

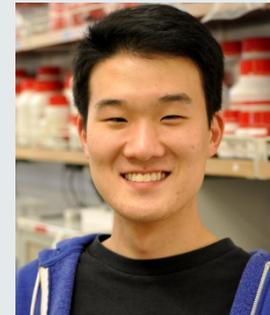
Graduate Student Mentored Teaching Orientation: August 21, 2019

9:00	Welcome and Opening	Dr. Denise Leonard	Wrighton Hall 300
		Dr. Michael Wysession	
		Dr. William Tate	
9:20	Promoting Fairness and Understanding University Policies	Dr. Denise Leonard Ms. Cynthia Copeland	
10:05	Inclusive Teaching and Supporting Students	Dr. Denise Leonard Ms. Jordan Worthington, MSW	
10:35	Emergency Preparedness in the Classroom	Dr. Denise Leonard Ms. Catherin Dalton	
11:10	Teaching Workshops	Teaching Center staff	} For locations, see agenda
12:25	Lunch and Small-Group Discussions	Experienced Assistants	

FOUNDATIONS IN TEACHING WORKSHOPS



- **Teaching in an American Classroom**
- **Pedagogy 101**
- **Who's in Charge Here? Negotiating Your Role and Establishing Your Authority in the Classroom**
- **Increasing Student Participation**
- **Providing Verbal Feedback**

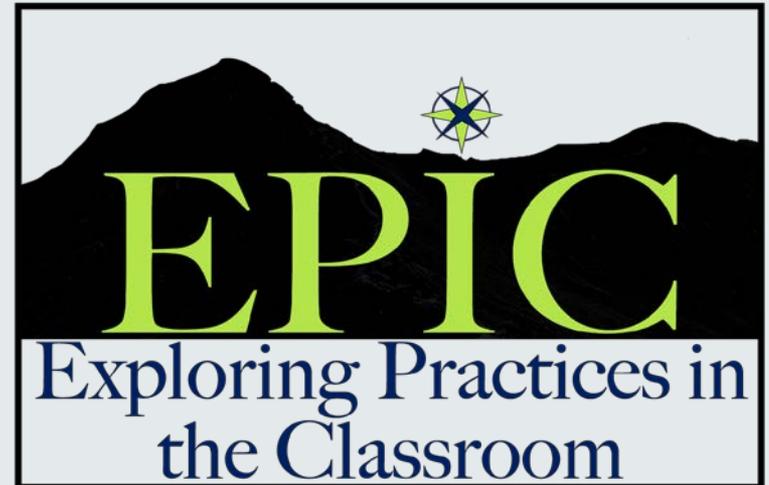


Engage With Us at The Teaching Center



EPIC Learning Community

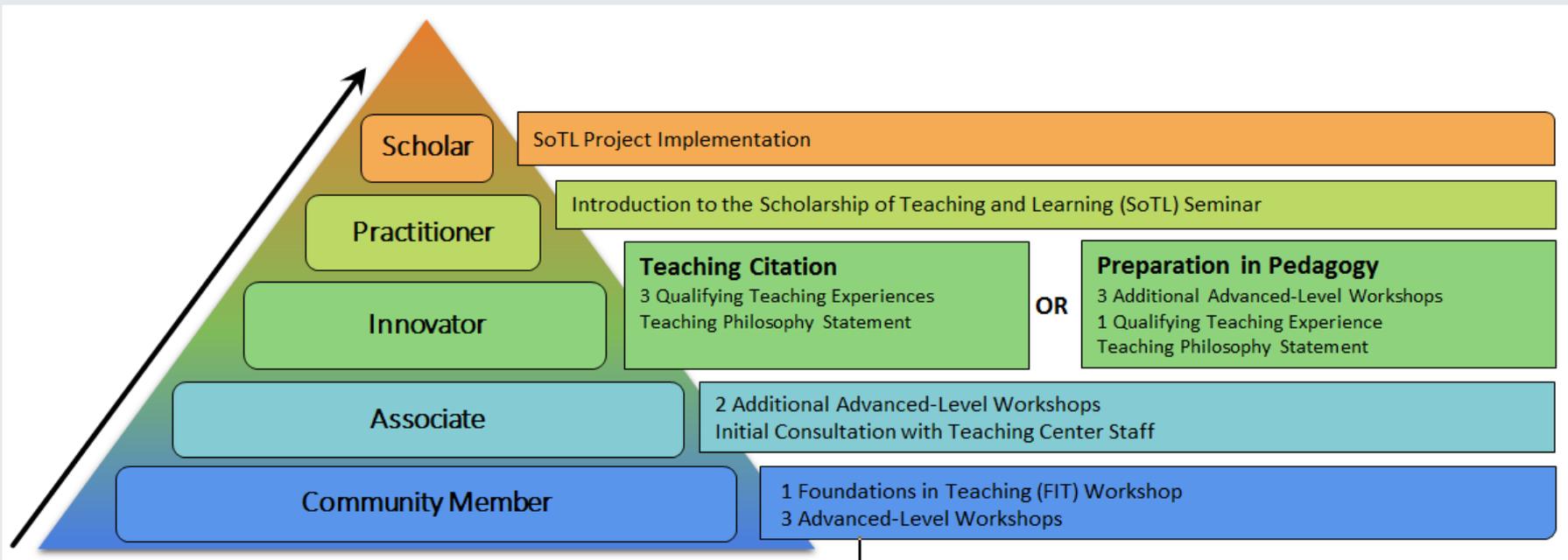
- For graduate students new to teaching at Washington University in St. Louis
- Participate in monthly cohort meetings across two semesters
- Discuss wide-ranging topics critical to the first few teaching experiences
- Have an opportunity to practice your teaching and get feedback



