When we return to the larger group, it would be valuable to hear thoughts from each small group on--

1. What you learned about yourself/own style w/regard to boundaries?
2. What would be 3 “tips” you might give everyone about “how to” respond in the scenario(s) you chose?
3. Questions for further conversation

Scenarios

Staff

Let’s be Friends
A student asks you to become “friends” on Facebook and you accept. A few weeks later you notice that some of their posts include pictures of them engaged in inappropriate behavior (underage drinking, minor vandalism, etc.). None of the incidents appear to have occurred on campus.

How would you handle this:

1. How would you respond to this and why?
2. Would your response be different if –
   a. The pictures appeared to be in University Housing or on campus?
   b. The student was an acquaintance instead of a friend?
   c. The student was someone that worked for you?

A Word of Advice
A student asks to talk to you about a personal matter. During the conversation the student mentions that they are struggling at HSU with grades, their personal life, and their financial situation. The student also mentions that they were the survivor of a sexual assault that occurred in Housing the week before and that they did not report it.

How would you handle this:

1. How would you respond to this and why?
2. Would your response be different if –
   a. You had agreed to keep the conversation confidential before this disclosure?
   b. You knew the alleged perpetrator?
   c. The student was someone that worked for you?

NOTE: Staff & faculty are mandated to report sexual assault.

The Beach
You are at the river when you notice some of your student workers having a bonfire nearby. They invite you to join them and offer you a beer. Some of them are of age while some of them are not.

How would you handle this:

1. How would you respond to this and why?
2. Would your response be different if –
Faculty

The Hug

A student you’ve had difficulty with comes to your office to talk. In class she’s been confrontational, talks during class when you or other students are speaking and the assignments she turns in are weak. [I need to find out if he asked her to come or did she request this?] After you talked with her to work out some of these issues, she asks you for a hug.

How would you handle this:

1. How would you respond to this and why?
2. Would your response be different if—
   a. The sex of the student was the same or different?
   b. You had a positive relationship with the student?
   c. She had previously shared experiences of abuse with you?

Late Again

It’s the last week of classes and one of your students who has been late with most of her assignments is still missing four papers due. She asks you to turn these in or she won’t pass the class, which is required for her to graduate. You’ve told the class at the start of the semester and also put in your syllabus that “late assignments will not be accepted.”

How would you handle this:

1. How would you respond to this and why?
2. Would your response be different if—
   a. The student’s computer crashed?
   b. She has worked really hard on her assignments throughout the semester, using all possible resources (e.g. EOP, ITEPP, Learning Center)?
   c. She came to HSU from an underfunded high school in decrepit condition with very few credentialed teachers?
   d. You suspected a mental health diagnosis that caused the student to be unable to get the work done? Or if they had disclosed a severe depression at the end of the semester?

The Attraction

A student who you’ve had in two courses is also your advisee. He’s always been proactive in seeking you out, and you’ve enjoyed the conversations with him. Lately you notice that he’s
become rather flirty with you and last week he gave you a gift—a book by an author/educator you’ve been talking about.

How would you handle this:

1. How would you respond and why?
2. Would your response be different if—
   a. The sex is the same or different?
   b. You felt the attraction yourself.
   c. He is younger? Older?
   d. He’s a first year grad student so you’ll work with him two more years? Or he graduates in two months?

How Far Do I Go?

You’re a committed teacher who knows that one relationship with an adult who cares can make the difference for a student who has not had positive, healthy relationships with adults/people in authority before. You take this knowledge with you into every class you teach and time with your advisees. A student you’re working with now clearly has a need for a meaningful, caring relationship with an adult, a chance to learn how to deal with authority figures. But every time you reach out to him, he rebuffs you (e.g. “Yea, I’m doing fine”; doesn’t show up for appointments you make with him).

How would you handle this:

1. How would you respond and why?
2. How far would you go in trying to reach him?
3. What strategies would you feel comfortable trying? Not trying?