation that gives many opportunities to delve deeper into mental health concerns for incoming RAs.

*

APPENDIX

APPENDIX A

Providing Health Tips for Mental Wellness During NSO

With this recommendation, we hope to alleviate the amount of information given to the students in one sitting and some of the pressure placed on NSO Leaders to provide this information. We recommend that the NSO leaders provide students small, wallet-sized resource cards that articulate the issues that surround mental health. As college students, many of us tend to engage in activities that are detrimental to our mental health, which results in subpar academic performance. Many studies [15][16] show that sleep deprivation, low self-esteem, lack of exercise, poor diet, etc. are among the major causes of poor mental health within the student body. Unfortunately, students continue to engage in these activities, possibly because they are unaware of exactly what habits they need to change and how to go about doing so. Thus, on a conveniently sized business card, students should be provided with five to ten common habits associated with negative mental health on the front side of the card. On the back, there should be a statement on how to change these habits. By placing this information directly into the student's possession, students will now have the opportunity to learn about the habits that are detrimental to their mental health before they enter college.

APPENDIX B

Recommendations for Resource Promotion through Residence Life

At University Park, all first year students are required to live on campus [17]. This allows Residence Life, through Resident Assistants and other means, to reach out to nearly every Penn State student as they enter their first year of college. We recommend that Residence Life use their position to spread information about mental health resources to the student body. We suggest doing this through the following methods:

- Resident Assistants can work with Penn State's Mental Health Awareness Week to spread information about mental health in the Residence Halls.
- Residence Life can provide physical pamphlets of information regarding mental health to Resident Assistants and their residents.

Currently, Residence Life at Penn State does a fairly good job of advertising CAPS through Stall Stories and weekly emails from the Residence Hall's Coordinator. However, both of these sources have so many other announcements and advertisements included on them that it is easy to overlook the CAPS segment. To better emphasize the importance of mental health, we recommend that during Mental Health Awareness Week, each RA should be required to dedicate one of their bulletin boards to sharing information about mental health. As it is, Coordinators already regulate most of the information that their RAs put on their bulletin boards. However, there is not already a standardized board dedicated to mental health in all Residence Halls [13]. This new board could include the definition of mental health, information about various mental health disorders, signs

and symptoms to look for, and Penn State resources available to those who suffer from mental health disorders.

To further build on Mental Health Awareness Week, the RAs in each Residence Hall could organize a mental health oriented Community Builder during that week. The actual content of the program would be up to the discretion of the RAs, but some suggestions include:

- Invite a counselor from CAPS to discuss resources.
- Invite an officer from Active Minds to speak to the residents about opportunities in the club.
- Have the members of Penn State's *HealthWorks* organization run a "Stress Less" workshop. *HealthWorks* is a peer education/outreach program in the University Health Services that focuses on promoting healthy living among Penn State students [18]. The "Stress Less" workshop held aims to help students de-stress by teaching them relaxation exercises and healthy techniques for dealing with stress [18].

These Community Builders would provide a safe space for the residents to go and learn about mental health in an interactive way. Ultimately, the goal of both the Community Builder and the bulletin boards is to provide residents with more information about mental health and the resources that are available to students at Penn State.

Mental Health Awareness Week at Penn State is usually held towards the end of November, but it is critical that students receive information about mental health resources before then [19]. During check-in at the beginning of the school year, all first year students receive a clear drawstring bag filled with information about alcohol consumption and consent from Residence

Life. Only on the back of one of the booklets is CAPS listed as an on-campus resource; however, it is not advertised as a resource for mental health concerns. We recommend that a pamphlet on mental health and mental health resources be added into this bag so that all first-year students readily have access to this information. According to a Coordinator from East Halls, a resident is only provided with a physical list of helpful resources if the RA or Coordinator believes that student needs the resources [13]. If they think it is necessary, they will give the student a business card with a list of on campus resources, off campus resources, and helpful websites. However, we believe that Residence Life shouldn't wait until a resident is in need, but rather they should provide students with mental health information as soon as they move in. According to Coordinators from East and South Halls, even the RAs themselves do not have many physical resources regarding mental health [12][13]. We believe that the RAs should be equipped with such resources so that they can easily share this information with their residents.

For example, at The College of William and Mary, RAs have a multitude of pamphlets instructing them on how to deal with various mental health related topics, including “Stress Management,” “Understanding and Treating Depression,” “Understanding and Treating Anxiety,” and “Suicide Prevention” [20]. Pamphlets such as these would be very beneficial for RAs at Penn State to have, especially since in their current training process, RAs aren't given a lot of information about how to deal with these scenarios.

The Resident Assistants are a key resource for students living in the Residence Halls. With our recommendations, RAs can use their role to better spread awareness about mental health resources to their residents. Providing these resources to students not only reinforces the

importance of mental health as a critical issue among college students, but it also serves as a much needed preemptive measure against students suffering through mental health illnesses without seeking help.

APPENDIX C

Smart and Safe at State Story Example

Alex and Taylor recognize each other from their English 015 class while they are both at a fraternity party downtown. Taylor sees Alex, smiles and invites him to play beer pong with her in the next round. She tells him she has been doing terrible, but with him they can dominate. Alex and Taylor are on a roll, no one can beat them. Taylor and Alex are just about to start another game when her friends decide they are going home. Alex offers to walk Taylor home later since they both live in East Halls.

So, Taylor tells her friends she will text them when she gets home later. Alex and Taylor play a few more games and then head back to East. It is a little cold outside and they are walking close together. Taylor is also a little unsteady due to the amount of drinks she had. They see a group of guys near McDonalds and Alex stops to say hi. Alex knows the guys from high school and they begin talking about their nights. Alex is boasting about Taylor's amazing shots and Taylor shyly smiles. Alex puts his arm around Taylor as they all talk. Taylor smiles widely and leans in a bit towards Alex. The group parts and Alex's arm is still around Taylor.

- What are some things about this story that could lead to negative consequences for Alex or Taylor?

They continue walking home together, and Alex brings them straight to his building. Taylor gives him a look out of the corner of her eye and Alex replies "I figured we can order food and chill." Taylor accepts. Taylor and Alex go into his room and Pat, his roommate, is there asleep. Alex apologizes to Pat for waking him and suggests Pat go find a place to crash. Pat notices Taylor

is leaning against the wall and a little out of it. Just then, he remembers learning about consent and sexual assault at New Student Orientation and what kind of impact it could have on Pat, Alex, and Taylor.

