



NEW COLLEGE ORIENTATION FOR PASTORAL LEADERS 2018



RESOURCE FOLDER

FRONT SLEEVE: NOTES FOR DISCUSSION SESSIONS

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RESOURCES

1. Duty Procedures document
2. Policies and procedures
 - a. New College Harassment Policy
 - b. New College Privacy Policy
 - c. New College Policy on Critical Incidents
 - d. NSW Ombudsman Guidelines on Complaint Handling
3. Calendar
 - a. College Calendar
 - b. UNSW Calendar
4. Room allocations and resident descriptions
5. Accidents and Emergencies
 - a. College emergency control
 - b. Emergency Procedures
 - c. Counselling Emergency Support
 - d. Local medical services
6. Fact sheets for helping people at risk (suicide, depression, eating disorders, etc)
 - a. Adjustment problems paper
 - b. Mediation
 - c. Mental Health
7. Forms
 - a. Caution Notice
 - b. Injury Register

NEW COLLEGE ORIENTATION FOR PASTORAL LEADERS

ATTENDING

Bill Peirson

Ruth Peirson

New College

Arend Boog

4R1: Sarah Clark – Lorax (SRA)

1R1: Nicola Agnew – Thelonius

1R2: Mitch Kingsland – Quack

2R1: Jacqui Willing – Banaynay

2R2: David Wright – Pipes

3R1: Eleanor Parker – Nee\$ha

3R2: Ben Spratt - ?Eger

4R2: Harris Loxton – Amander

NCV

Susan Bazzana

4.33 Dan Hageman (DD)

1.30 Matthew Bagg

2.30 Shuwen Yu

3.33 Dawn Ee

5.33 Rebecca Blumberg

6.33 Sourabh Dhouchak

7.33 Kirsten Gronhovd

VENUE

Ocean Front Motel

102 Ocean Parade, The Entrance

(02) 4332 5911



PROGRAM OVERVIEW



PROGRAM OVERVIEW

WEDNESDAY 7 FEBRUARY

9.00am (approx.) - Leave for The Entrance

11.00am (approx.) – Arrive at the Ocean Front Motel

11.30am – Discussion Session One

Resource folders and program overview (BP)

Introduction to initiation and disclosure. (BP)

Initiating relationships and encouraging disclosure (Barry McGrath, Anglicare)

1.00pm – Lunch

2.00pm – Discussion Session Two

Initiating relationships and encouraging disclosure (Barry McGrath, Anglicare)

3.00pm – Afternoon Tea

3.30pm – Discussion Session Three

Our operational objectives (BP)

Lines of communication (BP)

5.00pm – Beach Walk

7.00pm – Combined Dinner

8.30pm – Informal evening activities

PROGRAM OVERVIEW

THURSDAY 8 FEBRUARY

8.00am – Breakfast

9.00am – **Discussion Session Four**

How we work together as a team (communication, confidentiality, dealing with conflict, Privacy Policy, moving from resident to staff member) (BP)

10.30am – Morning Tea

11.00am – **Discussion Session Five**

How we respond to critical incidents and common scenarios (Critical incident policy) (BP)

12.00pm – Lunch

1.00pm – **Discussion Session Six**

How we encourage appropriate behaviour (Discipline, Harassment Policy) (AB/SB)

3.00pm – Afternoon Tea

3.30pm – Free Time

7.30pm – Dinner

9:00pm – Informal evening activities

FRIDAY 9 FEBRUARY

8.00am – Breakfast

8.50am – Check out of rooms

9:10am – **Discussion Session Seven**

How we care for people with special needs (Special Needs, Adjustment problems) (AB/SB)

10.30am – Morning Tea

11.00am – **Discussion Session Eight**

How we care for our groups (Pastoral Care, Mediation) (Separate?)

Entire group discussion of discipline scenarios (BP)

1:00 pm – Lunch

2:00pm – **Discussion Session 9**

2018 Planning and Overview of new residents in 2018

Return travel arrangements and evening activity differ.



TUESDAY 13 FEBRUARY

9:00am – 4:30pm – First Aid Training

WEDNESDAY 14 FEBRUARY

2:00pm – SR/RA Fire Warden Training with Maintenance & the Dean

2.00pm – 5.00pm **UNSW Counselling** (Penny Shores): Managing Students in Distress (NCV MCR)



OUR OPERATIONAL OBJECTIVES



OUR OPERATIONAL OBJECTIVES (MASTER)

VISION AND MISSION

College Vision

To be known for delivering the highest standards of Residential College pastoral care with both academic rigor and a vigorous reflection of our Christian foundations.

College Mission

Collegiality, academic excellence and community service founded on Christian faith and values

OUR CONSTITUTION - SCHEDULE 1 – CORE ACTIVITIES

The College exists to provide within UNSW a witness to the Christian gospel of reconciliation with God through the death and resurrection of Jesus Christ and to the centrality of the person of Jesus Christ in human life and experience.

It does this from within a collegiate life in the University by:

- the provision of accommodation, pastoral care and academic support and development;
- the encouragement of and provision for both personal growth in and corporate expression of the Christian faith;
- the development of Christian scholarship and academic excellence.

The College seeks to serve not only its own resident members but others who may benefit from association with The College without compromising its primary focus towards UNSW.

While being publicly and actively Christian, The College imposes no test of religious belief or practice for its resident members.

To facilitate its aims and goals it retains the right to apply such tests to those it employs and appoints as its representatives.

OUR HERITAGE

Immediately after the Second World War, a small group of Christian academics and intellectuals observed the rapid development of new universities in Australia.

Some, having experienced the depth and richness of the intellectual life of the Oxford and Cambridge colleges, were determined that students of these emerging universities would have that same opportunity.

With this grand vision, they formed the New Universities Colleges Council (NUCC) with next to no financial resources.



At the same time, the University of New South Wales (UNSW) was emerging from the Sydney Technical College to be a technical University with a commitment to a liberal arts curriculum for all students.

The UNSW coat of arms is emblazoned with the word *Scientia* (knowledge) and subtitled with the motto *manu et mente* pointing to the University's commitment to practice founded on theory.

With financial support from Australian government grants, NUCC formed New College emblazoning its shield with *Scientia* but challenging the University with Psalm 111:10: *Initium Sapientiae Timor Domini* – “the fear of the Lord is the beginning of wisdom”.

From these beginnings emerged one of the most vigorous of residential colleges – well known across Australia.

Housed in a prosaic building, New College established an enviable track record of academic, sporting and artistic achievement. The vigor of the community was also reflected in the use of stocks and water fights within its college traditions. The opportunities that these activities created for intimidation and damage prompted former masters to prohibit these practices.

In 2009, New College built its Postgraduate Village. NCV is a larger community than the original undergraduate community and is rapidly developing its own character, traditions and practices.

OUR VISION, MISSION, CONSTITUTION AND HERITAGE IN PRACTICE

1. Delivering the highest standards of Residential College pastoral care
 - a. We set the highest standards for what we do.
 - i. Always seeking to improve.
 - ii. Benchmarking ourselves against the practice of others.
 - iii. Innovation
 - b. Priority 1 is our pastoral care
 - i. “The well being of our residents is our most important operational priority”
 - ii. If someone is in need or at risk, drop everything.
 - c. Recognition that collegiality refers to an attitude or inclination towards working with others in different pursuits - a willingness to work with other residents within the context of our many different activities.
2. Academic rigor
 - a. We are part of a University that holds the highest standards of education and research.
 - b. Our ambition is to be an outstanding multidisciplinary community within UNSW.
 - c. Appropriate focus on academic practice and achievement.
 - d. A commitment and search for truth consistent with international academic practice.



