<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Welcome and Opening</td>
<td>Dr. Denise Leonard</td>
<td>Wrighton Hall 300</td>
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<td>Dr. Michael Wysession</td>
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<td>Dr. William Tate</td>
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<td>9:20</td>
<td>Promoting Fairness and Understanding University</td>
<td>Dr. Denise Leonard</td>
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<td></td>
<td>Policies</td>
<td>Ms. Cynthia Copeland</td>
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<tr>
<td>10:05</td>
<td>Inclusive Teaching and Supporting Students</td>
<td>Dr. Denise Leonard</td>
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<td>Ms. Jordan Worthington, MSW</td>
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<tr>
<td>10:35</td>
<td>Emergency Preparedness in the Classroom</td>
<td>Dr. Denise Leonard</td>
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<td>Ms. Catherin Dalton</td>
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<tr>
<td>11:10</td>
<td>Teaching Workshops</td>
<td>Teaching Center staff</td>
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<tr>
<td>12:25</td>
<td>Lunch and Small-Group Discussions</td>
<td>Experienced Assistants</td>
<td>For locations, see agenda</td>
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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

- SoTL Project Implementation
- Introduction to the Scholarship of Teaching and Learning (SoTL) Seminar
- Teaching Citation
  - 3 Qualifying Teaching Experiences
  - Teaching Philosophy Statement
- Preparation in Pedagogy
  - 3 Additional Advanced-Level Workshops
  - 1 Qualifying Teaching Experience
  - Teaching Philosophy Statement
- Scholar
- Practitioner
- Innovator
- Associate
- Community Member

Washington University
Monday, August 26, 2019
Your Role as an Assistant in Instruction

Students ↔ Assistants in Instruction ↔ Faculty
Academic Integrity
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?**
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
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.
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 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
- Summer Hutcheson, Senior Assoc. Athletic Director  
  (314) 935-5128  
  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”
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
“Universities create knowledge and ideas, and better ideas and decisions come from groups of people with different backgrounds and experiences.” Provost Holden Thorp
Creating an Inclusive Learning Environment

- Fairness
- Growth Mindset
- Respect
- Supporting the whole student

Monday, August 26, 2019
Washington University
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

<table>
<thead>
<tr>
<th>Physiological</th>
<th>Cognitive/Emotional</th>
<th>Behavioral</th>
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<tbody>
<tr>
<td>Fight/flight/freeze responses</td>
<td>Intense/excessive worry; constantly alert for danger</td>
<td>Avoidance and isolation (of people, activities and school)</td>
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<tr>
<td>including panic attack.</td>
<td>Loss of interest and pleasure</td>
<td>Using alcohol and/or drugs to reduce symptoms</td>
</tr>
<tr>
<td>Restlessness, feeling keyed</td>
<td>Negative or distorted thinking</td>
<td>Paranoia/mania/delusion</td>
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<tr>
<td>up or “stressed”</td>
<td>Social anxiety</td>
<td>Onset of risky behavior such as substances, gambling, stealing, unprotected sex, etc.</td>
</tr>
<tr>
<td>Muscle tension (especially in</td>
<td>Paranoia/mania/delusion</td>
<td>Changes in sleeping, eating, hygiene, communication</td>
</tr>
<tr>
<td>chest, shoulders, neck)</td>
<td>Difficulty concentrating; distractibility</td>
<td>Emotional outbursts</td>
</tr>
<tr>
<td>G.I. problems</td>
<td>Forgetfulness; memory loss</td>
<td>Visiting doctor for aches/pains; frequent illness due to stress</td>
</tr>
<tr>
<td>Headaches</td>
<td>Apathy; indecisiveness</td>
<td>Lethargy</td>
</tr>
<tr>
<td>Sleep disruption</td>
<td>Thoughts of death or suicide</td>
<td>Procrastination</td>
</tr>
<tr>
<td>Vague aches/pains</td>
<td>Feeling sad, empty, hopeless or numb</td>
<td></td>
</tr>
<tr>
<td>Fatigue</td>
<td>Feeling overwhelmed</td>
<td></td>
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<tr>
<td>Appetite changes</td>
<td>Feeling irritable or angry</td>
<td></td>
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<tr>
<td>Psychomotor activity changes</td>
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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

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

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

emergency.wustl.edu
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

emergency.wustl.edu
Notification:
WashUAlerts
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...?
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

download.wustl.edu
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
Know Where to Go in an Emergency
(brochure in envelope, in your folders)
REMEMBER

Safety is the FIRST priority.