- What would you do if you were the roommate? What are your options?
- If you were the roommate, what would be difficult about deciding to stay in the room or leave?? Remember, consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply ongoing or future consent.

Talking with sexual partners about desires and limits may seem awkward, but can serve as the basis for positive sexual experiences shaped by mutual willingness and respect. Please do not share, but if you haven't already, consider what your preferences are about engaging in sexual activity and how you would communicate that to a potential partner.

Transition to the other potential ending

Let's talk about another direction this story could have gone... What if Pat didn't decide to come back to the room and there was a sexual assault? Penn State has many resources to help. And, Taylor can get help whether Taylor wants to file a complaint or not.

Let's look at the rest of the information on page 3 of your NSO guide. There you'll find confidential and non confidential reporting options, plus an overview of the reporting process.

If you remember, Taylor and Alex know each other from ENGL 15. A few weeks later, Taylor heads to the Center for Women Students, who provide support for Taylor and advocate to get them moved into a different section of ENGL 15. The Center for Women Students can also refer Taylor to CAPS, which is the counseling center on campus.

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If Taylor wants to make a report, there are a lot of options on page 3. The Local Law enforcement, University Police, our Title IX coordinator, are all good places to start. You can learn more about each of these by visiting Penn State's Title IX website. It's the fourth box down on the left hand column. (title-ix.psu.edu) OL: Please be prepared to discuss what to Alex? Explain the conduct process. We've talked about a lot of different things (summary of discussion). I know this is heavy stuff. But it's also our responsibility as a community to know how to support each other. Recent studies have shown that one in four to five college women, and one in 15 men experienced an attempted or completed sexual assault while in college.

APPENDIX D

CSA 397B Syllabus

CSA 397B, 001: Leadership Development through Orientation

Tuesdays from 6:00-8:00pm | 316 Wagner Building

Course Announcements & Blog Prompts: <http://sites.psu.edu/oteam> | Course Content & Assignment Instructions: [Canvas](#) (“the new ANGEL”)

Instructor of Record:

Dan Murphy, Director

dwm17@psu.edu | 269-720-5822 | @danielwmurphy
@jordanebarnett

Primary Contact:

Jordan Barnett, Coordinator

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			724-	
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Additional Student Orientation & Transition Programs Staff:

Beth Snyder	Operations Assistant	Begins on February 1	TBD	TBD
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Office Hours: Wednesdays, 8:00am-5:00pm (111 HUB-Robeson Center)

Additional SOTP Contact information:

Phone Number: 814-865-4178
www.facebook.com/PennStateSOTP

SOTP

Facebook:

Office Location: 102 Wagner Building
<http://www.facebook.com/groups/PSUOTeam2016>

OTeam

Facebook:

Email: orientation@psu.edu

Instagram: [@PennStateSOTP](https://www.instagram.com/PennStateSOTP)

Website: orientation.psu.edu

Twitter: [@PennStateSOTP](https://twitter.com/PennStateSOTP)

Course Description:

This course will provide peer mentors serving as members of the Student Orientation and Transition Programs student staff with the knowledge and skills necessary to facilitate successful academic, personal, and social transitions for new students at Penn State. Students will gain self-awareness, leadership skills, and communication skills, along with increasing their relevant knowledge of Penn State, to effectively serve students and their families.

Course Objectives:

Through successful completion of this course, students will be able to:

1. Explore personal strengths as individuals and student leaders through assessment and guided self-reflection;
2. Gain an understanding of fundamental student development theory and how it applies to a student's transition to higher education;

3. Articulate personal & institutional stances on the role of higher education and issues of diversity and inclusion;
4. Learn about effective communication styles and group process while learning how these topics relate to the role of a student leader; and
5. Understand the mission, structure, and history of Penn State.

Course Expectations:

Attendance: You are expected to attend class each week. Only absences discussed with the primary contact prior to the start of the class session may be considered excused. Excused absences are related to official university travel (academic conference, varsity athletic competition, performance, etc.), medical concern, or family emergency, and must be confirmed with written documentation. All other absences will be considered unexcused.

All absences (excused or unexcused) will require a one-on-one meeting with the primary contact for the course within one week of the missed class, if circumstances allow. Once you have met, you will be eligible to earn back the reflection journal points missed by way of an alternate prompt provided in the meeting for an excused absence. An unexcused absence will result in no reflection journal grade for the missed class.

Course Submissions: All assignments will be submitted through the CSA 397, Section 01: LDRSHP DEVELOPMENT portal in Canvas (<http://canvas.psu.edu>). Use this format when saving assignments: <LastName_Assignment.doc>

Weekly reflection journals will be posted to your personal blog that you will create using <http://sites.psu.edu>.

Late Assignments: Assignments are not accepted late unless arrangements are made with the primary contact in advance of the deadline.

Participation: You are expected to actively participate in class discussion, activities, and exercises. Active participation will include having completed the required readings, being prepared with course assignments, and engaging with instructors through conversation and questions.

Phones: Phones should be turned off, or set to silent during class, and should be stowed away for the duration of class. There will be no texting, tweeting, instagramming, snapchatting, vining, or yik yakking, etc. during class unless requested to do so by a presenter. Also, yik yakking in general is discouraged.

Twitter: With the help of Twitter, we've found a mechanism to assist us with communication in the event of an emergency or important announcement. By using this technology, we will be able

to use @OTeamAlert to relay important messages from any computer/phone to the entire staff instantaneously via text message. It will NOT be used to engage with you personally. You are expected to follow @OTeamAlert and set up alerts as part of your homework prior to the second week of class. Instructions/additional information: <http://sites.psu.edu/oteam/the-business-of-being-an-oteamer/twitter/>

Special Accommodations:

In order to address the special request to facilitate learning of any students with disabilities, including those with hearing and sight loss, it is necessary for those students to inform the primary contact.

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments, contact the Office for Student Disability Resources at 814-863-1807 (V/TTY). For further information, please visit the Office for Student Disability Resources website at <http://equity.psu.edu/ods/>. To receive consideration for course accommodations, you must provide documentation (see guidelines: <http://equity.psu.edu/ods/guidelines>).

If documentation supports the need for academic adjustments, Student Disability Resources will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with us as early in the course as possible. You must contact Student Disability Resources and request academic adjustment letters at the beginning of each semester.