Engage With Us at The Teaching Center



Professional Development in Teaching Program for Graduate Students and Postdocs



Your Role as an Assistant in Instruction



Academic Integrity



Scenario 1: An Uncomfortable Ask



One day, Joe, one of the students in the class you are an AI for, comes to your office hours really stressed about an assignment. Joe starts talking about all of the homework he has and how overwhelmed he feels keeping up with his classes and staying active in his fraternity. He says jokingly, “I really need a good grade on this one. If only I knew someone who could tell me the answers.” You laugh it off in the moment, but Joe has been a good student all semester and now he’s even shown up to your office hours. You really want him to do well in the class even though this is an assignment the students have been asked to do independently.

What should you do?

Academic Integrity



- As an assistant in a course it is your job to be a model of and to encourage academic integrity at WashU.
 - Be sure that grading and communications with students is fair and consistent.
- It is your duty to report to faculty when your students violate the University Academic Integrity Code.
 - Plagiarism (unacknowledged use of someone else's work)
 - Cheating on exams
 - Copying assignments
 - Unauthorized accessing of old assignments or tests

FERPA Protections



- FERPA: Family Educational Rights and Privacy Act
 - Grants students rights to educational privacy
 1. Do not give out students' names or identifying information (like email), unless talking with faculty in charge of the course or another university official with "educational interest."
 2. When handing back students' work in class, turn papers over so that grades are not visible. Similarly, don't leave graded work in the hallway or other public place.
 3. Do not talk with parents about your students or their grades, immediately refer them to a faculty member in charge of the course, program, or department.

Title IX



Ms. Cynthia Copeland
Assistant Director & Associate Title IX Coordinator

Defining sexual harassment



- Any unwelcome sexual advances or other nonconsensual conduct of a sexual nature, when:
 - Submission to or rejection of such conduct is used as the basis or threatened basis for employment decisions or for academic evaluation, grades or advancement; or
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance and creating an abusive, hostile, or intimidating work or academic environment

Scenario 2: Troubling Information



A student in your course comes up to you after lecture and wants to speak privately. The student asks for an extension and shares with you that they were unable to complete their assignment because they were sexually assaulted by their partner last weekend and haven't been able to focus since the assault. This is not what you were expecting and you are unsure of what to say to your student. You remember from training that you are supposed to report this sort of thing to the lead faculty member, but it kind of feels like tattling. You want to say the right thing, but you've never dealt with something like this before.

What do you do?

A Recap for Mandatory Reporters



What to do:

- Report information in a timely manner to supervising faculty, department chair, or Title IX
- Be empathetic and offer support
- Assist students in finding campus resources for survivors of sexual assault
- If you aren't sure whether or not you need to report something, check with Title IX

What NOT to do:

- Do NOT guarantee confidentiality
- Do NOT take matters into your own hands and investigate the situation

What Happens When a Report is Made to Title IX?



