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Community

"A community's effectiveness and success are based, in part, on its ability to listen and respond to those who are unable to speak, or whose voices are drowned out by the more aggressive, self-assured members of the community. In order to

do that, the community must acknowledge that the voiceless exist, must make a commitment to seek out these individuals into a dialogue that addresses their needs" (Roger, Anchors, and Associates 1993, p. 465)

What is a Community?

A community is the place where people feel that they belong, fit in, are cared for, and a place where they feel important.

Community emerges when a group of people:

- participate in common practices
- depend on one another
- make decisions together
- identify themselves as part of something larger than the sum of their individual relationships
- commit themselves for the long term to their own, to one another's, and to the group's well-being

What are Community Standards and Why do They Exist?

Community standards are guidelines by which all members of that community agree to live. There are general community standards in residence at St. FX, which have been designed to support the following principles and values of the university:

St. Francis Xavier University is dedicated to the advancement of learning and the dissemination of knowledge; the intellectual, social, moral and physical development of its members; and the betterment of society. These overall goals commit us to three central values:

1. The development of all members of this university community, which implies and affirms the dignity, worth and autonomy of the individual.
2. A focus on learning and knowledge, which upholds the fundamental importance of reasoned debate and inquiry in all of this university's academic and service units.
3. Societal enhancement, which extends the commitment to individual development beyond the walls of the institution to the ideal service to the broader community.

It is these principles and values on which residence rules are based. They exist in order to define and protect community standards in our residence community.

What do we have in place to Support Community Standards?

All staff that work in residence should have as their primary goal to help to create a living/learning environment which fully supports the principles and values mentioned earlier. On-duty is one way that we try to ensure that all members of our community have access to help at any time they need it. On-duty is not designed to be a patrol for people doing things wrong, but rather as a resource for people to use should they not be able to handle a situation themselves, or if they just need someone to talk to!

Enforcement of residence rules, however, is a reality and is one way that we can ensure that community standards are maintained. It is important to recognize that any member of the community can challenge any other member of the community if they are acting in contradiction to the community standards. Enforcement of the rules by staff is an action that often speaks for those who are not comfortable speaking for themselves.

Each individual must have an investment into the maintenance of his or her own community.

Every member of a community is collectively responsible for the success of that community - they are also responsible for realizing that their personal definition of success may not be the same as someone else's. An agreement by all members of the community to abide by community standards allows for a common ground to exist, and it also allows individuals to challenge each other about the appropriateness of their behaviour.

Respect for Each Other and The Community

A successful community is one where there is mutual respect for each other and the community as a whole. Respect for each other includes the realization that while one may wish to be loud until 3:00 am there are other members of their community who would like to sleep, and then coming to the conclusion that they should choose not to be noisy so as not to disturb them, rather than only quieting down if they get "caught" by a staff member.

The Six I's of Community

Introduction - students must be introduced to the physical setting, policies, and practices of their new environment. It is important that students be oriented to the norms, values and rules of the community.

Interaction - students need the opportunity for interaction with one another, so that they may be exposed to different people and experiences, and learn from those differences.

Involvement - true communities encourage, expect, and reward member involvement. Students need to feel involved in their own community, so that their community is one that evolves into students naturally helping one another with personal and academic problems (also engaging in the maintenance of community standards).

Influence - communities are more successful when they allow members to have influence in with regard to their physical and social environments. While many rules are non-negotiable (i.e. quiet hours), there are ways that students can have collective control within their community -what social activities they wish to participate in/organize; how they want to manage recycling; what TV shows are watched and where, etc.

Investment - naturally flows from involvement and influence. When students have a high investment in their community, they care about one another and their group. Boundaries with respect to other groups are clear, and group or institutional property is guarded rather than damaged. People start taking responsibility for themselves and the need for open, honest and assertive communication with one another, rather than expecting that the staff are the only ones responsible.

Identity - when students are able to relate to a floor identity, they tend to refer to themselves in collective terms, like we and us, rather than I and they. Emphasis begins to be put on common purposes and unity.

Talking to the Community

Why is dialogue important among members of a community? To begin with, community is the place where people feel that they belong, fit in, are cared for, and a place where they feel important. In addition to being a place where people fit in, community ideally should be a place where it is acceptable to disagree or conflict. Lappe and DuBois cite the art of "Creative Conflict", or dialogue, as a means of demonstrating diverse perspectives, uncovering interests in a group, and building group confidence. They advocate dialogue that creates an environment "safe" for difference. To create such an environment, it is

necessary to ease the fears of community members surrounding dialogue and conflict. Such fears might include embarrassment, ignorance, and ridicule.

How to create an environment "safe" for difference;

- agree to leave labels at the door
- agree to disagree, then explore common ground
- keep focus on the present - and on solutions
- support restrained expressions of anger
- be prepared to speak your mind make no permanent enemies
- finally, remember that no community can deal effectively with an issue

unless it is acknowledged

Community Rituals

The idea of rituals is grounded in giving some form of identity or common purpose to the community. Rituals are staged, public, and stylized versions of how things should be and beliefs about how things are that eloquently describe and shape cultural patterns. Although the possibilities for expression are endless, similarly patterns are repeated over time and become part of, as well as reflect, a group's history. These patterns teach cooperation, the importance of tradition, social relations, and solidarity, tasks and goals of the group, and the place of authority. Rituals make statements about the quality of life within the community, and set standards against which people are asked to compare and modify their behaviour, values, activities, and relationships.