Academic Integrity:

Plagiarism, cheating, submitting work of another person or work previously used without informing the instructors, tampering with the academic work of others and other forms of academic dishonesty may lead to lowered grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

Instructor Responsibilities regarding Disclosure in Class/Assignments:

Penn State takes victimization seriously and is required to act on any incident it becomes aware of in which a student or staff member has been the victim or perpetrator of a crime, either currently or in the past. Because of federal and state laws including Title IX, the Clery Act, the Campus SaVE Act, and PA Child Protective Service law, you need to be aware that members of the instructor team are obligated to report any disclosure you make about sexual harassment, sexual assault, relationship violence, stalking, and childhood sexual, physical, or mental abuse. Reports must be made on incidents disclosed in written or oral work or in class discussions. While we cannot guarantee confidentiality in the situations outlined above, we are fully committed to creating a safe space grounded in empathy, respect, and trust. Privacy will be maintained to the fullest extent we are able to provide.

Evaluation Criteria:

A letter grade will be given for this course, based upon accumulated points. An “I” (Incomplete) **will not** be assigned. You must pass the class with an A, B+, or B, maintain a 2.5 GPA, remain in good conduct standing, and have demonstrated that you are a “good fit” for the position you have been hired to serve in to work this summer.

Your final grade will be determined using the following chart:

<u>Assignment/Project</u>	<u>Max Points</u>	<u>Points Earned</u>			
Weekly Reflection Journals	90				
StrengthsQuest Inventory	10		<u>Letter Grade</u>	<u>Points Range</u>	<u>Percentage</u>
Spring Training Retreat	50		A	297-330	90%-100%
Clery Act Compliance	5		B+	287-296	87%-89.9%
FERPA Tutorial	5		B	277-286	84%-86.9%
Reporting Child Abuse Training	5		B-	264-276	80%-83.9%
H.W.I.K Presentation	10		C+	254-263	77%-79.9%
Cultural Fluency Project	75		C	231-253	70%-76.9%
One-on-One Meeting	15		D	198-230	60%-69.9%
One Button Studio Recording	15		F	0-197	0%-59.9%
Final Exam	50				
Total	330				

Required Readings:

All course readings, except *The Circle* by Dave Eggers, will be accessible via the CSA 397, Section 01 LDRSHP DEVELOPMENT portal in Canvas. You will receive a copy of *The Circle* during our class meeting scheduled for February 16.

Additionally, we will start each class period with a discussion of current Penn State events. Please read *The Daily Collegian* each day and be prepared to propose weekly relevant topics for discussion. You may also want to consider following [@PennStateNews](#), [@DailyCollegian](#), [@OnwardState](#), and [@SCNewsDesk](#) on Twitter for additional information regarding current events or happenings around campus and throughout State College.

The Newspaper Readership Program also provides you with complimentary access to *The Daily Centre Times*, *The New York Times*, and *USA Today*.

Course Assignments:

Weekly Reflection Journals: You will be expected to provide a weekly reflection in response to the prompt provided after each class. In addition to the provided prompt, you are encouraged to include your thoughts about your experience, reactions to class content, or the dynamics within the team. Prompts will be posted after class on the OTeam Blog. Your reflections will be posted to your personal blog which you will create at <http://sites.psu.edu>.

Blogs created via sites.psu.edu are public by default. If you are concerned about privacy in regards to your blog, you are welcome to limit access to view your blog to the course instructors. Instructions on how to do this are available at <http://sites.psu.edu/oteam/get-your-blog-on>. **Completion Deadline:** Every Sunday by 11:59pm. (With the exception of the prompt from class on January 19, which is due by Friday, January 22 at 11:59pm.)

Your reflections will be reviewed by the instructors prior to each class meeting. Your journal entries will not be graded on writing style or grammar, but on how well your reflection exhibits elements of personal and team growth, addresses or goes beyond simply answering the prompt, and connects with your other outside of the classroom experiences. A full grading rubric is available at <http://sites.psu.edu/oteam/get-your-blog-on>.

StrengthsQuest Inventory: We will be using StrengthsQuest to frame our conversation on leadership, leadership development, and team dynamics. You will receive an email with instructions on how to complete the instrument. The inventory is taken online and requires about 30 minutes in a distraction free environment. Your results will be submitted directly to us and we will dedicate a portion of the retreat and subsequent training sessions to interpret the results and what this means for our team. Full credit is given for completing StrengthsQuest. **Completion Deadline:** 11:59pm on January 17.

Spring Training Retreat: As a part of your preparation for the 2016 orientation cycle, the retreat will allow us to spend some out of class time together on team building activities, deepening our connection with each other. This is a required part of the course and as such attendance is mandatory. More details will be provided in the class session prior to the retreat. ***Retreat Scheduled:*** Saturday, January 23 from 9:00am to 6:00pm at Stone Valley.

Clery Act Compliance: This program will educate you about your role as a Campus Security Authority. Visit lrn.psu.edu, select the “Faculty & Staff Login” option, and login using your PSU access id. Search for “Clery Act”, select the “Clery Act Training”, and request access to the training program. You will receive full credit as long as we receive a screen shot of your certificate of completion. ***Completion Deadline:*** 11:59pm on February 7.

FERPA Tutorial: As an employee of Penn State who may encounter confidential student records, you must complete the University’s FERPA Tutorial. Visit https://www.registrar.psu.edu/staff/ferpa_tutorial/ferpa_tutorial.cfm. Complete the module & quiz. You will receive full credit as long as we receive a screen shot of your completed score. ***Completion Deadline:*** 11:59pm on February 14.

Reporting Child Abuse: As an employee of Penn State, you may encounter a situation where abuse is suspected. This training is designed to help you prepare for such a situation. Visit lrn.psu.edu, select the “Faculty & Staff Login” option, and login using your PSU access id. Search for “reporting child abuse”, select the “Building a Safe Penn State: Reporting Child Abuse”, and request access to the training program. You will receive full credit as long as we receive a screen shot of your certificate of completion. ***Completion Deadline:*** 11:59pm on February 28.

Here’s What I Know (H.W.I.K) Presentation: In order to best serve new students and parents, it is important to utilize resources effectively. Often times, the best resources that you have are the other members of your team. For the H.W.I.K. presentation, you will be asked to develop a brief (two-minute) presentation about your experience at Penn State. You will submit three possible topics you could share with the class via a weekly reflection entry; an instructor will assign you the final topic. ***Topic Submission Due:*** 11:59pm on April 3. ***Presentation:*** In class on April 19.