- e. Attention to our own studies, our modelling of time management, of seeking out help, engaging with other residents in our disciplines; each of these aspects are important for other residents to be aware of so that they have a model of what it takes to succeed at university.
3. A vigorous reflection of our Christian foundations
- a. Independent of UNSW.
 - b. By constitution imposing no test of religious belief or practice for its resident members.
 - i. No one is forced to be involved in Christian activities or pretend to be Christian.
 - c. Christian
 - i. Love the Lord your God with all your heart, soul, mind and strength....
 - 1. Respect for God will be reflected and declared in the lives and behaviour of senior college staff.
 - 2. College will provide good opportunities for residents to know, love and serve God.
 - ii. and (you should love) your neighbour as yourself. (Luke 10:27)
 - 1. kindness,
 - 2. generosity,
 - a. Service to the community means an active involvement in life outside college.
 - b. At UNSW, this will be exhibited through the many different clubs and societies on campus but also supporting and participating in the needs identified by UNSW.
 - c. In the broader community we need to think about how we can be involved serving different communities of people. This facet will be determined by charitable priorities identified by our communities and partnering with like-minded organisations.
 - 3. forgiveness
 - a. Discord and divisions amongst the leadership team can only limit our ability to serve our residents.
 - 4. humility
 - a. towards all those who are associated with us.



THE GOOD SAMARITAN LUKE 10:25-37

25 And behold, a lawyer stood up to put Jesus to the test, saying, “Teacher, what shall I do to inherit eternal life?” **26** He said to him, “What is written in the Law? How do you read it?” **27** And he answered, “You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbor as yourself.” **28** And he said to him, “You have answered correctly; do this, and you will live.”

29 But he, desiring to justify himself, said to Jesus, “And who is my neighbor?” **30** Jesus replied, “A man was going down from Jerusalem to Jericho, and he fell among robbers, who stripped him and beat him and departed, leaving him half dead. **31** Now by chance a priest was going down that road, and when he saw him he passed by on the other side. **32** So likewise a Levite, when he came to the place and saw him, passed by on the other side. **33** But a Samaritan, as he journeyed, came to where he was, and when he saw him, he had compassion. **34** He went to him and bound up his wounds, pouring on oil and wine. Then he set him on his own animal and brought him to an inn and took care of him. **35** And the next day he took out two denarii and gave them to the innkeeper, saying, ‘Take care of him, and whatever more you spend, I will repay you when I come back.’ **36** Which of these three, do you think, proved to be a neighbor to the man who fell among the robbers?” **37** He said, “The one who showed him mercy.” And Jesus said to him, “You go, and do likewise.”

- **Jerusalem to Jericho** – 25km walking trip over rough territory, and robbers (which were common) were a real risk to anyone alone.
 - A **lawyer** is an expert in the law, especially that in the first five books of the Old Testament. A **Levite** was someone specially dedicated to serving God. A **priest** was a special Levite.
 - A **Samaritan** – a hated, traitorous, untrustworthy halfbreed.
 - A **denarius** - One day’s wages for a labourer, i.e. Inn-keeper gets \$800 cash.
1. Why would the priest and Levite pass by on the other side of the road?
 - a. There was a real risk from robbers that was associated with getting down and helping.
 - b. The cost of helping was extremely high.
 - c. The risk was that he was already dead or would die anyway
 - d. Taking a narrow view of being a neighbour, they could justify to themselves not getting involved.
 - e. DRSABCD
 - f. (At this point Jesus has drawn the lawyer into assenting to what a good and upright person might do in the circumstances – by extenuation).



The lawyer thinks that he knows that eternal life comes from being good and it has to be achievable to be practical. He wants to narrow down the people that he is the neighbour to.

2. What option did the Samaritan implement?
 - a. No level of care was refused
 - b. He risked his own neck.
 - c. He gave the man the best chance of survival.
 - d. Takes care of him himself.
 - e. Puts no bound on his care.

The lawyer has to admit that the despised Samaritan is the faithful one

3. What do we learn from this passage:
 - True care is both compassion and action
 - Jesus's definition of neighbour includes those that everyone else might despise. (Examples from college life.)
 - There are no excuses for not loving our neighbour.

DISCUSS

1. What does our college objectives mean for an SR/RA who is not a Christian?

2. What does our college objectives mean for an SR/RA who is a Christian?



HOW WE WORK TOGETHER AS A TEAM



HOW WE WORK TOGETHER AS A TEAM (MASTER)

TEAM FUNCTIONAL STRATEGY

Refer to the diagram on the following page.

The Master is ultimately responsible to the Board for community management (including discipline) within the Colleges. Operationally, the Master attends meetings of other pastoral staff to monitor any issues within the community. Any serious matters (harassment, sexual misbehaviour, potential criminal behaviour, repeat offending) are referred to the Master by the Dean. **The Master is the only member of staff authorised to communicate with external agencies.**

The Dean of Residents is responsible for pastoral care within the college. **Any pastoral or disciplinary matters within the college are referred to the Dean.** The Dean is responsible for overall monitoring of the well-being of members of the community and maintaining progress of any disciplinary process. The Dean keeps the Master informed.

The SRs/RAs are routinely supervised by the Assistant Dean/Senior RA who liaises with their relevant Dean. The principal consideration in the appointment of the SR/RA team is that they have already shown community leadership, are respected and trusted members of the community and have demonstrated commitment to engage with all members of the community. **SR/RAs actively participate in weekly group suppers, host group members in their lounges, routinely travel through their floor areas and encourage resident consultation and disclosure of any issue causing concern.** SR/RAs issue cautions for any disciplinary matter. These are a trigger for a resident to be interviewed by the Dean.

Moving from being a member of the resident body to a member of staff – implications for communication

There is no such thing as absolute confidentiality. Residents need to be aware that if they want to tell you something in confidence you may need to pass such information on to senior staff.

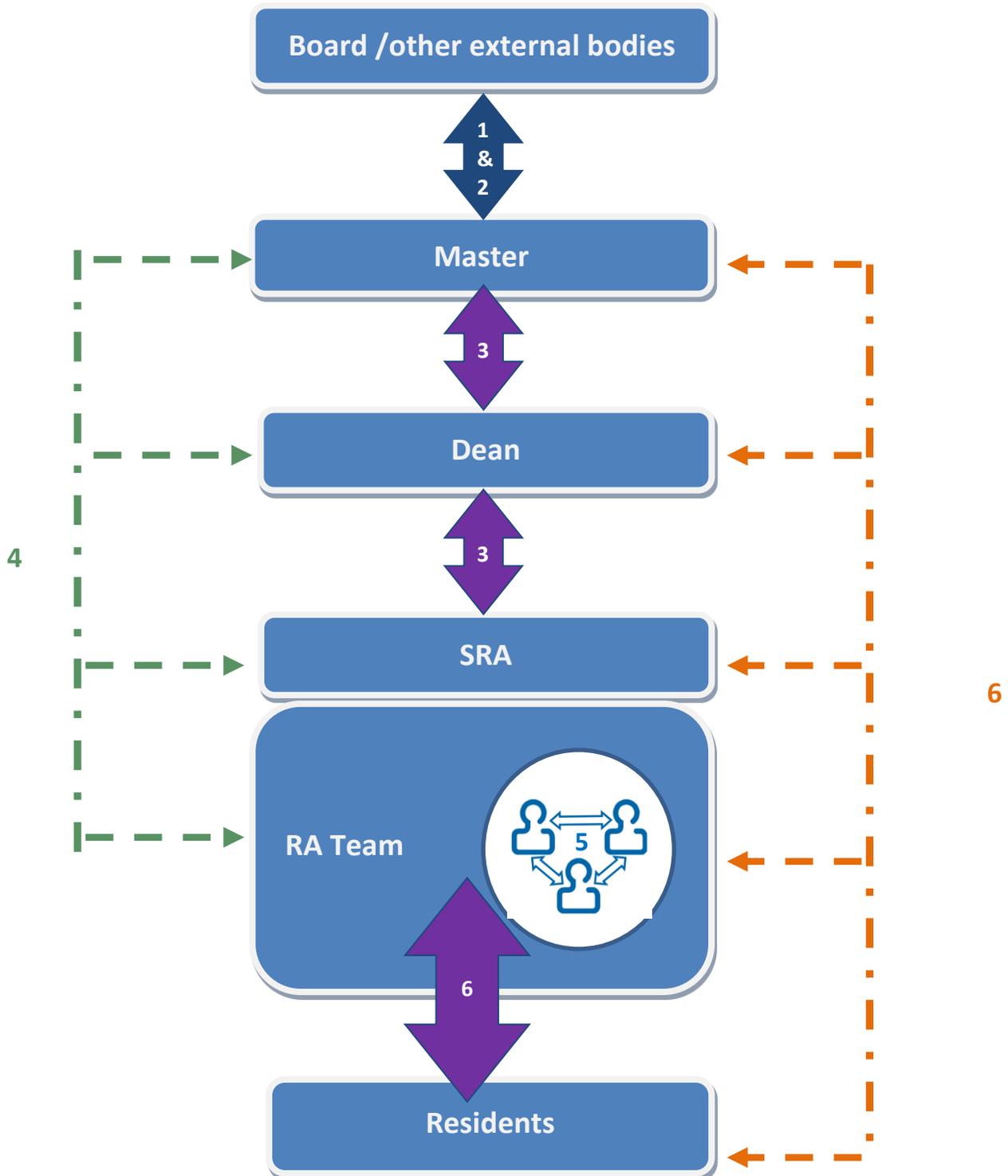
Confidentiality has always been a vexed question. Residents should be assured that any information shared with the pastoral staff team will be treated with the utmost discretion. Refer to the harassment policy.