Community Building - The Before and After

So, you think that community building starts after the students get here???

Think again. In order for the students to feel at home you'll need to do some behind the scenes work to begin making your area a welcoming place where people can begin to foster lasting connections. Community also involves the physical setting of the building - you know, the things you do to make it "homey". Below are some suggestions for you to consider:

Before the Students Arrive:

a. Post the names of staff members and the Residence Manager in the building with a brief explanation of what each does and where they can be located. Include your housekeeper (Physical Resources Staff) so that students can begin to put faces to names.

b. Identify the facilities and equipment in the area with proper signage (lounges, study rooms, garbage room, bike room, male/female washroom, sports equipment, etc.)

c. Place names on doors of residents - first names or nicknames only.

d. Place a map in the common area for people to mark where they came from.

e. Post University information in common areas (phone numbers, contact people, services)

f. Identify a place where Hall Council and Residence Life Staff can advertise upcoming events and programs.

g. Post a "Who to Call if" sheet in section and in hall. Include police, fire, ambulance, the number of your residence desk and the nearest 24 hour desk.

h. Put a sign on your door that will tell where you are and who is on duty in the hall. Leave a pad for messages and notes.

i. Post signs inviting students to your first meeting.

j. Make your living area a pleasant place by decorating with posters and

creating a "homey" environment in the lounges.

k. Complete all room stuffing and make sure that all pertinent information gets placed in each room.

l. GET SOME SLEEP!!!

When the Students Arrive:

a. Meet residents as they arrive. Start to create connections and begin to establish "community" between you and them.

b. Greet their parents. Help them at the front desk with their check in.

c. Provide for interaction among section members; introduce people to one another as they move in.

d. Invite residents into your room for a coke, popcorn, etc. Or just leave the door open when you're there.

e. Plan activities (social, recreational, academic, informational) for section and hall members that will enhance their getting to know one another.

f. Model the "community" behaviour you would like to see in residents - cooperation, sharing, assisting others, respect for others, etc.

After the Students Arrive:

a. If you have one, work with the Peer Helper.

b. Begin to facilitate community contracts and develop mutual expectations.

c. Facilitate a needs assessment to find out what programming events your section will support.

d. Monitor the community and keep residents informed of any changes to the community contract. If the group is not abiding by the set regulations, bring them together again and facilitate a discussion to solve the problems.

e. Use bulletin boards to advertise events and regulations. Keep all bulletin boards current and neat. Take down any out-dated posters or advertisements.

f. Set up a buddy system for students who are in the same program or who share common interests.

g. Check in with the residents that you have not seen in a while to make sure that they are adjusting to their new surroundings.

h. Do not turn a blind eye to issues. Role model and promote positive behaviour.

i. Consult your RM for assistance whenever necessary.

j. Be consistent.

Programming

"Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible."

- St. Francis of Assisi

As St. FX Residence staff, you have been selected to fulfill a very important job on this campus - to facilitate the development of residence communities and to create enjoyable recreational, educational, cultural, and social

opportunities for the residents of these communities. You have the ability to make residence life a wonderful experience for St. FX students. As a rez staff member, you perform a variety of "support" roles, which make you a key person in Residence. Giving information, peer listening and making appropriate referrals, upholding the residence regulations and rules, and representing student opinion are all important aspects of your job. Another important part of your job is to help the RLCs to implement these programs.

The Residence Office believes that a great deal of learning takes place outside of the classroom, and that Residence Life has a definite educational contribution to make to a student's experience. The residences provide a unique environment for students to be challenged and supported in a quest for personal growth. And that is where you come in ... as part of your job requirement, you are expected to help with all aspects of residence programs. Finally, you are expected to assist the Residence Office, Residence Councils, and individual residents in promoting positive programs and activities, when called upon.

Here's your opportunity to dabble and experiment in different fields of interest, directed by student need and you own desire to learn and grow. An important part of your job? Yes! And the most rewarding one, if you know what you are doing....

Why Program?

One of the most productive ways to establish and foster community and citizen development is through programming. Whether it's social, developmental, active or passive, programming creates a connection between you and the diverse people in your community. Programming not only helps guide residents through time in your community, it makes their living area more than just a place to eat, sleep and study.

The goal of the Residence Office is to make residence a place where students can prepare for life after X.

As a member of the Residence Life Staff, you will have a general understanding of the different issues your residents will be facing. With this knowledge, and the numerous resources available to you, you will be able to provide opportunities for your students to learn and grow in the areas that will affect them the most (e.g. study skills, diversity, alcohol consumption, job hunting, sexual health, etc.).

Programming benefits the residents of your community by:

- Assisting them in the different challenges they will encounter, such as the transition from high school to university, adjusting to a new community - both at X and in Antigonish, adapting to a new educational system, developing the skills to be able to live independently, etc.
- Making them aware of the different services and resources that are available to them, both on- and off-campus.
- Helping them to broaden their horizons and allowing them to experience new things
- Opening their minds to new ideas, thoughts, and opinions.