Cultural Fluency Project: The cultural fluency project (CFP) asks you to assume an identity other than your own in order to “experience” parts of daily life from the perspective of that identity. You will be asked to reflect on these experiences, meet with advocacy unit staff, and explore current events related to your assigned identity. This project will assist you in journeying beyond your comfort zone, participating in personal reflection, utilizing campus resources, connecting with others, and developing empathy. ***Completion Deadline:*** Component deadlines vary and are outlined below:

- Advocacy Unit Summary: 11:59pm on March 20
- Two (2) Activity Summaries: 11:59pm on April 10

One (1) Activity Summary & Final Impact Paper: 11:59pm on April 30

One Button Studio Recording: The goal of this assignment is to combine the skills learned through the class sections dedicated to communication, public speaking, and answering questions with the resources available for student use in the Media Commons in the Pattee-Paterno Library. You will schedule time to visit the One Button Studio with the primary contact to record your responses to a variety of questions that will be used to develop videos to be shared prior to, and during the New Student Orientation program. **Completion Deadline:** Friday, April 22.

One-on-One Meeting: Through orientation, we impress upon new students, and their parents and family members, the importance of getting to know your instructors. Office hours are the vehicle through which this relationship is often most easily established. To support, and reiterate, this message you will be expected to schedule a one hour one-on-one meeting, or office hour, with the primary contact for this course. You will receive instructions on how to schedule this meeting in class. **Completion Deadline:** Friday, April 29.

Final Exam: A comprehensive, written final exam will be administered to ensure that you have gained the knowledge necessary to be successful as a member of our team. The final exam will take place the week of May 2.

Extra Credit:

Up to three extra credit assignments (valued at 5 points each) will be made available throughout the semester on the OTeam blog at sites.psu/oteam. Assignments will require your attendance, and participation at, an on-campus event. A summary reflection on your participation will need to be submitted to your blog within one (1) week of the event you attended. A member of the Director Team will be present at the event to verify attendance.

APPENDIX E

HI ED 302 Syllabus

Higher Education (HI ED) 302 **The Role of the Resident Assistant: Theory and Practice**

The Pennsylvania State University-Fall 2016
 Schedule Number 654436, Section 1
 Tuesdays and Thursdays from 1:35p.m. to 2:50p.m.

Class Instructor

Mark Rameker
 Senior Director of Residence Life
 201 Johnston Commons
 Office Phone: (814) 863-1710
 E-mail: mjr22@psu.edu

Class Coordinator

John Hurst
 Assistant Director, Residence Life (Assistant Director of Student Leadership)
 106 Warnock Commons
 Office Phone: (814) 865-2890
 E-mail: jeh9@psu.edu

Class Facilitators

Dynea Pope
 Residence Life Coordinator South Halls
 202 Redifer Commons
 Office Phone: (814) 865-8355
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 154 McElwain Hall
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This project is an intellectual property of Christina Boutselis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

Jessica Lawrenson
 Residence Life Coordinator East Halls
 10 Geary Hall
 Office Phone: (814) 863-0279
 Email: jpl5530@psu.edu

Laura Newhouse
 Residence Life Coordinator North Halls
 105 Warnock Commons
 Office Phone: (814) 865-2890
 Email: lun3@psu.edu

Facilitator Availability

Your Class Facilitator's normal office hours are from 9:00 a.m. through 5:00 p.m. on weekdays. The best way to contact or meet with your Facilitator would be through scheduling appointments. You can do so by calling your Class Facilitator at their office phone and finding specific times to meet that works for both of your schedules.

Course Description

This course is an analysis of the various roles of the resident assistant, including interpersonal facilitator, disciplinarian, program developer, and activities facilitator. This course is designed to prepare class participants for service as competent, well-balanced Resident Assistants in Penn State's multicultural and learning-centered residence hall communities.

Learning Outcomes

Upon successful completion of this course, students will:

- Demonstrate the five roles for a Resident Assistant in support of the vision, mission and educational priority of Residence Life.
- Develop skills to make critical judgments in a logical and rational manner.
- Exhibit proficiency in communication skills, conflict mediation, and creating intentional community building experiences.
- Translate and model ethical decision making both locally and globally.

Required Textbook

Foubert, John D., Lessons Learned: How to Avoid the Biggest Mistakes Made by College Resident Assistants, New York, New York, Routledge/Taylor & Francis Group

*This text will be furnished at no cost to you. You will need to RETURN the book when the class is over.

Fall 2016 Syllabus

Tues., August 23

Introductions and Expectations

Large Group, 108 Chambers

Learning Objectives

This project is an intellectual property of Christina Boutselis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

- Summarize the class syllabus.

Homework

- Assignment: Take the True Colors Personality Quiz (Handed out in class today) found in the Angel Assignment Folder
- Assignment: World in Conversation. Due Date: See Handout

Thurs., August 25

True Colors Personality Quiz

Learning Objectives

- Identify other students in the class.
- Identify his/her personality “color” via the “True Colors Personality Assessment”.
- Explain how knowledge of his/her personality can be helpful while working with others in a group setting.

Homework

- Each student will receive a Strengths Quest code from your facilitator. This individual code is used to register and take the Strengths Quest Assessment.
- Angel: “Strengths Quest Users Guide” found in the Angel Assignments. This reading will instruct the students how to register and take the Strengths Quest Assessment.

Tues., August 30

Strengths Quest

Learning Objectives

- Identify their 5 Signature Themes.
- Compare how the same themes are experienced similarly and differently.
- Reflect on the different Signature Themes of other in the class.

Homework

- Textbook: Foubert: Chapter 1, pp. 1-5
- Assignment: Strength Quest Paper -due Tuesday, September 6th by 11:55 p.m.
- Angel: Working with College Students and Student Development Theory Primer
<http://uncw.edu/studentaffairs/pdc/documents/StudentDevelopmentTheorybyM.Walker.pdf>
- Angel: 7 Vectors: An Overview
<http://www.cabrini.edu/communications/ProfDev/cardevChickering.html>

Thurs., September 1

Student Development Theory

Learning Objectives

This project is an intellectual property of Christina Boutselis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

- Describe how student development theory impacts the work Residence Life does for students in the residence halls.
- Define human development and student development theory.
- Describe one theorist's approach to student development.
- Identify one way to use student development theory in daily practice.
- Analyze own personal development as it relates to student development theory.

