
Resident Assistant MANUAL



2008-2009

ACADEMIC YEAR

**Office of Residence Life & Housing
Resident Assistant Manual**

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SECTION 1

Office of Residence Life Overview

Residence Life & Housing Mission Statement

Mission Statement

To create a living and learning environment that both challenges and supports the personal, social, cultural, and academic development of Norfolk State University students housed in campus residential hall facilities by providing safe, clean and well-maintained facilities to sustain an environment conducive to learning and enhancing personal growth.

Residence Hall vs. Dorm

At NSU,
we don't
have
"DORMS" ...



...we have
"RESIDENCE
HALLS"

- *OK...so what's the actual difference between a "DORM" and a "RESIDENCE HALL"?*
- *Physically, there is no difference. Both names refer to a building that houses students on campus.*
- *Philosophically, the difference couldn't be greater...*
- *A "dorm," short for dormitory, is simply a place for students to sleep and store their belongings.*
- *A "residence hall" is a dynamic facility that doubles both as a brick & mortar home for students and as a community in which they live, interact, grow, mature, explore, and apply lessons learned in the classroom.*

Residence Hall vs. Dorm (cont.)

The Difference Is Obvious!

R eally
E xciting
S ensational
I ndividually
D esigned
E nlightening &
N ew
C ollege
E xperience
that

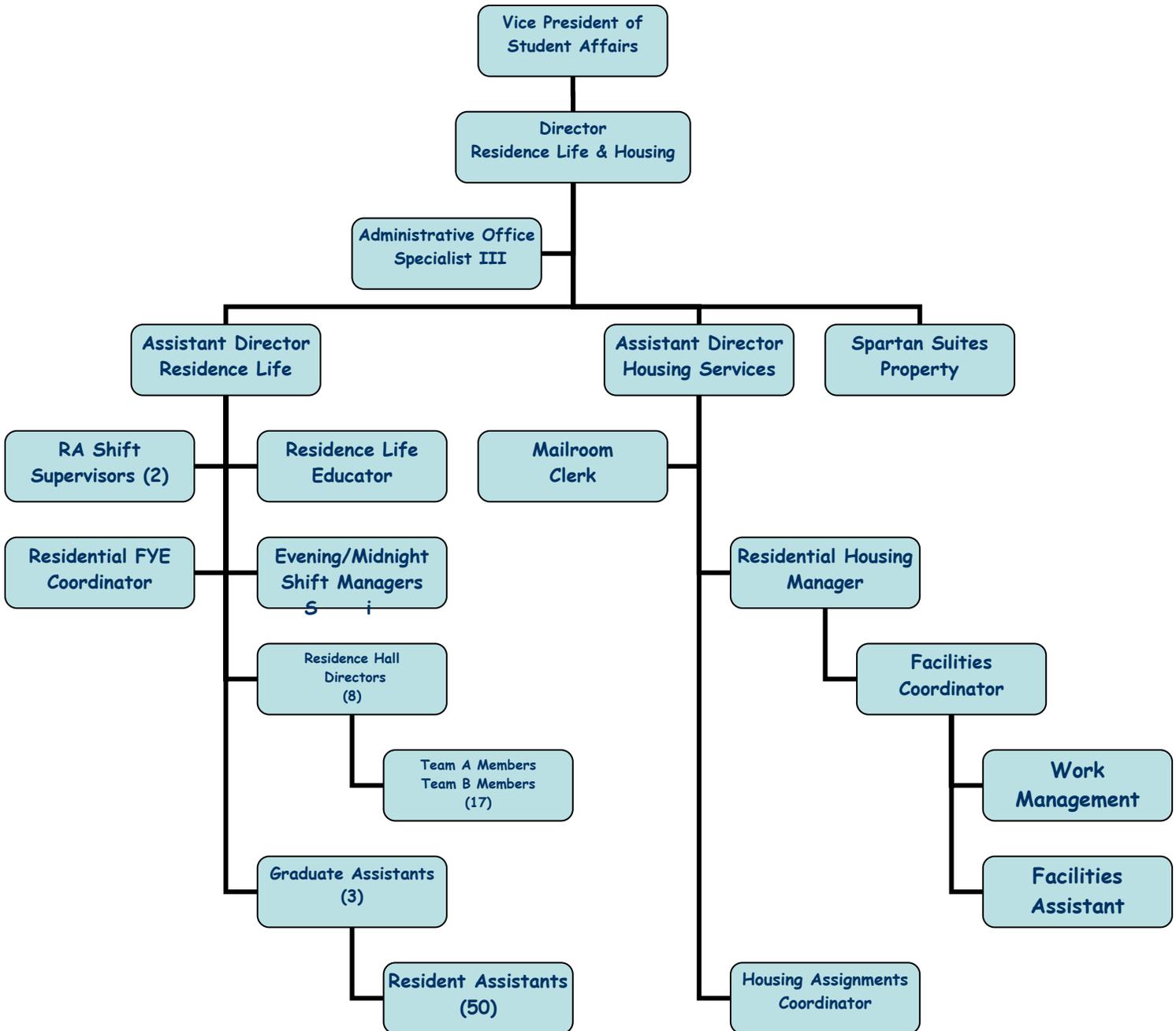
H ouses an
A bundance of
L ife &
L ove

D ismal
O rdinary
R oom of
M ine



These aren't just words...we believe this!

Residence Life & Housing Organization



RA Job Description

The Resident Assistant is the core of Residence Life and as such is selected to fulfill responsibilities to individuals, students, student groups, and the University as a whole. In return the Department of Residence Life & Housing and the University community will assist by aiding, supporting and providing an atmosphere of positive engagement and mutual respect. In addition the University community will assist programs, by providing services and facilities that promote and support educational, social and cultural development. A Resident Assistant serves as a liaison between the Residence Hall Directors, the administrators of RL/H and residents. Under the direct supervision of the Graduate Assistant (GA), the RA will fulfill the general requirements and responsibilities in this job description, the Resident Assistant Employment Agreement, Residential Life Handbook, and the Resident Assistant Handbook.

DUTIES AND RESPONSIBILITIES

Role Modeling

- The RA is a representative of the Office of Residence Life & Housing and Norfolk State University. He/she must be in good social and academic standing with the University.
- The RA is expected to live in accordance with the policies outlined in *the Judicial Handbook*, *the Student Handbook*, *the Housing Contract*, and the *RA Manual* while on and off campus. Failure to do so may result in job action including dismissal.

Individual Helping and Referral

- The RA helps residents with academic, personal, and social matters within the limits of his/her training and capabilities, and serves as a resource and referral agent for the residents.
- The RA is expected to know the residents in their area well enough to recognize changes in behavior patterns for which counseling or other assistance may be necessary.
- The RA is responsible for reading and being familiar with resource material presented in Office of Residence Life & Housing training sessions, the *RA Manual*, and the *Student Handbook*.

Community Development

- The RA will assist residents in developing a meaningful community that supports and promotes the ideals of personal responsibility and positive citizenship.
- The RA is expected to develop a Community Agreement and facilitate regular floor meetings to encourage ongoing community development.
- The RA may serve as a resource to an area's Hall Council and various committees as assigned by the Hall Director.

RA Job Description (cont.)

Program Development

- The RA is expected to be fully committed to and involved in the development of *Character, Citizenship, Civility, and Diversity programs*. Each of these categories, along with *Excellence* and *Community*, relates with the others in a collaborative format to provide the student with a well-rounded, college living experience.
- The RA encourages residents to pursue their interests and plan programs and activities.

Duty Responsibility

- The RA assumes duty responsibility as scheduled; at night, on weekends, during break periods when the college remains open, and during hall openings and closings to insure proper coverage.
- The RA is expected to be in his/her assigned residence each night throughout the year, including examination periods, except during Thanksgiving and Semester Breaks, unless an overnight absence is approved by the Hall Director.

Administrative Responsibilities

- The RA is expected to be familiar with administrative procedures contained in the *RA Manual*, the *Judicial Handbook*, the *Student Handbook* and the *Housing Contract*, and is expected to assume other related duties as assigned by the Hall Director and the Office of Residence Life & Housing.
- The RA will disseminate and/or collect information and generate reports as required.
- The RA may be asked to participate on committees that will be initiated throughout the year.

Enforcement of Regulations

- The RA is expected to understand and enforce all University and residence hall regulations and policies.
- The RA is responsible for facilitating a climate that promotes individual responsibility and protects the rights of both the individual and the community.
- The RA is expected to enforce regulations and policies in a fair and consistent manner. RA actions should never appear to condone violations of policy.
- The RA is a part of the disciplinary referral system and must maintain appropriate confidentiality.

Safety and Security

- The RA will help safeguard the community by making rounds in the building and conducting Room Inspections.

RA Job Description (cont.)

- The RA will educate residents on fire safety and evacuation procedures.

Meetings and Training Programs

- The RA is expected to attend all staff meetings, in-service training, and the spring and fall training programs. No exceptions will be granted unless an emergency arises.
- The RA has the responsibility to schedule and facilitate regular meetings with residents.
- Regular “one-on-one” meetings with the supervising GA.
- Regular “one-on-one” meetings with the supervising Hall Director.
- Semesterly program planning meetings with the Assistant Director of Residence Life.

Outside Commitments

- A Resident Assistant may not hold other employment on or off campus without prior permission from the supervising Hall Director and Director of Residence Life & Housing. Such employment should not exceed ten hours per week or interfere with the RA duties.
- It is expected that the RA will give his/her hall responsibilities priority over all other extracurricular activities. The Resident Assistant is expected to limit outside activities so that they will not conflict with residence hall responsibilities.
- Students with significant academic or extracurricular commitments should carefully review the situation with their Hall Director prior to assuming an RA appointment.

QUALIFICATIONS

- Previous experience living in a residence hall community is required.
- The RA must be a sophomore, junior or senior at the time of his/her appointment.
- The RA must be enrolled for 12-16 credit hours and maintain at least a 2.5 GPA during his/her tenure. Additional hours must be approved by the Hall Director or Director of Residence Life & Housing.
- The RA cannot have a disciplinary sanction that is equal to or greater than Disciplinary Probation at any time during the period of employment.
- The Director of Residence Life & Housing (D/RLH) or the Assistant Director of Residence Life (AD/RLH) has the right to grant any candidate or current RA a waiver.

COMPENSATION

- Free room and board.

Expectations of “You” as an RA

This is a job. You accepted this position with all of its benefits, responsibilities and expectations. At times (most times) you will enjoy this job; at other times you may find it difficult. At all times you are expected to do your best and live up to staff expectations.

General

- Staff is the first to arrive and last to leave.
- Remember who you are and whom you represent.
- Maintain a positive attitude.
- Expect high standards. Expect to uphold and be held to higher standards. You are a role model at all times.
- Show courtesy and respect. Be personable and professional. Be available and approachable.
- Attend all training and meetings that are expected of you.

Administrative

- Don't be late. If you are running behind let others know --in advance. It's a respect issue.
- Don't miss duty. Do complete rounds. Don't leave early.
- Be professional on duty. Wear your uniform when working the desk
- Follow through with assignments/responsibilities. Be thorough and complete.
- Pay attention to details. Other people are counting on you. Don't be a weak link.
- Work as a team. Pull your weight. Help others.
- Be consistent especially concerning discipline and confrontations.
- Be on time and up to date with paperwork.
- Get information out and up in a timely fashion.
- Be prepared for meetings (training, staff meetings, 1 on 1's etc).
- Hold floor meetings as instructed. They don't have to be fancy or formal.
- Conduct Room Inspections as instructed
- Strive to develop a positive community. Follow through with programming requirements.
- Know what is in the staff manual, Student Handbook, Residence Life & Housing Handbook and Housing Contract.

Communication

- Be constructive with feedback and accept it in return.
- You may disagree, but you are still expected to support Residence Life & Housing ESPECIALLY in front of residents.
- If you have a problem or question, talk to the appropriate people.

-
- Respect confidentiality of staff issues, student issues, and personal issues. Watch what you say.
 - Know how and when to be flexible.
 - Empty your mailboxes daily (voice, e-mail etc). They are not file cabinets. Return messages promptly.

Policies

- Remember the “fishbowl”. Other people are watching your example.
- Staff is held to a higher standard.
- Staff must abide by University policy at all times.
- As a staff member, it is your responsibility to confront violations of University policy. You must never appear to condone or be complacent about policy violations.
- Know the RA/resident relationship policy. You are the RA first and a friend second.
- DO NOT put yourself in a situation or remain in a situation that may compromise your position of responsibility and authority or make your job or another staff member’s job more difficult.
- The above statement includes your choices and behavior off campus.
- Your behavior off campus may affect your ability to perform staff responsibilities on campus.

RA Evaluation			
Employee's Last Name:	Employee's First Name:		
Building/Floor:	Evaluation Period:		
Please evaluate the staff member using the rating system below. (Place an "X" in the appropriate column and provide comments.) 1—Exceeds Performance Expectations 2—Meets Performance Expectations 3— Does Not Satisfy Performance Expectations	1	2	3
DEPENDABILITY & RELIABILITY: Can be counted upon to complete tasks and follow through as instructed. <i>Please Give Examples:</i>			
RESPONSIBILITY: Performs assigned tasks both willingly and successfully. <i>Please Give Examples:</i>			
ROLE MODELING: Sets a good example for residents and staff. <i>Please Give Examples:</i>			
CONFRONTATION: Professionally addresses concerns & inappropriate behavior with residents and staff. <i>Please Give Examples:</i>			
LEADERSHIP: Demonstrates ability to understand and direct others effectively. <i>Please Give Examples:</i>			
ADMINISTRATION: Completes paperwork in an accurate and thorough manner. <i>Please Give Examples:</i>			

RA Evaluation (cont.)

<p>ATTITUDES TOWARD WORK & STAFF ROLE: Displays an appropriate degree of enthusiasm while working. <i>Please Give Examples:</i></p>			
<p>CUSTOMER SERVICE & COURTESY: Expresses consideration and approachability towards others. <i>Please Give Examples:</i></p>			
<p>PROGRAMMING AND BULLETIN BOARDS: Demonstrates quality, creativity, flexibility, & timeliness. Meets programming requirements. <i>Please Give Examples:</i></p>			
<p>COMMUNITY DEVELOPMENT: Strives to promote a positive floor/building environment. Addresses negative community issues in a timely manner. <i>Please Give Examples:</i></p>			
<p>FLOOR/ AREA EVALUATIONS: Students' evaluations of the staff member meet supervisor expectations for quality performance. <i>Please Give Examples:</i></p>			
Areas of strength:			
Areas of improvement:			
Additional Comments:			
Resident Assistant Signature:	Date:		
Hall Director Signature:	Date:		
Graduate Assistant Signature:	Date:		

Job Action & Dismissal Procedures

During the course of their contracted employment period, if a student staff member commits an infraction that may lead to job action or dismissal, the Hall Director will follow procedures outlined below.

