Cross Cultural Analysis Exercise

My primary identification is:

1 2 3 4 5

As part of a family, group, or clan

Within myself as an individual

In difficult situations, I typically rely on:

1 2 3 4 5

Family, friends, or those who owe me obligations

Myself, as independently resourceful

I define friendship as:

1 2 3 4 5

A specific concept applied to a few people; total involvement based on mutual love and respect, unlimited obligations to one another

A loose concept applied to many people based on overlapping of special interests; limited obligations

I conceive of nature as being primarily:

1 2 3 4 5

Spiritual and mystical

Physical, knowable by scientific investigation
## Avoiding Misunderstandings

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WATCH THE EYES</strong></td>
<td>Often indicate comprehension; straying or glazed over eyes might mean the person is not understanding what you are saying.</td>
</tr>
<tr>
<td><strong>SUMMARIZE</strong></td>
<td>Stop and review occasionally to ensure you and your counterpart are registering what is being said in the same way.</td>
</tr>
<tr>
<td><strong>PARAPHRASE</strong></td>
<td>Phrase and rephrase what you are saying in more than one way. It helps to clarify the meaning of the words you are using in the context in which you are using them.</td>
</tr>
<tr>
<td><strong>REPEAT</strong></td>
<td>Ask the person to repeat what has been discussed. Use tact. Ask them politely if they have understood what you have been saying and to review it with you.</td>
</tr>
<tr>
<td><strong>SPEAK SLOWLY</strong></td>
<td>This usually makes it easier for a non-native English-speaker to interpret your words.</td>
</tr>
<tr>
<td><strong>SPEAK SOFTLY</strong></td>
<td>Avoid raising your voice or speaking loudly; this does nothing to increase the understanding of what you are saying and may be insulting.</td>
</tr>
<tr>
<td><strong>ENUNCIATE</strong></td>
<td>Internationals are trained to hear proper English. Avoid &quot;lazy lips&quot;, or mumbling.</td>
</tr>
<tr>
<td><strong>ABBREV.</strong></td>
<td>Abbreviations and contractions can be confusing for other Americans, let alone our international friends. Say &quot;you would&quot; instead of &quot;you'd&quot;.</td>
</tr>
<tr>
<td><strong>AVOID IDIOMS</strong></td>
<td>Idioms often mean nothing to foreign visitors, or worse, confuse a visitor who is trying to make a literal translation, i.e., &quot;raining cats and dogs,&quot; &quot;burning a hole in your pocket,&quot; etc.</td>
</tr>
<tr>
<td><strong>ASSUME NOTHING</strong></td>
<td>What means one thing in one society or culture may mean something entirely different in another.</td>
</tr>
<tr>
<td><strong>TAKE THE BLAME</strong></td>
<td>If there is a misunderstanding, be diplomatic and take the blame. This enables you to start from scratch and gets past trying to place fault.</td>
</tr>
<tr>
<td><strong>LISTEN</strong></td>
<td>Hear what the other person is saying before answering or jumping to a conclusion.</td>
</tr>
</tbody>
</table>

WHAT TO DO WHEN YOU MAKE MISTAKES

1. Check For understanding in both directions.

2. Admit lack of knowledge and ask for help.

3. Apologize for the “effect” of what you did, state your intent and ask how that could have been accomplished more effectively.

4. Try to keep from getting defensive about mistakes.

5. Be willing to laugh at yourself.

6. Explore the value of the particular aspect of diversity that caused the difficulty.

7. Accept the idea that making mistakes is the only way you can learn (the only way to play it safe is not to try).

8. Make it clear that it is OK for others around you to make mistakes too.


Centre for Intercultural Learning: http://www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp
globalEDGE: http://globaledge.msu.edu/
Are you including everyone in the room?
Are you conveying respect?

Always assume there is at least one person in your space who:

- Is transgender
- Was raised in a low socioeconomic home
- Has been pregnant
- Is conservative
- Has been sexually abused
- Is questioning their sexual orientation
- Has been adopted
- Is abstinent
- Has a family member with a developmental disability
- Has been adopted
- Identifies as queer
- Is Muslim
- Has a different style of learning (hearing, watching, doing, or thinking)
- Is liberal
- Is being raised by a single parent
- Does not have a car
- Is questioning their gender
- Is older than you
- Is of African descent
- Is younger than you
- Knows someone in prison
- Is asexual
- Is Vegan
- Has had someone in their life that was addicted to drugs or alcohol
- Is Atheist
- Has had a sexually transmitted infection (STI)
- Is Native American
- Does not have an active father in their life
- Has a physical disability
- Is undocumented
- Has been raped
- Has allergies

Resources
Planned Parenthood of Middle and East Tennessee “Room Considerations”
VUcector Diversity Training 2015
Bead Activity

Supplies

Gold beads
Black beads
Oversized safety pins
Print out of statements

Instructions

Statements of privilege will be read aloud covering nationality, racial and ethnic identity, gender identity, religious or spiritual identity, sexuality, ability, and socioeconomic status.