Homework

- Textbook: Foubert: Chapter 2, pp. 9-12
- Angel: Blimling, Chapter 2 (The Roles and Responsibilities of an RA)
- Angel: The Student Leadership Challenge, Five Practices for Exemplary Leaders pp. 8-19

Tues., September 6

Roles of the Campus Leader

Learning Objectives

- Identify and define the roles associated with being a leader on a college campus.
- Identify and define the 5 roles of the Resident Assistant.

"Buddy Project"

Meet with your Assigned "RA Buddy," in person, by no later than Tuesday, September 20 to discuss all parts of the "buddy Project." Those parts are:

Part #1-One-on-One meeting with SuperGroup Coordinator

Part #2-Doortags

Part #3-Bulletin Board

Part #4- Duty Night

Part #5-SuperGroup Meeting

It is highly recommended that you meet with your assigned "RA Buddy" more than once during the semester to discuss your progress related to this project.

-BP parts #1 and #2 due to SuperGroup Coordinator on September 22.

-BP Part #3 must be hung up during the week of September 25 and completed by no later than noon on September 27.

-BP Parts #4 and #5 due to SuperGroup Coordinator on November 8.

*Current RA's taking the class will be assigned a different RA Buddy Program.

Homework

- Prepare for Quiz #1 administered in class on Thursday, September 8
- Textbook: Foubert: Chapter 6, pp. 24-27
- Textbook: Foubert: Chapter 19, pp. 78 -81
- Angel: 10 Communication Secrets of Great Leaders
<http://www.forbes.com/sites/mikemyatt/2012/04/04/10-communication-secrets-of-great-leaders/>

Thurs., September 8

Communication Skills: Making meaning, Getting your point across, Building relationships, and getting what you want.

Learning Objectives

- Evaluate their communication skills.
- List and describe the non-verbal aspects of the communication process.
- Identify barriers to communication and categorize them as internal or external interference.
- Identify active listening techniques

Homework

- TED Talk: Chimamanda Ngozi Adichie: The danger of a single story
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Quiz Today

- Student Development Theory & Role of the Campus Leader

Tues., September 13

The Danger of a Single Story: Diversity/Social Justice

Learning Objectives

- Describe what is meant by “a single story.”
- Identify at least 1 single story others have told about themselves.
- Identify at least 1 single story they have told about someone else.
- Reflect on the danger of having single stories about students in the residence halls.

Homework

- Angel: Mantisios, G: Class in America
- Textbook: Foubert: Chapter 38, pp. 165-167
- Assignment: Reflection Paper #1 (Single Story)-due Tuesday, September 20th by 11:55 p.m.

Thurs., September 15

Economic Privilege, Class, and the Role of College

Learning Objectives

This project is an intellectual property of Christina Boutselis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

- Identify two ways they have privilege in U.S. society.
- Reflect on how class affects the differences in how students experience Penn State.
- Describe how college affects socio-economics status in U.S.

Homework

- Angel: Harro, B: The Cycle of Socialization
- Angel: Harro, B: The Cycle of Liberation
- Textbook: Foubert: Chapter 36, pp. 155-158

Tues., September 20
Large Group 108 Chambers

The Cycle of Socialization & Liberation

Learning Objectives

- Describe each stage of the cycle of socialization.
- Describe each stage of the cycle of liberation.
- Identify one way they have personally been affected by the cycle of socialization.

Reminder - "Buddy Project" deadline to meet with your "RA Buddy" TODAY

Thurs., September 22

Class Discussion Day

Reminder – "Buddy Project" parts #1 and #2 are due to SuperGroup Coordinator TODAY,

Homework

- Angel: McIntosh: Unpacking the Invisible Knapsack
- Angel: Crosley-Corcoran: Explaining White Privilege to a Broke White Person
- Angel: Caldwell: Controversial tweet from Penn State ... backlash
- Angel: Huffington Post: Latino Students Protest ... Stirs Controversy
- Textbook: Foubert: Chapter 11, pp. 48-52

Reminders:

Do you know when you are putting your bulletin board up on your RA Buddy's floor? Doing a duty night with a current RA/your buddy? Attending a SuperGroup meeting? Remember to begin working on "Buddy Project" parts #3, #4, and #5 before it's too late. Part #3 (bulletin board) is due next week, the week of September 25 and by no later than noon on Tuesday, September 27. Parts #4 and #5 are due on Tuesday, November 8.

Tues., September 27

Privilege, Race, and Identity

Learning Objectives

This project is an intellectual property of Christina Boutselis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

- Define race and ethnicity
- Describe racism
- Reflect on how race affects the ways by which students experience Penn State

Homework

- Textbook: Foubert: Chapter 26, pp. 113-116
- Textbook: Foubert: Chapter 46, pp. 196-200
- Angel: Fleming: Kappa Delta Rho: What We Know Now
- Angel: Garrity Kappa Delta Rho student investigation ... Council
- Angel: Bever: Penn State Suspends Kappa ... sexual harassment

Thurs., September 29

First Evaluation

Tues., October 4

First Evaluation

Thurs., October 6

Women, Gender, and Relationship/Domestic Violence

Learning Objectives

- Identify common issues facing women on college campuses.
- Reflect on how gender affects the experiences that students have at PSU.
- Identify resources related to sexual assault/harassment and relationship/domestic violence.

Homework

- Textbook: Foubert: Chapter 44, pp. 187-189
- Angel: Shapiro: Justice Dept. sides with transgender student ... is illegal
- Assignment: Domestic Violence/ Women's Rights Posters and a Paper due Thursday, October 13th by 11:55pm

Tues., October 11

Large Group 108 Chambers

LGBTQ, Gender, and Sexuality

Learning Objectives

- Define common terms associated with the LGBTQ community.
- Describe stereotypes of the LGBTQ community.
- Reflect on how sexual orientation affects the ways students experience Penn State.

Homework

- Textbook: Foubert: Chapter 9, pp. 39-42
- Textbook: Foubert: Chapter 13, pp. 57-60

- Assignment: Reflection Paper #2 (*Love is All You Need* video: found on YouTube <https://www.youtube.com/watch?v=3ROXTFfkcf>) due Tuesday, October 18th at 11:55 p.m.