Hall Directors (HDs), Graduate Assistant (GA) and the Evening Manager (EM) are the front line supervisors of RAs. They have independent authority to issue warning and probation letters as well as recommend termination of student employment to Assistant Director of Residence Life. Consultation with the Assistant Director of Residence Life must occur prior to termination of student employment.

This independent authority, combined with the autonomy and responsibility to supervise individual RA staff, means that Hall Directors, Graduate Assistant, and the Evening Manager should act on staff discipline as they deem appropriate and not based on trends or actions among other supervising HDs.

Options for Job Action

No Action

If it is determined that the staff member is not responsible or involved in an infraction, the job action ceases. Documentation of the incident and this conclusion are then placed in the student staff member's personnel file.

Verbal Warning

A verbal warning is a private "conversation" between a staff member and supervising HD in which very minor infractions, possibly due to miscommunication or misunderstanding, are identified and discussed as less-than-ideal staff action(s) or behavior(s). Some form of written record should be placed in a staff member's file indicating the date(s) and circumstance(s) of verbal warning and/or conversation(s).

Written Warning

A letter of warning outlines the infraction with a recommendation for performance improvements, behavioral changes, or other corrections proposed to rectify the situation. To clearly communicate the escalation of job action to the staff member, the written warning should additionally indicate the date(s) and circumstance(s) in which verbal warning(s) have been issued. The written warning should be reviewed by the receiving staff member and supervising HD during a private meeting. A copy of the written warning should be forwarded to Assistant Director of Residence Life immediately following this meeting.

(Continued on next page)

Job Action & Dismissal Procedures

Probation

A letter of probation outlines the infraction with recommendations for performance improvements, behavioral changes, or other corrections proposed to rectify the situation. Additionally, the letter of probation will outline any conditions and deadlines the student staff member must adhere to in order to return to good standing. The length of the probationary period should be clearly stated. During the probationary period, further infractions by the student staff member may result in dismissal. Following the probationary period, the Hall Director will meet with the staff member to discuss whether further conditions are needed for improvement or if dismissal is warranted. The probation letter should be reviewed by the receiving staff member and supervising HD during a private meeting. A copy of the probation letter should be forwarded to AD/RLH immediately following this meeting.

Termination of Employment

When dismissal of the student staff member is appropriate, the Hall Director and/or AD/RLH will meet with the staff member to explain the situation and decision. A follow up letter will be given to the staff member outlining the termination of employment and options available for alternate housing.

Examples of actions that may result in dismissal include but are not limited to:

- Failure to comply with College policies or State or Federal Laws.
- Failure to comply with the directions of a University Official in the performance of duties.
- Failure to comply with the expectations or directions of a supervisor.
- Participation in any action that jeopardizes the safety, security, and/or well being of the residents, staff, or facilities.
- Falsification of documents or official reports.

Specific offenses that will result in immediate termination of student employment:

- Possessing or consuming illegal drugs or alcohol in the residence halls.
- Underage staff being intoxicated on campus.
- Being intoxicated while on-duty.
- Failure to appear, arriving late, skipping rounds or taking short-cuts while on-duty.
- Violations of the Spartan Code of Ethics.
- Being placed on probation for a University violation.
- Misuse of keys.
- Misuse of programming money.

Job Action & Dismissal Procedures

- Other incidents or behaviors that undermine the respectability or credibility of the RA position or Residence Life & Housing program.

Offenses that may result in termination of student employment

- Underage drinking or drug use off campus.
- Failure to follow proper staff procedures or protocols.
- Failure to enforce rules and regulations.
- Failure to meet programming and bulletin board deadlines.
- Late or incomplete paperwork.
- Missing or arriving late to staff meetings or training.
- Failure to maintain a helpful and constructive attitude.
- Behavior unbecoming of an RA

RAs must maintain a 2.5 cumulative GPA. Two consecutive semesters below a 2.5 cumulative GPA may result in termination of employment. (RAs get one semester of cumulative GPA probation and will be required to attend tutoring sessions weekly.) Newly hired RAs who drop below 2.5 cumulative GPA before their employment starts may forfeit their RA position.

RAs that repeatedly fall below a 2.5 semester GPA but maintain a 2.5 cumulative may be placed on probation or relieved of their RA position at the discretion of Residence Life & Housing professional staff.

Newly contracted staff for future employment

Students who are hired as staff members for future dates will be expected to adhere to the written policies and expectations that apply to current student staff. Failure to comply may result in the termination of employment before it begins.

SECTION 2

Policies & Procedures

ALCOHOL INTERVENTION

When conducting Room Inspections, while making rounds, or just being in the residence hall RAs may come across residents possessing, consuming, or displaying alcohol. Below are 5 common alcohol incidents and the general procedural guidelines that should be followed when encountering these incidents:

1. **Empty alcohol bottles for decoration**

- If a student possesses “empties” used for decoration, the RA should confiscate immediately and explain that they cannot have alcohol bottles for decoration because NSU is a dry campus. The “empties” should be turned into the Hall Director’s Office and kept as evidence of the violation until Judicial Proceedings take place. If empty alcohol bottles are found during closing, remove them from the room. Make sure that you leave a copy of the Room Inspection Form for the student. Please complete an incident report including **room number, what was found, where it was found, and the students who live in that room.** Place the document in the Hall Director’s mailbox.

2. **Possession of alcohol bottles/cans**

- If a student has possession of alcohol, ask the student to dump the alcohol out. The RA should confiscate immediately after the student discards and explain that they cannot have alcohol because NSU is a dry campus. The RA should then complete an incident report and the evidence should be submitted to the HD with the documentation. This policy applies for students both under and over 21. The RA should express to the student that the incident requires documentation, as the possession of alcoholic beverages on campus is a violation of University policy.

3. **Intoxicated and disruptive students**

- If a student or guest is drunk/visibly intoxicated and disorderly (i.e. being violent, using threatening language, etc.) and will not calm down, seek staff backup and call University Police for assistance. Do not say or do anything that will escalate the situation. **Arguing with an intoxicated person or trying to engage them in rational conversation does not generally help the situation. Do not put yourself or others at risk.** It is better to contain, de-escalate, and follow up.
- If you suspect an alcohol overdose, contact University Police and the Evening Manager for assistance.

Alcohol Intervention (cont.)

4. Intoxicated but not disruptive

- If the student is drunk/visibly intoxicated but not disorderly, assess his or her intoxication level. If the student is falling down, unaware of surroundings, being carried in, vomiting or unconscious, seek staff backup and call University Police for medical assistance if necessary. **Note:** if a student vomits in a common area and appears to be able to clean up their mess, encourage to them to do so. (Residents will be billed if the mess is left for someone else to clean up.)

5. Suspected alcohol use

- If you suspect students are drinking in their room, calmly follow up on the suspicion (with staff back up if possible). First, ask the resident(s) if there is any alcohol in the room. If you see evidence of alcohol consumption in a room, it is reasonable to ask the residents to show you the contents of the refrigerator. If alcohol is found, ask the students to pour it out. If they refuse to show what is in the refrigerator, try to convince them it is in their best interest to cooperate. Tell them “We can do this the hard way or the easier way. Don’t make matters worse for yourself. If you don’t show me, I will look myself.” If the resident still refuses, staff may open the refrigerator.
- If a student or guest tells you that a person is passed out in a room you are obligated to address the situation. Go to the room, knock and announce who you are before opening the door. IF a person is indeed intoxicated, follow procedures used for dealing with intoxicated residents. Remember the safety of students comes first. When in doubt, err on the side of caution and get medical help. If you need assistance, contact another staff member, the Hall Director or University Police immediately. Fill out an incident report as soon as possible.
- If you suspect your residents drink in their room, discuss the concern with them and be sure they are clear about the alcohol policy, your responsibility, and their consequences. If you suspect that your residents are drinking off campus, have a similar conversation with the residents. Don’t feel you can’t do anything.

Drugs / Marijuana Suspicion

Scenario 1

If you think you smell marijuana or someone tells you that someone is presently smoking in their room:

1. Find another staff member to help confirm the smell.
2. If you think it is marijuana, call NSUPD. If possible, do not confront the room until the Officer arrives. (One staff member should watch the room while the other RA calls. If people leave the room, try to get their information and ask them to wait in the hallway. Don't get into an argument if they resist.)
3. When NSUPD arrives, they will knock on the door and question the residents. NSUPD may request and conduct a consent search. If the resident refuses, the incident will be documented by both NSUPD and the RAs. Include reasons for the suspicion (smell, fans, incense, open windows, towels, glassy eyes, etc.) and the behavior of those present in the room.
4. RAs should go to the front desk and wait to hear from the NSUPD Officer on-site. If the officer does not return to the front desk within one hour, a phone number where the RA can be contacted later should be left with the Staff member on duty.
5. Notify your Hall Director (voice mail) and complete an incident report immediately.
6. Contact and update the Evening Manager and/or the Night Supervisor. (The EM/NS can be contacted when NSUPD is called if you think it will help.)

Scenario 2

If someone tells you that someone else has drugs hidden in their room:

1. Ask:
 - a. How they know
 - b. How much and where the drugs are located
 - c. When did they last see the drugs
2. Contact the Hall Director or Evening Manager
3. The HD will consult the Director of Residence Life & Housing and/or Associate Dean to determine the next course of action including possible NSUPD involvement.

Drugs/Marijuana Suspicion (cont.)

Scenario 3

If someone tells you that a resident has (in the past) smoked marijuana or done other drugs in their room:

1. Follow up with the suspected resident. Have a private conversation in their room.
2. Tell them that you have heard that they MAY be doing drugs.
3. Do not discuss who told you, rather, emphasize that you are there to learn if what you have heard is true. Ask them if it is true.
4. If they admit to doing drugs, ask them if they currently have any drugs in the room. (If they do, call NSUPD. You can use the NSU phone).
5. If they admit to having done drugs in the room in the past, express your concern and document what you are told and submit it to the HD on an incident report within 24 hours.
6. If the resident gets defensive and denies everything, explain that you are not accusing them, only following up on a concern and seeking clarification. We take these matters seriously. If they are not doing drugs, they have nothing to worry about. However, if they are doing drugs, they are being warned to stop.
7. Refer the student to counseling to discuss their drug use or their questions about drug use. This referral is mandatory and your HD should be notified of this referral.
8. Notify your HD of the conversation you had with the resident and how it went.
9. Follow up with the resident to keep lines of communication open.

Scenario 4

If you walk in on a drug violation unexpectedly:

1. Do your best to address the situation despite being caught off guard.
2. Do not leave the room unless you feel that you are in danger.
3. Be direct about what you suspect.
4. Observe and make mental notes of the situation.
5. Use the NSU phone to call another staff member and NSUPD to respond.
6. Ask those present in the room for their ID. Try to keep them in the room if possible. If they leave, do not chase after them.
7. Speak with the resident(s) about your concern. If they become argumentative or give you a hard time, explain that they are only making matters worse for themselves. They can talk with the NSUPD when they arrive about their concerns. If they are cooperative, thank them for being cooperative and patient until NSUPD arrives.

BREAK CLOSING PROCEDURE

RAs ensure that residents have properly completed Thanksgiving and winter break closing procedures. When instructed, RAs will team up and check rooms. The procedure is similar to conducting Room Inspections.

SHIFT

RA shifts are set based on the need of the Office of Residence Life & Housing. The Shift times are subject to change without prior notification. RAs are currently allowed to set their schedules anytime during the following hours:

Monday – Friday	3:30pm-11pm
Saturday and Sunday	7:00am – 11:00pm

SHIFT SWITCHES

Once finalized, a semester RA duty schedule is forwarded to the Office of Residence Life & Housing and University Police. It is important that the schedules remain updated and accurate; therefore duty switching must be kept to a minimum. A Shift switch form must be completed and submitted to the Hall Director.

***Any changes to the schedule must be approved by the Hall Director.

FIRE ALARM/EVACUATION PROCEDURE

When the fire alarm sounds, the following procedures should be followed:

1. The staff member working the front desk should:
 - Call University Police to report the alarm and contact the Evening Manager or HD
 - Facilitate the evacuation of students
 - Direct evacuation assistance to students with special needs
 - Bring with you the most recent copy of the residence hall roster and the guest ID box as you move out the building
3. All other staff members should, as they are leaving the building, knock on doors to indicate that people must leave the hall immediately.

Under some circumstances, staff may be directed back inside the building (once it is safe) to check random rooms to ensure that residents have evacuated.

ROOM INSPECTIONS

RAs should post signs informing residents of Room Inspections at least 24 hours in advance of the planned inspection. Inspections may be done with or without the resident(s) being present. If the resident is not present, the inspection must be done with another staff member present.

1. Pick up a Room Inspection Form from the Hall Director to serve as a check-list.
2. Knock on the door, clearly identify yourself as a staff member and state the purpose of your visit.
3. Methodically check the room using the inspection form as a guide. Look behind beds, dressers and desks for fire/health safety hazards. Do not open desk or dresser drawers or disturb personal items unless a violation is evident.
4. Note problems or violations on the inspection form. Collect any prohibited items (such as candles, halogen lights, or alcohol) and bring them to the Hall Director's office. Be sure to label the items with the room number and which side of the

room it was on. (If drugs are found, do not touch them. Notify the Hall Director and contact University Police immediately.)

5. If a room does not pass inspection, inform the resident(s) they have 24 hours to correct the violation. If there was anything confiscated from the room leave the Room Inspection Form with a notation of what was taken. **Students may be fined for room inspection failure.**
6. If you have other questions, please see the Hall Director.

ROOM INSPECTIONS: FOLLOW-UP TO VIOLATIONS

Residents who do not pass Room Inspections receive a form at the time of inspection outlining the violations.

Typically, residents fail for prohibited items in the residence halls (candles, alcohol/alcohol bottles, extension cords, illegal appliances etc.), unsafe conditions (covering fire safety equipment, running wires through doors) or cleanliness issues. Cleanliness is the most subjective violation. Sometimes it is unquestionably a problem, but other times it could depend on the inspector.

If violations are not confiscated or corrected at the time of initial inspection, the rooms are re-inspected after 24 hours to ensure compliance (prohibited items will be confiscated).