- It does not mean:
 - a police report is filed.
 - that the student involved is forced to do anything they're uncomfortable doing.
- It does mean:
 - That Title IX will reach out to the student to offer support and help them get in touch with campus resources that can help, including those who do not have to report further details.
 - That the university is able to fulfill its legal obligation to support and protect victims of sexual violence and harassment and to make sure that the behavior stops, isn't repeated, and campus safety is upheld.

Some Good Info to Have In Your Phone



Campus Resources (**CONFIDENTIAL**)

- Kim Webb, Director, Relationship and Sexual Violence Prevention (RSVP) Center (after hours through SARAH or WUPD) (314) 935-8761
Kim_webb@wustl.edu
- Student Health Services (SHS) (314) 935-6666
- SHS—Medical Campus (314) 362-3523
- SARAH (Sexual Assault and Rape Anonymous Helpline) (314) 935-8080
- Uncle Joe’s Peer Counseling and Resource Center (314) 935-5099

Reporting Options (**NON-CONFIDENTIAL**)

- WUPD (314) 935-5555
- Jessica W. Kennedy, Title IX Coordinator (314) 935-3118
jwkennedy@wustl.edu
- Cynthia M. Copeland, Asst. Title IX Coordinator (314) 935-3411
cmcopeland@wustl.edu
- Sara Wright, Employee Relations Manager (314) 935-3147
Sara.wright@wustl.edu
(314) 935-5128
- Summer Hutcheson, Senior Assoc. Athletic Director s.hutcheson@wustl.edu

Policy on Consensual Course Assistant-Student Relationships



- “Faculty members and assistants to course instructors shall not engage in consensual relationships with students whenever a faculty member/assistant to an instructor has a professional “position of authority” with respect to the student”

Policy on Consensual Course Assistant-Student Relationships



- What to do if a relationship begins to develop:
“...Should a consensual relationship develop, or appear likely to develop, **the position of authority must be terminated.**”

Inclusive Teaching and Supporting Students



Innovation in Higher Education

“Universities create knowledge and ideas, and better ideas and decisions come from groups of people with different backgrounds and experiences.”
Provost Holden Thorp



Collaborative Learning

Generative Learning

Critical Thinking



Creating an Inclusive Learning Environment



Fairness

Supporting
the whole
student



Growth
Mindset



Respect



What Does Inclusive Teaching Mean?



- Selecting diverse course content and curriculum
- Actively supporting equality of opportunity to learn
- Using varied teaching strategies
- Collaborating with others who have different backgrounds
- Engaging with diverse perspectives
- Supporting the whole student
- Presenting course materials in a way that is accessible to students of varied abilities

Scenario 3: Unexpected Follow up



This semester your teaching assignment is to lead a discussion section. The students in your class are engaged and you feel like they are really learning the material. In fact, this week you had a particularly interesting discussion and you left class excited about the different perspectives and opinions students had shared. However, the day after class you received an email from a student who said they felt uncomfortable with the tone of the discussion and now you don't know what to do.

What should you do?

Create an Inclusive Learning Environment

Promote Fairness

Practice Respect

Foster a Growth Mindset

Support the whole student

Supporting the Whole Student: Identifying and Referring Students in Distress



JORDAN WORTHINGTON, MSW (SHE/HER/HERS)
ASSISTANT DIRECTOR, MENTAL HEALTH OUTREACH AND
PROGRAMMING
HABIF HEALTH AND WELLNESS CENTER

Why is this important?



- Current mental health crisis at colleges & universities across the university
- 50% of young adults (18-24) rated their mental health as below average or poor. (NAMI)
- 5-10% of students in any given classroom have thought about suicide in the last 2-3 weeks. (AFSP)
- Of the students who die by suicide, only 15% have had any interaction with the university counseling center. (AUCCCD)