Thurs., October 13
Justice

Diversity, Inclusion, and the Role of the RA: Diversity/Social

Learning Objectives

- Describe an inclusive community.
- Identify strategies to form inclusive communities in the residence halls.

Homework

- Assignment: Reflection Paper #3 (Diversity/Social Justice and the Role of an RA) due Thursday, October 20th at 11:55 p.m.
- Angel: Lippy: Christian Nation or Pluralistic Culture
- Angel: Creating Identity-Safe Spaces on College Campuses for Muslim Students
- Angel: Nowicki: Modesto Area Atheists Speak Up, Seek Tolerance
- Textbook: Foubert: Chapter 8, pp. 33-36
- Textbook: Foubert: Chapter 12, pp. 53-56
- Take Home “My Story of Religion” Worksheet

Tues., October 18

Spirituality

Learning objectives

- Explore spirituality as it relates to personal identity
- Recognize that there is a spectrum of how people identify as spiritual
- Identify on-campus resources to support students as it relates to their spirituality

Thurs., October 20
Large Group 108 Chambers

Communication Skills: Cross Cultural Communication

Learning Objective

- Discuss the difference in communication styles within different cultures.
- List and describe the non-verbal aspects of the communication process and how these may be perceived differently culturally.
- Identify cultural barriers to communication.
- Identify how differences in communication styles can impact the manner in which students understand each other.

Homework

- Assignment: Reflection Paper #4 (How is communication related to culture) due Thursday, October 27th by 11:55 p.m.
- Angel: VARK Questionnaire: <http://www.vark-learn.com/english/page.asp?p=questionnaire>

Tues., October 25

Community Building/Co-curricular

Learning Objectives

- Summarize the Residence Life co-curricular learning plan.
- State the educational priority for Residence Life and the 5 learning goals.
- Discuss their co-curricular experience.

Homework

- Textbook: Foubert: Chapter 22, pp. 97-100
- Textbook: Foubert: Chapter 24, pp. 105-107

Thurs., October 27

Student Conduct

Learning Objectives

- Describe why responsibility for self/others is important to community development.
- Discuss why respect for self/others is important to community development.
- Identify why students may be referred to the Residence Life/Office of Student Conduct.
- Summarize the Student Conduct process.
- Describe the role policy enforcement plays in community development.
- Role-play how to confront an incident.
- Describe the importance of documentation (Incident Reports).

Homework

- Textbook: Foubert: Chapter 31, pp. 135-138
- Textbook: Foubert: Chapter 33, pp. 143-146
- Textbook: Foubert: Chapter 34, pp. 147-149
- Textbook: Foubert: Chapter 35, pp. 150-152
- Angel: Sulross.edu: Counseling Microskills
- Angel: UP Campus Resources

Tues., November 1

Crisis Intervention/Campus Resources

Learning Objectives

- Summarize how to respond to situations of crisis.

- Explain effective support for students and provide resource referrals.
- Reflect on their own experiences related to helping skills.

Homework

- Textbook: Foubert: Chapter 27, pp. 117-120
- Textbook: Foubert: Chapter 28, pp. 121-124

Thurs., November 3

Class Discussion Day

Tues., November 8

Large Group, 108 Chambers

Drugs and Alcohol (Large Group)

Reminder—"Buddy Project" Parts #4 and #5 are due to your assigned SuperGroup Coordinator TODAY.

Homework

- Angel: Clery Act: <http://clerycenter.org/summary-jeanne-clery-act>
- Angel: Title IX: <http://nces.ed.gov/fastfacts/display.asp?id=93>
- Angel: FERPA <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Thurs., November 10

Large Group 108 Chambers

Clery Act, Title IX, FERPA/Helping Skills

Learning Objectives

- Define the Clery Act.
- Define FERPA.
- Define Title IX.
- Name the 3 Phases to Helping in Student Affairs.
- Name the 10 main types of Helping Skills.

Homework

- Prepare for Quiz #2 administered in class on Tuesday, November 15th

Tues., November 15

Intervention

Improv Day: Helping Skills, Policy Enforcement, and Crisis

Homework

- Digital Footprint Assignment due Tuesday, November 29th at the beginning of class

Quiz Today

- Crisis Intervention
- Helping Skills
- FERPA, Title IX, and Clery Act

Thurs., November 17

Large Group, 108 Chambers

Sustainability (Large Group)

Homework

- Textbook: Foubert: Chapter 40, pp. 172-175

- Textbook: Foubert: Chapter 41, pp. 176-178
- Textbook: Foubert: Chapter 42, pp. 179-182
- Angle: RAGTIME Ethics

THANKSGIVING BREAK ---- NO CLASS THIS WEEK

Tues., November 29	Your Digital Footprint, Role Modeling and Ethics Learning Objectives <ul style="list-style-type: none"> • Define the term digital footprint. • Compare their digital footprint with the RA commitment to ethics taken from RAGTIME or their campus choice of RA commitment to ethics.
Thurs., December 1	Wrap-Up
Tues., December 6	Final Performance Evaluation
Thurs., December 8	Final Performance Evaluation
Fri., December 9	Classes End

Final Exams — (there will be no final in this class)

Course Requirements

Students must meet the following requirements:

1. Log into HIED 302 ANGEL group at least 2 times per week to read course materials and check the calendar for upcoming class activities and content. Read course material for upcoming classes.
 - Actively participate in class. This includes (but is not limited to):
 - i. Being prepared by completing required readings prior to class.
 - ii. Contributing to class discussions by sharing experiences and using information from the readings to support class discussions.
 - iii. Showing willingness to confront and challenge others toward better understanding multiple perspectives.
 - iv. Demonstrating active listening skills.
2. Expressing sensitivity toward persons with differing perspectives and opinions.
3. Complete all assignments by the scheduled due dates and in the formats requested.
 - IMPORTANT NOTE: All written assignments must follow this standard format:
 - Use 12 point Times New Roman font.
 - Double spacing in between lines.

- One inch margins all around the paper.
 - Student's first and last name AND the title of the assignment added to the **top right side of the first page of the paper**. No other information should be added to the top of the first page of any paper.
4. Late Assignments: Students will lose 10% of their total points every 24 hours the assignment fails to be submitted.

Extra Credit Points:

Students may elect to acquire 5 extra credit points by attending **one** of the following programs. Students are asked to bring a "program" from the presentation back to their instructor as proof they attended. Unless otherwise stated, these are the only extra credit options.