Anyone who fails the initial inspection (*not including cleanliness issues, drugs, or alcohol), but corrects the violation in time for the re-inspection, will be fined for: *prohibited items XX* or *unsafe conditions* (see your HD for more information).

Anyone who fails the initial inspection due to drugs or alcohol (may include containers, trophies or traces of alcohol):

1. If the infraction is alcohol related contact the HD immediately and confiscate the evidence. If the infraction is drug related contact the HD and NSUPD immediately.
2. These residents will be referred to the NSU Counseling Center.

Job Action & Dismissal Procedures

Probation

A letter of probation outlines the infraction with recommendations for performance improvements, behavioral changes, or other corrections proposed to rectify the situation. Additionally, the letter of probation will outline any conditions and deadlines the student staff member must adhere to in order to return to good standing. The length of the probationary period should be clearly stated. During the probationary period, further infractions by the student staff member may result in dismissal. Following the probationary period, the Hall Director will meet with the staff member to discuss whether further conditions are needed for improvement or if dismissal is warranted. The probation letter should be reviewed by the receiving staff member and supervising HD during a private meeting. A copy of the probation letter should be forwarded to AD/RLH immediately following this meeting.

Termination of Employment

When dismissal of the student staff member is appropriate, the Hall Director and/or AD/RLH will meet with the staff member to explain the situation and decision. A follow up letter will be given to the staff member outlining the termination of employment and options available for alternate housing.

Examples of actions that may result in dismissal include but are not limited to:

- Failure to comply with College policies or State or Federal Laws.
- Failure to comply with the directions of a University Official in the performance of duties.
- Failure to comply with the expectations or directions of a supervisor.
- Participation in any action that jeopardizes the safety, security, and/or well being of the residents, staff, or facilities.
- Falsification of documents or official reports.

Specific offenses that will result in immediate termination of student employment:

- Possessing or consuming illegal drugs or alcohol in the residence halls.
- Underage staff being intoxicated on campus.
- Being intoxicated while on-duty.
- Failure to appear, arriving late, skipping rounds or taking short-cuts while on-duty.
- Violations of the Spartan Code of Ethics.
- Being placed on probation for a University violation.
- Misuse of keys.
- Misuse of programming money.

- Proof read!!! The report is a representation of you as well as the students involved. Make sure the report is understandable and accurate.
- Always inform students when you will be submitting an Incident Report about them. Choose the appropriate time and manner to tell them. Don't get into an argument about it.
- Be professional. Maintain appropriate confidentiality. Do not discuss the incident with people who do not need to know.
- Incident Reports should always be submitted within 24 hours of the incident.

Treat all residents fairly and objectively. Doing so will help establish a relationship of trust and respect between you and your residents.

Be aware that some language is potentially inflammatory and can actually make our jobs more difficult and our roles seem more adversarial. We do not "write people up" and "bust parties". We document incidents and confront situations as necessary.

If possible, follow up with the residents involved. Do not apologize for your actions in documenting their involvement (unless necessary), but do explain what happened and why you responded. Tell the residents they will have the opportunity to explain their side of the story when they meet the Hall Director or RLH Judicial Coordinator.

LOCKOUTS

RAs may be called upon to perform lock-outs at any hour while they are on duty, but due to the policy not allowing RAs to handle keys the RA is to contact the Evening Manager.

MEDIA INQUIRIES

Because their presence can be disruptive to the community, television and newspaper reporters should not be in the residence hall unless approved by the Office of Media & News Relations, located in the Administration Building.

"No comment" may make us sound uncooperative or like we are trying to hide something. Actually, we want to be helpful and that's why we should refer the media to the University's Office of Media & News Relations which is best suited to provide information and respond to media questions.

"Thank you for your interest in my opinion and perspective on this matter. Let me refer you to the University Office of Media & News Relations." And always with a smile :)

RELATIONSHIP POLICY (RA / RESIDENT)

Resident Assistants assume a critical leadership role in the residence halls. They are expected to work closely with their staff and develop a positive sense of community among the residents. RAs must be aware of the effect their personal relationships can have on residents and their fellow staff members.

Becoming intimately involved with residents of the floor or building to which a staff member is assigned may cause residents of the building and other staff members to question the RAs ability to be fair and impartial in dealings with residents. Personal relationships that could be perceived as prejudicial or preferential must be avoided.

Because of the responsibilities and influence of the position, it is inappropriate for a Resident Assistant to date or become intimately involved with their residents or the residents of their building. ("Intimately involved" includes sexual contact, kissing, sleeping together, etc.) RAs may become good friends with their residents; however, they must maintain a professional relationship with their residents first and foremost.

ROOM CHANGE PROCEDURES

At the beginning of the year residents often make room change requests based on first impressions and inaccurate, pre-conceived ideas about their roommate or the RA. Through education and encouragement, solutions to these conflicts can often be found and the need for a room change eliminated.

There is a two-week freeze at the beginning of each semester during which no room changes will be permitted. Requests can be made beginning the first day classes, but they will not be considered until the third week of classes. After the two-week freeze, room change requests will be approved when the space is available and all procedures in the Residence Hall Handbook have been followed.

Each time a request is made, the resident's RA should meet with the resident to explore the reasons for requesting the change. If the request involves conflict, the RA should attempt to mediate with the residents involved.

ROOM ENTRY

RAs may enter into student rooms under the following circumstances: (Two staff members should be present)

1. When a student or University property is believed to be in immediate danger.

2. During Room Inspections when advance notice has been given.
3. To perform closing or check-out duties.
4. When the resident says it is ok.

At no time will RAs open a student's room door for anyone other than the resident of the room unless permission is given by the resident or the RAs are directed to do so by professional staff.

If RAs enter into a room believing that the resident or University property is in immediate danger but find no one home, the RAs must leave the room and lock the door. Violations in plain view should be noted and confronted later when the residents return. Major violations, which may present immediate danger, (e.g. weapons, explosives, drugs) should be reported to professional staff immediately. Burning substances should be extinguished before leaving the room.

RAs may NOT enter into student rooms to confront violations based on suspicion or second hand information. RAs should wait for the residents to return and confront them directly in the privacy of the room. If deemed appropriate by professional staff, the lock may be disabled to prevent residents from entering the room without speaking to staff first.

If residents refuse to respond to staff requests to open the door, RAs will not force their way into the room. RAs should assert themselves and try to convince the residents to open the door. If the resident(s) continue to refuse, the situation should be documented for the suspected violation. The incident report must include reasons for suspicion and what happened when the room was confronted.

RAs may observe and confront violations that are in plain view. They may also make reasonable requests for residents to open a refrigerator or closet if there is sufficient reason to believe a specific violation of University policy is present in the room (The presence of alcohol containers or the smell of alcohol in a room is sufficient reason to suspect alcohol is in the room). Residents should be reminded that they are bound by the NSU Spartan Code of Ethics and must cooperate with staff. If they refuse to cooperate, explain:

“There is a hard way and an easier way to resolve this matter. You are only making matters worse for yourself by not cooperating. If you do not cooperate, you MAY face additional charges for failure to comply in addition to other (alcohol?) charges. I need you to open the refrigerator now. If you won't, I will.”

(**Note: It will be up to RLH, not the RA, to determine whether to charge residents with failure to comply. The RA should write the incident report making it clear how the resident responded and behaved in the incident.)

TIPS:

When trying to convince someone to let you into the room...

- Be respectful. Imagine how you would want to be treated in this situation.
- Be firm and assertive, but not aggressive or threatening.

-
- Be observant. Note things such as how long it takes to answer door; what you hear.
 - Use the Spartan Code of Ethics and the expectation that students “comply with reasonable requests from a University official”, but do not bully or threaten them with it.
 - Repeat yourself and the importance of the resident cooperating.
 - Be patient. Encourage them to think about what they are doing. Give them time to respond. Silence may be awkward, but it can also be very powerful.
 - Try to address the situation in the room rather than in the hallway.
 - If someone continues to refuse to cooperate, do not escalate the situation. Do not create a spectacle in the hallway. Walk away and document what happened. If the situation does not diffuse, contact NSUPD or the Evening Manager.
 - Don’t take it personally. Let the judicial process run its course.
 - Don’t focus too much on one outcome. Situations rarely work out perfectly. You are not out to “win” a confrontation but too address the issue at hand.
 - Never argue with someone under the influence of alcohol. Follow up at a later time.

Section 3

Programming & Community Development

Programming

What is a program?

A program is a planned, intentional intervention designed to help residents acquire information, experience, and skills that will assist them in learning and growing in various aspects and dimensions of their lives.

Quite literally, a program is an event or activity that “educates outside the classroom.” Education in a collegiate setting is seen as students in a classroom receiving a “lesson” from a professor, but our jobs in residence life is to provide supplemental education, helping our residential students become well-rounded citizens.

In summation, programming provides RAs, RLH Staff and residents the opportunity to successfully integrate “living and learning.”

Why do programming?

As discussed above, college students do a significant amount of learning and growing outside of the classroom, labs and library. While the primary goal of attending a university may be to achieve intellectual growth, students change and grow in many other aspects of their lives as well. A university provides unique and comprehensive experiences, challenges and opportunities for growth in many areas from adjusting to being on one's own in a new environment, to getting along with other people, to learning to appreciate new and different ideas and cultures.

- *Think about this: there are 168 hours in a calendar week. At most, residents will spend 16 or 18 hours of each week in a classroom. A vast majority of the remaining 150 hours of each week will be spent in the residence halls.*

By understanding that students spend a great deal of time where they live, we know that the residence halls provide an excellent location to foster the living and learning process. RAs are trained undergraduate University staff members who can deliver programs designed to extend and complement the residents' academic experience.

Programming is a very effective means of accomplishing this goal. Some of the benefits of programming include helping students meet one other, improving study habits, learning more about themselves, and broadening their interests-- to name just a few. Also, programs are fun. They provide students with one important essential-- a break from the daily academic routine.

NSU's Programming Model

In the previous section, the definition and reasoning for programming was discussed. This section will discuss the philosophical and practical ways in which the benefits of programming are structured into a model easily followed by all Residence Life & Housing staff.

The "3 C's and a D" Programming model is based on four broad categories, and several sub-categories that the NSU Office of Residence Life & Housing has determined to be valuable to all college students living in the residence halls and is connected to the university's mission. This program was adapted from Western Michigan University. The initial goal for each residence hall is to determine the needs and desires of the residents living in each individual hall. The long-term goal then, is to provide to the students, information that will help them to grow and develop as a NSU student. To achieve the completion of these goals, the Resident Assistants will use a variety of delivery methods, such as bulletin boards, formal programs, speakers, etc.

The four broad categories are *Character, Citizenship, Civility, and Diversity*. Each of these categories, along with *Excellence and Community*, relates with the others in a collaborative format to provide the student with a well-rounded, college living experience.

The sub-categories present include: *Support, Service, Community, and Freedom of Expression, Honesty, Integrity, Responsibility, and Excellence: Academic and Rewards, Involvement, Respect, Safe Campus, Empowerment, Community Service, Appreciation, Cultural Awareness, Sacredness, and Lifestyle Awareness*.

Citizenship

- **Support**
 - Mentoring
 - Team Building
 - Conflict Management
 - Adjustment Issues
- **Service**
 - Soup Kitchens
 - Campus Cleanup
 - Big Bro/ Big Sis
 - Mentoring
 - Charity event
- **Respect**
- **Community**
 - *Traditions*
 - Go to the NSU/VSU game (Labor Day Classic)
 - Attend Homecoming Events
 - Hall Traditions
 - Theme Months
 - *Responsibility (govt)*
 - RHA
 - SGA

- *Utilize resources*
 - Resource Fair
 - Resource Booklet
- *Off campus experience*
 - Off campus apartments
 - Jobs / Careers
 - “Field Trips”
- *Ownership*
 - Floor Standards, Mission Statement, and Guidelines determined by residents
 - Assertiveness
- *Health and safety*
 - Alcohol/ Drug Awareness
 - Healthy Relationships
 - Exercise
 - Nutrition
 - Stress Management
 - Campus Safety
 - Personal/ Sexual Safety
- *Social justice*
 - Knowledge of Student Rights and Responsibilities
 - Knowledge of Laws and violation consequences
 - Knowledge of Resources

Character

- **Freedom of expression**
 - Floor/Hall newspaper
 - “What Do You Think?” Boards
 - Talent Show/ Open Mic Night
- **Honesty**
 - Lost article – What Would You Do???
- **Integrity**
 - Goal Setting
 - Peer Pressure
 - Personality Tests
- **Responsibility**
 - Assign Floor Responsibilities to Individuals
- **Excellence**
 - *Academics*
 - Skills
 - Resources
 - Career Exploration
 - Life Skills
 - Tutoring
 - Group Skills
 - *Reward accomplishments*
 - Star of the Week/Month
 - Random Acts of Kindness