Refer to Ombudsman's guidelines.



COMMUNICATION – AT THE HEART OF EVERYTHING WE DO (MASTER)

WORKING TOGETHER AS A TEAM – LINES OF COMMUNICATION



COMMUNICATION CHANNELS

1. The Board of the College set policy which it is The Master's responsibility to implement. Such policies typically relate to broader issues rather than the everyday running of the College. Nonetheless, it is The Master's responsibility to ensure that any decisions made pertaining to the everyday life of the College are consistent with these policies. Three such areas of significance to the SR/RA team are the College's commitment to uphold the Health and Safety regulations, the Harassment policy and the Critical incidents Policy. As well, the Board expects the College to be run in a way that is consistent with the mission that it has set.
2. The Master reports back to the Board on College life in general and more specifically critical incidents or issues that may have legal ramifications.
3. The Master, The Dean and the Deputy Dean/Senior RA communicate with each other regularly concerning issues that have emerged within the community. They work together to decide how best to bring about change where necessary and support the ongoing activities of the College community. The Dean and The Master meet formally at least once a week but more regularly on an informal basis, and The Dean and Deputy Dean/Senior RA will communicate almost every day about issues arising in College. The Master, The Dean and Deputy Dean/Senior RA will meet to discuss how the College is running at least every month.
4. 4a, 4b and 4c each take place primarily at weekly SR/RA meetings, however there are circumstances where it might be appropriate to report some incident or concern through one of these channels outside SR/RA meetings
 - 4a. If you have any concerns about how The Dean or Deputy Dean/Senior RA is performing their role then you may choose to approach The Master directly concerning this. If there are aspects of College policy or the direction that the College is being taken you may choose to raise such concerns with The Master individually rather than in an SR/RA meeting.
 - 4b. Deputy Dean/Senior RA is probably going to be the easiest person of the three of us to locate outside SR/RA meetings if something comes up that requires urgent attention. Deputy Dean/Senior RA will bring such matters back to The Master and The Dean as soon as she is able. You may also have concerns about how one of the other members of the SR/RA team is performing their duties which you could raise with Deputy Dean/Senior RA (or The Master or The Dean).
 - 4c. If you have concerns about how Deputy Dean/Senior RA is performing her role then you could talk to The Dean about this. If you are also concerned about your own work as an SR/RA or your involvement in College then you should feel free to discuss such concerns with The Dean.
5. It is expected that RAs will communicate with each other at SR/RA meetings but also outside SR/RA meetings working together to fulfill their collective role of supporting the College community and ensuring the well being of all members of the College community.
6. Communicating with residents is something we are all involved in every day. Strong Interaction between SR/RAs and the community is one of the most important thing that we do. Some means of communication are more formal (such as weekly notices) while other means can be simply one-on-one conversations.



CONFLICT WITHIN THE TEAM

At no stage should there be cause for public conflict between SR/RAs, the DD/SRA, Dean or Master

PUBLIC CONFLICT

If you observe another staff member perform an action which you disagree with the appropriate response would be to raise the issue with them in private to express your concerns.

If the action could lead to a resident being at risk and you do not think the matter can wait until you have a chance to speak in private (eg, the staff member performs a first aid procedure which you think is inappropriate), discuss with the other staff member why you think it best to perform some other action and work with the person to determine the best possible action to take. Where appropriate, arrange for a third person to assist with the assessment of the best course of action. If uncertain about what to do in such situations, call Deputy Dean/Senior RA or the Dean or another member of the SR/RA team.

It is inappropriate for a staff member to discuss issues or difficulties with other staff members in the hearing of residents

PRIVATE CONFLICT (WITHIN THE SR/RA TEAM)

When conflict arises between individuals within the SR/RA team it may be best to discuss with them privately rather than within the context of SR/RA meetings

If there is an issue that a number of people are having with a certain decision or action of the Deputy Dean/Senior RA, Dean or Master it would be appropriate to bring up such matters at SR/RA meetings if the person who made the decision is present to discuss concerns about that decision

SR/RA MEETINGS (4A, B AND C)

A. PURPOSE OF MEETINGS

- To plan for upcoming events in College
- To discuss the roster
- To raise awareness of team members to issues that you are aware of in the community
- To inform each other of incidents in the community that have pastoral care ramifications

Comments from Residents

- Seemed really tight knit and supportive of each other
- Consistency is a must for the team

B. WHAT TO SHARE AT MEETINGS

- Information relating to residents that could be relevant to their ongoing well-being or the well-being of other residents. You may wonder whether or not certain information needs to be shared with the SR/RA team. If unsure, either speak to Deputy Dean/Senior RA, The Dean or The Master about it prior to the meeting or choose to err on the side of saying too much rather than saying too little
- Information relating to illnesses or serious injuries
- Any issues of harassment or possible harassment that you think are simmering in your groups.
- Any struggles that you are having either with your group or individuals or situations that arise which SR/RAs need to deal with.
- Any questions you may have about how to deal with different situations. Use the experience of The Master, The Dean and Deputy Dean/Senior RA.
- Any issues that you have with a particular policy decision

C. WHAT NOT TO SHARE AT MEETINGS

- Issues of conflict between you and someone else on the team.
- Concerns about the way that someone else managed a certain situation



COMMUNICATING WITH RESIDENTS (6B)

A. ON DECISIONS MADE BY SENIOR MEMBERS OF STAFF

- As indicated earlier, SR/RAs are expected to communicate their support for decisions made by senior members of staff. There cannot be perceived difference of opinion amongst members of the SR/RA team.
- Talk about what you know, and not what you don't know. If you have information regarding a certain decision that will assist residents to understand the reasons for a certain decision then pass this information on, but if you don't know, don't guess!

B. INFORMATION RELATING TO OTHER RESIDENTS

- Be very careful talking about other residents. Some of what you know about other people will have come from general conversations in College and can be shared (depending on whether it is gossip or not), and some will have come from SR/RA meetings or from discussions with members of the team.