Participation in a residence hall area Fire Drill

Students may choose to participate in an area fire drill. Fire drills take place once a month in each of the residence hall areas. A fire drill schedule will be given out in about two weeks. Students may choose the date and area to participate in the drills. Each student will be asked to sign in and help out with the drills. When you sign up, be sure to also identify yourself as a student in HIED 302 in order to receive credit.

Grading Policies

<u>Summary of Graded Assignments</u>	<u>Points</u>
World In Conversation	25
True Colors Personality Test Results	25
Strength Quest Results	25
Strength Quest Paper	25
Quiz #1 (Student Development Theory/The Role of the Student Leader)	50
Reflection Paper #1 (Single Story)	50
Campaign Signs Against Sexual Assault and Paper	25
Reflection Paper #2 (<i>Love is All You Need</i>)	50
Reflection Paper #3 (Diversity/Social Justice and the Role of an RA)	50
Reflection Paper #4 (How is communication related to culture)	50

Quiz #2 (Crisis Intervention, Helping Skills, FERPA, Title IX, and Clery Act)	50
Digital Footprint Assignment	25
Buddy Project	200
Formative Assessments (10 points each)	100

Total: 750 points

Grading Scale

A	94-100%	705-750pts
A-	90-93%	675-704pts
B+	87-89%	653-674pts
B	84-86%	630-652pts
B-	80-83%	600-629pts
C+	77-79%	578-599pts
C	70-76%	525-577pts
D	60-69%	450-524pts
F	Below 60%	449pts and below

To receive recommendation for an opportunity to become a resident assistant the student must:

1. Earn a grade of B- or above.
2. You must also receive a positive recommendation from your course instructor to be considered for an RA position. Even though you may get a B- or above and a positive recommendation from your course instructor, **this does not guarantee that you will be selected to be a resident assistant.**

Attendance Policy

After a student misses two class sessions as unexcused absences, each additional unexcused absence will result in a deduction in the student's final grade by half of a letter grade (ex. B to a B-). More than two absences may also result in the student not being recommended for an RA position. The student is responsible for any material and assignments missed during his or her absence(s). Any extenuating circumstances must be discussed with the Class Facilitator for the class as early as possible.

When students are in small group sessions, they will be asked to reflect upon the assigned class reading from the previous class in a formative assessment. A question about the readings will be presented at the beginning of each class. Students will be given five minutes to write about the question that is being asked.

Academic Integrity

This project is an intellectual property of Christina Boutsellis, Nakul Grover, Jane Hatzell, Joash Lake, Symone McCollum and William Swart as members of the Presidential Leadership Academy, Class of 2016, Penn State University.

Students are expected to be familiar with and behave in accordance with their professional ethics code and the University Code of Conduct <http://studentaffairs.psu.edu/conduct/pdf/CodeofConduct.PDF>. Failure to behave according to these codes will likely result in disciplinary action. Lack of familiarity does not absolve students of responsibility for their actions.

All students are expected to act with civility and personal integrity; respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course. We expect that each of you will write your own papers and provide appropriate citation for any idea, information and wording that is not your own. Representing someone else's thoughts as your own constitutes plagiarism. When you sign your name to a paper or exam, you are certifying that the work is yours and that your citations and information is accurate, to the best of your knowledge.

It is appropriate to share ideas with colleagues and to share citations and information, but written work must be your own. You should not "borrow" citations without checking them yourself. Moreover, just as it is dishonest to claim other people's work as your own, it is also dishonest to let someone else claim you work as theirs. For further information, see The Office of Student Conduct's document call "Procedural Guidelines for the University Discipline Process" found at <http://studentaffairs.psu.edu/conduct/policies/documents/Procedures.pdf> and University Faculty Senate Policy 49-20 on Academic Integrity <http://www.psu.edu/ufs/policies/47-00.html#49-20>.

Examination Policy

1. All quizzes and Formative Assessments must be made up at the first class attended after the absence occurs. Quizzes cannot be made-up in the event of an unexcused absence.
2. Formative Assessments cannot be made-up in the event of an unexcused absence.

Accommodations for Disabled Students

Students with disabilities who require accommodations should consult with your Class Facilitator within the first two weeks of class to address modifications that are needed to complete course requirements. Consistent with University policy, student requesting an accommodation must provide documentation from the Office for Disability Services.

Equity and Affirmative Action

The College of Education's College Student Affairs Program endorses the University and College policies on equity, tolerance, and affirmative action.

APPENDIX F

Mental Health Resources at Penn State University

Fortunately, Penn State offers numerous services and organizations for students to seek out in order to improve their mental health. However, many students are unaware of what they have at their disposal. Here is a brief list of health services and organizations either on-campus or close by:

1. Counseling and Psychological Services (CAPS)

CAPS offers a multitude of mental health services to students, including counseling, crisis intervention, psychiatric services, therapy, consultation, and much more. The services are designed to “enhance students' ability to fully benefit from the University environment and academic experience” [21].

2. Collegiate Recovery Community (CRC)

The Collegiate Recovery Community offers various supports and fellowship to students in recovery from alcohol and other drugs. The CRC give students the ability to maintain a sober and fulfilling lifestyle while still succeeding on a campus with a heavy drinking culture [22].

3. *Centre County Women's Resource Center (CCWRC)*

The CCWRC offers professional services free of charge to those “women, men, and children who have experienced dating & domestic violence, sexual assault or stalking” [23].

4. *Active Minds Chapter at Penn State*

Active Minds is the only student-organization that works for mental health awareness, with a mission to “empower students on campus to speak openly about mental health in order to educate others and encourage help-seeking” Students hold events and discussions on campus to increase awareness [24].

5. *CEDAR Clinic*

The CEDAR Clinic is run by the Department of Educational Psychology, Counseling, and Special Education. The clinic serves two purposes: the Counselor Education Master's and Doctoral Programs use the clinic for clinical practicum in which they serve the University student population and the School Psychology Doctoral Program uses the clinic to provide services to children, adolescent, and young adult referrals from the community [25].