Signs of Distress



Physiological	Cognitive/Emotional	Behavioral
<ul style="list-style-type: none">• Fight/flight/freeze responses including panic attack.• Restlessness, feeling keyed up or “stressed”• Muscle tension (especially in chest, shoulders, neck)• G.I. problems• Headaches• Sleep disruption• Vague aches/pains• Fatigue• Appetite changes• Psychomotor activity changes	<ul style="list-style-type: none">• Intense/excessive worry; constantly alert for danger• Loss of interest and pleasure• Negative or distorted thinking• Social anxiety• Paranoia/mania/delusion• Difficulty concentrating; distractibility• Forgetfulness; memory loss• Apathy; indecisiveness• Thoughts of death or suicide• Feeling sad, empty, hopeless or numb• Feeling overwhelmed• Feeling irritable or angry	<ul style="list-style-type: none">• Avoidance and isolation (of people, activities and school)• Using alcohol and/or drugs to reduce symptoms• Paranoia/mania/delusion• Onset of risky behavior such as substances, gambling, stealing, unprotected sex, etc.• Changes in sleeping, eating, hygiene, communication• Emotional outbursts• Visiting doctor for aches/pains; frequent illness due to stress• Lethargy• Procrastination

Scenario 4: Student in distress



Alex, one of the students in your class, started off the semester engaged with you and the content. They often get great grades on their assignments, when they remember to turn them in. Recently, you've noticed that Alex hasn't been showing up to class and has been repeatedly asking for extensions. When they do come to class, they appear exhausted, fighting sleep the entire time.

What should you do?

Communicating Concern



- Talk to the student in private.
- Express your concerns in behavioral, nonjudgmental terms
 - “I've noticed you've been absent from class lately and I'm concerned.”
(more examples to follow)
- Avoid judging, evaluating, or criticizing. Respect the student's autonomy, even if you disagree with it.
- Use the most powerful communication tools: active listening and [empathy](#).
- Be frank about your own limits of time, energy, training, and objectivity— refer students to resources for more assistance.
- Do not promise confidentiality.

Making a Referral



Present CONCERNS/OBSERVATIONS in a caring and straightforward way:

I've noticed that you.....

- seem really stressed lately. How are you?
- wrote something in your paper that seems really upsetting. How are you?
- have been missing class. How are you doing?

Add EMPATHY:

- That sounds so difficult. I'm so sorry to hear that.
- That must be so stressful.

Finish with RESOURCES:

- I'm wondering if you have anyone to talk to about that?
- Are you getting enough support?
- Have you thought about talking to a counselor who might be able to help?

Resources for Students: Habif Health and Wellness Center



- Individual, couples, and group therapy
- Psychiatry services
- Eating Disorder Treatment Team
- Off-Campus Referrals
- Let's Talk
- Online Mental Health Screenings

* These resources are available for students on the Danforth campus paying the health & wellness fee.



Resources for Students: Student Health Counseling



- Individual, group and couples counseling
- Crisis counseling
- Referrals
- Peer groups to help students learn to balance their needs in the midst of graduate training
 - Student Support Services
 - Student Advisory Committee

Student Health Phone: (314) 362-3523
Email: Studenthealthservice@wusm.wustl.edu

* These resources are available for medical/graduate/professional students affiliated with the WashU School of Medicine

Kognito At-Risk for Faculty & Staff



- <https://kognitocampus.com/>
- Create a new account
- Use enrollment key: wustl18
- Launch At-Risk for Faculty & Staff

Takeaways



- You **don't** need to be a therapist
- You **do** need to learn how to make a referral confidently
- You can't promise confidentiality
- Knowing the campus resources can make a big difference
for your students

Resources to Direct Students To:

Course Faculty

The Writing Center

Academic Advisors
& Deans

Habif Health and
Wellness Center

RAs and Residential
Life Staff

Office for
International
Students and
Scholars

Center for Diversity
and Inclusion

Title IX

RSVP Center

The Learning
Center

Disability
Resources

Student Health
Counseling (Med
Campus)

Faculty Guidance

in Emergencies



Washington University in St. Louis

EMERGENCY MANAGEMENT



Objectives



- I. Understand actions you can take before an emergency to better prepare your classroom.
- II. Recognize and interpret a WashUAlert to determine a safe course of action for your classroom.
- III. Discuss actions you would take to safely manage your classroom during an emergency.