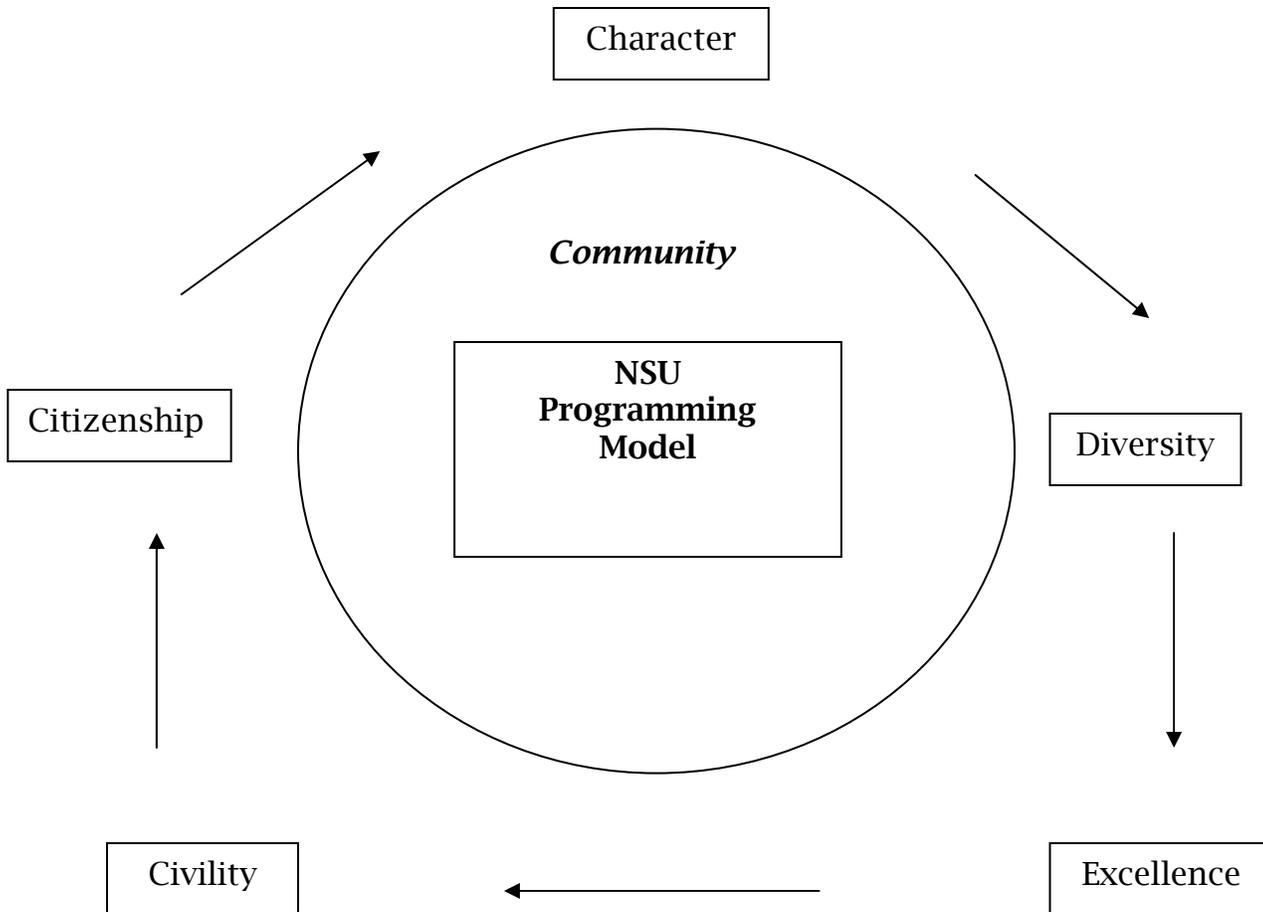
- **Involvement**
 - Club Fair

Civility

- **Respect**
 - Rewards for Good Behavior
 - Living With a Roommate
 - Solving Relationship Tensions
- **Safe campus**
 - Self Defense
 - Fire Safety
 - University Police Presentation
- **Empowerment**
 - Residents Plan Activities
 - Floor Govt.
 - Responsible Independence
- **Caring – community service**
- **Involvement (voice in decisions made)**
 - RHA
 - Board of Trustees Meetings
 - Surveys
- **Deep appreciation for everyone**
 - Awareness of Differences
 - Cultural
 - Lifestyle
 - Family history

Diversity

- **Cultural awareness**
 - Culture Faire (different foods)
 - Festivals
 - Roundtables
 - Religious issues
- **Each person is sacred**
 - Self Esteem
 - Disability Awareness
- **Careers**
- **Backgrounds/lifestyles**
 - “Growing up on the Farm”
 - Single Parent / Broken Homes
 - Archie Bunker’s Neighborhood
 - GLBT Issues



While it is the Resident Assistant's primary role is to facilitate the development of a community that is conducive to living and learning, this is also a role that all RLH employees are charged with. This community should have an emphasis on the Five Principles of Community... It should be a place where faculty and students share academic goals and work together to strengthen the learning environment on campus. It should be a place where freedom of expression is protected and civility is affirmed; the sacredness of each person is honored and diversity is a key element. Individuals should be willing to accept their obligations to the group and everyone acts for the common good of the group. This community should be one that is caring, where the well-being of each person is supported and service to others is encouraged. Finally, this community must be one in which the heritage of the institution is remembered and widely shared. (*Campus Life: In Search of Community. The Carnegie Foundation for the Advancement of Teaching*; Ernest L. Boyer; Princeton, NJ; 1990).

To carry out this role, the RA needs to:

- Make significant connections with residents
- Help residents connect with one another
- Connect residents to resources and opportunities in the larger university

- Insure that residents have access to important educational messages
- Insure that barriers to success are minimized by holding students accountable for community standards

EVALUATION AND ASSESSMENT OF YOUR PROGRAMS

Evaluation and assessment are two critical factors when completing programs. This measures the residents' satisfaction and should be used to determine how programs are useful and relevant to the overall living learning experience. Reactions to individual activities and programs are valuable and residents should be encouraged to suggest areas for improvement as well as propose new ideas for the future. Programs designed to meet the residents' expressed desires will be more justifiable than random programs.

Beyond the assessment of resident satisfaction and program effectiveness, evaluation efforts should examine how the involvement of residents in the halls influences their views of the department as well as the institution. Programs should be related to the mission created by the Office of Residence Life & Housing. Residents involved in programs and activities will have a more positive view of the quality of their college experience as a result of their participation.

CONNECT WITH INDIVIDUAL RESIDENTS:

Each RA will be expected to have meaningful interactions with residents in their hall (the RA was hired knowing that they had the innate ability to do this without an expectation to do so). Each RA will be encouraged have a notebook in which they can keep track of these interactions and use to update the GA during their 1:1 on their progress. The goal of this suggested exercise is to allow the RA to become visible to the residents and develop a relationship with each of their residents. This notebook can also allow the RA to keep track of what is going on in their residents' lives.

Each RA will, however, be *required* to make a minimum of five (5) individual connections with residents each week throughout the fall and spring semester... again, this should only be a guide – the RA should be making these contacts without an expectation.

CONNECT WITH GROUPS OF RESIDENTS:

It is important that students connect with each other in social, recreational, and intellectual ways. To insure that this happens among floor residents, RA's should provide at least one (1) group activity per week, especially for the first six weeks of their residence life experience. Each activity should be tailored to the needs and desires of your residents. A group will consist of at least two (2) residents and a RA. Some of these programs should occur on a Friday or Saturday night. The programs can take place on or off campus, in or out of the building, and will conform to university policies and department expectations. The RA should seek to include different residents each week.

Activities are intended to be informal and some can be done while on duty. They can include such things as watching a video, going to a coffee shop, playing board games, ice-skating, or doing a community service project. Occasionally they can include dinner in the cafeteria but this should be recorded no more than twice per semester.

PARTICIPATE IN THE AREA PLAN FOR THE DELIVERY OF MESSAGES:

-
- Be observant. Note things such as how long it takes to answer door; what you hear.
 - Use the Spartan Code of Ethics and the expectation that students “comply with reasonable requests from a University official”, but do not bully or threaten them with it.
 - Repeat yourself and the importance of the resident cooperating.
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ROOM CHANGE PROCEDURES

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ROOM ENTRY

RAs may enter into student rooms under the following circumstances: (Two staff members should be present)

1. When a student or University property is believed to be in immediate danger.

Job Action & Dismissal Procedures

- Other incidents or behaviors that undermine the respectability or credibility of the RA position or Residence Life & Housing program.

Offenses that may result in termination of student employment

- Underage drinking or drug use off campus.
- Failure to follow proper staff procedures or protocols.
- Failure to enforce rules and regulations.
- Failure to meet programming and bulletin board deadlines.
- Late or incomplete paperwork.
- Missing or arriving late to staff meetings or training.
- Failure to maintain a helpful and constructive attitude.
- Behavior unbecoming of an RA

RAs must maintain a 2.5 cumulative GPA. Two consecutive semesters below a 2.5 cumulative GPA may result in termination of employment. (RAs get one semester of cumulative GPA probation and will be required to attend tutoring sessions weekly.) Newly hired RAs who drop below 2.5 cumulative GPA before their employment starts may forfeit their RA position.

RAs that repeatedly fall below a 2.5 semester GPA but maintain a 2.5 cumulative may be placed on probation or relieved of their RA position at the discretion of Residence Life & Housing professional staff.

Newly contracted staff for future employment

Students who are hired as staff members for future dates will be expected to adhere to the written policies and expectations that apply to current student staff. Failure to comply may result in the termination of employment before it begins.

Using The "PPT&E" To Coordinate The Logistics

Some of the most successful RAs, when it comes to programming, are those that take their time and carefully plan out the details of their program.

Program Planning Tool & Evaluation Form (PPT&E):

The PPT&E does just what its name indicates: it is a document that acts as a planning tool to help an RA plan a successful program well before it is facilitated.

Except in cases of spontaneous programs, every program must be first planned by the RA and reviewed by the supervising Hall Director, GA, the Residence Life Educator, Assistant Director of Housing, and the Director of Residence Life and Housing prior to the facilitation of the event or activity. Their comments on the PPT&E can be very helpful in program planning.

Properly and thoroughly filling out a PPT&E will help an RA:

Set Goals

The more clearly defined a program's goals are in the beginning; the easier it will be to complete the planning, implementation, and evaluation of a program. What should be accomplished with the program? How will the program meet the needs or support the interests that you determined in assessment? Make sure you set specific, realistic, attainable goals.

Determine the Target Audience

Who will be reached by the program? Who has this need or interest? Does this program topic have broad appeal or is it special interest based?

Develop the Program Format and Strategy

How does this information need to be presented? There are a variety of different formats to use, including but not limited to: lecture, presentation, group discussion, question and answer session with special guest panel, workshops, group activity, hands-on skill building, and many more. It is during this format and strategy step that the date, time and location of a program should be set. RAs should be aware of other campus and community events that might conflict with the program date, time, and location.

Identify Resources

A university campus is a treasure grove of resources! There are many on-campus individuals, facilities, and materials. Additionally, investigate off-campus and community resources. Don't forget to use residents as resources. They may have knowledge or skills they would be glad and flattered to share. The same concept applies to your fellow students and especially your fellow staff members. Involve them whenever you can through collaboration.

Make the Arrangements

It is crucial that details such as space/room reservation, speaker confirmation, supply or equipment delivery confirmation, and funding (with approval from Hall Director) be set.

Marketing The Program & Publicity Tools

Good publicity, or the lack of it, can make or break your program. So although it is one of the many tasks of program facilitation, it is so vital it needs special effort and attention. This section lists unique and creative ways to market programs to residents and residential communities.

ADVERTISING	Billboards (giant posters) —Put a huge poster up in a lobby, lounge, or across the wall. Or you can scale it down a bit and put up large posters on aisles that you set up in strategic places (stairwells, etc.)
	Sandwich boards —Have someone walk around in a sandwich board door to door advertising the program or set it up outside the building in front of each entry/exit way. This can be easily constructed out of wood or plastic.
	Direct mail flyers —Put together flyers that pop up when you open them in their campus mail boxes and explaining the upcoming program
	Mobiles —Create several mobiles that hang in lobbies, lounges, stairwells or kitchens that highlight different aspects of the program.
	Invitations —Send formal invitations to your residents even asking them to RSVP (hopefully in the affirmative).
	Newsletters —A monthly newsletter goes a long way with regularly posting upcoming events and programs. Make a section that is exclusively used for programming or even use it to start talking about your programs theme (if you are doing a program on personality type maybe analyze personality groups from popular TV series and rhetorically ask who they relate to-Friends, West Wing, etc.)
	Table tents in lounges —Just like the tents you put in the dining halls, but scaled down!
	Signs staked in the ground or cigarette urns —Take advantage of residents leaving the building or coming back from classes as well as those residents who are hanging out by the cigarette urns.
	Bathroom readers (common restrooms)—Like the newsletter, but exclusively focused on your program and posted in the stalls. You can write witty articles about topics that support your program theme.
	Bulletin boards —You will most likely have to do one anyway why not take your bulletin board and turn it into an advertisement. Not only talk about your program, but go into detail about the topic.
	Candy bags —Tape candy bags to doors and insert slips that talk about your program and have 3-5 facts surrounding your topic.
Door hangers —Type up your information and post it on everyone's door handle. Chances are good that they will at least see the information when they key into their room!	

More unique and creative ways to market programs:

C REATIVE	Costumes —Wear a costume on duty rounds, while handing out flyers, or throughout the day.
	Abstract objects —Decorate a manikin in your lounge, put up a sculpture, use lights, shopping carts, decorate your car in the parking lot, inflatable objects, etc.
	Guerrilla tactics —Get covert and attack certain areas (ex. Surprise a study lounge with cupcakes that have your program written on the top and drop them off)
	Active objects —Get a remote controlled car and race it around the building running into doors with a flyer on it, set up a computer in the lounge or at a front desk with a PowerPoint kiosk going on it.
I ncentives & R ewards	Certificates of completion —If it is a program that deals with educational items like CPR then they can get an official certificate...or create more fun certificates for crazy programs kind of like superlatives!
	Door prizes/raffles/eligibility —Advertise that there will be door prizes, or raffles during the event for cool gifts.
	Free food —If you feed them they will come! BUT get creative with your food...this in itself can add to the program or be a program in itself.
W ord of M outh	Question board —Set up a board in the laundry room, bathroom, or lounge with a question that supports your program. Have residents write their comments on it and go from there! This works really well with controversial topics
	“Your RA Is In” —Set up a table in your lobby or outside under a tent and sit down with a sign like Lucie from Charlie Brown. Not only is this a good chance to answer questions, but you can hand out flyers, give away candy to get attention and also allows you to be really accessible.
F lyers	Repetition —Put 10 flyers together on one wall or string 5 flyers together with string and hang them under your bulletin boards.
	Positioning —Hang flyers a little differently by putting them upside down or at different angles. The slightest movement may attract more attention.
	Placement —Put your flyers in crazy places (i.e. in bathroom stalls, on the ceiling,)
	Shapes —Cut out those flyers to reflect your program topic (i.e. for programs on alcohol cut it out like a beer can or go a step further and stuff six flyers in a old cardboard six pack holder and drop one of at each door)

The “Actual” Programming Event or Activity

It will come as no surprise to any RA that has properly assessed needs, generated ideas, coordinated logistics, and marketed the program that the “actual program” may often require the least effort of the entire programming process.

While the actual program is usually the only part of the entire programming process that residents experience, RAs know that much work has gone into preparing for the event or activity.

With all proper planning work completed, RAs should take the opportunity, if possible, to enjoy and participate in their own programming events and activities.

Evaluation (Completing The PPT&E & Closure)

The final step in program planning is to evaluate the program.