(Refer to the Ombudsman's Guidelines and New College Privacy policy)

C. LISTENING TO RESIDENTS' PERSPECTIVES ON COLLEGE, DIRECTIONS OF THE COLLEGE AND THEIR CIRCUMSTANCES

The residents will see the RAs as people to whom they can express their concerns about College more easily than speaking with either The Dean or The Master. If such information is passed to you it would be helpful if these concerns could reach The Dean and The Master either at SR/RA meetings or separately.

Be careful how you respond to such information. If you disagree it may be prudent to offer to talk to either the Master or the Dean about this issue rather than express your own opinion on the matter.

COMMITMENT TO POLICY DIRECTIONS BEING TAKEN BY THE COLLEGE

Discussion: How have you dealt with giving cautions? How do you feel?

COMMITMENT TO THE TEAM

We need to know what each other's strengths and weaknesses are so that we can support each other in being a team that can support the College community. We each have different strengths and weaknesses.

- Take a minute to think about what one of your strengths and one of your weaknesses might be (indeed they could be the same thing).
- In what ways do you think we can be supporting each other as a team? Thinking about the team characteristics, how do you imagine that different people might be able to support you?

We have tried to choose a team that will have complementary gifts and abilities so that together we might be able to serve the community.

As members of the team we need to be aware that we are not competing with each other but are there to help each other to do the best job we possibly can. At different times we will be able to contribute in different ways. We need to know where each other is up to – with our studies, our own personal lives, and how we are managing the different facets of the SR/RA role.

Extra: Commitment to yourself (for the team) – self-care. Can get some wisdom from returning RAs. Everyone will have strengths/weaknesses/insecurities...what are yours? (We will return to this on Friday)



COMMUNICATION

5 – As a team we need to know that the other members of the team are always no more than a phone call away. **A mobile phone with every other team member's phone number in it is essential**

6b – Taking part in College activities will provide more opportunities for residents to communicate with SR/RAs concerning how they are going in College. SR/RAs need to be careful about what information they provide to residents at different events in College, particularly relating to other people.

SPECIFIC COMMUNICATION CATEGORIES

The mode of communication must be appropriate to the situation:

CRITICAL INCIDENT (catastrophe, debilitating injury, anything involving emergency services):

- The Master needs to be equipped immediately to respond to any external enquiry.
- Any SR/RA should call the Dean immediately. If the Dean does not pick up, call the SRA immediately.
- The Dean or SRA will make notes accordingly and contact the Master. The Master will probably want to speak directly with the SR/RA who was the first point of contact so please remain prepared and alert for this eventuality.
- As soon as possible after the Master has been adequately briefed, the entire team will be informed so that they know how to respond to enquiries from the community.

INJURY or SERIOUS MISDEMEANOUR (first aid administered, possible hospitalisation or outright conflict or confrontation outside or inside college)

- The Master and Dean need to be adequately informed in case family call.
- Any SR/RA should send a text message to both the Dean and the SRA immediately. The Dean will respond with a confirming text message or telephone call and keep the SRA informed.
- The Dean will inform the Master.
- As soon as possible the SR/RA should send an e-mail to the entire team informing them of what has transpired.

OTHER MISDEMEANOURS OR ERRATIC BEHAVIOURS

- Issue caution (as appropriate) and submit to Dean
- The Dean will meet with the resident concerned and then advise the entire team.

GROUP/FLOOR SUPPERS

- Group suppers are a primary time to observe individual behaviour and group interaction.
- SR/RAs are to be present, (privately) record attendance and individual demeanour.
(Refer to mental health guidelines.)
- Attendance and demeanour reports to be submitted at each SR/RA meeting.
(Refer to Dawn approach).



TUESDAY SUPPERS (NEW COLLEGE ONLY)

- Tuesday suppers are a primary time to observe individual behaviour within the community.
- SR/RAs are to be present, (**privately**) record attendance of all group members.
- Supper attendance should be noted with subsequent Sunday group attendance.

Comments from Residents

- Fairly quiet, less involved group
- Great having SRs/RAs at social events

ACTION

“But I still feel the same” – why is everyone treating me differently??

WHAT WILL MY INVOLVEMENT IN COLLEGE LOOK LIKE AS A STAFF MEMBER RATHER THAN A RESIDENT?

- SR/RAs are always SR/RAs. Whether you are “on duty” or even at a social function outside College where other Collegians are present, you need to be conscious of the fact that what you say and do will have an impact on your effectiveness as an SR/RA.
- No matter what the activity, SR/RAs need to be participating in a manner consistent with the College mission in general and the guidelines for community living in particular.
- SR/RAs are active members of the community. Remain committed to activities such as artistic, theatrical and music events, sport, Christian activities, social activities, etc. Relationships with other people in the College community are formed through people interacting with each other in these different contexts. As a team it would be great if we had the goal of aiming to be involved in as much of College life (as a team) as we possibly can.

WHAT WILL MY INVOLVEMENT IN O’WEEK LOOK LIKE?

SOME GUIDELINES

- SR/RAs are “on duty” at every event
- SR/RAs attend as many events as they reasonably can
- New College only
 - RA team meets every day
 - RAs don’t consume alcohol during the week. At any event. RAs are great water-carriers!
 - RAs will never lie to residents.
You may need to explicitly check if they really want to know the answer to their question, but when asked, RAs always tell people the truth.



HOW WE RESPOND TO CRITICAL INCIDENTS & MORE COMMON SITUATIONS

(MASTER)



COMMUNICATION

Nearly every aspect of responding to critical incidents involves knowing how best to communicate with other people. Refer to communication diagram.

4b, then c, then 3 then 2 - Should an incident occur that you think might be critical you need to communicate this to Deputy Dean/Senior RA or The Dean who will then decide whether or not to contact The Master. This could occur at any time - 24 hours a day.

5 - During a critical incident it is essential that all RAs are aware of what is happening, and are in close communication with each other particularly during the initial 24 hours. In the days and months after the incident having a team that is in close communication will be necessary to ensure that the team is of one mind regarding what the next course of action to take is.

6b - Resident advisers play a critical role in communicating information to residents as it becomes available. This needs to be done as a team rather than individual RAs providing their own version of events to members of the community.



1 – The Master is the person principally responsible to external bodies such as the Board, the media and the university. Any communications concerning such incidents should only come from The Master.

ACTION

THE MASTER AND THE DEAN

Once contacted about the incident, arrange to contact families of people involved.

The Master to speak with the media

The Dean to ensure that all RAs are fully briefed on what has happened and what the next step will be.

The Master and the Dean to coordinate SR/RA team's support of people involved and other members of the College community.

The Dean to arrange assistance from the Counselling service and provide support for RAs throughout the course of the critical incident

SR/RA TEAM

At the scene of the incident

Call 000 for emergency services where appropriate

In situations where you believe that someone requires urgent medical treatment the first thing to do is to call 000 and administer first aid.

Alert senior members of staff to the incident

Members of the SR/RA team are often the first people to be aware of a critical incident. As soon as possible you need to communicate the details of this incident to Deputy Dean/Senior RA and The Dean/The Master.

Liaise with support personnel at the scene of the incident

This may involve assisting police or medical staff with information regarding what happened (Do NOT talk to the media)

Make sure all other residents are accounted for and safe from danger

Provide first aid where appropriate

Comfort those in attendance who may be grieving, in shock or distress.