For each statement that applies to you, take 1 gold bead. If the statement does not apply to you, take 1 black bead.

Statements of privilege

1. People generally assume that I can communicate proficiently in English.
2. If I wanted to, I could travel freely to almost any country.
3. I can use restrooms without fear of verbal abuse, physical intimidation or arrest.
4. I can easily find sex education literature for couples within my sexual orientation.
5. I can assume that I will not have to work or go to school on my religious holidays.
6. Food that honors my religious practices can easily be found in any restaurant or grocery store.
7. I can hear this statement being read without using an assistive device.
8. I can assume that I will easily have physical access to any building on campus.
9. If I have children and a successful career, few people will ask me how I balance my professional and personal life.
10. I do not have to think about the message my wardrobe sends about my sexual availability.
11. I am never asked to speak for all the people of my racial/ethnic group.
12. I consider my social, political, and professional options without asking whether a person of my race/ethnicity would be accepted or allowed to do what I want to do.
13. I have health insurance.
14. I do not have to rely on public transportation to travel to work or school; I can afford my own vehicle

Processing Questions

➢ Please share one word or phrase that describes how you feel about this activity.
➢ What are some ways that we can use our privilege for positive social change?
➢ What does the collective privilege in this room mean for us as individual leaders?
➢ If you were to conduct this activity, what would be some additional talking points?
VUceptor Diversity Training 2015
Bead Activity

Purpose
(For Facilitator)

Black and Gold Beads
To encourage a stronger sense of community by involving VU colors.

Safety Pin
To provide the group a visible representation of the privilege in the room throughout the day as they move from session to session; when the activity is over the privilege remains.

Statements of Privilege
To ensure we briefly touch on core areas of diversity within the lived experience in the United States. Each statement of privilege can and will change over time but we are discussing the present, not the past or potential.

Processing Questions
To allow participants to fully digest the activity by addressing the potential guilt associated with each statement and prompts to help them move through these struggles. Ultimately encouraging participants to use privilege individually and collectively for social justice work.

Additional Talking Points

- The number of black or gold beads on your pin does not represent the totality of you.
- Thoughtful participation in this activity is meant to begin larger conversations within circles inside and outside of this room.

Resources

Diverse Matters

Diversity Activities Resource Guide

Revised by Emily Hickey, MCWC Program Coordinator, on July 27, 2015
VUcector Diversity Training 2015
M&M Activity

Supplies

M&Ms
Legend for each table

Instructions

The goal of this activity is for participants to build a physical representation of their friend group using M&Ms. The instructor will use the guiding questions below to help students define their “friend group.” For each member of their friend group, students must select the M&M color that corresponds to that person’s racial or ethnic background.

Legend for M&M Colors

- Brown – American Indian or Alaskan Native
- Red – Asian
- Yellow – Black or African American
- Orange – Hispanic or Latino
- Blue – White
- Green – Multiracial or Other

Guiding Questions/Statements

1. Excluding social media, how many people do you keep in contact with on a regular basis?
   a. Regular basis is defined as:
      i. You maintain contact with the individual outside of or in addition to social media (social media cannot be your only form of contact).
      ii. You interact on a semi-frequent basis (daily, weekly, monthly) – in general the more frequent the interaction, the closer the friendship.

2. Take a moment and write down their names.

3. Now select the appropriate colored M&M that represents each of their racial or ethnic backgrounds.

4. Of those you keep in contact with on a regular basis, which of them do you only have contact with in regards to work, class, or practices? Remove these M&Ms from your hand and place them aside.

5. Select an M&M to represent the person you have talked to the most today.

Processing Questions

➢ Please share one word or phrase that describes how you feel about this activity.
➢ How do you feel about the colors you have?
➢ How can you actively change your colors?
➢ What would your ideal group of colors look like?
➢ Looking around the room, did your opinion of the group’s diversity change? Any surprises?
➢ What are the implications of your color group on your ability to mentor your students?
VUceptor Diversity Training 2015
M&M Activity

Purpose
(For Facilitator)

M&M’s
Chosen for their variation of colors, they construct a visual representation of one’s relevant social group. The purpose is to illustrate the fact that students’ friend groups may not be as ‘diverse’ as they either believe they are or would like them to be. This also encourages students to explore friendships and interactions outside of their current group.