Complete the PPT&E, thoroughly answering all the evaluation questions on the form and by reflecting on the questions listed below:

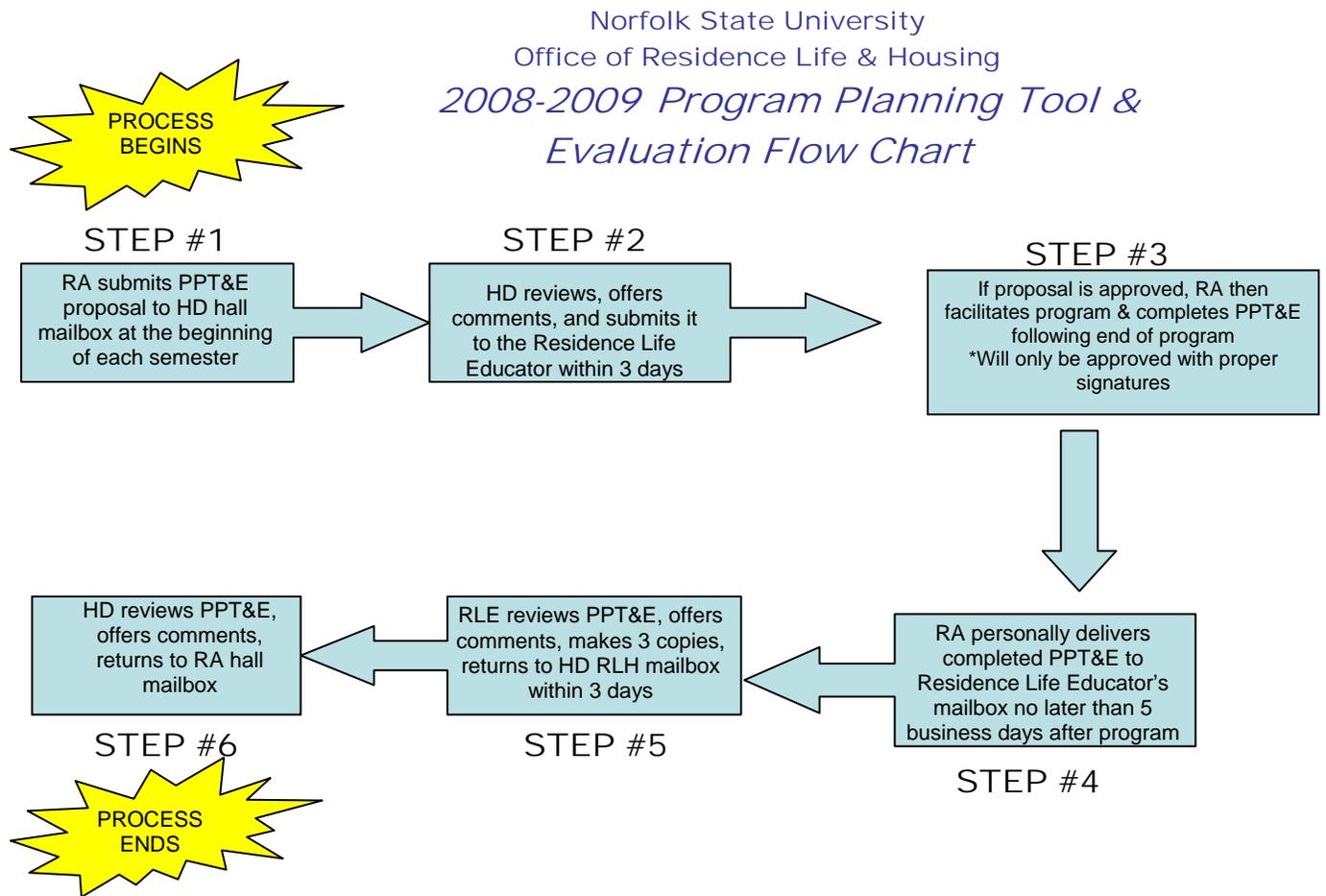
1. RAs should use their own observations and judgment, comments from residents who attended, and ask the presenter(s) what they thought of the program.
2. Did the program meet its goals?
3. What worked?
4. What would you do differently?
5. How could this program be improved?
6. Would you suggest doing it with someone else?

Be thoughtful and thorough in completing the PPT&E. An RA's last step in program planning could help another staff member take the first step toward a successful program.

All relevant program materials should be attached to the PPT&E when it is turned in to the supervising GA:

1. Attach any program flyers or distributed literature to the PPT&E.
2. Attach any attendance lists or sign-up sheets to the PPT&E.
3. Attach any necessary receipts or funding documentation to the PPT&E.

2008-2009 PPT&E FLOW PROCESS



1. RA submits PPT&E proposal form to HD hall mailbox at the beginning of the semester.
2. HD reviews PPT&E, offers comments, and submits to Residence Life Educator (RLE) within 3 business days.
3. If the proposal is approved, RA then facilitates program & completes PPT&E within 24 hours of the program (approval requires the signatures of the GA, HD, RLE, ADORL, ADOH, and DORL&H).
4. RA personally delivers completed PPT&E to the RLE's RLH mailbox no later than 5 business days after program completion.

5. RLE reviews PPT&E, offers comments, makes 3 copies, and places 2 in HD RLH mailbox no later than 3 days after receiving PPT&E from RA.
6. HD reviews PPT&E I, offers comments, returns 1 copy to RA's hall mailbox.
7. ***Failure to follow this process/timeline may result in job disciplinary action.***

Programming & Bulletin Board Requirements

Individual RAs:

RAs are encouraged to take advantage of every available opportunity to provide programming activities and events to their residents. From regular floor/area meetings to large programs held in a residence hall's lobby, programming can take place at virtually any time and in almost any location.

Through programming RAs, residents, faculty, staff, and others have the opportunity to interact, learn, and grow through a common activity.

While RAs are encouraged to be as unique, creative, and prolific as possible in their programming, certain minimum requirements are in place for each RA's programming responsibilities.

Minimally, each RA must meet the following monthly programming and bulletin board facilitation requirements:

- **AUGUST:** 1 PROGRAM; BB POSTED BY 8/8/06
- **SEPTEMBER:** 1 PROGRAM; BB POSTED BY 9/1/06
- **OCTOBER:** 1 PROGRAM; BB POSTED BY 10/1/06
- **NOVEMBER:** 1 PROGRAM; BB POSTED BY 11/1/06
- **DECEMBER:** 1 PROGRAM; BB POSTED BY 12/1/05
- **JANUARY:** 1 SOCIAL PROGRAM; BB POSTED BY 1/15/06
- **FEBRUARY:** 1 PROGRAM; BB POSTED BY 2/1/07
- **MARCH:** 1 PROGRAM; BB POSTED BY 3/1/07
- **APRIL:** 1 PROGRAM; BB POSTED BY 4/1/07
- **MAY:** 1 PROGRAM; BB POSTED BY 5/1/07

Remember: While each RA must meet their own individual programming and bulletin board requirements, RAs are encouraged to collaborate with each other, Hall Councils, RHA, and other student organizations to facilitate programs.

RA Staffs:

In addition to individual programming responsibilities, each RA is expected to assist their

individual RA staff and supervising Hall Director with the facilitation of one campus-wide program per academic year.

In some instances, these campus-wide programs may satisfy the requirement for a monthly social or educational program. This is determined, however, by the RLE as the facilitation of a campus-wide program is coordinated.

Programming Resources

Residents:

- Remember that NSU's Office of Residence Life & Housing uses a "3 Cs and a D" programming model. RA's residents should also be asked regularly about the topics, events, and activities that would interest them.
- Residents will typically be interested in and will attend programs that are reflective of what they would like to participate in.
- RAs can formally (surveys, emails, circulating forms) or informally (individual discussions, group conversations at floor meetings) assess residents' needs and desires related to social or educational programming.

Peer Resident Assistants:

- There are dozens of RAs on staff. All of these RAs have unique approaches to programming and community development. As often as possible, collaborate with other RAs to facilitate programs.
- Consider collaborating with both RAs on your staff as well as RAs from other residence hall staffs. Often, the most successful programs occur when RAs collaborate to facilitate a program targeting diverse segments of the NSU residential population.
- Take the opportunity to share with other RAs ideas and questions related to programming and community development in staff meetings or by using the RA staff email distribution list.

Programming Resources (cont.)

Supervising Hall Director:

- RAs should take advantage of formal (1-on-1s, staff meetings) or informal (stopping by the front desk, discussing over a meal) opportunities to discuss programming and community development with their supervising GA or Hall Director.

Residence Life Educator:

- This professional staff member serves as a continuing resource for RA staff members in all matters related to programming and community development.
- Come prepared to program planning meetings at the beginning of each semester to discuss thoughts and ideas.
- Contact this staff member via phone, email, or personal visit at anytime during the academic year to receive help with programming and community development initiatives.
- Utilize internet and other resources distributed by this staff member via the RA email distribution list.
- Utilize resources distributed by this staff member via RA mailboxes in their respective residence halls.

Hall Council:

- RAs should actively collaborate with the officers and members of their respective residence hall's Hall Council.
- Bulletin boards, programs, activities, guest speakers, surveys, and action taken on residence hall issues can all be improved by frequent collaboration between RAs, residents, and Hall Council.
- RAs can seek additional funding and support for their individual programs by seeking out the assistance of Hall Council.

Residence Hall Association (RHA):

- NSU's RHA unites all RAs, residents, and residence halls through this one organization that functions only to develop residential leadership and improve the campus residential community.
- RHA sets aside a significant portion of its annual budget for the sole purpose of providing additional programming funds to NSU RAs. and Hall Councils.
- RHA has state-wide and regional resources that can be of great assistance to RAs in their programming and community development initiatives.

NSU Student Organizations:

- Student organizations and RAs can collaborate to facilitate programs, activities, and events that can serve large segments of the residential and commuter student body alike.
- RAs can frequently combine their funding, advertising, and marketing of programs with student organizations.
- NSU's Director of Student Activities can be a valuable resource in determining

the student organization that would be most appropriate to collaborate with on any given program.

NSU Staff Departments & Offices:

- The Office Residence Life & Housing is not the only office on campus that offers programming and community development initiatives RAs can collaborate with or co-facilitate with other offices on campus. A few of the offices that regularly facilitate programs for the NSU campus community are listed below.
- The Counseling Center
- University Police (NSUPD).
- Student Activities.
- Career Services
- Department of Athletics.
- University Health Center.

NSU Faculty & Staff:

- Individual NSU faculty & staff members frequently have skills, talents, and knowledge in areas of great interest to residential students.
- Often these faculty & staff members have expertise in areas related to their field of instruction or office of employment.
- Often these faculty & staff members have expertise unrelated to their field of instruction or office of employment. For example, these individuals may have hobbies, skills, language abilities, or ethnic backgrounds from life experience.

Internet and Programming

Using internet for communication and collaboration:

- Using email/instant message systems to communicate with Residence Life & Housing staff members about programming and community development initiatives can be a convenient and fast way to generate ideas and collaborate.
- Using email/instant message systems to communicate with residents can be a convenient and fast way to assess the needs and desires of your community as they relates to programming and community development.
- Using email to receive communications from NSU student organizations or regional and national residential organizations (such as VACURH, VACUHO) can provide great programming and community development resources.

Using the “World Wide Web” for resources:

- The internet can provide information and ideas to RAs about virtually any topic related to their programming and community development initiatives.
- RAs should be cautious, however, to always be aware that information is not considered valid or correct simply because it is posted on the internet.
- Some widely used RA internet sites are listed below.
 - www.NSU.edu
 - www.vacurh.org
 - www.nacurh.org
 - www.vacuho.org
 - www.google.com
 - www.yahoo.com
 - www.residentassistant.com
 - www.studentaffairslink.com/residentassistantlink/
 - www.reslife.net
 - www.howstuffworks.com
 - www.butlerwebs.com
 - www.butlerwebs.com/holidays/

If A Program Is Unsuccessful...

Consider asking yourself these questions:

1. What is your definition of success? Number of attendees? Quality of topic/material/activity at the core of the program?
2. Did you present a program based on a need/desire assessed from residents or did you “just do a program to meet this month’s requirements”?
3. What was your excitement level about this program? If you weren’t genuinely interested and excited about this program...why would residents feel anything but the same as you?
4. How was your planning?
5. How was the location? Did your residents know where it was held? Was it a comfortable place? Was it a busy area with too many distractions?

6. How was the publicity? Was there enough? Was it eye catching? Was it far enough in advance? Was it descriptive of the program? Were there personal invites extended to each resident?
7. How was the presenter(s) or facilitator(s) of the program? Boring? Dynamic?
8. How was the timing? Did it conflict with night classes? Did it conflict with other major campus activities? Did it conflict with a popular TV show?
9. Was it just Murphy's Law/ bad luck? Remember, despite your best efforts, sometimes even amazing programs simply just don't draw out residents.
10. Was it an over done program? Was it just another "pizza & a movie" overly simple program that isn't exciting or unique enough to draw out residents?

Hall/Area Council

NSU has one Hall Council for each of its nine major residential areas. Residents of a particular area are automatically members of that area's Hall Council. The officers, or executive board, of these organizations are elected by the resident members during the initial weeks of each academic year's fall semester. All Hall Councils are advised by the Hall Director supervising a particular residential area.

All NSU Hall Councils strive to achieve three main goals in their areas:

1. To develop a positive sense of community and belonging among area residents.
2. To provide social and educational opportunities for area residents through programming.
3. To foster a sense of ownership and self-governance among area residents by addressing relevant community issues and representing them to the University administration.

RAs should strive to regularly and meaningfully act with the members and officers of their Hall Council. This collaboration between RAs and Hall Council will provide amazing benefits to RAs, residents, and these organizations alike.

Residence Hall Association (RHA)

NSU's RHA unites all campus residents, Hall/Area Councils, and RAs in one organization that seeks to improve the overall quality of the campus residential experience. All campus residents are automatically members of RHA. The officers, or executive board, are elected by Hall Council officers in the closing weeks of each academic year's spring semester. RHA is advised by the Assistant Director of Residence Life for Programming & Community Development.

Similar to Hall or Area Councils, RHA strives to achieve three main goals:

1. To develop a positive sense of community and belonging among all NSU residents.
2. To provide social and educational opportunities for all residents through programming.
3. To foster a sense of ownership and self-governance among all residents by addressing relevant campus community issues and representing them to the University administration.

Roommate Agreements

The purpose of roommate agreements is to help facilitate communication and the setting of expectations between roommates. Making expectations clear, talking about concerns before they become problems, and being willing to compromise will help promote a successful roommate relationship.

All NSU freshmen residents are required to complete a roommate agreement form. While this document is not mandatory for upperclassmen residents, RAs should strongly encourage these residents to still spend time discussing and completing a roommate agreement form.

When conflict does arise, this document should be used as a basis for discussion to resolve problems. When providing mediation between roommates, an RA should have a copy of their roommate agreement form on hand.