Comforting someone or a group of people in traumatic situations is more about listening than providing solutions (Job 2:13)

Write down what has happened as soon as you can while fresh in your memory

Arrange transport for remainder of group

Restrict access to mobile phones until the College has been informed and there has been time to contact those directly involved



Do not discuss legal liability with anyone, including emergency staff or police

HOW TO TALK TO PEOPLE WHO HAVE EXPERIENCED A CRITICAL INCIDENT

DO

- Show acceptance
- Talk about the person's experience
- Share memories about the people involved

DON'T

- Offer solutions
- Form opinions about someone's level of grief from their actions
- Try to say too much
- Try to make light of the situation
- Try to move the person on from their grief
- Try to reduce the perceived severity of the incident

At College (see above dos and don'ts)

Assist with the dissemination of information regarding the incident

This may take place in small groups.

Explain that your role is to provide information where possible and to give them the opportunity to talk about how the trauma has affected them.

Such sessions need clear guidelines relating to confidentiality (insisting that nobody takes notes for example), freedom to engage or disengage from the discussion, freedom to express emotions and people being asked to stay for the duration of the discussion.

Talk about what has happened, what people have heard and what people themselves have seen.

Correct errors where necessary and explain that it is important that rumours and misconceptions be stopped.

Talk about people's ongoing feelings and experiences as a result of the trauma

Talk about the people involved. Encourage people to think about their relationships with the people involved and discuss shared histories.

Allow people to talk about what they feel but not if they don't want to

Ask people to describe any symptoms they may be experiencing and reassure people that these are perfectly normal

Discuss the different stages of grief

- Shock
- Disbelief/denial
- Emotional impact
- Working it through
- Acceptance



Reactions to reminders
Emotional stability

Discuss different strategies that people have been working through

Provide help with managing grief

Give out information about counselling services available

Encourage residents to continue talking with each other

Make yourself available should they want to talk further

Over the next couple of months

Keep in touch with residents whom you have been assisting

Debrief with senior staff regarding the stress that you and other members of the SR/RA team have experienced as a result of providing support and dealing with the incident ramifications

CRITICAL INCIDENT SCENARIO

About twenty people from College accept an invitation to a 21st birthday in Armidale which takes place on a Saturday night. After a late night of celebrating the majority of residents decide to travel back on Sunday meeting up at Singleton for lunch. The first car to leave is full with the driver and four passengers and heads off around 8 am in the morning. You are in the second car to leave. At 8:30 am your car gets to the site where the first car has left the road and rolled on the embankment. The car is on its roof, and at least four people are inside. By the time the police and the ambulance crew arrive it's clear that two of the people in the car have died, one is in a critical condition and is taken back to Armidale hospital and the remaining two managed to walk away with major bruising.

Discuss

How could this situation have been avoided?

What actions should you take as the situation unfolds?



What action would the College need to take over the next week? (*Over the next month?*)



COMMON SITUATIONS IN THE LIFE OF AN SR/RA

[Deputy Dean/Senior RA to lead this discussion] Allocate scenarios and get each person to reflect then answer back to the group and discuss further as need.

Scenario 1

It's 11:10pm and you receive a complaint from a group member. The complainant, Craig, says that he can hear heavy bass that's stopping him for concentrating on his physiology study. He thinks it's coming from the floor below. What will you do?

Would your course of action be any different if the complaint came at 8pm? 3am? [OR during exams?]

What if Craig had raised the issue on a number of occasions?

Scenario 2

You have just come up from lunch and are walking past the Games Room. You see a group of people in there that you don't recognise. What course of action will you take?

Scenario 3

Jelena rings you at about 9pm on a Friday night and says she can smell cigarette smoke while sitting at her desk. She can't tell where it's coming from but suspects that it's emanating from an adjacent room or nearby window ledge and demands you do something about it. How will you handle this situation? Will you handle it differently if you can't smell the smoke yourself?

Scenario 4

You are on duty when a VIP guest arrives to check in to a guest room. You escort the guest to the room and, upon opening the door, you find that the room has not been made up. What will you do?

Scenario 5

At midnight, Bruce comes to complain that his in-room fire alarm is beeping every few seconds – not really loudly, but enough that he can't sleep. How will you handle this situation?

Scenario 6

Coming home from an evening social event in the early morning, you discover that the main doors are wide open, and won't close. What should you do?



Scenario 7

You receive a call on Thursday night from Nigella. She says that there is a colossal mess in the foyer. When you arrive you discover that someone has dropped a take-away container of beef vindaloo and has made the most minimal attempt to clean up the area. There is vindaloo everywhere. What will you do?

Scenario 8

Fred drops by your room at 7pm on Friday to say that his brother, Frank, is coming to stay for the weekend. Fred says that he was really busy preparing an essay over the last few days and as such had forgotten to submit his request to the Dean. He asks if you can get a mattress for him. What will you do?

Scenario 9

Elspeth comes to see you at 3 o'clock on Saturday afternoon. She says that she had lent her accounting 1A textbook to Julie, but that Julie has gone on the six foot track for the weekend and left the book in her room. Elspeth asks if you can open Julie's room so she can retrieve the book. Will you let her in?

Would your approach be any different if, rather than owning the book, Elspeth wanted to get the book from Julie, saying that she borrowed it regularly, and Julie didn't mind.

Scenario 10

It is Sunday night, you are not on duty, but notice that the communal kitchen has been left in a mess. What will you do?

Scenario 11

You've noticed that one of your groups has been getting increasingly messy in their common room. When you walk in, you find dirty clothes in the common room, lots of torn up cardboard, paper and general mess, along with a pile of crockery and cutlery building up. There are several group members sitting in the common room. What do you think you should do in this situation?

Scenario 12

You are at a social event at World Bar with collegians on multiple levels. You can't find any other SR/RAs and there are a couple of people who should probably be going home, but everyone who's there wants to stay on. What do you think you should do?



Scenario 13

You are in your flat and hear a group of three or four Collegians chatting happily in their common room at around 1am. There's general chatting, with occasional laughing. You are not on duty. What should you do in this situation?

Scenario 14

You are on duty, and are woken at 4am by a phone call from Archy who is feeling unusually ill. It soon becomes clear that Archy needs to be taken to the emergency room. How will you get him there?

Scenario 15

Mikael comes to you at 7:30pm and wants to use the communal for group supper. He hasn't got a booking. What should you do in this situation?

Scenario 16

Fred (who is not in your group) comes to you to discuss a confidential issue. What are you going to say to him about this issue possibly being shared with:

1. His SR/RA.
2. The Deputy Dean/SRA.
3. The Dean.
4. The Master.

Scenario 17

George has a serious injury at sport and clearly needs to go to hospital. What are the steps that you will go through to look after George and communicate the situation to others?

How would this change if an ambulance has to be called?

Scenario 18

You accompany George to hospital. How long will you stay with him?

When would you not accompany George?

What should we be doing over the following days?



Scenario 19

Georgia appears at your doorway claiming that Sally threw a plate at her in her common room. You follow her to the common room but the plate has miraculously disappeared. What will you do?

Scenario 20

Alphonse has not been seen except occasionally by his immediate neighbour. Would you take action? When would you take action? What would you do?

Scenario 21

During a college party in the city, security confront and eject a collegian who is clearly very unhappy about how he has been treated. What steps would you take during and after this incident?

How would this change if police arrived?

NEW COLLEGE ONLY

Scenario N1

You see Bernie wandering into the dining room without shoes on to get some water. How do you respond? Would your response change if this is the second time you've seen him do this?

Scenario N2

Mitch comes to you on Sunday afternoon to get the College bus to take the AFL team to an impromptu training session. He doesn't have a booking. What should you do?



HOW WE ENCOURAGE APPROPRIATE BEHAVIOUR



HOW WE ENCOURAGE APPROPRIATE BEHAVIOUR

VALUES AND PRINCIPLES

1 Timothy 4:12 [background to passage]

12"Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity."

[Christianity sets severe demands on leadership – Christ's suffering servant leadership is the pattern set for Christian leadership. Not all are Christians but New College should have exemplary leadership from its leaders. It is do as I do.]