Emphasis on the Exclusion of Social Media
Due to the reliance on social media for networking that is so prevalent today, we want to stress that although such connections are significant and can do wonders to expand one’s familiarity with other cultures, they are not a substitute for face-to-face interaction; particularly in terms of learning about and contributing to furthering diversity.

Processing Questions
The questions are largely to encourage introspection, since the intention of the activity is merely to expound on the difference between one’s mentality or assumptions and reality. Furthermore, the facilitator should emphasize including more ‘colors’ in the coming school year as a way to stress the idea of transformation.

Additional Talking Points

- The symbolism conveyed by the M&M’s should not be considered a sign of success or failure, solely a jumping board from which to develop and grow.
- The point of the activity is not to collect as many colors as one can, but to accentuate how vital meaningful interaction and friendship with others is.
- Participation is intended to introduce the topic of expanding one’s social network, bolster conversation, and invite students to gain experiences outside of their ‘norm.’
Record Your M&M Distribution
By making the choice to transform, Student VUceptors are making a commitment to furthering their connections with people of different backgrounds and identities. At a later date, VUceptors will return to this activity to examine the tangible impact of their efforts.

I regularly stay in contact with the following group of people:

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Outside of work, class, or practices, I have regular contact with the following group of people:

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Within VUceptor Training, I have talked the most with a person of the following background (circle one):

American Indian or Alaskan Native  Asian  Black or African American

Hispanic or Latino  White  Multiracial or Other
Record Your M&M Distribution
By making the choice to transform, Student VUceptors are making a commitment to furthering their connections with people of different backgrounds and identities. At a later date, VUceptors will return to this activity to examine the tangible impact of their efforts.

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Within VUceptor Training, I have talked the most with a person of the following background (circle one):

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- White
- Multiracial or Other
Mei is from East Atlanta and is the oldest of five siblings. Her parents immigrated to America from Jamaica and China, respectively, and were the first in their families to attend college. The importance of education was instilled in Mei and her siblings throughout their lives and was touted as the “ticket” to achieving the American dream. Mei takes her role and responsibilities as the oldest of her siblings very seriously and is excited to set a positive example by doing well at Vanderbilt. Mei has always held academic success at a very high priority and consequently was awarded a multiple scholarships enabling her the opportunity to attend Vanderbilt without having to worry about tuition. Even though her parents tried to save up some money for fees and expenses, it is often a struggle for Mei to come up with the money for books, supplies, food, and other “college student essentials.” In order to make ends meet, Mei works a part time job as a tutor to make some extra money so that she can experience the same things as her peers on her hall.

Although Mei is dedicated to her academics, she has always valued being a “well rounded” student through her several involvements in student organizations. It was always a dream of Mei’s to rush a sorority. In high school, Mei had a mentor who was a member of Omicron Pi Omega Sorority, Inc. who always talked about how positive of an experience it was and how she made lifelong friends through her sorority. She even introduced Mei to some of her sorority sisters and connected her to people within the Nashville area in case she had any questions about the organization. Even though it was a struggle to find the money for the dues, clothes for rush events, and other activities, Mei made it happen and was so excited when she was chosen as a member of OPiO.

Mei immediately got involved within her organization, made more friends than she ever could have imagined, and is even planning on moving into the sorority house next year. However, Mei has been increasingly self-conscious around her sisters lately and has found money to be more of an issue than she imagined. Her sisters have invited her to fancy birthday dinners and she has made up excuses for why she can’t go, twice. Money doesn’t seem to be much of an issue for her sisters who regularly talk about the $500 a month “allowances” their parents send, shopping trips so they have the latest trendy clothes, and the travel experiences they’ve had. One of her sister’s dad, the CEO of one of the largest hospitals in the Southeast, invited Mei and her sisters over for dinner at their mansion and that experience was easily the first time Mei had seen such wealth up close. She’s done a good job at “hiding” her financial background by saying she is in meetings for her other involvements when she’s actually working; finding any way possible to keep it from them. Her core group of friends are now planning a huge spring break trip to Mexico that she knows she cannot afford. Mei desperately wants to go on the trip and has even participated in some aspects of the planning process just so they won’t find out she can’t afford it. Mei is feeling increasingly alone within her group of friends considering how often money is coming up in their conversations, and she has started second-guessing her decision to join OPiO.
VUceptror Diversity Training 2015
Hot Button Activity

Supplies

Activity print out
Pens

Instructions

Statements of diversity will be read aloud covering nationality, sexuality, religion/spirituality, ability, gender, race/ethnicity, and class.