Modifications may be made to this document, as frequently as is necessary, but must be agreed upon by all roommates. One copy of the agreement should be placed prominently in a room and/or readily accessible by all residents in a room. RAs should maintain an up-to-date copy of the agreement form for each set of roommates in their area.

Community Agreements

All students who live in a residence hall, apartment building, or other type of student housing are part of the greater NSU residential community.

Within the greater NSU residential community are smaller, more intimate communities comprised of 20 - 80 students. These students live and share a common space or area such as a floor or apartment building with a trash room, laundry room, entrance(s), and lounge or meeting space. In addition to sharing the physical space, NSU community members are responsible for developing and maintaining a healthy and safe living environment.

This can best be fulfilled by creating a Community Agreement. A Community Agreement is a social contract that is established by all members of a community.

Within the boundaries of NSU's residential and University policies and through the facilitation of an RA, residents discuss and agree on living standards and issues that affect the residential

community such as noise level, visitation, and addressing community concerns. When each resident of a community come to an agreement or compromise on an issue or standard, it becomes part of the Community Agreement.

Once the Community Agreement is complete, each resident signs the agreement agreeing to abide by the guidelines set forth by the community. RAs should post a copy of the agreement in the residential area and revisit it frequently (such as during floor meetings) to ensure that the agreement is properly serving and reflective of its community.

Ice Breakers and Community Builders

In order for relationships to develop and groups to function effectively, barriers must be removed. This applies to the Residence Life & Housing staff, the RHA or a hall group. The following are some ideas to "break the ice" and build group unity throughout the year. Be creative and make your own modifications of the examples given depending on the needs of your group.

The Name Game:

The group sits in a circle. First person says his/her name. The next one says the name of the person to their left and then their own. This continues around the circle until the last person says everyone's name. It can be more fun when you add an adjective to describe yourself that starts with the same letter as your first name. Many times these nicknames stay with you through the year (e.g. Happy Howard).

The Human Knot:

A tried and true ice breaker. Have the group form a large circle. Have everyone grab someone else's hand in the center of the circle. Now do the same with the other hand. Have the group untangle themselves without letting go of hands. Can be broken down into subgroups (men in one group, women in another, etc.).

The New Name Game:

Have each person write their name vertical on a blackboard. With each letter in their name, have them write an adjective or noun that describes who they are. After everyone is finished ask each person to stand next to their name and describe themselves using the adjectives or nouns they chose. Works best with small groups.

Human Scavenger Hunt:

Print up a ditto listing of various characteristics of people, places they've visited, majors, unique experiences, etc. Distribute the list to each member. Give 10-15 minutes for the group to mill around to obtain signatures of those belonging to the characteristics. An alteration can be made printing a ditto in the form of a grid- Human Bingo. When the first person makes Bingo the group stops.

The Two Minute Interview:

Pair off group members and assign them the task of finding out as much about each other in two minutes as they can. Have each person introduce their partner to the group. (It's much easier than having to introduce yourself to a group of strangers.)

Who's Who?

Each person writes down five not-so-obvious things about themselves on separate sheets of paper. All pieces of paper go into a bag. Each person picks a piece of paper, reads the information and guesses the owner. Discussions can develop when new and unique things are discovered about the individuals.

Something Good- Something Bad:

In turn each person shares something, good, bad, embarrassing, and funny that happened to them in the past week

Imagineering:

Have the entire group count off so that it can be split into three to five subgroups. Give each subgroup a pile of random objects (ex: gumdrops, toothpicks, tape, pipe cleaners) and instruct them to construct a useful creation within a certain amount of time (ex: 3 minutes). When done, each subgroup should introduce all team members and explain the purpose of their creation.

SECTION 4

Helping Skills

Four Steps to Empathy

Empathy means communicating to another person that you are listening to, understanding, and accepting his or her feelings, Because it encourages others to listen to, understand, and accept themselves, this way of responding helps people grow. It also promotes closeness and trust. Here are four steps that can help you relate more empathetically.

Step #1: Listen for Feelings

1. Empathy requires that you look at what a person is saying from his or her point of view, rather than your own.
2. As you listen ask yourself: “What is this person feeling inside?” and “How intense are the feelings?”

Step #2: Identify and Label the Feelings

1. When listening, there are several kinds of cues that assist in identifying feelings:
 - The words used, such as “I’d like to knock you out” suggest angry feelings.
 - Voice qualities such as volume, tone, inflection, and pace.
 - Facial expressions such as smile, frown, glaring eyes, etc.
 - Other nonverbal behavior such as posture, gestures, body movements, actions.
 - The situation, such as when you see people insulted you might expect them to feel hurt or angry. Caution: people react differently to the same situation. When insulted, some people generally feel angry, while others tend to experience hurt feelings. Thus, the situation itself is usually not enough to tell you what someone is feeling.
2. Once you have observed the cues, it’s helpful in clarifying your understanding of the person’s feelings and to think of feeling words or labels which accurately reflect:
 - The type of feeling, such as angry, sad, happy, scared, relaxed, etc.
 - The intensity of the feeling, such as irritation, anger, and rage are feelings of the same type, but differ significantly in intensity.
3. Having a good vocabulary of feeling words helps significantly in labeling feelings and enables you to identify feelings more precisely. For example, the labels “hopeless,” “lonely,” and “disappointed” each are more precise and potentially helpful than the general feeling word “bad.”

Four Steps To Empathy (cont.)

Step #3: Accept the Feelings

1. We will have feelings. They are good, natural and an important part of being human. While some actions may be reprehensible no feeling is wrong or bad.
2. Empathy involves accepting the other person's feelings as valid without:
 - Negatively judging the person, e.g., "You're crazy", or "You shouldn't be like this", or looking at them as if something were wrong with them.
 - Negatively judging the appropriateness of the feeling, e.g., "You shouldn't feel that way."
 - Pushing the person to justify the feelings through reason or logic, e.g., "Why do you feel that way?"
3. As you listen for and identify feelings in another, remind yourself, "This person is having some feelings and that's OK."
4. Since many people have trouble accepting their own feelings, acceptance by someone else can be very reassuring.

Step #4: Communicate Understanding and Acceptance

1. There are many ways of showing other that you understand and accept their feelings. Here are some of them:
 - Using feeling labels; e.g., "You look sad.", "I bet you're happy about that.", "You seem pretty angry.", "That must be awfully discouraging to you." etc.
 - Using phrases or expressions: e.g., "That must have hit you like a ton of bricks", "You look like you're ready to jump for joy", "I bet you'd like to tell her where to get off.", "That's like being between a rock and a hard place."
 - Using non-verbal communication: e.g., "Uh-hum", head nodding, smiling, groaning, etc.
 - Asking a question when in doubt about what someone is feeling: e.g., "Are you angry?", "How are you feeling inside."
2. **Examples:** A friend is looking downcast and says with a subdued voice:
 - "I just flunked my chemistry final."
 - **Poor response:** "You should have studied harder." This passes judgment on the person and doesn't even acknowledge how badly he feels.
 - **Poor response:** "Cheer up, don't let it get you down." This rejects the friend's feelings and, in effect, says, "Don't feel what you are feeling."
 - **Empathetic response:** "You're feeling pretty low, aren't you buddy?" This lets the friend know you understand and accept his feelings.
 - **Empathetic response:** "Oh no!" (In a sad tone of voice) This, too, communicates understanding and acceptance.

Possible Counseling Issues

Personal problems can range in seriousness from an inability to tolerate a roommate's taste in music to a feeling of alienation strong enough to lead to suicide. Sometimes merely having a friend-- the resident assistant himself or herself-- is adequate help; but other times, extensive psychiatric treatment is needed. RA's are not expected to be omnipotent. The supervising Hall Director or any other member of the Residence Life & Housing professional staff should be consulted before it is too late to help a student!

Here are some typical types of problems, along with suggested ways of approaching them in search of a solution:

1. Homesickness

The student has moved from a situation in which they were of primary importance to become, what may seem to them, an ID number in a computer. Sometimes, a delicate family situation or a long-distance relationship will facilitate these feelings. There are a number of possible interventions for the homesick student. Most interventions involve simply trying to get the student involved with other students or student organizations. More serious cases may involve a referral to the Hall Director or the Counseling Center. Important question: Is the student happy here? Focus the student's thoughts from homesickness to other things.

2. Family Crisis

This is a very sensitive area, but could have a serious negative impact on a student. The crisis could stem from family problems, such as alcoholism, abuse, etc., or it could be that the parents do not accept the fact that the student is now an adult. The second item will be discussed later. The relationship between the parents and the student is probably undergoing some repair. A serious family problem may result from disagreement over curriculum choice, especially where there is financial dependence. Again, the best medicine is just to let the student talk. Disagreements over majors, etc. can be talked out. Family problems stemming from other problems may need to be referred to the Counseling Center.

3. Difficulties With A Partner

Most students are extremely sensitive in this area. The resident may not be able to ask a person out because they are shy, or possibly some deeper emotional problem may be the cause. Sympathetic listening may be sufficient. Sometimes, there is a chance to help the student meet a partner more readily and increase his/her confidence. However, a perceived pressure to have relationships (and pressure to have physical relationships) cannot be underestimated. Feelings of inadequacy can precipitate powerful self-destructive feelings, which can become violent. Normal maintenance of relationships on a RA floor will normally keep these emotions in check. A little assertiveness training can do wonders for these students.

Possible Counseling Issues (cont.)

4. *Reaction To Freedom*

This is, like most other problems, related to previous family relationships. Either an escape from controls which were unreasonably strict or a response to temptations for which the student were never prepared can result in anti-social behavior or self-destructive practices, e.g. drinking or refusal to settle down to work. Questioning standards is normal, but these students must learn that his/her freedom is real, so that defiance for its own sake is unnecessary. A voluntary acceptance of most moral codes usually follows.

5. *Financial Problems*

This could easily be confused with introversion in some instances. A student may not go out simply because he/she doesn't have any money. This problem can be confronted directly when it is outside the emotional-personal realm (if it doesn't seem like the student has changed emotionally). Help with budgeting or employment (discussion of sources may be referred to the Office of Financial Aid).

6. *Religious Concerns*

These are usually problems due to a student's search for identity and security, or interpersonal relationships. They sometimes reflect deep conflicts. A counselor or chaplain can help the student reach the underlying issues manifested in his/her conflict.

7. *Conflicts With Roommates or Others*

Usually roommate difficulties can be worked out. However, neither an easy escape nor forced endurance of a serious problem is likely to be harmful. No changes should be made without exploration; but, some students are totally unsuited for rooming together and the room is, after all, a student's last place of refuge in some ways. An individual conference followed by open discussion among all concerned is the approach that should be used to help solve the problem.

8. *Introversion or Extroversion*

Extreme withdrawal may accompany academic achievement and fairly good adjustment. Making no assumptions about the happiness of the individual, the RA can try to learn if he/she would like to join activities and could use some help which does not make him/her feel self-conscious and simply worsen the problem. On the other hand, the individual that spends all his/her time with others may be afraid to be alone. The impact on the student's schoolwork is usually detrimental. Here, the RA can help uncover reasons and restore some balance between social life and individual accomplishment.

Possible Counseling Issues (cont.)

9. Illness

Efficient referral to the University Health and Wellness administrator should accommodate most cases. Two possible complications are the possibility of resistance to treatment due to a desire to maintain a “tough” image or to avoid loss of time. You may even have to insist that students obtain treatment. A visit to the ill student in the Health and Wellness Center or his/her room is appreciated.

10. Academic Adjustment

Scholastic difficulties range from problems on one particular assignment or examination, to course difficulties, to need of assistance with planning an entire program. Faculty members can help, and referral to them is most important. Accurate information regarding requirements must come from the faculty. You, as a RA, should make appropriate referrals in this instance.

11. Vocational Problems

The vocational plans of most students are not fully developed or very stable. Frequently, an individual has no realistic plan for exploring possibilities or discovering his or her own interests and desires. You cannot advise on the basis of your own experience. If a student needs more than the simplest goal clarification, you can suggest immediate referral to his/her academic advisor or to the Office of Career and Counseling Services

Helpful Hints For RAs In Their Helping Relationships

Although you are not a fully trained counselor, many aspects of your work involve counseling approaches. Some basic techniques will prove important to you, regardless of the type of problem under immediate consideration, and even if your only goal is referral to a trained professional. Some points to remember:

1. Be primarily a listener. Give definite indications when you understand what is being said, or ask for clarification where needed. This is work and requires considerable alertness to what is not quite spoken. Without presuming to interpret, you can help a person say what he/she is trying to say. **Do as little talking as possible.**
2. Avoid judgmental reactions such as surprise, shock, or amusement unless you are

genuinely sharing the student's feeling of deep concern or appropriate humor. That is, you must exhibit appropriate responses to show empathy, but the student must make his/her own judgments.

3. Allow the student to make his/her own decisions and help the student explore alternatives. Obviously, this means you must remain objective, not becoming so involved that you act as a block to free explorations. Know your own feelings, and what they are doing to your view of the person's problems, so that you can avoid biased interference.
4. Help the student focus on real problems, one at a time. The resident will often talk around his/her real concerns. However, you must be alert to the possibility that, in your eagerness to concentrate, you are choosing the wrong "problem". A number of false problems may have to be dispensed with before you can reach the core.
5. Always try to keep aware of the feeling behind what the student is saying. This is more significant than the actual content of the student's statements. His/her feeling may be sorrow, anger, pain, joy, etc. it has an emotional character and is the most important aspect to be recognized in the advisor's relationship.
6. Remember that the key to the entire relationship is your ability to demonstrate warmth, concern, and understanding. No amount of technique can replace simply liking the student and showing it. If you cannot bring yourself to like the individual, it would be wise to admit this to yourself and refer him/her to someone else before damage is done.
7. Anytime you help a student, you should follow up to make sure he/she is feeling better, or has met a deadline that that person has set for him/herself. Again, let the student know you are there when needed, but don't push. This follow-up should be natural and should probably occur within a week of the talk.