Gal 5:13 – 14 [Enormous background to passage]

13For you were called to freedom, brothers. Only **do not use your freedom as an opportunity for the flesh, but through love serve one another.** 14For the whole law is fulfilled in one word: "You shall love your neighbor as yourself."

[Freedom's a funny thing. Power relationships...govt used rightly is to protect the vulnerable. Problem: Egypt; no govt: anarchy. Aussies uncomfortable with power relationships, but they're a good thing IF authority and responsibility are rightly connected.]

Phil 2:3 - 4

3Do nothing from rivalry or conceit, but in humility count **others more significant than yourselves.** 4Let each of you **look not only to his own interests, but also to the interests of others.**

[Jesus' example in this. My favourite quote (on my Facebook page): Christian perfectly free lord of all, subject to none. Xn perfectly dutiful servant of all, subject to all.]

Romans 13: 1 – 2

1**Let every person be subject to the governing authorities.** For there is no authority except from God, and those that exist have been instituted by God. 2**Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment.**



COMMUNICATION

1 – The rules that govern this community have emerged from the policy documents of the Board which The Master is responsible for implementing in the community.

3 – The Master, The Dean and Deputy Dean/Senior RA discuss how different rules and policies should be implemented in the community.

4a – The rules that we are trying to uphold in the community come not only from the policies and guidelines set down by the Board, but also from the government in the form of law, and from government organisations responsible for occupational health and safety. It is one of The Master’s responsibilities to communicate these to the SR/RA team through this retreat and throughout the year.

6b – Through our ongoing interaction with residents there are a number of ways that we communicate effective messages that will result in residents making good choices within this community rather than detrimental ones for them and for the community as a whole.

How does a SR/RA balanced pastoral care and discipline?

1. RAs are monitors not disciplinarians,
2. Cautions are to record that college rules have been broken, and instigate a disciplinary process by the Dean
3. Disciplinary activities are in the domain of the Dean and the Master
4. When issuing a caution, think through the process in advance
5. An exemplary life of concern and service

BEING ROLE MODELS IN THE COMMUNITY

Upholding the three different aspects of the College Mission – Collegiality, Academic Excellence and Service to Society

ENCOURAGING BEHAVIOUR CONSISTENT WITH THE COLLEGE RULES

- Modelling appropriate behaviour
- Provide alternatives that are acceptable and consistent with the concerns of residents
- Spend time with groups
- Communicate what the rules are
- Discuss why different rules are in place – the rationale and reasoning behind them
Removing residents’ desire to react against “admin”. Been pretty good of late.



Under a charter in place at UNSW, independent residential colleges have agreed to inform the university at the earliest possible stage of any incidents of **sexual** misconduct.

With any allegation, there will be two groups: those impacted; and, the alleged perpetrator(s).

Pastoral management of each party is undertaken in accord with Chapter 7 of NSW Ombudsman (2015). In a residential environment, it may be necessary to either provide alternative secure accommodation for an alleged victim or remove an alleged perpetrator. Except in cases of clear criminal conduct, New College will be responsible for finding and providing suitable accommodation.

A notable gap in Chapter 7 of the Ombudsman guidelines is the potential need for pastoral support of both alleged victim and perpetrator. Misconduct of many types can have a significant impact on the well-being of the victim. An unfounded allegation of misconduct can have a detrimental impact on an alleged perpetrator. New College carefully checks that both the alleged victim and perpetrator are adequately supported during the investigation process.

Written records relevant to any investigation are kept securely in the Dean's or Master's office and electronic records remain only be accessible by the relevant Dean, the Master or the Master's EA.

The principles in dealing with any allegations regarding college residents are as follows:

1. The well-being of our residents is our principal operational priority.
2. Discreet treatment of all personal matters relating to residents and staff.
3. Procedural fairness when dealing with allegations.
4. Responsive action to any matter of concern.
5. Pastoral support for anyone impacted.
6. Recognition of and compliance with relevant UNSW Policies and Procedures.

Integrity: THE BRINGING TOGETHER OF THESE THREE COMPONENTS

(everyone knows if you're lying, and we wouldn't ask that anyway!
We choose people who should fulfill the role with integrity, but if any issues, ask/talk!)

PRACTICAL ISSUES SURROUNDING CERTAIN DISCIPLINARY MATTERS IN NEW COLLEGE

ALCOHOL IN THE BUILDING (discussion time!)

It sounds like a party! What do I do?

Step One – Knock! If they ask who it is, give your name and wait for them to open the door.

Explain that you thought there might be someone drinking in the room. If you can't see anything, and you think you might have been mistaken, apologise for interrupting them and either hang around to chat or leave them to it.



There's nothing wrong with asking them if they have been drinking. 9 times out of 10 people will tell you the truth.

If you suspect anything, give them a caution and let me try and get to the bottom of what actually happened.

NOISE RULE

If you happen to walk past a group and the noise is excessive, and the level that would be regarded as excessive will vary depending on the time of day, ask them to keep the noise down.

Keep a record of this warning – either write it in the duty book straight away (if on duty) or email or phone person on duty to put it in the book.

If you are speaking to people who have been asked once already that night to keep the noise down ask them again, this time explaining that they will be cautioned if they fail to keep the noise down

SHOES IN THE DINING ROOM/BALL GAMES IN THE COURTYARD/OTHER SUCH ISSUES

Consistency is the key – we need to just be on top of this from the very beginning of the year. Remind people at suppers early on that these are the rules which we will be encouraging people to abide by. Explain why. At the start of the year, it's healthy and normal to clarify things with Team. Consistency = good

Comments from the Residents

Needed to enforce rules early on – "shoes in the dining room" rule not enforced until second session

Consistency – it is a must for the team

Adequate – but could have been stricter

Very good – fair when required

Good – consistent

Enforced rules well

Most of the RA team members are nice people, just needed to remember to be firm

Dealing with harassment

(Refer to the Harassment Policy)

WHAT IS HARASSMENT?

Any type of behavior that the person does not want which offends, embarrasses or scares them. Some forms of harassment are also crimes – including indecent, sexual or physical assault, displaying the sexual parts of one's body, unwanted touching of sexual parts of someone else's body and stalking

HARASSMENT AND POWER



Harassment is often the result of inappropriate use of power that may result from someone using their position of authority, or their cultural majority, or sheer numbers.

Spend some time here talking about harassment on racist or sexist grounds. Circumstances surrounding last year's incident?

Types of behaviour that could result in harassment

Go through list in policy

Verbal

Non-verbal

Physical

Electronic

What will College staff be required to do to prevent harassment?

Provide information about what constitutes harassment and the College's policy

Familiarise themselves with the policy

Act as role models

Ensure that workplace/study environment is free of material that could constitute harassment. This includes posters and graffiti

Actively monitor events where harassment could occur (particularly events where alcohol is consumed)

Follow up any suspected incidents of harassment in your groups – discuss 3CD again at this point

Encourage people in your groups to report harassment. Provide them with information about who they can contact

Act immediately if you witness any harassment, first to ensure it does not continue and second, to speak with the person(s) concerned. Depending on the seriousness of the incident you may decide to



Offer an apology if on investigation all parties were quite happy with the behaviour and no one was offended.

If a minor breach of the policy act to mediate between the parties, asking if the people who have offended someone else are willing to apologise and then approach the other party to see if they would like an apology or just to let the matter rest.

If the breach is more serious, encourage the person to make a formal complaint to a member of staff. If they do not wish to do this, you should inform them that you will speak to the Master who will seek to bring about a resolution to this issue.