1 = Low intensity; complete comfort
10 = High intensity; discomfort

Personal: at home, with family, or with friend group
Professional: workplace environment, internships, practicums, volunteer opportunity, or classroom

For each statement, indicate to the degree to which you feel comfortable within your personal and your professional life. If the statement ranks 6 or higher, add a reflection note about what it is that contributes to those feelings.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Personal (1-10)</th>
<th>Professional (1-10)</th>
<th>Reflection Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your new roommate is Palestinian and Muslim.</td>
<td></td>
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<tr>
<td>Your history professor speaks with a pronounced Vietnamese accent.</td>
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<tr>
<td>A Thai immigrant student invites you to dinner with her family.</td>
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<tr>
<td>A friend invites you to go to a gay bar.</td>
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<tr>
<td>Your grandmother &quot;comes out&quot; to you.</td>
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<tr>
<td>Your assigned lab partner is Jewish.</td>
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</table>
### VUceptor Diversity Training 2015

#### Hot Button Activity

<table>
<thead>
<tr>
<th>Scenario</th>
<th></th>
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<tbody>
<tr>
<td>You arrive at church to discover your new pastor is a queer woman.</td>
<td></td>
<td></td>
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<tr>
<td>Your Lakota roommate practices traditional forms of Native American spirituality.</td>
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<tr>
<td>A fellow VUceptor is paraplegic.</td>
<td></td>
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<tr>
<td>Your assigned lab partner for a Statistics project has a learning disability.</td>
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<tr>
<td>One of your group presentation members has a speech impediment.</td>
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<tr>
<td>Your sister invites her new boyfriend home for dinner and he is transgender.</td>
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<td></td>
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<tr>
<td>Your math tutor is a 55 year-old woman.</td>
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<td></td>
</tr>
<tr>
<td>A group of young Black men are walking toward you on the street.</td>
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<tr>
<td>The young man sitting next to you on the airplane looks Middle Eastern.</td>
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<tr>
<td>A homeless man approaches you and asks for change.</td>
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<td></td>
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<tr>
<td>Your sister’s new girlfriend is a single mother on welfare.</td>
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<tr>
<td>Your best friend’s father uses food stamps to buy groceries for dinner.</td>
<td></td>
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<tr>
<td>Other:</td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>
VUceptor Diversity Training 2015
Hot Button Activity

Processing Questions
With Group

➢ Please share one word or phrase that describes how you feel about this activity.
➢ How do you typically react when a hot button issue is triggered? Why is that important to be aware of as a facilitator?
➢ What is the significance behind having two separate columns for personal and professional hot buttons?
➢ If you were to conduct this activity, what would be some additional talking points?

On Own Time
➢ Did anything surprise you from your list?
➢ Are there any places where you would like to grow your comfort level?

Purpose
(For Facilitator)

Hot Button Statements
To increase consciousness of which areas of diversity participants may encounter during their work toward positive social change. Supports the list of ‘room considerations.’"

Ranking
To clearly state the degree in which the topic raises anxiety, discomfort, or passionate feelings.

Comments
To ensure participants feel that the activity fairly allows them to reflect on each ranking.

Processing Questions
To prepare participants to recognize their own difficult spots so they can be mindful of how to be an effective leader. Participants can begin to prepare themselves to have difficult discussions and be mindful of when they need to tap out.

Resources

• Planned Parenthood: Sexuality and Gender Hot Button Inventory
• HCR Diversity Training Revision 2 https://www.nea.org/assets/docs/15294_HCR_Diversity_Training-Rev.2-2014.pdf
Scenario

Taylor, a fellow VUceptor who is a rising sophomore, has decided to transition from male to female during summer break. Coming back into the new school year, Taylor is excited to share more about their journey with their close friend, Alex, since they became close friends last year. Taylor makes it very clear to Alex that they would like to keep their birth name and ask to be identified with they, them, and their pronouns. During day one of training, Taylor and Alex are asked to give a presentation and Alex mispronouns Taylor in front of the entire group.

How can Taylor recover from this mistake?

"Mistakes are proof that you are trying."
-Unknown

1. **Acknowledge.**
   - Accept responsibility for your human mistake.
     - Mistakes are a part of the human condition.
   - Take a deep breath.