"Organized programs give residents a chance to socialize and meet new people; to have new experiences; learn new things and skills they wouldn't normally learn in class; grow personally; and have fun." (U.B.C. Advisor's Guide to Residence Programming)

Beyond the numerous opportunities it provides the students in your community, programming can also benefit you, both as a Residence Life Staff member and as an individual, by:

- Broadening your way of thinking and helping you to identify with the residents in your community and the challenges they are experiencing
- Bringing attention to inappropriate behaviour that is taking place in your community (e.g. vandalism, harassment, etc.)
- Helping you to feel more comfortable and confident in your role as a RA.
- Putting you in a different light with the students in your community. You will be seen as something other than an authority figure and this can help you to earn their respect and trust.
- Providing you with organizational skills that will help you later in life.

For all these positive reasons and more, programming is a valuable and important part of your position. By planning and implementing programs in your residence, you can contribute to a student's overall educational experience at St. FX, while experiencing personal growth and enjoyment.

Building Community By Programming

What is programming?

A simple but sufficient definition of residence programming is "the creating, planning, financing, and administering of activities in an effort to build an attitude of community involvement and responsibility in residence".

What are the goals of programming?

The four basic programming goals in residence are:

1. to develop a community
2. to educate, to learn, to grow
3. to involve students in their own learning
4. to provide an outlet for release of emotions and energy

A spirit of community comes about when a group of people work, learn, or play together in an arena of respect and trust for one and another, with an understanding of personal differences. The community between the residents begins to develop when they meet each other and get to know and understand each other. It then continues to develop as they share common experiences. By programming in residence we create the opportunity for residents to learn, problem-solve, relax, and have fun with each other.

Residence Life Staff should seek to educate themselves and residents by planning a variety of personal development and skill-oriented programs.

Residents will learn from each other when they are given the opportunity to discuss topics such as values, sexuality, careers, lifestyles, and interpersonal relationships. By encouraging students to get involved and plan activities, or speak out at programs, or join in discussion groups, you are involving students in their own learning.

Being a university student is stressful! And maturing and developing as an adult is anxiety ridden! We will be programming for people going through both of these experiences at the same time. Sports, dancing, camping, hiking, arts & crafts, and singing are all activities that help students release tension and stress. The fun and excitement of attending a program helps students to escape from the pressures of their daily life and provide a legitimate time for them to revive themselves.

Strive to provide your residents with a variety of programs. Help the community you are programming for to be diverse in their interests and excited about the opportunity to grow in new ways.

Programming is only one of the many effective ways of meeting developmental needs and encouraging personal growth and academic success -- but if it's well done, it can have a dynamic impact. Programming is a skill, one that we can all be good at if enough time and energy is dedicated to trying to achieve the best programs possible.

Types of Programs

Social vs. Developmental Programs

Developmental programs focus on educating residents about the different issues they may face throughout university and life in general. These issues range anywhere from time management and exam writing to sexual health and diversity. Developmental programs concentrate on creating a learning atmosphere outside of the classroom by teaching subjects that do not normally appear in a resident's curriculum.

Developmental programs deal with relevant issues and introduce the resident to the different services and resources available to them, both on and off campus. They promote diversity and the expansion of individual thoughts and opinions. Overall, the goal of a developmental program is to provide students with the tools necessary to become healthy and productive members of the community.

Social programs are designed to help create a sense of community within a floor or a building. They have intrinsic value, such as stress relief, and provide opportunities for group interaction and fun.

Social programs create opportunities for the floor to bond and new relationships to form. These connections lead to an expansion of resources, such as study groups, house-mates for the years beyond residence, etc. As a RA, you can also foster potential mentor-mentored relationships with your community and encourage involvement in House Council, the Students' Union and other leadership opportunities both on- and off-campus.

Active vs. Passive Programming

The most popular type of programming is an organized group activity (e.g. attending a seminar on Rohypnol, going to the gym to play basketball, etc.). These types of programs are considered active programs, as they involve the entire community at the same time and location. They typically involve group participation and can take place at a venue on- or off-campus.

However, as a student yourself, you know that there are times in the year when availability and enthusiasm are scarce. This can prove very challenging for organizing events, but it's at these times, when stress levels are high, that active programming is needed the most.

Passive programming achieves the same results of an active program, however, the students have more flexibility as to when they choose to take part in the activity. This could include poster campaigns, promoting responsible drinking, a pamphlet about proper resume writing, a floor newsletter with interesting facts about Antigonish, or a section on a display board featuring the "Quote of the Day." The students have useful information before them that they can read at their leisure.

The benefits of active programming are:

- They provide opportunities for group involvement where floor members, who may otherwise have very little contact with each other, can intermingle.
- They allow for more elaborate and interactive sessions, and have the potential to reach more residents

- Paying for a guest speaker to come in is more justifiable if they will reach twenty-five residents instead of a handful.

The challenges to active programming are:

- Finding the time to put on a presentation or activity. The more people involved means more schedules that need to be accommodated.

- Seminar burn-out. Residents spend 20+ hours each week in class, so the activity must be appealing.

The benefits of passive programming are:

- It's a smaller time commitment. The students all receive the same information, but they can read it at their leisure.

- Organization is much easier. The only schedules that need to be met are those in charge of the activity.

- The costs are typically lower. Instead of spending money on transportation, food, speakers, etc., you are paying for printing costs. And by involving students on your floor who may be interested in desktop publishing, you can lower the costs even further.

The challenges to passive programs are:

- Paper burn-out. Students spend many hours reading textbooks and pamphlets in school, so the risk of a hand-out being ignored is high.