Pre-Planning



Know Your Surroundings



- Evaluate your classroom layout.
- Be familiar with multiple exit routes from your classroom and building – reference the map in the elevator lobby.
- Know the Emergency Assembly Point (EAP) for your location.
- Review the Quick Reference Guide for Emergencies at emergency.wustl.edu. It is also posted in some classrooms.

emergency.wustl.edu

Quick Reference Guide for Emergencies		
<p>TO REPORT AN EMERGENCY: On the Danforth Campus: WUPD: (314) 935-5555 On the Medical Campus: WUSM Protective Services: (314) 362-4357 North/West/South and Off Campus: 911 then (314) 935-5555</p>	<p>Active Shooter / Person with a Weapon</p> <ul style="list-style-type: none"> • RUN - Get out of the area, if possible. Notify those you pass along the way. • HIDE - If you cannot escape, lock or barricade yourself in a room. Turn off the lights, silence any devices and remain quiet. • FIGHT - As a last resort, take down the shooter. Act aggressively and use anything that could be used as a weapon. • REPORT - Call the emergency number for your location. 	<p>Medical Emergency</p> <ul style="list-style-type: none"> • Do not move the injured/ill person unless there is a danger in the current location. Stay with them. • Call the emergency number for your location. • Perform first aid if you are trained and feel comfortable doing so. • If possible, send someone to meet emergency responders and guide them to your location.
<p>Fire</p> <ul style="list-style-type: none"> • Pull the nearest fire alarm, if it has not already been activated. • Immediately evacuate the building, following the exit signs or your evacuation route. Do not use the elevators. • Proceed to your designated Emergency Assembly Point (EAP). • Remain at your EAP until given the "All Clear" by emergency responders. 	<p>Tornado</p> <ul style="list-style-type: none"> • Proceed to the lowest, most interior space that is accessible within the building. • Stay away from exterior walls and windows. • Put as many walls between you and the outside as possible. • Monitor the weather through WashUAlerts or a weather radio. 	<p>Flood</p> <ul style="list-style-type: none"> • Call the emergency number for your location. • Protect sensitive documents and/or equipment. • If safe and possible, stop the source of the water leak or flood. • Be aware of any electrical equipment or outlets.
<p>Hazardous Material Spill</p> <ul style="list-style-type: none"> • Notify affected personnel and evacuate the spill area. • Do not attempt to clean up the spill unless you have been trained to do so. • Close the door behind you to contain the spill. • Call the emergency number for your location. 	<p>Earthquake</p> <ul style="list-style-type: none"> • Drop - Get down on the floor. • Cover - Get under a desk, table or other sturdy object. • Hold on until the shaking stops. • Remain in the building unless it is unsafe. • If you must evacuate, go to your Emergency Assembly Point (EAP). 	<p>For additional information, including EAP locations and updates in the event of an emergency, visit emergency.wustl.edu or follow Washington University in St. Louis on Facebook and Twitter.</p> <p> EMERGENCY MANAGEMENT</p>



Talk with Your Class

- Discuss emergency procedures during your first class meeting.
- Identify legitimate sources of information.
- Consider including resources like emergency.wustl.edu in your syllabus.
 - Suggested language

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms for specific emergency information and instructions. For additional information and EAP maps, visit emergency.wustl.edu. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WUSTL app and enable notifications.

To report an emergency:

Danforth Campus – (314) 935-5555

School of Medicine Campus – (314) 362-4357

North/West/South and Off Campus – 911 then (314) 935-5555



Bring What You Need

- Cell phone
- Class roster
- Emergency phone numbers
 - Medical Campus- Protective Services: 314-362-4357
 - Danforth Campus- WUPD: 314-935-5555
 - Other WashU buildings or facilities: 911, and then 314-935-5555

Notification:

WashUAlerts

 Washington University in St. Louis

EMERGENCY MANAGEMENT





Notifications

- Multiple modes
 - WUSTL app, text message, phone call, desktop notification, Alertus beacon, etc.
- When you receive an alert, you should be prepared to take action based on the information provided.
- Detailed information and/ or instructions may not be available immediately.
- Be sure your information is coming from reliable and credible sources.
 - University social media accounts
 - Emergency Management website emergency.wustl.edu

Scenarios:

What would you do if...?



Washington University in St. Louis

EMERGENCY MANAGEMENT



Scenario I



You are in a classroom, lab, or other area in which you are teaching and/ or supervising students. What would you do if you received the following WashU Alert?

A person WITH A WEAPON has been reported on the Danforth Campus. GO TO a place that you feel safe and remain there until further notice. For additional updates go to emergency.wustl.edu

Managing the Classroom



- Remain calm and help students to remain calm and quiet.
- Take action.
 - Remember, your students will look to you for guidance during an emergency.
- Manage social media usage.

Take Action



RUN: Exit the building immediately.
Notify anyone you see to exit immediately.