2. **Embrace.**
   - Forgive yourself.
   - Accept what you did and learn from it.

3. **Repair.**
   - Apologize, if you are able and feel it necessary.
     - Don’t obsessively replay the embarrassing moment.

4. **Grow.**
   - Gain a new perspective.
   - Decide that you will do better next time.
   - Let it go.

"It’s not how we make mistakes, but how we correct them that defines us."
- Rachel Wolchin

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![Image of Recovery Process]

Recovery
- Expectations
- Reality

101
VUceptor Diversity Training 2015
Difficult Conversations & Recovering from Mistakes

References

Psychology of Success

Embrace Your Mistakes
http://www.upworthy.com/4-reasons-to-embrace-your-mistakes-as-told-by-a-wrongologist

Notes
SUICIDE STATISTICS:
• Suicide is the 2nd leading cause of death at American colleges. Almost 1100 college students die by suicide each year, 75% of whom are Caucasian males.
• Nearly half of all college students say they felt so depressed that they found it difficult to function in the past school year.
• Over 90% of the time, a person who commits suicide had a diagnosable mental disorder.
• 1 in 10 college students has considered suicide; approximately 1 in 100 has made a suicide attempt.
• Fewer than 20% of students who die by suicide had received campus-based clinical services.
• Women attempt suicide more often; however, men are 4 x more likely to complete suicide.
• High achievers may attempt suicide more often, especially if they believe that they are not performing as well as they think they should.
• Suicide cuts across ethnic, economic, social and age barriers.
  • The highest suicide rates are among American Indian/Alaskan Natives and Non-Hispanic Whites.
  • Asian/Pacific Islanders have the lowest suicide rates among males while Non-Hispanic Blacks have the lowest suicide rate among females.
• Students who are in the minority and have less support are at higher risk for suicidal ideation.
  • LGBTQI students have higher rates of suicidal ideation and attempts.
  • International students who may struggle with being away from their support networks, language barriers, cultural differences and financial strains are at risk.

Alcohol, Depression, & Suicide...
• Alcohol and depression do not mix. Alcohol is a central nervous system depressant.
• Ingestion of alcohol lowers inhibitions thereby increasing risk of impulsive reaction to depressed mood.
• Alcohol makes you more depressed, reckless and prone to impulsive acting out behaviors.

WARNING SIGNS:
• Depression/problems with adjustment
• Suicide or other death of friend/relative
• Isolation/withdrawal from others/ not leaving the residence halls
• Increased substance use
• Giving away prized possessions
• Major changes in sleep and/or eating habits
• Preoccupation with thoughts of death
• Irritability
• Crying
• Feelings of unworthiness
• Lack of interest in the future

INFORMATION ADAPTED FROM: WWW.SPRC.ORG, WWW.AFSP.ORG & WWW.TSPN.ORG
### Common Risk Factors:
- Mental illness
  - Most commonly depression
- Previous suicide attempt
- Family history of attempted or completed suicide
- Serious medical condition and/or pain
- Social isolation
- Financial loss
- Relationship loss
- Alcohol or drug abuse
- History of abuse, conflict
- Barriers associated with seeking help
- Access to means

### Common Protective Factors:
- Effective mental health care
- Connectedness
- Coping/Problem-solving skills
- Resiliency, optimism
- Self-esteem
- Social support
- Access to comprehensive health care
- Respect for help-seeking behavior
- Cultural values affirming life
- Skills to recognize and respond to signs of risk
- Participation with school
- Relationships with caring adults

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

**HOW TO HELP A STUDENT GET TO A PROFESSIONAL:**

- Talk to them and get the details
  - Ask directly if they are suicidal
- Be supportive and non-judgmental
- Don’t promise confidentiality
- Insist that they seek help; assist them in seeking help:
  - The National Suicide Prevention Lifeline is 1-800-273-TALK
  - Call the PCC at 322-2571 (2-2571 on campus) or walk them over for an evaluation
  - You can also call Student Health at 322-3414. (2-3414 on campus)
  - If you are acutely concerned about safety you can walk with the student to the Vanderbilt Emergency Department for assessment OR call 911 or (615) 421-1911
- Follow up with the student

List examples of:
- Risk Factors:
- Stressors:
- Protective Factors:

Resilience:
Instead of targeting specific risk factors, we can build strengths, teach skills, and promote connection, which will increase individuals' ability to handle adversity.

As a leader, one of your goals should be to increase protective factors for students, which will promote a "Community of Caring."