- Lack of immediate feedback. During a presentation, you can watch the crowd and see how they are reacting to a speaker. But with a hand-out, you have to make a stronger effort to evaluate the program's effectiveness.

Keep these different program types in mind and offer a mix of them throughout the year. Instead of bringing guest speakers in on a regular basis, why not try a poster campaign for a specific topic? Instead of always doing social events as a big group, consider doing an activity like "Gotcha" or "Secret Friends." Combine a social and developmental program into one, and distribute a monthly floor newsletter, filled with jokes, a calendar of events, important phone numbers, etc. You will find that certain areas of the wellness wheel lend themselves to certain types of programming, and that's okay. Just remember to mix it up and have fun!

Our Programming Model: The Wellness Wheel

The Wellness Wheel is a model that focuses on the student's development and many different areas of personal and community wellness. The focus is on maintaining a healthy balance - all dimensions of our lives and our community need attention. If we invest too much of our energy in one or two of these dimensions, the others will suffer, resulting in decreases in our overall well-being. All dimensions relate to and affect each other. The Wellness model possesses the ability to help you develop an extremely strong community from both carefully planned programs and intense interactions with each individual.

Wellness is generally defined as living a healthy lifestyle. Wellness is about balance, variety, pleasure, living in the moment, and about connecting the mind, body and spirit. Some different definitions of wellness include:

- Wellness as a process - a developing awareness that there is no end point, but that health and happiness are possible in each moment, here and now (Travis, J.W. & Ryan, R.S., The Wellness Workbook)

- Wellness as an active process of becoming aware of and making choices toward a more successful existence (National Wellness Institute)

- Wellness as a holistic concept - it is looking at the whole person, not just their physical health - it involves physical, social, emotional,

occupational, spiritual, and intellectual dimensions.

According to Don Ardell (<http://www.yourhealth.com>), "The research suggests that the weldest of the well possess the following qualities to an uncommon degree:

- high self esteem and a positive outlook;
- foundation philosophy and a sense of purpose;
- a strong sense of personal responsibility;
- a good sense of humour and plenty of fun in life;
- a concern for others and a respect for the environment;
- a conscious commitment to personal excellence;
- a sense of balance and an integrated lifestyle;
- freedom from addictive behaviours of a negative or health-inhibiting nature;
- a capacity to cope with whatever life presents and to continue to learn;
- grounded in reality;
- highly conditioned and physically fit;
- a capacity to love and an ability to nurture;
- and a capacity to manage life demands and communicate effectively.

Assumptions and Guiding Principles of the Wellness Model

1. The well-being of every individual within a community influences the well-being of the community (and vice-versa)
2. Within a community, individual and community well-being is maintained and advanced through a combination of individual self-regulation and cooperation between individuals.
3. Individuals and communities tend to seek balance between (a) maintaining the current level of functioning and (b) pursuing further development.
4. The safer and more supported an individual feels within a community, the more likely s/he will develop higher levels of wellness
5. Healthy patterns develop in increments, rather than all at once.

The Wellness Wheel shows how the different dimensions work together. Like a bike wheel, if all of the spokes or dimensions are functioning at optimal levels, the wheel rolls along smoothly. If however, one of the spokes or dimensions becomes weak or if the tire loses air, the wheel will run off course.

The Wellness Wheel

Wellness is about maximizing an individual's potential. Remember that wellness is the state of optimal well-being. The following definitions will help you understand the different areas of the Wellness Wheel.

Arts:

This portion of the Programming Wheel is designed to enhance students' awareness and appreciation for the Arts. Its aim is to increase students' aesthetic appreciation and maturity for the Arts. Programming in this area can be done in a variety of mediums including, music, film, fine art, (painting, sculpture, craft, designing, etc), dance, literature, drama/theatre poetry and more.

Community Building:

The purpose of the community building section is to provide your section with the opportunity to be involved with their community in a social atmosphere.

Through this social programming, students will have a chance to develop their own identity within the community and to feel comfortable, learning to respect and value the entire community. Most of all, this section provides your resident's the opportunity to have FUN!!!

Culture/Ethnicity:

This spoke of the wheel covers the following areas: diversity, learning about different cultures, raising awareness of different traditions, build on similarities, religion, values, world issues.

Environmental:

The purpose of the environmental section of the programming wheel is to give students the opportunity to explore environmental issues. Environmental issues are a growing concern today and can be explored in many different facets. Ecology issues, recycling, animal rights with regard to habitat, treatment, or confinement, the research that is currently underway on campus, conservation, chemicals and their use in the environment and how individuals spirituality can be linked to the environment.

Occupational:

This area of the programming wheel involves career exploration and continuing education. Its main purpose is to raise awareness about the services offered to students in the area of career and lifestyle services in the community. Occupational programming also includes volunteer work and various assessment tools including, but not limited to, Myers-Briggs, True Colours, etc.

Physical/Emotional Health and Wellness:

This area of the wheel is designed to help students maintain healthy living during their University career. Its focus is to promote personal health and wellness.

Sexual Health:

The purpose of this type of programming is to educate students on the importance of practicing health, consensual and safer sex and developing their sexual identity. The goal is to make students aware of the resources on campus that directly relate to sexuality and sexual health.

Social Issues and Awareness:

The purpose of this type of programming is to provide students with the opportunity to learn about the diverse population in which they live in residence and in society at large. The goal is to educate people to move beyond tolerance to celebrating those who are different from them in such aspects as race, colour, creed, ability, sexual orientation, age, and ethnicity.