Important Referral Phone Numbers

Emergency Numbers

Campus Police (main)	823-8102
(emergency)	823-9000
Fire Department	9-911
Poison Control	1-800-552-6337
NSU Student Health Department	623-5558

Resource Numbers

Academic Affairs	823-8408
Bookstore	823-2037
Counseling Center	823-8173
Financial Aid	823-8381
Residence Life & Housing	823-8407
Library	823-8873
Registrar	594-7155
ACCESS	823-8507

Community Services

Alcoholics Anonymous	480-5404
American Red Cross	446-7700
Habitat for Humanity	955-0050
Narcotics Anonymous	800-777-1515
Tidewater AIDS Community Taskforce	583-1317
Planned Parenthood	624-9224
Poison Control Center	800-552-6337
Rape Crisis Hotline	800-759-1001
Sentara Ask-A-Nurse	627-5384
SPCA	622-3319
Time of Day	622-9311
United Way	853-8500
Weather	622-9311

SECTION 5

Protocols

Residence Hall Response Protocol: Incidents involving spilled bodily fluid or waste in the common areas (blood, vomit, urine or feces)

1. Isolate the affected area and assess the situation

- Call for additional staff back-up and notify the Evening Manager if necessary.
- Call Evening Manager and University Police to dispatch an ambulance if medical attention is necessary.
- Post signs in the immediate area to caution and redirect traffic.
- If the person responsible is not immediately known, encourage the residents in the area to identify and locate the person so his/her physical condition can be assessed. Identifying the person responsible will also prevent the community from being charged for the cleaning.

2. Clean the affected area

- If capable, the individual responsible should be instructed to clean up the spill immediately or face extra cleaning charges and disciplinary action (if applicable).
- If the individual is incapable of cleaning the spill immediately, seal off the area as best as possible and notify Housekeeping. After hours, and when housekeeping is otherwise unavailable, Residence Life & Housing staff will contain or clean the spill area to safeguard the community.
- Spill Kits (available at the front desk) should be used to clean the spill and disinfect the area. Follow instructions for proper handling and disposal of the Spill Kit.

Caution: Blood cells can be present in all body fluids, so always use protection before attempting to clean an area.

1. Take proper precautions to prevent unnecessary exposure or contact with the spill.
2. Always wear rubber gloves.
3. Use eye protection if necessary.
4. Clean all surfaces that have come into contact with the spill using a disinfecting agent like bleach or the wipe provided in the Spill Kit.
5. Dispose of rags and towels properly (following Spill Kit instructions).
6. If used, disinfect mop head and bucket thoroughly.

3. Follow up as necessary

- Have a follow up conversation with residents directly involved in the incident to get a clear understanding of what happened.
- Document the incident.
- Notify the Evening Manager or GA on-call
- Leave a voicemail message for the Hall Director.
- Alert housekeeping.

Residence Hall Response Protocol:

Bomb Threat

Bomb threats and actual bomb emergencies present a serious threat to the public and property. Law enforcement must be able to effectively respond to all bomb threats, assess them and handle each to provide for the safety of the University community.

If you receive a Bomb Threat:

1. Call NSUPD.
2. Notify the Hall Director or Evening Manager.
3. Follow all directions given by NSUPD or the Hall Director

Upon notification of a bomb threat from any source, the recipient shall immediately relay all available information to the University Police Department. The following information should be provided to the University Police Communication Center:

1. Exact location of bomb
2. Time of detonation
3. Description of the bomb
4. Type of explosive
5. Reason for bombing
6. Time of call

A University police officer will respond to interview the individual that received the threat. The police officer will determine the need to evacuate and conduct a search of the facility for the bomb. The University Police dispatcher will notify the University Police Chief.

If a bomb threat is received by telephone, the following actions should be taken:

1. Note the precise time the telephone call is received.
2. Attempt to obtain the following information from the caller:
 - a. Where has the bomb been placed?
 - b. What time is the bomb set to explode?
 - c. What type of bomb has been placed?
 - d. In what type of container has the bomb been placed?
 - e. How was the bomb delivered to the university?
3. Try to note the characteristics of the caller:
 - a. Age
 - b. Sex
 - c. Characteristics of voice (lisp, accent, soft, loud)
 - d. Background noises (radio, television, people)
 - e. Write down these characteristics for the information of police investigators.

Residence Hall Response Protocol:

Bomb Threat (cont.)

5. Notify the Hall Director or Evening Manager.
6. If an evacuation order is given, leave the building but remain available to speak with authorities. (All emergency evacuation procedures should be followed.)
7. When an evacuation order is given, Residence Life & Housing student staff should knock on room doors on their way out of the building. Once outside, the student staff should identify themselves to the Police or other professional staff at the scene and await instruction. Student staff should be prepared to assist with crowd control and dissemination of information.

If a bomb threat is received by letter or note, the following actions should be taken:

1. Upon realizing that the letter or note constitutes a bomb threat, do not handle the letter, its envelope or enclosures. They may contain fingerprints that can be used as a means of identifying the person responsible for the act. Try not to place your fingerprints on any item. If you must move the contents, handle all materials by their edges to the greatest degree possible.
2. Immediately notify the University Police.
3. Notify the EM, HD, Or GA on-call.

Evacuation of the building will be determined by the University Police or other responsible university officials.

Residence Hall Response Protocol

Counseling Referrals

I. Introduction

This protocol is intended for RA's to refer a student for personal counseling through the Counseling Center. Medical emergencies, emotional distress, and suicide are not covered by this protocol.

II. Action Steps And Procedures

A. Non-emergency, cooperative student.

When a student recognizes their problem and is motivated to seek help, making a referral to Counseling Center for personal counseling is fairly straightforward.

1. Give the student information the location of Counseling Center (Godwin Student Union Building 3rd floor) and what phone number to call (823-8173). Encourage the student to make the appointment for him or herself.
2. Offer to let the student call the Counseling Center from your room.
3. Students who don't know what to expect from counseling or who are apprehensive may need some encouragement before making an appointment.
4. Offer to accompany the student to the Counseling Center.
5. Write an incident report to keep staff apprised of the situation.
6. Notify RD, GA, and EM of referral.

B. Emergency, uncooperative student.

When a student does not recognize that they have a problem or they are not motivated to seek help, the RA's task becomes more difficult. The following suggestions may be helpful in facilitating the referral of an unmotivated or uncooperative student:

1. Offer to go with the student to the first appointment. Call ahead so that plans can be made to have a counselor available.
2. Encourage the student to agree to attend at least one session before deciding whether or not to commit to more sessions.
3. Describe what counseling is about.
4. Describe some of the benefits of counseling.
5. Write an incident report to keep staff apprised of the situation.
6. Notify RD, GA, And EM or referral.

*****Respect the student's privacy when making a referral for counseling. As a general rule, get the student's permission to contact the Counseling Center on their behalf or before giving out any information about him or her. Staff cannot schedule an appointment for another student but can help make the call.***

Residence Hall Response Protocol:

Counseling Referrals (cont.)

III. How Do I Know?

Personal counseling involves listening, clarification, and problem solving to assist a student who has difficulty coping with emotional or behavioral concerns. Personal counseling received at the COUNSELING CENTER is professional and confidential within the limits of the law.

IV. REASONS FOR REFERRAL

- A. RA's may refer a student for Counseling Center services at any time and under any circumstances.
- B. RA's may observe or be made aware of a variety of problems or concerns that a student may be experiences. Reasons for referring a student for personal counseling include, but are not limited to the following:
 - 1. Sexual abuse/assault (see "Response Protocol for Victims of Sexual Misconduct")
 - 2. Suicidal thoughts/suicide attempt (see "Response Protocol for Suicidal Students")
 - 3. Emotional distress (see "Response Protocol for Students in Emotional Distress")
 - 4. Alcohol and other drug abuse/misuse, including disciplinary-related cases
 - 5. Depression
 - 6. Poor academic performance
 - 7. Persistent difficulty getting along with roommates
 - 8. Homesickness
 - 9. Family problems
 - 10. Anxiety/Stress
 - 11. Eating disorders
 - 12. Bizarre behavior
 - 13. Relationship problems
- C. RA's should always consult with the Counseling Center regarding students about whom they have some concern. The Counseling Center will offer guidance for talking with students and making referrals. Staff does not have to use the student's name when consulting with a counselor.
- D. Counselor interactions with students are confidential. As such, counselors can neither confirm nor deny that a student is a client. RA's should not ask counselors if a referred student has made contact with the Counseling Center, or for any other information about the student. RA's who would like information pertaining to a student's counseling, should ask that student to sign a release of information with the counselor.

E.

Residence Hall Response Protocol:

Death of a Student or Guest

I. INTRODUCTION

This protocol is intended to guide Resident Assistants in responding to the death of a resident or the death of a guest or visitor to the residence hall.

II. ACTION STEPS AND PROCEDURES

A. General Guidelines. The same general guidelines should be followed regardless of the circumstances surrounding a death.

1. Notify University Police Immediately, 823-9000.
2. Immediately notify the Evening Manager and the HD.
3. Until assistance arrives, clear the area of bystanders. Do not disturb the scene of the incident by removing the deceased's belongings or items in the area, etc.
4. Refer all inquiries to the professional staff. Under no circumstances should RAs talk with the media.
5. Under no circumstances should RAs notify parents.
6. Monitor residents' reactions to the death and inform the professional staff of any grief-related problems or concerns among residents.

III. STAFF/HALL CONCERNS

Dealing with the death of another person is always difficult. As such, the professional staff on duty or the on-call crisis counselor will notify the Counseling Center when a death involving a resident or guest of the Residence Hall has occurred so that a Counseling Center counselor can contact staff and residents to process their feelings or concerns. This may be done on an individual or group basis. A timely and effective response to a death will facilitate the grieving process for survivors; reduce the occurrence of rumors and inaccurate information, and aid in the restoration of day-to-day residence life and activities.

Residence Hall Response Protocol:

Emergency Situation Response

I. General Emergency Response

Please be aware of the following protocol, which should be followed when you have a police, fire or medical emergency.

Contact EM or on-call GA immediately. Then contact University Police at 823-9000 and provide the following information:

- State your name
- Identify your position
- Describe your location
- Indicate that you have an emergency. Describe the emergency as a police, fire or medical emergency;
- Stay on the telephone with the University Police dispatcher. Additional information may need to be obtained from you.

Following this procedure will accomplish two important goals:

First, it will enable the University Police dispatcher to send a Police Officer immediately to the scene to assist staff in successfully containing the incident.

Second, it allows the University Police dispatcher to coordinate a meeting point with a University Police Officer and the responding medical or fire personnel. The University Police Officer will be able to lead the responding unit(s) in the most expeditious manner to the incident.

II. General Guidelines for providing assistance during emergency response

- Provide only assistance you are qualified to administer. Virginia's "Good Samaritan" statute protects those giving assistance to the injured in good faith.
- Never give consent to a doctor to treat an injured student or guest. If the individual is under 18, a signed consent to treat is required from parent/guardian.
- Where advice to parents is necessary, the parents will be notified by professional staff, and ordinarily upon the request of the student or guest. Under no circumstances should the parent be advised or contacted by the RA.

Residence Hall Response Protocol:

Emergency Situation Response (cont.)

- Under no circumstances should the RA talk with the media about the sick or injured student. The Office of University Relations will respond to the media on behalf of the University.
- RAs are expected to file an incident report with the Hall Director immediately after a medical emergency.
- If student is transported to hospital, send Emergency Contact Card with them.

III. Drug or Alcohol Overdose Response

- Do not take chances.
- If a student is unresponsive due to alcohol or drug overdose, call University Police and contact the Evening Manager.
- If you suspect a student is dangerously intoxicated (they may still be conscious) contact University Police and the Evening Manager for additional assessment of the situation.

IV. General Illness Response

- The student should contact the University Student Health Center during posted office hours.

V. Assault or Rape Response

- Refer to the response protocol for victims of sexual misconduct.

VI. Attempted Suicide Response

- Refer to the response protocol for suicidal students.

Residence Hall Response Protocol:

Emotionally Distressed Students

I. Introduction

- This protocol is intended for use by Resident Assistants (RA's) when encountering a student who appears to be troubled.

II. Definitions

- Students appearing to be in distress may be in need of immediate support. The stress the student is experiencing may be beyond their capacity to cope.

III. Action Steps and Procedures

- Should the student's behavior become out of control or violent, contact University Police immediately at 823-9000, the Evening Manager, or your Hall Director.
- University Police will call the on call crisis counselor as appropriate.
- Complete and file a written incident report as directed by the staff of the Office of Residence Life & Housing.

IV. Staff/Hall Concerns

Situations involving a troubled student can be emotionally challenging and draining for all involved. As such, professional staff may ask the Counseling Services to contact staff and/or residents to process their feelings and concerns. This may be done on an individual or group basis.

V. How Do I Know?

Students may display a variety of concerns and/or verbal and non-verbal behaviors that will suggest that they could be troubled. These may include but are not limited to the following:

- Direct or implied statement suggesting they cannot handle the current situation
- Blank facial expressions or sudden/dramatic changes in mood/emotions
- Exhaustion and/or confusion
- Statement that something overwhelming has happened
- Report of anxiety, fear, helplessness, and/or hopelessness
- Sweating, shaking, or trembling
- Weeping, crying, or tearful (with or without an explanation)

Residence Hall Response Protocol:

Emotionally Distressed Students (cont)

VI. Listening Tips when talking to a student that appears to be emotionally distressed:

- Move to a quiet and private area while speaking to the student in a slow, soft, and calm voice.
- Encourage the student to speak freely, allowing him/her to ventilate their feelings. Listen and do not interrupt the student unless they are endangering themselves or others.
- Actively listen for feelings and facts. Paraphrase the student's concerns to show them you are listening. Do not say, "I know how you feel."
- Be honest and firm, but supportive and empathetic. People in distress often need direction and guidance.
- Do not assess or judge the problem itself, e.g., "That's not a big deal, why are you so upset?" To them it is a big deal that's all that matters.
- Help the student to identify resources and support services, including the Counseling Center, Financial Aid Office, community agencies, friends, family, clergy, etc. Help the student to contact these resources.



The events surrounding the student's distress can be anything that the student feels unable to handle. Events may initially appear insignificant to the observer, but often serves as "The Straw That Broke The Camel's Back." Students often experience distress during midterms and finals or when they are under a great deal of pressure.

Residence Hall Response Protocol:

Hurricane Emergency Procedures (Residence Life & Housing Staff)

Hurricane emergency procedures for Residence Life & Housing will be implemented upon direction of the Director of Residence Life & Housing. This implementation will be in conjunction with an announcement by the National Hurricane Center that a hurricane watch is in effect for the Norfolk area. Specific procedures are listed below. All staff members who are physically present and able will follow these procedures.