Motivational Interviewing
A collaborative conversation to strengthen a person's own motivation for and commitment to change (William R. Miller)

MI Techniques:

Use when:
- There is a specific choice to make or a risky choice in process
- There is resistance to receiving advice
- It is clear that you cannot "make" the person do something

Notes about Active Listening
Paraphrase:

Summarize:

Ask open-ended questions:

Reflect feelings:

Obstacles to Active Listening:

How I will integrate these concepts into my role:
1.
2.
3.
Developmental Categories:
- Cognitive Development
- Social Development
- Motor Development
- Emotional Development
- Language Development

Emotional development:
Incorporates mood symptoms and impacts interpersonal relationships. Individuals with delayed emotional development may have inconsistent communication skills.
Identify examples of emotional development impacting communication:

Recognizing difficulties in emotional expression can help guide you in your approach to communication.

Social development:
Contributes to the ability to know what to do in social situations and then to integrate that knowledge into appropriate actions.
List examples of what happens when individuals do not read social cues accurately:

These functions may be challenged in individuals with Autism Spectrum Disorder or individuals with rigid, inflexible thought processes.

The task for all gatekeepers is to develop a deeper understanding of human behavior as it relates to the range of normal development in order to manage and potentially decrease risk.

Cognitive development:
Most frequently recognized and includes Executive Function
List examples of EF as you participate in the training:

These functions may be challenged in people with: ADHD, Mood disorders, Anxiety disorders, Autism Spectrum disorders, Substance use, Psychotic disorders

Motor development (gross & fine motor):
Contributes to an individual’s ability to successfully engage in physical activities in a social context as well as contributing to the ability to successfully navigate academic tasks that require fine motor skills.
Identify situations in which variations in motor development might impact social situations:

Students with motor delays may develop anxiety in social situations and are at risk for depression.

Language development:
Necessary to express emotions and to communicate effectively. Individuals can be very bright and talented yet have unique patterns of language development. Cultural nuances in use of language may also complicate communication. This may include the following:

- Concrete interpretations of communications
- Inflexibility in responsiveness to others
- Misuse of the language leading to inaccurate communication and misinterpretation of intent
- Lack of comfort with the language of emotions

Identify situations that contribute to language variability:
Instructions for Vanderbilt Visions Attendance Tracking

VUceptors are expected to track attendance at the following meetings and events:
- Introductory Vanderbilt Visions Meeting at the start of CommonVU
- Honor Code Signing & Discussion → Attendance should be tracked at the discussion
- CampusVU
- True Life Presentation & Discussion → Attendance should be tracked at the discussion
- Weekly Vanderbilt Visions Meetings
- The Lawson Lecture & The Evening with the Chancellor

Attendance tracking is extremely important for ensuring the safety and success of the members of your Vanderbilt Visions group. The Commons staff will be monitoring attendance to make note of any students of concern who are regularly missing meetings. Please make sure that you record attendance at every meeting or event listed above.

Anchor Link is now mobile responsive so you can easily track attendance using your cell phone in addition to a laptop computer.

To Track Attendance:

1. Go to your group in Anchor Link and log in with your VUnet ID. You can access it in 2 ways:
   a. Using this URL: anchorlink.vanderbilt.edu/organization/vvg (insert your group #)
      i. *Bookmark this page on your phone or in your computer browser for easy access
   b. You can also access the Organization Site through your list of Organization Memberships by clicking on Your name then selecting “Involvement” from the drop down

2. In the toolbar, click “Events” in the gray toolbar (shown below)

Computer View:

Mobile View:
3. Click on the title of the event

4. Scroll down to the bottom of the event to the Manage Events section and click the “Track Attendance” button

Manage Events

- View Submissions
- Manage Invitations
- Track Attendance
- Change Details
- Cancel Event

5. Click “+ Add Attendance”

6. Add the appropriate attendance for each member of your group
   a. Click on “Attended” if they were present for the meeting
   b. Click on “Absent” if they were not there for any reason
      i. If the student was absent, click “Add” under the Comments column to provide additional details. Be sure to indicate whether or not the student communicated their absence in advance and what the reason was for their absence.