Spirituality

This area is designed to help students move beyond religious spirituality and discover more about their personal spirit. The world spirituality has many connotations and we encourage you to explore them all through programming in this area. The goal of this area is to expose students to new ideas regarding the spiritual world and expand on their definition of spiritual and spirituality.

Studentship

This aspect of wellness includes factors involved a student's academic success. Listed below are some of the programs and resources that students may access to

enhance their learning and study strategies.

University Life

Programming in this topic area involves student leadership and involvement. The purpose of this programming area is to open the doors of the University to the students and expose them to involvement opportunities that are academically related as well as those that are co-curricular. The goal of this area of programming is to provide students with the opportunity to make a contribution to the betterment of University Life.

Requirements and Responsibilities

1. As Residence Life Staff, you are to be actively involved in the organization of programs. Programming points will be allocated based on involvement in the developmental process and scale for each program organized. Residence Life Staff must earn a minimum of 12 points per term. You may only accumulate up to 6 points per dimension of the Wellness Wheel. A description of the points system is below.

2. You will suggest the number of points you feel your program deserves, however actual program points will be assigned by your Residence Life Coordinator based on your Program Worksheet, and consultation.

3. Residence Life Staff programming must not involve alcohol as a focus of the event. Alcohol may be consumed during the activity (e.g. if the floor goes bowling or to a restaurant for dinner and some of the residents order alcohol). The use of programming monies for the purchase of alcohol, trips to bars, beer factories, wineries, keg parties, etc. are not permitted. Any questions regarding this policy should be directed to your RLC prior to the event.

4. All students must be eligible to participate in the program. This includes, but is not limited to, age restrictions, physical limitations, cultural beliefs, financial situations, etc.

5. All programs shall be approved by your RLC prior to the event taking place if the event is for more than a floor (eg. House/hall event). A program worksheet must be filled in for all programs.

The Points System

The goal of the point system is to assist you in achieving more quality programs. When you are more active in the creation and presentation of high-caliber programs, you will experience more personal growth and will receive the credit which you deserve.

1-2 Points

These programs are usually community development oriented. These programs usually involve minimal planning. They tend to be both social and developmental programs. These programs usually involve a few students to your whole floor. Examples: bulletin boards; bathroom stall jokes; floor dinners; movie nights; intramurals; attending varsity sports; pizza party; brainteasers; organize secret buddies; survivor parties; ice skating at the rink; etc.

3-4 Points

These programs usually have a developmental component, or expose residents to new or different experiences/ideas. These programs require prior organization to ensure programs run smoothly. These programs usually involve your entire community (floor) - it might involve the entire house.

Examples: talent show; potluck dinner; resume workshop; course selection assistance with profs;

pajama party; massage therapy; sex tac toe; air band competition;
photo scavenger hunt;
etc.

5-6 Points

These programs usually involve a team effort. These programs definitely require advance planning and may use other departments or community services to help complete the program. These programs often require financial assistance from the Residence Office. These programs involve the whole house to the entire campus community.

Examples: paintball; skiing; fundraising campaign; wellness week; casino night; human rights awareness; alcohol awareness week; international dinner; self-defense course; camping trip; pool tournament; meet the president night; etc.

You have a responsibility to your community, your fellow RAs and the Residence Office to fulfill all of your programming obligations at an acceptable level.

If at any point you are running into difficulties, talk to your RLC and they'll be more than happy to assist you.

The Process

"Visualize this thing that you want. See it, feel it, believe in it. Make your mental blueprint and begin to build!"
- Robert Collier (writer)

Step 1: The Idea

The first step in creating a successful program is identifying an appropriate topic. There are many resources available to assist you with this process, including (but not limited to): other Residence Life Staff (RAs, RLCs), a variety of services on campus (e.g. counseling services, placement office, Coady Institute, health services, etc.), and different services off campus (e.g. Naomi Society, Addiction Services, Town of Antigonish, etc.), and don't forget about ideas from your community!

No matter what tool you use to develop an idea, the most important thing to remember is keeping the interests of your floor, your building, and your community in mind. In order for an event to be a complete success, you need to make it relevant to those who will be attending. You have a general understanding of what issues a student will face while in University, but you should always ask the residents what they would like to learn about.

Gathering information from your community can be done in a number of different ways. It can be done formally with a questionnaire, a suggestion box or a brainstorming session. It can also be done informally by tossing out questions during a floor meeting, while watching a t.v. show in a lounge or keeping an eye out on the mood of the floor (e.g. if a number of your students are starting to get stressed out about exams, you may consider hosting a seminar on time management or study skills). You'll be surprised by how many innovative ideas and suggestions they will give to you.

If your students see you taking their ideas seriously and making an effort to implement them, they'll be very enthusiastic and more likely to attend. Getting you residents to help organize community events will give them a feeling of ownership and will benefit them in ways beyond that of just attending the session (e.g. the development of citizenship).

Step 2: Setting Goals

Once you've come up with the topic of your program, you need to set some goals. Ask yourself questions based on what you plan on doing vs. what you want to achieve. What is the focus of the program? What do you want the residents to gain from it? Where can you find the appropriate resources to make it successful? Which components of the Wellness Wheel apply?

Make sure that you, your organizational team and any guest speakers are all on the same wave-length and that they understand what you, as a Residence Life Staff member, want to achieve from the program.