1. When the National Hurricane Center declares a hurricane watch for the Norfolk area, emergency information will be communicated to students. Residence Life & Housing staff will distribute hurricane information flyers to each student room and will post copies on bulletin boards in each building.
2. When the National Hurricane Center declares a hurricane watch for the Norfolk area, the Director of Residence Life & Housing will convene a meeting of the Hall Director staff. Hurricane procedures will be reviewed and discussed. The Director of Residence Life & Housing will arrange for alternate coverage should any of the Hall Directors be away from campus or in any way incapacitated for any portion of the hurricane emergency period.
3. Each Hall Director will convene a meeting of their staffs to review and discuss hurricane procedures. Hall Directors will arrange for alternate coverage should any of the student staff be away from campus or in any way incapacitated for any portion of the hurricane emergency period.
4. Hall Directors will be responsible for their residence halls before, during, and following the hurricane. This may include arranging for receipt of food from Dining Services and coordinating distribution to residents.
5. Each RA will convene a meeting of their residents to review and discuss hurricane procedures. RAs will develop a list of residents who are away or plan to leave for any portion of the hurricane emergency period.
6. Hall Directors will inspect all emergency lights to insure they are working. During extended power outages, Hall Directors will be required to set up "fire watch" schedules for their buildings to operate around-the-clock until power is restored.

Residence Hall Response Protocol: Hurricane Emergency Procedures (cont.) (Residence Life & Housing Staff)

7. All Residence Life & Housing staff will be responsible for removing loose or unattached items outside the residence halls and insuring that all windows are closed. Residents will be asked to bring their bicycles into their rooms for the duration of the storm.
8. When directed by the University, the Director of Residence Life & Housing will issue a directive that all occupants of the residence halls remain inside until told otherwise. All staff members will remain in their designated area to receive and give directions and information.
9. When directed by the University, the Director of Residence Life & Housing will issue a directive that all occupants of the residence halls relocate from their rooms to the hallways of their building away from glass windows and doors. Interior room doors will be closed during this time and elevators will be turned off to prevent the possibility of people being trapped inside.
10. When directed by the University, the Director of Residence Life & Housing will instruct staff to evacuate the residence halls. Residence Hall staff will provide directions to ensure safe exit.
11. If there is an evacuation, residents and staff will not be permitted to return to the residence halls until clearance is given from the University.
12. Within two hours after the hurricane has passed, each Hall Director will prepare a preliminary injury and damage report that will be submitted to the Director of Residence Life & Housing. These reports will be updated 12 hours and again 24 hours after the hurricane has passed.
13. In the aftermath of the hurricane, Residence Life & Housing staff will focus on the following in cooperation with other University staff:
 - locating people who need medical treatment and insuring that they get help
 - insuring the safety and security of both people and property
 - providing updated damage assessments
 - identifying areas where utilities are not properly working and reporting this to the appropriate personnel; maintaining contact, to include regular updates to residents in facilities where utilities are not properly working
 - communicating with staff, students and other occupants regarding status and directives
 - beginning the clean up of facilities
 - locating and scheduling staff for specific work assignments
 - seeking volunteers to assist with clean-up efforts

Residence Hall Response Protocol: Hurricane Emergency Procedures (cont.) (Residence Life & Housing Staff)

14. As soon as possible, meetings with staff and residents will be convened to provide accurate and timely information and directions. These meetings will occur as needed.
15. Updates will be distributed through all available means of communication.

Hurricane Safety Tips

The following guidelines have been developed to insure your safety should a hurricane hit Norfolk State University. We ask that you read and comply with these guidelines. Residence Life & Housing staff and University Police will also provide further instruction and assistance.

- Remain calm and follow the directions given to you.
- Stock some food and beverages in the event that you cannot get out for a few hours.
- Use what containers you have to store water.
- Set refrigerators to the coldest setting and do not open them except when it is an emergency.
- Listen to your radio for updates about the hurricane.
- Make every effort to stay off of the telephone so that the lines will be open for emergency calls.
- Stay inside. If the situation becomes more serious, move into the hallway and wait for further instructions.
- Collect flashlights, portable radios, and batteries. If we lose power, DO NOT use candles.
- Close and secure all windows and shades and remove items from your window sills. If a window shade is not available, hang a blanket over the window and secure it in place with a cord or masking tape.
- In preparation for the possibility of evacuation, gather any necessary medication you may need. Place this in a waterproof container and keep it with you. In the event evacuation is necessary you will be informed by University personnel as to where and when you will be moved.

- Report any glass breakage, water leaks and/or power outages to your RA or Hall Director and they will initiate any needed response.
- If you or someone is injured by flying glass or debris, or has a medical emergency, call University Police immediately.
- Await further instructions from Residence Life & Housing staff.

Hurricane Emergency Checklist

I. Hurricane Approach:

- Notify RAs and GAs that a Hurricane is approaching.
- Review Residence Life & Housing Hurricane Procedures.
- Staff should remain in the area to help maintain order.
- Check flashlights.
- Instruct desk personnel to limit calls.
- Create five (5) extra copies of building rosters (to distribute as needed).

II. Hurricane Warning:

- Notify RAs and GAs that a Hurricane Warning is in effect.
- Copy and distribute “Hurricane Safety Tips”.

III. Hurricane Watch:

- Notify RAs and GAs that a Hurricane Watch is in effect.
- Discourage anyone from going out into the storm.
- Review “Hurricane Safety Tips” with residents
- Help maintain calm

IV. Hurricane Evacuation (if ordered by the University):

- HDs convene meeting with RAs and GAs
- Assist in the evacuation process as necessary
- Provide recreational activities, games etc. for the evacuation sight
- Remind housing staff to secure all mechanical, electrical, and gas systems

V. At All Times:

- Maintain an inventory of flashlights batteries, and other materials for Resident Assistants.

VI. After Storm Has Passed:

- All essential personnel are expected to return immediately upon the storm's passing to assess damages, restore systems, and allow re-entry.
- Document any damages or problems.

Residence Hall Response Protocol: Suicidal Students

I. Introduction:

This protocol is intended for use by Resident Assistants (RAs) who encounter a student **who has harmed himself/herself or may be at risk for self-harm.**

BOTTOM LINE FOR RAs:

- **Take all talk or threats about suicide very seriously. Contact the Evening Manager immediately; do not wait until the next morning.**

II. Action Steps and Procedures:

A. **Suicide Attempted:** When a student has already inflicted harm, including when the person is believed to have ingested some harmful substance or when the student is unresponsive to stimuli, the following actions should be taken:

1. Call University Police at 823-9000 (this is an emergency). University Police will notify the on-call crisis counselor.
2. When you call University Police (3-9000), identify yourself and explain the nature of the situation and where the student is located.
3. Notify Evening Manager or GA on-call.
4. An incident report should be completed and filed with the Office of Residence Life & Housing as directed.

B. **Immediate Threat for Suicide:** When a student is in the process of making a suicide attempt the following actions should be taken:

1. Contact University Police **immediately**. They will call the crisis counselor.
2. Notify the Evening Manager or GA on-call.
3. **As a guide and as appropriate, consider the following:**
 - a. **Never put yourself or others in danger.** If possible stay with the student until help arrives **unless the student presents a danger to your personal safety.**
 - b. If there is no danger to your personal safety, attempt to keep the student calm until help arrives.

4. An incident report should be completed and filed with the Office of Residence Life & Housing as directed.

Residence Hall Response Protocol:

Suicidal Students (cont.)

- C. **Student Talks About Suicide:** When a student makes a statement of intention to harm himself/herself, but has yet to act on the intention, the following steps should be taken:
1. Take all talk of suicide seriously.
 2. Talk with the student in a quiet private area.
 - a. Communicate your concern for their well being.
 - b. Be direct. Talk openly and ask direct questions about the student's intentions.
 - c. Do not allow yourself to be sworn to secrecy.
 3. Contact the Evening Manager or GA on-call.
 4. Follow-up to reinforce the students need to talk with a Counseling Center counselor.

III. **Staff/Hall Concerns:**

Situations involving suicide can be emotionally challenging and draining for all involved. The Counseling Center will be notified an incident has occurred so that a counselor can contact staff and residents to process their feelings or concerns. This may be done on an individual or group basis.

IV. **How Do I Know?**

Students may display a variety of concerns and/or verbal and non-verbal behaviors that are extreme or out of character for the student and **may** put them at risk for completing or attempting suicide. These may include but are not limited to the following:

- Previous suicide attempts, gestures, or threats.
- Depression or reports of feeling extremely sad, guilty, anxious, afraid, unhappy, helpless, hopeless, and/or worthless.
- Student has formulated a specific plan.
- History of alcohol and drug abuse.
- An overwhelming life event in the midst of ongoing stress or depression may serve as a catalyst for making a suicide attempt or threat.
- Preoccupation with thoughts of death and dying.
- Loss of interest in previously enjoyed activities including isolation from others.

- Giving away prized possessions.
- Frequent absences from class, underachievement in school.
- Self-destructive or risky behaviors such as unsafe driving, cutting wrists, unsafe sex.

Residence Hall Response Protocol:

Systems Failure

I. Loss of Power:

If loss of power occurs:

- Notify University Police.
- Notify/leave office voicemail for the facility's Hall Director.
- Call Evening Manager to inform them of the situation.
- Assess fire safety systems.
- Put RA staff on alert.
- Check for people stuck in the elevator.
- Instruct RA staff to make rounds every hour to ensure residence hall safety/security.
- Make sure residents are not burning candles.
- Check operation of emergency lights. Take operational notes
- Make sure exterior doors are not propped.
- Watch for strangers and inappropriate behavior.
- Assess and address resident needs and concerns.
- Be prepared to reprogram doors.

II. Fire Safety System Malfunction:

If the fire safety system fails:

- Notify University Police.
- Notify/leave office voicemail for the facility's Hall Director.
- Call Evening Manager to inform them of the situation.
- Put RA staff on alert.
- Inform residents with signs placed throughout the building.
- Schedule "Fire Watch" walks on the hour throughout the building/area.
- Remind residents of heightened fire safety concerns.
- Watch for burning candles.

Residence Hall Response Protocol:

Terrorism Threat Levels

SEVERE THREAT – RED LEVEL – IMMINENT RISK

Definition: A terrorist attack has occurred or credible and corroborated intelligence indicates that one is imminent. Normally, this threat condition is declared for a specific location or critical facility.

HIGH THREAT – ORANGE LEVEL – HIGH RISK

Definition: Credible intelligence indicates that there is a high risk of a local terrorist attack but a specific target has not been identified.

ELEVATED THREAT – YELLOW LEVEL – ELEVATED RISK

Definition: Elevated risk of terrorist attack but a specific region of the USA or target has not been identified.

GUARDED THREAT – BLUE LEVEL – GENERAL RISK

Definition: General risk with no credible threats to specific targets.

LOW THREAT – GREEN LEVEL – LOW RISK

Definition: Low risk of terrorism. Routine security is implemented to preclude routine criminal threats.

If a terrorist act occurs and the NSU community is threatened, NSUPD will notify the University and make recommendations. Members of the University Community will be informed of what to do through all means available (e-mail, voice mail, flyers, desk announcements, meetings, updates)

Unless specifically instructed to evacuate the campus, students should remain where they are and await further instruction. If students feel they must leave, they should let others know their plans. Students should not leave without knowing details about travel routes and their destinations

What staff should do:

- Encourage everyone to have a communication plan for contacting family.
- Staff should remain calm and await instruction from their supervisor(s).
- Maintain visibility and accessibility in the area. Leave your cell number at the desk.
- Stay in touch with residents. Assess reactions and stress levels.
- Help establish and maintain calm. Diffuse panic. Use common sense.
- Stay informed about what is happening.
- Support one another. Encourage constructive expression of emotions.

Residence Hall Response Protocol:

Victims of Sexual Misconduct

I. Introduction:

This protocol is intended for use by RAs in providing information and assistance to the student victim in a caring, coordinated, and efficient manner.

BOTTOM LINE FOR RAs:

- **Notify the NSUPD and then the Evening Manager immediately; do not wait until the next morning.**

II. Definitions:

Sexual misconduct is defined in the *Student Handbook* as “sexual contact without consent and includes: intentional touching, either of the victim or when the victim is forced to touch, directly or through clothing, another person’s genitals, breasts, thighs, or buttocks; rape (sexual intercourse without consent whether by an acquaintance or a stranger); attempted rape; sodomy (oral sex or anal intercourse) without consent; or sexual penetration with an object without consent. To constitute lack of consent, the acts must be committed either by force, intimidation, or through the use of the victim’s mental incapacity or physical helplessness.”

III. Action Steps and Procedures:

1. Contact University Police at 823-9000 to dispatch an ambulance. Notify the **Evening Manager/GA on-call.**
2. Advise student of available options.
3. Students in need of **immediate medical attention** should be transported to the Emergency Room by EMS.
4. Advise students not to “freshen up”, bathe, comb hair, change clothes, or brush their teeth.
5. Encourage students to seek medical attention even in a non-emergency situation
6. Use good active listening skills, be sensitive and approachable, and ask as few questions as possible.
7. Complete an incident report and file it with the Residence Life & Housing within 24 hours.

Residence Hall Response Protocol:

Victims of Sexual Misconduct (cont.)

IV. Crisis Intervention:

A free crisis counseling/intervention alternative resource for victims of sexual misconduct is The Center for Sexual Assault Survivors. Their 24-hour hotline can be reached by calling (757) 825-2591.

V. How Do I Know?

Students may or may not directly disclose to you that they have been the victims of sexual misconduct. They will display a variety of concerns and/or verbal and non-verbal behaviors; these may include but are not limited to the following:

- Distractibility, difficulty concentrating
- Tearfulness, depression
- Nervousness, jitteriness, jumpiness, fearfulness
- Mistrust
- Extreme negativity
- Asking questions about sexual misconduct
- Numerous physical complaints
- Excessive or seemingly inappropriate anger
- Missing class frequently
- Avoiding friends and classmates

WHENEVER POSSIBLE, GIVE THE STUDENT A CHOICE. REMEMBER THAT DURING THE ASSUALT, THE VICTIM'S CHOICE HAS BEEN TAKEN AWAY.

VI. Talking with a sexual assault survivor:

- Move to a quiet and private area while speaking to the student in a slow, soft, gentle, and calm voice.
- Encourage the student to speak freely, allowing him/her to ventilate their feelings.
- Allow the student to have a support person with them if they so desire.
- Actively listen for feelings and facts.
- Maintain an appropriate amount of personal space to provide a comfortable environment for the student.
- Listen attentively and try not to interrupt. Let the student share as much as he or she wants.
- Be non-judgmental. Assume the student is telling the truth.
- Make aware of resources.
- Make aware of options (to include on-campus judicial action and off-campus prosecution)
- Notification of anonymous report.
- Speaking to an on campus counselor or hotline volunteer.

**After a possible sexual assault create a program to inform your residents of the dangers of sexual assault without breaching

SECTION 6

Desk Operations & Procedures