<table>
<thead>
<tr>
<th>Attendees</th>
<th>Attendance</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Murphy (<a href="mailto:lori1.murphy@Vanderbilt.Edu">lori1.murphy@Vanderbilt.Edu</a>)</td>
<td>Attended</td>
<td>ADD</td>
</tr>
<tr>
<td>Clay McCullough (<a href="mailto:clay.mccullough@vanderbilt.edu">clay.mccullough@vanderbilt.edu</a>)</td>
<td>Absent</td>
<td>ADD</td>
</tr>
<tr>
<td>Whitney Ezell (<a href="mailto:whitney.ezell@vanderbilt.edu">whitney.ezell@vanderbilt.edu</a>)</td>
<td>Attended</td>
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<tr>
<td>Courtney Salters (<a href="mailto:courtney.n.salters@Vanderbilt.Edu">courtney.n.salters@Vanderbilt.Edu</a>)</td>
<td>Absent</td>
<td>ADD</td>
</tr>
</tbody>
</table>
Key Points for VUceptors:

In two sentences...what is Anchor Link?

Anchor Link is Vanderbilt's student engagement platform that helps students become involved on campus and manage their experiences outside the classroom. Anchor Link serves as the central calendar for student life and has sites for every registered student organization, Commons House, and a variety of other university departments, programs, and resources.

An easy analogy...OAK is to academics as Anchor Link is to the co-curricular student experience

- Remind your VUceptees to set up their Anchor Link profiles ASAP
  - Completing the user profile is key to utilizing Anchor Link to its fullest extent
  - By designating "Interests" in their profile, students can get customized recommendations for organizations and events

- Help your students get involved in student organizations
  - Encourage students to look at their Organization Recommendations and browse the Organization Directory by Category to learn more about groups they might want to get involved with before attending the Student Involvement Fair on August 28th
  - To get involved with an organization, students should click the "Join Organization" button to request membership (for groups with open membership) or e-mail the Primary Contact or an officer listed on the roster to learn more about the organization and how to join

- Direct students to the Events Calendar to find programs on the Commons & main campus
  - This year the Anchor Link event calendar will include Commons House events, Dean of Students programs, student organization events, and a number of other programs from offices across campus
    - All students are automatically assigned to their House group in Anchor Link and all RA programs will be registered through the House pages
    - All 204 student organizations funded through Acfee are required to register their events so it will be the easiest place to learn about student org meetings and events

- Use Anchor Link to help students struggling to acclimate
  - Use the Interest Recommender, Organizations Directory, and Events Calendar to help students who are finding it difficult to fit in or get involved on campus to find their niche

- Consider discussing Anchor Link in one of your early Vanderbilt Visions sessions
  - Utilize the projector in your meeting rooms to help the students understand how the system works and how they can utilize it to get involved on campus
  - Use the included set of Anchor Link handouts to guide your discussion and help give your VUceptees a more detailed overview
Overview: anchorlink.vanderbilt.edu

Anchor Link is Vanderbilt’s student involvement system that helps students become involved on campus and manage their experiences outside the classroom. Anchor Link serves as the central calendar for student life and has sites for every registered student organization, Commons House, and a variety of other university departments, programs, and resources.

Whether you are seeking to get involved in student organizations or discover what events are happening around campus, Anchor Link is your key to connecting with student life.

The public Anchor Link site is accessible to anyone but every student, faculty, and staff member may log in with their VUnet ID and password for the campus user view as well as customized content for each individual user based on their involvement and interests.

For more detailed information about Anchor Link visit: http://www.vanderbilt.edu/anchorlink/

User Profile: www.vanderbilt.edu/anchorlink/create-your-user-profile/

Designating “Interests” in the user profile is important to provide you with customized recommendations for organizations and events that meet your needs. Make sure to complete the "Interests" section so you can easily browse opportunities to get involved and get ongoing recommendations for upcoming events you might like to attend.

- Visit Anchor Link (anchorlink.vanderbilt.edu) and click the “Log In” button at the top right corner and log in using your VUnet ID and password
- From the Anchor Link homepage, click your name in the left corner of the top gold toolbar and then select the appropriate section to update

1. Complete Your Basic Profile Content
   a. Upload a profile picture
   b. List a preferred e-mail address other than your @vanderbilt.edu e-mail (optional)
   c. Connect any desired Social Media Profile Links including your Facebook, Twitter, or LinkedIn (optional).

2. Update Your Contact Information
   a. Note: Any contact information you provide or edit here will only be used for purposes internal to Anchor Link. If you have changes to make to your home/permanent address, please contact the University Registrar.