HARASSMENT SCENARIO

In one of your groups there are people from a wide range of cultural backgrounds including south east Asian cultures, middle eastern cultures and European cultures. Sitting in the common room one day you hear one of the residents with a European background call one of the people from a middle eastern background a “terrorist”. The person to whom the comment is addressed looks distressed and starts “I’ve already...”, then stops and continues to leave without saying anything else. Everyone else is laughing.

In thinking through how to respond to this situation, there would obviously be a lot of extra information that you would need to obtain to respond appropriately. It would also be worthwhile discussing such information as you consider what would be the best course of action to take.

Is this a breach of the harassment policy? If so, how serious would you regard this incident?

What conversation would you initiate with the person making the comment

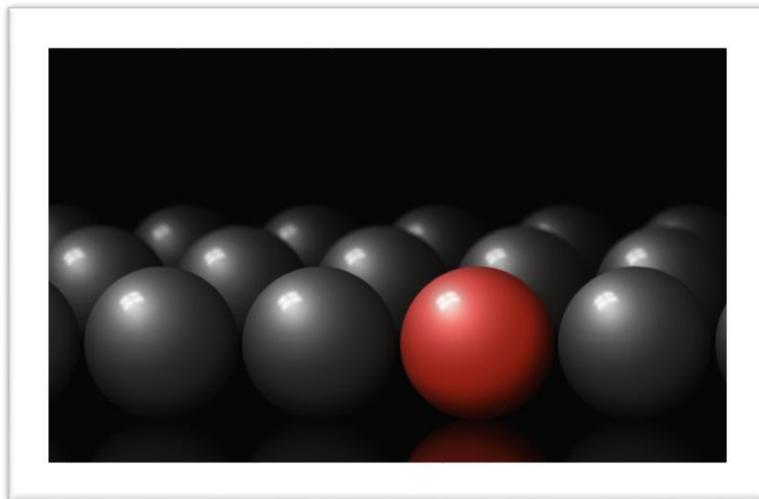
The person to whom the comment is addressed

Any other people?

Would this incident need to be reported to The Dean or The Master?



HOW WE CARE FOR PEOPLE WITH SPECIAL NEEDS



HOW WE CARE FOR PEOPLE WITH SPECIAL NEEDS

VALUES AND PRINCIPLES

2 Corinthians 1:3 – 4

*3 Blessed be the God and Father of our Lord Jesus Christ, the Father of mercies and God of all comfort, 4 who comforts us in all our affliction, **so that we may be able to comfort those who are in any affliction,** with the comfort with which we ourselves are comforted by God.*

Psalm 10:16 -18

Matthew 25:31 - 40

COMMUNICATION

4a, 4b and 4c – If The Master, The Dean and Deputy Dean/Senior RA are aware of issues that will require special attention, these will be reported primarily at SR/RA meetings

6b – Many of these special needs require RAs to be in ongoing communication with people about how they are dealing with different challenges.

6c – Oftentimes it will be The Dean's responsibility to be the primary person responding to people's needs



ACTION

Adjustment problems

(Refer to paper on Adjustment Problems)

SELF ESTEEM

Coming to a new environment can challenge our sense of self-esteem
Conversely for some it can provide an opportunity to reinvent one's self

CONFLICTS

Living with 247 other people can often result in conflicts, though mostly of a minor nature.

ACADEMIC ADJUSTMENT

Greater demands of university can lead to anxiety and fear about the consequences of "failure" (which can be different things to different people).

Big fish, little fish

REACTION TO FREEDOM

Residents coming from highly controlled home environments may not know how to manage the freedom that College offers.

Sense of relief that follows the stress of the HSC for many can result in people taking their foot off the accelerator

HOMESICKNESS

Constant thoughts about home linked with negative thoughts about their new home can lead to homesickness. Need to reassure people that such feelings are natural and normal.

Can encourage residents to look forward to their next holiday (not very far away this year!) as well as locating activities they enjoy at College.

Encourage residents to make contact with people at home while balancing the need to be establishing new relationships.

EXTREME EXTROVERSION/INTROVERSION

With extroverts it may be necessary to encourage them to tone it down while communicating an acceptance of them as a person, and point out to them aspects of their behaviour that are inappropriate attention seeking behaviour.

With introverts, it may help them to receive personal invites to different events at which you might remain with them until they have other people to socialise with. Another strategy might be to seek out someone with similar interests and introduce them to each other pointing out their commonalities.

Sexual relationships

For some who feel uncertain and lacking in confidence in a new environment, sexual relationships may appear to be one way of forming connections, establishing a network and gain self-esteem. Such behaviour can lead to people being hampered by reputations that are difficult to move beyond.



PEOPLE WITH SPECIAL NEEDS IN THE COMMUNITY



Potential drug abuse.

Others with depression and anxiety

Eating disorders

Academic issues

People conceal their weaknesses – frequent interaction is our biggest safeguard

Preemption is much easier than repair.

SUPPORTING PEOPLE WITH MENTAL ILLNESSES

- AN APPROACH TO MENTAL HEALTH FIRST AID



A – Assess risk of harm

L- Listen non-judgmentally

G- Give reassurance

E – Encourage them to seek professional help

E – Encourage self-help strategies

SOME MAJOR CATEGORIES OF MENTAL ILLNESS

DEPRESSION

Self-injury
Suicide

ANXIETY

Panic Disorder/Panic Attacks
Other anxiety disorders

DEALING WITH DEPRESSION AND ANXIETY

One of the difficulties associated with these conditions is that people often try to hide the symptoms. It can be the person who seems most “together” who is actually masking their own sustained low mood. Treat seriously any “calls for help” from residents relating to depression or concerns relating to other residents.

Dealing with depression and anxiety long term is best done by trained counsellors. As RAs your role is to be able to identify these issues and know who to refer these people to. If someone comes to see you saying that they are depressed encourage them to arrange a time with the counselling service. If you think someone is at risk of harming themselves contact Deputy Dean/Senior RA or The Dean immediately. The mental health unit at POW can be contacted 24 hours a day (9366 8611) to talk with the person over the phone and decide from there what the best course of action is. DO not call them without checking with The Dean or The Master first.

PSYCHOSES

SUBSTANCE USE DISORDERS

EATING DISORDERS – PREOCCUPATIONS WITH CONTROL



(Refer to pamphlet on eating disorders)

Anorexia nervosa – Illness that results in people attempting to control the amount of food they eat (affects 2% of teenage girls)

Symptoms of anorexia:

- Extreme weight loss (more than 15% of body mass)
- Distorted perceptions of body image
- Fear of becoming fat and losing control
- Tendency to exercise obsessively
- Preoccupation with food preparation
- Identifying 'good' and 'bad' food

Bulimia – Illness where people feel out of control where food is concerned (affects 3% of teenage girls)

Symptoms of bulimia:

- Eating binges of calorie rich food
- Self-induced vomiting, abuse of laxatives or fluid tablets
- Restricted eating and compulsive exercise
- Cycle of binge/purge/exercise
- May experience secondary symptoms resulting from chemical imbalances such as lethargy, clouded thinking and depression

As the SR/RA team we need to be alert to the possibility that there could well be a handful of women (perhaps some men as well) in the community who suffer from an eating disorder. One of the difficulties is that people with eating disorders are often unwilling to recognise they have an illness making it so much more difficult to know how best to help them.

SOME SUGGESTIONS

Sit with people at meal times who you suspect of having an eating disorder and observe just what they are eating and how much.

Look for changes in the type of clothing they wear – often to hide weight loss people will wear baggy clothes.

Listen to what people talk about at meal times.

Observe patterns of exercise.

If you think they could have an eating disorder, talk with the SR/RA team about how best to approach this person.

Women with eating disorders are unlikely to want to talk to male RAs about perceived changes to their weight or eating patterns. Female RAs should talk with the person rather than male RAs.