HIDE: If it is not possible to exit, find a safe and secure place such as locking or barricading yourself in an office or room.

FIGHT: If your life is threatened by the shooter, fight for your life.

REPORT: Call the emergency number for your area and give the dispatcher as many details as possible.



Scenario II



The fire alarm is activated in your building. You just handed out an exam. What should you do?

Take Action



EVACUATE: Immediately exit the building using your evacuation routes.

ACTIVATE: Activate the fire alarm using manual pull station.

CONGREGATE: Meet at the Emergency Assembly Point and take accountability.

COMMUNICATE: Notify responders of anyone unable to evacuate.



Scenario III



Students report a tornado warning has been issued just as you are about to hand out a quiz. What should you do?

Take Action



SHELTER: Go to the refuge area; the lowest, most interior space available.

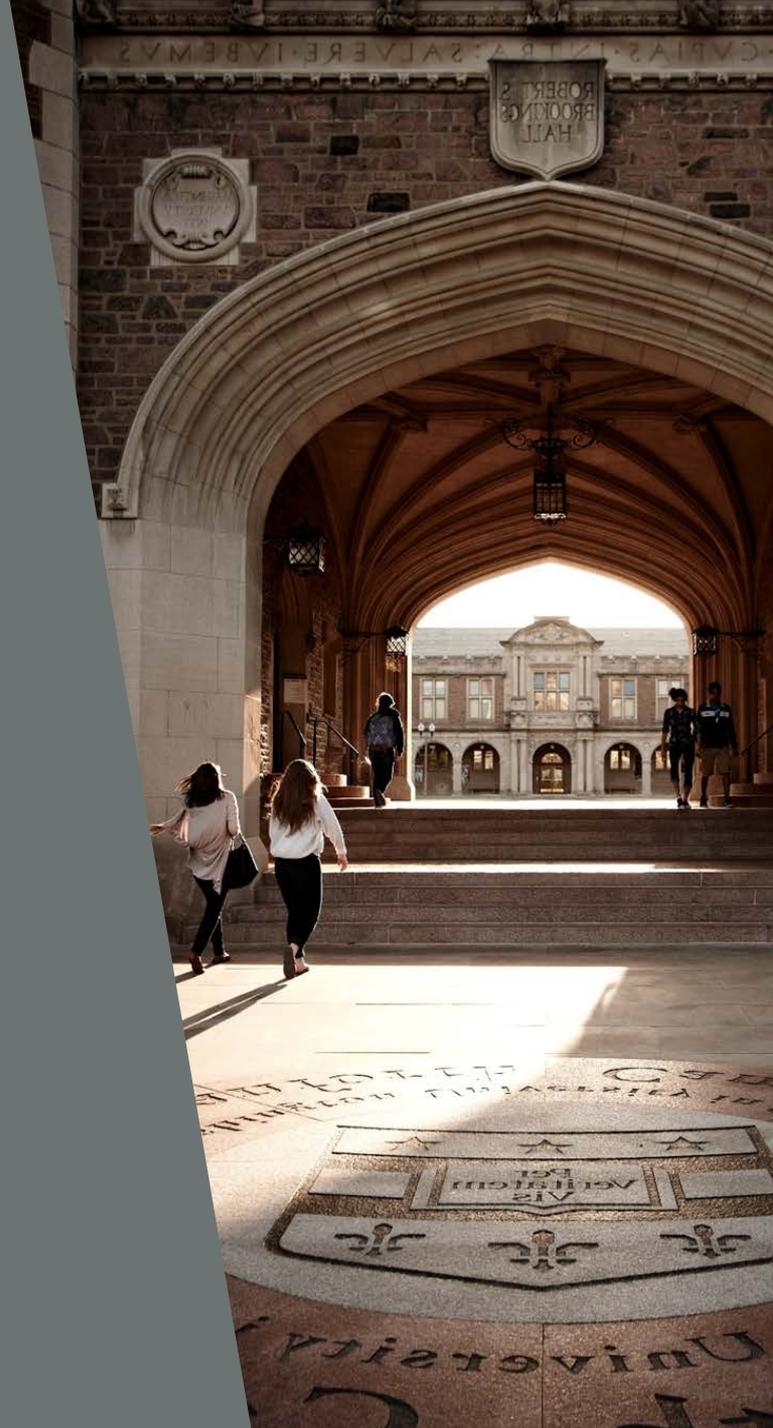
LISTEN: Use any means available for most accurate information.