6. *Penn State Psychological Clinic*

The Penn State Psychological Clinic is one of the oldest university-based clinics in America. This service is available at Moore Building on the University Park campus. [26]

7. Bank of America Career Services

The Bank of America Career Services building provides career related counseling and mental health solutions through their ongoing, in-depth, and confidential 50-minute meetings. Students can establish a relationship and work with the same counselor to engage in career exploration, increase self-awareness, as well as discuss the pressures and expectations that may surround academic and career decisions. [27]

8. Health Promotion and Wellness (HPW)

The Health Promotion and Wellness Department of Penn State University Health Services offers health care programs and information for students. The HPW works to promote healthy lifestyle choices by creating awareness of issues such as alcohol, eating disorders, fitness, and wellness. Experienced professionals and peer educators deliver workshops in order to advocate for a healthy Penn State community. [28]

9. Penn State Fitness

Penn State Fitness offers group fitness classes to Penn State students and staff. Classes are run by students and staff who have undergone intensive fitness training. The mission of Penn State fitness is to “support the Penn State community through dynamic group fitness programming which promotes both mental and physical health via accessible facilities, quality equipment, well-trained employees, and contemporary programs.” [29]

APPENDIX G

Reasons for Proposal Choices

Classroom Approach & Its Challenges

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes [30].

The inception of our project entailed a curricular approach to battling the mental health rise at Penn State. The classroom experience for a student is so integral, and it is one of the few social interactions that a student has with a professor or professional. Rather than support from family, friends, or peers, this medium appears to be the most successful one to dissolve mental health awareness information.

Each Penn State student takes freshman seminars (PSU 016), communication courses (CAS 100/ENGL 015), or honors intensive Rhetoric and Civic Life (CAS/ENGL 137/138 H/T) courses. These courses have ample room for students to address and explore something as crucial as mental health on a smaller level. The manipulation of these courses to include mental health awareness is possible, as there is no robust classroom approach taken at Penn State that fully approaches mental health. There are History, Biobehavioral Health, Psychology, Sociology, and English classes that have a specific focus on mental health stigma, treatment, and history. However, these classes are only taken by those interested in these fields, a number very small as compared to the students requiring proper awareness.

Our initial proposal was a classroom project for the Rhetoric and Civic Life program for the Schreyer Honors College at Penn State. This project would not only benefit in spreading awareness to high-achieving students, but also act as a model to expand on a large scale for freshman seminar and other English courses. We took a multimodal approach about these classroom projects as students might be comfortable either recording a podcast, writing an essay, dramatizing a skit, making a video, or designing a poster. Our proposal emphasized the hands-on engagement of students in light of mental health, and also encourage them to have a positive conversation with their professors.

However, there are many reasons for which we did *not* continue this as our primary policy.

1. The Rhetoric and Civic Life (RCL) program is very dense. It encompasses various projects in advocacy, speech, deliberation, and persuasion. Adding another component to this class would mean less time devoted to these preexisting projects.
2. The RCL program is taught by both the departments of English and Communication Arts and Sciences at Penn State. Changing the curriculum in two different departments is procedurally tedious as compared to the benefits we would reap out of it.
3. It is important to include mental health as a part of the conversation, however many students may *not* be interested in creating a project on it that has a major fraction of their grade. These limitations would hamper the flexibility and the very idea of this course.
4. Many professors may not be interested in changing gears, as they too enjoy the flexibility to exercise their own grading policies and breadth of projects.

5. Information coming from a professor would not be taken as personally as coming from a peer.

According to Dr. Jessica O'Hara, Senior Lecturer in Communications Arts and Sciences at Penn State, and Director of the RCL Program, a *syllabus statement* is a great way to touch upon the need to address mental health. This syllabus statement could entail the inclusion of learning disabilities. We found this an engaging and official way for Penn State to take a stand, as well as reach out to students on the very first day of class about the availability of campus resources. However, in the October agenda of the faculty senate, the syllabus policy (43-00) already addressed this [31].

43-00 Syllabus

A written (paper or electronic form) syllabus must be distributed to students in each course on or before the first class meeting, and the syllabus must remain available to students electronically until the end of the semester. In addition to course content and expectations, the syllabus must include contact information for all course instructors, the course examination policy, grade breakdown by assessment type and percentage, required course materials, and the academic integrity policy for the course, and information on procedures related to academic adjustments identified by the Office of Student Disability Resources. Changes to the syllabus shall also be given to the student in written (paper or electronic) form.

43-00 Syllabus

A written (paper or electronic form) syllabus must be distributed to students in each course on or before the first class meeting. In addition to course content and expectations, the syllabus must include contact information for all course instructors, the course examination policy, grade breakdown by assessment type and percentage, required course materials, and the academic integrity policy for the course, information on procedures related to academic adjustments identified by the Office of Student Disability Resources, **and information on available Counseling and Psychological Services**. Changes to the syllabus shall also be given to the student in written (paper or electronic) form.

Due to these recent developments in the faculty senate, we disregarded our initial idea of mental health inclusion on the syllabus policy.

Why Student Leaders?

Student leaders represent a vast majority of the student population. This set of leaders consists of Resident Assistants (RAs), Teaching Assistants (TAs), Student Orientation Leaders (OLs), International Student Orientation Leaders (ISLs), and Team Leaders for student chapters of clubs and organizations that represent the religious, gender, and geographical diversity at Penn State University. The list is endless. Student leaders rely on their selective advantage of adequate experience and creating a sense of relatability for the students. They do not offer the expertise of a clinical psychologist, but rely on their *own* experience from a few years ago. This is powerful and an excellent resource that Penn State can optimize.

Student Leaders affect the lives of students in various parts of their day-to-day college experiences. For example, Orientation Leaders set the foundation for a university experience that

students do not have much information about. For a new student at Penn State, or any university, it is important to know the people and resources that are available for help at various levels: whether it is stress management at the gym, mild counseling and diagnosis at CAPS, or treatment at the Mount Nittany Health Center.

While Orientation Leaders affect the student's college experience even before it begins, Resident Assistants have the opportunity to analyze, supervise, mentor, persuade, and provide unconditional support throughout the time that a student spends living in the dormitories. The selective advantage that RAs enjoy over other student leaders is a powerful tool, and with proper training on how to identify and deal with mental illness and suicide prevention, they can improve a student's experience significantly. Penn State requires its freshmen to stay on campus, thus, the RAs directly affect the quality of a student's life during their freshman year.

Currently, CAPS fails to offer immediate service due to a severe deficiency of counselors. The severity of these required services may range from mild anxiety or sleep deprivation to fatal depression. Many of these are minor instances that simply delay the students that require comparatively more help from CAPS. RAs can be instrumental in redirecting the students to resources *other* than CAPS if they are able to successfully screen that they do not require the help of a certified clinical psychologist.

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