Talk to the person about the fact that you have noticed certain changes that might be due to an eating disorder.



They may not feel like recognizing their illness immediately – you may need to give them time to think about what you have said and raise it at another time in the future.

Be prepared with some resources that might help. The website <http://www.edf.org.au/> has lots of information that they could access in their own time

Keep in touch with them and remember to broaden your relationship with this person so that it does not merely rest upon your concerns about their possible eating disorder

Offer to find out information for them or assist them in making contact with someone who can help. You can call Lifeline on 1300 13 11 14 to get help with eating disorders or call the Counselling Service to arrange an appointment for them.

RESOURCES

<http://www.mhcc.org.au/home/>

<http://www.edf.org.au/>

Lifeline Counselling 1300 13 11 14

University Counselling Service 9385 5418

Mental Health Crisis Team 9366 8611



MENTAL HEALTH SCENARIOS

SCENARIO ONE

Jorgee is a high achiever and hard worker. Exuberance, and energy were her defining features as a fresher in O Week. Shortly after beginning her degree, she became overwhelmed at the level of work required; the intensity of college life and all the newly-formed relationships. Her relationship with her high-school boyfriend ended in Week 1, but she seemed quick to move on. She has since been a little reckless in her drinking and she has been vulnerable to the attention of a number of different guys. Exercise and routine are very important to her, with gym sessions a priority. She has been slightly avoidant of college food, but she is quick to assure others that she's already eaten out. Over the first few weeks of session, she has become very focused on her studies, more withdrawn than her usual extroverted self, but fiercely private. You also notice her weight is dropping and around mid-session when work piled up, she almost completely disappeared.

What are the contributing factors to these problems (history)?

What are the factors in College that are maintaining the lifestyle (present)?

What would you do in moving forward?

SCENARIO TWO

Matt is an involved old boy in one of the more crazy groups. He would probably go out drinking 3 nights a week, most of those nights would be on the VG with a few group members. He is pretty relaxed about keeping to his timetable, and regularly at lunchtimes he can be found just getting out of bed and walking down to lunch. Personal hygiene, sleep and maintaining his appearance are not of huge concern to him. He is known by most of college, but has no mates whom he can engage with on a more serious level. He has found himself in the habit of consistently missing class, handing in assignments late and living the life of a night owl. By second session, he has put on a lot of weight and failed a few subjects. His alcohol intake increases to such an extent that he has more drinking nights than sober nights, and you've heard reports of him drinking by himself on the VG or in his room.

What are the contributing factors to these problems (history)?

What are the factors in College that are maintaining the lifestyle (present)?

What would you do in moving forward?



SCENARIO THREE

Wilma is a fairly normal member of her group – She is popular with everyone but perhaps she is more of a follower than a leader.

You notice that she seems a bit less cheerful when greeting you that she was at the beginning of semester. This then develops into a sense that she might be avoiding you – you only see her in the distance on Tuesday supper and she seems to be keeping to her room more than previously.

Would you be concerned?

What would you do to confirm or alleviate your concerns?

What symptoms might you be looking for that something is seriously wrong?

What communication steps would be important?

How would you appropriately monitor her situation?

SCENARIO FOUR

Hubert is a quiet chap. Some people find him difficult to get on with and the group settles into a pattern of leaving Hubert to himself having given up trying to draw him out of his shell.

Some of the guys in his group tried to draw him out with some mild pranks but this resulted in some outbursts from Hubert and now they just leave him alone.

Whenever you drop in he seems to be getting on with his studies but he seems to be either out of college or locked in his room.

Would you be concerned?

What would you do to confirm or alleviate your concerns?

What symptoms might you be looking for that something is seriously wrong?

What communication steps would be important?

How would you appropriately monitor his situation?



HOW WE CARE FOR OUR GROUPS



Overall Assessments of SRs/RAs by residents (2013)

Positive – 120

Negative – 11

Neutral – 12

Negative and neutral comments

- Not much interaction
- minimal 'care'
- as RAs a bit detached
- Never around



HOW WE CARE FOR OUR GROUPS

VALUES AND PRINCIPLES

1 Peter 4:8 - 10

8 Above all, **keep loving one another earnestly**, since love covers a multitude of sins. 9 **Show hospitality to one another without grumbling.** 10 **As each has received a gift, use it to serve one another**, as good stewards of God's varied grace.

[Pretty straightforward connection here. As far as we are able, look after people. Use your authority for good of others]

Phil 2:5 – 8 Mark 10:45 *[For Christians, built on foundation of Jesus' service that we see in Philipians 2].*

Romans 12:15

Hebrews 13:1 – 3

[Can anyone work out how front picture connects? 1. Food is good. 2. People are different. Though we don't have 'mango' in College this year...]

COMMUNICATION

4a, b and c - The Master, The Dean or Deputy Dean/Senior RA may have information about certain Collegians that could have a bearing on how they are going in their group. If you have any concerns about a particular person talk to The Dean first to see if there is something about their background that could help to know how best to assist them. This could happen within the context of weekly SR/RA meetings. The Dean will also be meeting with academic tutors regularly and will pass on information between the tutors and resident advisers regarding Collegians' academic progress.

[talk about monthly pastoral care notes. It's important part of caring for people. It means that we can identify problems earlier, potentially. Might feel strange, but just remember it's part of serving college. DO NOT leave them lying around or accessible!].

5 - Different members of the SR/RA team will have different relationships within College. Doing so carefully, SR/RA meetings are helpful to find out from other team members, whether there are any circumstances in Collegians' life that could lead to heightened stress levels – relationship breakdown,



issues with parents, friends in distress, academic issues, health issues . [We'll speak frankly as we're able, but try to avoid gossip. Sometimes the whole team will be involved/informed, and sometimes only those closely involved will know.]

6 – How do you communicate to your groups that you are concerned for them and are looking out for their best interests?

Members of your groups will also want to bring concerns to you regarding other people in their group. Give people opportunities to talk about any concerns they have for other people.

ACTION

BEING HOSPITABLE

Refer to the "RA Pocket hospitality Guide"

DON'T BE SELF INTERESTED

- With some people, it is difficult to 'click'. This does not mean that they are not important.
- Equally, some people are just fun to be with.
- As leaders in the community, we are responsible for EVERYONE.
- This means taking a special interest in those who are a struggle.
- It also means dealing with any developing relationships (romantic or otherwise) in such a way that does not provoke jealousy or suspicion amongst others in college.

Expectations regarding keeping up with everyone in your group

It is expected that Advisers will catch up with each person in their area on at least a monthly basis. They will also have a particular responsibility for a group of first-year students allocated to them and will be expected to get to know these students and maintain regular personal contact with them during the course of the year.

HEALTH AND SAFETY



In particular, all College personnel, both staff and students are required to ensure that:

- a. no-one is exposed to risks to their health and safety arising from their own or others' conduct in College;
- b. no-one intentionally or recklessly interferes with or misuses anything (e.g. first aid kits, fire hoses, etc.) provided in the interests of health, safety and welfare

(2017 Directory, p 28)

CONFLICT MEDIATION

INSTANCES OF BREAKDOWN IN GROUPS

SIX SUGGESTIONS TOWARDS MEDIATION

(refer to the paper on mediation)

Ensure that your prior behaviour does not leave you open to accusations of favouritism

Never take sides

Look for a win-win situations

Ensure that each person's personal integrity is maintained

Get conflicts into the open

Be aware of barriers to conflict resolution

Do not involve more people than necessary

Comments from Residents

- Could have been involved in our group more
- More suppers!
- Take more initiative. Be proactive in seeking out people

Comments from Residents

- Caring (I feel loved!) – she was interested in us (10)
- Approachable/Available (8)
- friendly and welcoming.
- Related well to everyone (7)
- Always available to talk about things (7)