PROTECT: Protect your head and neck.

EVACUATE: If damage to building, get out and go to the Emergency Assembly Point.



Conclusion



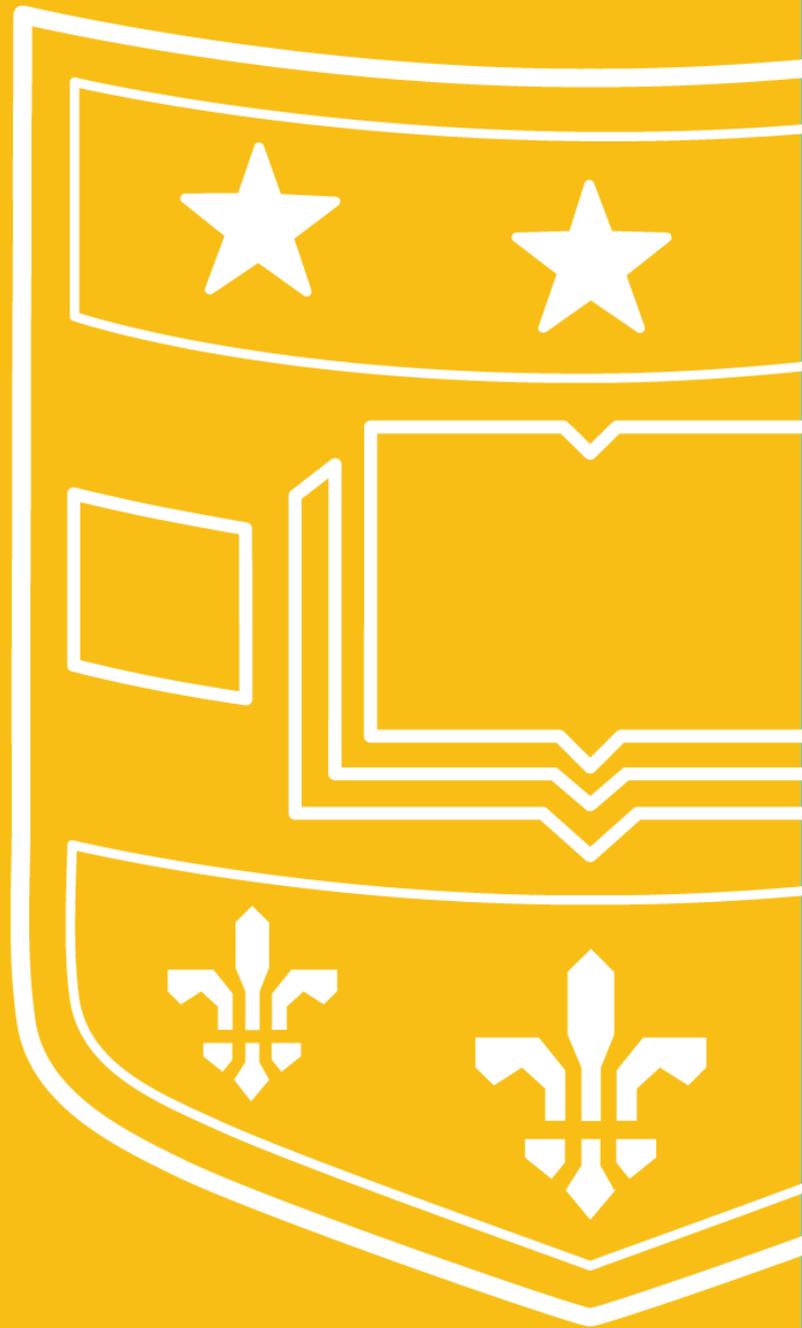
Takeaways



- Be Prepared
- Be Informed
- Take Action
- Safety is the first priority

- Upcoming Training Opportunities

- Handout
 - Quick Reference Guide



TO REPORT AN EMERGENCY

Medical Campus

Protective Services: (314) 362-4357 (362-HELP)

Danforth Campus

WU Police Department: (314) 935-5555

Other (off campus) WU Building or Facilities

911, then (314) 935-5555

LEARN MORE

emergency.wustl.edu

Know Where to Go in an Emergency
(brochure in envelope, in your folders)

REMEMBER

**Safety is the
FIRST priority.**