Step 3: Making the Commitment

After you've set your goals, it's time to start finalizing some of the more important aspects, such as choosing a date and time, finding a location if necessary, booking any guest speakers, talking it over with your RLC, etc.

When choosing a date and time, make sure you're aware of any potential conflicts that may be in your community's schedule. Some nights of the week are very difficult to host a successful event because of night classes, promotions being held at/on campus venues, or a popular t.v. show. Other things to keep in mind are mid-terms, major projects/papers or a big sports event (e.g. Superbowl).

When choosing a location, you must decide as to whether it will be an on-campus or off-campus event. You must also consider the issue of accessibility. The location where you hold your event should be within easy reach of your group - this is especially important if you have any residents with physical disabilities. If you decide to hold your event off-campus, try and make it as easy to get to as possible (e.g. within walking distance).

If you decide to bring in an outside speaker, make sure you meet with the presenter(s) as early as possible to discuss the logistics of your program. As stated earlier, outline your goals and objectives so they understand what you are looking for and what you want to achieve. Find out what your speaker requires in the way of Audio-Visual equipment (e.g. t.v./VCR, over-head projectors, etc.) and campus information (e.g. directions, a copy of the Rights and Responsibilities of a Resident, etc.). Make sure the location you have chosen will work for them (e.g. appropriate size, enough electrical outlets to meet demand, etc.).

Note: If you are having difficulties booking rooms or equipment, contact your RLC in advance for assistance.

Step 4: Advertising

Advertising is one of the most important parts of any successful program. It gets your residents informed. It gets your residents excited. It gets your residents to events.

There are a couple of important things you need to keep in mind as you embark on your advertising campaign. First, how are you going to publicize the activity to your residents? Be creative and try a variety of approaches. You'll find that residence is a favourite advertising spot for every service and club on campus, and by mid-October, most of your residents will be suffering from "poster burn-out." So if you want them to pay attention to your notices, you're going to need to try something different and creative. For publicity ideas, see the section below: "Publicity Tips for Programming."

Secondly, keep timing in mind. If you let your audience know about the event too early, they'll forget about it by the time it rolls around. But if you wait until it's too late, they'll already have made other plans and won't be able to attend. A pretty reliable start date is 7-10 days prior to the event. Start off with a teaser campaign that gives information regarding the session. A couple of days later, follow-up with the nuts and bolts of the event (e.g. date,

time, location, costs, etc.). Finally, two or three days before the event, go on an advertising blitz using a variety of techniques and get the energy and excitement flowing. The day of the event, send a voice mail reminder in the morning to jolt their memories.

"In advertising a Sexuality and Contraception program, and Advisor [at U.B.C.] posted a number of 'frank questions' in the bathroom about one and a half weeks before the program. Then about a week before the program, she posted a few new questions with a short blurb about the upcoming program. Finally, a few days before the session, the Advisor advertised the date, time and place on a simple but neat flyer. By the evening of the program, the students' curiosity had peaked and they were sufficiently interested in the subject to attend the session." (U.B.C. Advisor's Guide to Residence Programming.)

As stated in "Step 1: The Idea," one of the most effective ways to advertise is to get the students involved in the process. Giving them a feeling of ownership will get them talking about the program to their community-mates, which will in turn get them interested when they see that it's not just a RA event.

Step 5: The Program

On the day of the program, sit down and review your list of tasks and goals.

- Contact your guest speaker and make sure they are aware of the time and location. Re-confirm that you have all the equipment requested and arrange a place to meet before the session takes place.
- Go to the area where the program is being held and verify that all the A/V equipment is working properly.
- Put up a sign informing people that the room is going to be used for a program, specifying the date and time. This will prevent any conflicts with people wanting to use it when you are.
- Once you're confident that everything is in working order, thank the residents for attending, introduce your speaker, sit back and enjoy.
- While the event is taking place, be aware of what's going on around you. Does the audience seem interested? Is the speaker holding their attention? Is what the speaker's talking about what you were hoping for? Is it achieving your goals? What worked well? What areas need improvement?

Step 6: Reviewing the Event

Once the event is over and everything has been cleaned up and taken care of, take some time to evaluate the session. You must complete your program worksheet and submit it to your RLC within one week's time of the program's completion.

The evaluation process is very important for a number of reasons:

- It will assist your colleagues in their own programming endeavours, by giving them hints and suggestions on what to do and not to do.
- It gives your RLC an indication of how your floor is doing and it demonstrates your own personal growth as a RA.
- It gives you a chance to reflect on your work. You can think about the areas that you want to improve, but you should also give yourself credit for initiating a good program.

In your evaluation, think about the goals that you set during the planning stages. Did it achieve what you hoped it would? Why or why not? Consider what you noticed during that actual presentation. Write down your thoughts and observations.

Another effective evaluation tool is to speak to the residents in your community, both formally and informally. Pass out an evaluation at the end of the session, or speak to them in small groups later that evening or the next day. Integrate their thoughts and suggestions into your program evaluation.