3. Designate Your Interests
   a. Interests are used to provide you customized recommendations for Organizations and Events to get involved with. Your recommendations can be accessed on your home page below your profile picture or left side of the Organizations or Events sections.
   b. Go through the folders and select the Interests that appeal to you most. You can update your Interests at any time.
4. Set Your Privacy Settings
   a. *Community Directory Settings*: Choose which pieces of contact information you would like to
      "Show" to other campus users when your name is displayed within Anchor Link (Ex. an
      organization roster)
   b. *Organization Roster Settings*: You may choose to hide your membership or officer positions
      for any organization so that you will not be displayed on the organization's public roster.
      The officers of any organization will still be able to view members who have elected to
      "Hide" their public membership.

5. Set Your Notification Settings
   a. *General E-mail Notifications*
      i. It is strongly recommended that you keep your e-mail notifications set to "All
         Notifications"
      ii. If you alter your e-mail notifications, you will still get messages sent to your Anchor
         Link inbox. However, you may miss important, time sensitive message by not having
         them sent to your e-mail
   b. *Text Message Notifications*
      i. Providing your cell phone number and turning this feature "On" allows for
         organizations you are a part of within Anchor Link to send you text messages

**Organization Directory: anchorlink.vanderbilt.edu/organizations**

Anchor Link's Organization Directory features pages for all registered student organizations, Commons
Houses, upperclassman residential areas, and a variety of other University departments, programs, and
resources. You can reach the Organization Directory by clicking "Organizations" in the black toolbar.

The Organization Directory can be browsed in multiple ways:

- **Directory**: Select a letter to view organizations alphabetically
- **Search Bar**: Type an organization's name or a particular keyword to search
- **Categories**: Browse the categories to view pages by organization type (ex. Club Sports, Performing
  Arts, Health & Wellness, LGBTQI Life, etc.)
- **Recommendations**: Using the Interests feature in your user profile you can receive a list of
  recommended organizations that match your designated interests.

**Events Calendar: anchorlink.vanderbilt.edu/events**

Anchor Link allows you to discover programs and events occurring across campus. The public view of the
Anchor Link Events Calendar is accessible to anyone from any internet browser and will display any events
that an organization or office has specifically designated to show to anyone in the world. After a user signs
in with their VNet ID or password they can see the campus view of the Events Calendar which includes all
events that have been designated as public or only for students and staff at Vanderbilt.

Make sure to always log in when browsing the Events Calendar to ensure that you are seeing a full listing of
campus events.

The Events Calendar can be browsed in multiple ways:

- **Event List**: *(default)* View a chronological list of all upcoming events
- **Calendar**: Click on a date on the calendar to see events occurring on a specific date or week
- **Categories:** Browse events by type by selecting from the Categories listing (ex. Major Campus Events, My Vanderbilt Experience, Volunteer Opportunities Calendar, etc.)
- **Recommendations:** Using Interests feature in your user profile you can receive a list of recommended events based on organizations that match your designated interests.

**My Involvement:**

The "My Involvement" section of Anchor Link provides a customized experience for each user and helps students manage their co-curricular university experience. To access the features below, sign into Anchor Link then click on your name in the top black toolbar then select "Involvement" from the drop down.

- **Memberships:** Access the organizations you are a part of within Anchor Link
- **Events:** View your Event Calendar with upcoming and past events based including your organizations' events and events you have been invited to or RSVP’d to
- **Experiences:** Capture the parts of your co-curricular involvement that occur outside of your student organizations such as honors and awards, internships and employment, or a study abroad experience. Self-reported experiences are reflected on a student’s Co-Curricular Resume.
- **Interests:** Update your Interests to get customized recommendations for organizations and events
- **Service Hours:** Keep track of all the service hours you complete. Service hours should be assigned to the organization or program they were completed with. If you would like to log hours done independently, simply join the Office of Active Citizenship and Service group on Anchor Link and you can attribute your hours there.
- **Submissions:** Access anything you have created or that you are in the process of completing in Anchor Link including forms, elections, organization registrations, and events
- **My Co-Curricular Programs:** Connect to your Co-Curricular Programs dashboard to view the completion criteria and your progress for any programs you are enrolled in (ex. Dore Rewards)
- **Downloads:** Access any downloaded files such as event attendance reports for student organization officers
- **Co-Curricular Resume:** Customize and download a PDF resume that includes your co-curricular involvement as tracked through Anchor Link. Resumes automatically include organization memberships, officer positions, self-reported experiences (ex. awards or internships), or service hours logged. Any piece of the Co-Curricular Resume can be hidden or moved based upon your preferences and needs.

*For more detailed information about My Involvement visit:*

[http://www.vanderbilt.edu/anchorlink/my-involvement/](http://www.vanderbilt.edu/anchorlink/my-involvement/)
### Academic Support

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<td>Name</td>
<td>Email</td>
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