Publicity Tips for Programming

1. Attend Hall Council Meetings/Staff Meetings to announce your program and provide information about it. Contact the Residence Life Coordinator or House President ahead of time to be placed on the agenda. Take copies of posters if you have them. The one-on-one contact is time consuming but very productive.
2. Do THEME programming with other people and develop a logo that gives your publicity more visibility and continuity.
3. BALLOONS & BANNERS are eye catching - check postering policy!
4. Distribute flyers in high traffic areas. Be sure to have permission from appropriate people.
5. Outdoor SIDEWALK CHALK POSTERS on main routes to class and dining halls have high visibility and wash off easily with a bucket of water.
6. Use DIFFERENT SHAPES & BRIGHT COLOURS for posters to attract attention.
7. Use Bulletin boards and display cases to advertise programs.
8. Use a FLIP CHART by the cafeteria to list the date, time and location of your program.
9. Use TABLE TENTS in the cafeteria. Please ask the dining hall manager ahead of time.
10. Send PERSONALIZED INVITATIONS to people who you think might be interested in attending.
11. Use a variety of approaches over time.
12. BRAINSTORM with others for creative ideas.
13. The CAMPUS NEWSPAPER reaches a wide variety with advertising.
14. Arrange RADIO PREVIEWS with the campus radio station for large-scale events.
15. CO-SPONSOR programs with other groups (hall councils, other buildings etc.)
16. Contact other program organizers and ask them to announce your upcoming event at their section meetings.
17. Professors often leave messages on blackboards in classrooms; ask to be put on the announcement list. Check with your manager to see if it is all right for off-campus students and professors to attend.
18. Contact FACULTY whose classes may relate to your program and ask them to announce it in their classes.
19. Arrange with LOCAL BUSINESSES to post posters where students frequently shop.
20. * ALWAYS CHECK REGULATIONS before implementing any publicity.
21. Use cut outs of feet to lead you to a program venue.
22. Book space in the SUB for postering.
23. Cut out CIRCLES that fit over top of people's key lock to advertise. It certainly catches your eye!
24. Avoid too much phone mail. Go door to door to get people to attend. It's a nice way to be invited to participate.
25. Hang re-useable plastic page protectors in your shower areas to slide posters into. Definitely an eye catcher!!
26. Pamphlets, flyers, invitations etc slid under their doors
27. Banners in the bathroom, front entrance etc.
28. Posters in the toilet stalls, above the sink, in/on the fridge, etc.
29. Monthly/bi-weekly newsletters
30. E-mail/voice lists
31. Word of mouth, such as being a "Town Crier" in the hall
32. The "Bazooka Joe" approach - wrap a treat in your advertisement and pass them out in the lounge/hallway
33. Any new, creative ideas you have (make sure to pass the idea around!).

Hints on How to Motivate People

1. Spend time with the residents and figure out what makes them tick (what

are their interests).

2. Be a good listener to the thoughts, concerns and ideas of the residents.
3. Show residents that their help is appreciated and needed.
4. Ask residents for their input and help. Giving them a role in the process will create a sense of ownership.
5. Give weight to the fact that people carry out their own ideas best.
6. Be considerate.
7. Keep the residents informed on matters affecting them.
8. Let the residents in on your plans and programs when they are in an early state. It will help to create an interest.
9. Criticize constructively, in private. Remember to praise in public.
10. Give credit where it is due.
11. Avoid domination or forcefulness.
12. Show interest in and appreciation of the other person.
13. If an idea is adopted, tell the originator why.
14. Make your wishes known by suggestions or requests.
15. When you make a request or suggestion, be sure to tell the reason for it.
16. Never forget that the R.A. sets the style and tone for the residents. It is important to "Play up the positive."
17. Be consistent.
18. When you are wrong or make a mistake, admit it.
19. Be careful what you say and how you say it.
20. Don't be upset by little hassles.
21. Give the residents goals, a sense of direction, something to strive for and to achieve.
22. Let the residents know where they stand. Create an understanding that is founded on RESPECT.

Risk-Taking: Don't be Afraid

Movie nights and potluck dinners seem to be popular programs for Residence Life Staff. And for good reason - they're simple to organize, they get consistent attendance and they're lots of fun.

But, just because they're successful once, doesn't mean they should be used every month. After a while, your community will start to lose interest, and so will you. More importantly, they won't be learning anything new. So take advantage of your creative independence and do something completely different.

As long as you have your community's best interests in mind, you will never be discouraged from trying something out of the norm. In fact, some of the most successful events are ones that are unique to you and your floor.

If it works, pass the idea along to your fellow RAs. And if it doesn't work, still pass it along. Every idea has promise and with your feedback and evaluations, your colleagues may be able to make it work better.

"Creativity can solve almost any problem. The creative act, the defeat of habit by originality, overcome everything."
- George Lois (Advertising Executive)

Ideas for Programming by Wellness Wheel Dimension

* Note: some programs may apply to more than one dimension of the Wellness Wheel

Arts

Visit the St. FX Art Gallery
Arts & crafts
Photography
Gong/talent Show
Air band contest

Lounge decorating contest
Dance lessons (e.g. square, ballroom, salsa, swing)
Weaving
Woodworking
Theatre shows
Holiday sing-songs
Movie night
Snow sculpture
Magic show
Sewing/needlepoint
Theme festivals

Community Building

Bake Sales
Floor Newsletter
Floor Dinner
Movie nights
Fireplace gatherings
Tug of war
Picnic
Pizza party
Trivial pursuit contests
Breakfast in bed
Sleigh ride
Pin ball tournament
Bowling tournament
Backgammon tournament
Any game-like tournament (e.g. euchre, ping pong, pool?)
Backpacking
Ice cream party
Pajama party
Coffee nights
Study breaks
Family feud
Hayride
Holiday parties

Culture/Ethnicity

Diversity seminar
Learning about different cultures
Human rights
International day/night/dinner
Citizenship week
Multiculturalism
Seminar on inclusive language
Display quotes/sayings from various religions/speakers etc
Include and raise awareness of all cultural holidays
Diversity bulletin board
Invite motivational speakers on "diversity/multiculturalism"
"Trip around the world" (focus on food, films, music, cultural traditions)
Culture fair
"Heritage map" showing where we all come from/where we'd like to travel
Culture crawl - each floor picks a different country (food, music, decorations)
"Cultural calendar" to show all holidays/festivals

Environmental

How to recycle correctly
Earth day celebrations
Environmental awareness week
Gardening tips (e.g. how to take care of plants)

Nature hikes
What to look for in packaging
Fresh water - its use and misuse
Impact of our actions on the environment

Occupational

Cover letters/Resume writing
Interview skills
Transition out
Job searches (using Internet etc)
Assessment instruments
Graduate admissions, testing, and preparation
Career fairs and info.
Career Counselling/planning
Presentation skills
Working in Groups
Volunteerism
Portfolio development
Assertiveness session
Body language
Decision-making
Time/stress management
Income tax workshop
Self Awareness
Anger workshop
Frustration control

Physical/Emotional Health and Wellness

Alcohol Use/Abuse
Anger management
Assertiveness
Balanced lifestyles
Body Image
Dealing with roommates
Drug use/abuse
Eating disorders
Mental health
Nutrition
Sexual/Physical Assault/Harassment
Smoking
Sports, Intramural Activities
Stress Management
Jogging/walking group
Broomball
Wellness week
Smoking
How to relax
Curling
Ice skating party
Football/soccer/basketball/volleyball/tennis
Camping trip
Winter sports excursions
Frisbee
Olympic games
Swimming party
Horseback riding
Cross-country skiing
Backpacking
Intramural sports
Snow-shoeing
Bike hike
Cooking demonstration/lessons

How to lead a healthy lifestyle
Aerobics
Walk for the cure
First aid
Judo/karate

Sexual Health

AIDS
Birth Control
Identification
Risky Behaviour
STDs
Date Rape Drugs & alcohol
Rape/sexual assault
Newlywed/dating games
Sex-tac-toe
Condom gotcha

Social Issues and Awareness

Racism
Sexism
Homophobia/Heterosexism
Ableism
Anti-Semitism
Cultural Genocide
Poverty/Hunger
Violence Against Women
Abuse
Pornography
Theft
Safety
Women's issues
Alcohol awareness week
Mocktail competitions
Healthy relationships workshop/seminar
Self-defense
Charity events
Human rights month
United nations bulletin board
Apartheid - what it means
Alternative career night
Interracial relationships
Awareness of differently-abled people
International conflict awareness

Spirituality

Focussing on all types of spirituality, not only religious
Learning about one's self
Healthy spirituality vs. cults
Paranormal
Cultures - various types of spirituality
Afterlife
Celebrations
Spirituality and Human Rights
"Mystic night" (e.g. palmistry, wicca, tarot, runes, paganism)
"Cultural calendar" - with all religious holidays and festivals

Studentship

Time Management
Procrastination

Learning From Lectures
Learning From Textbooks
Exam Preparation
Concentration and Memory
Presentation Skills
Working in Groups
Stress management
Study skills
Choosing a major/academic planning
Tutoring

University Life

Student leadership
University administration
Student activism
University Issues
Job opportunities on campus
Exchange/Study Abroad.
Financial aid
Visit from a prof
Meet the president night

This list is by no means exhaustive - we encourage you
to be creative and make up your own programs!!

For International Awareness Days/Weeks/Months and Cultural Holidays
for the 2002-2003 Academic year, see the "Super Calendar."

Clubs Societies and Teams at X

Association of Collegiate Entrepreneurs
Animation Appreciation
ASDAX, Alliance For Sexual Diversity @ X
Aquatic Resources
Best Buddies Canada, St.F.X. Chapter
Biology
Brothers & Sisters of the African Diaspora
Business
Canadian Food Services Executive Association, Junior Branch
Celtic
Chemistry
Community of Women @ X
Creative Writing Society
Development and Peace
Education
Economics
English
Fairbault Geology Society
Folk Music @ X
GLBX, Gays, Lesbians, Transgenders and Bisexuals @ X
Great White North
History
Human Kinetics
Human Nutrition
Imagine X
Information Systems
International Students' Society
Liberal X
Math and Computer Science
Nursing-CNSA
Off-Campus Society
PETA @ X, People for the Ethical Treatment of Animals

Photo-X
Science
Mature Students
Michael Jackson
Monty Python
Music
Photo-X
Physics
Political Science
Progressive Conservative Youth @ X
Psychology
Reform @ X
SAAX, Sexual Assault Awareness @ X
Salute X, Students and Alumni Linking for a University Towards Excellence.
Sociology/Anthropology
Star Wars
WUSC, World University Service of Canada
XCF, Xavier Christian Fellowship
X-Debate
X-Project

GET INVOLVED!

Get your floor involved!

Use them when programming events!

http://www.stfx.ca/people/su_www/societies/welcome.htm

A Few Contact Numbers:

Ross Screen Print	863-4630
Capitol Theatre	863-4646
SNL Paintball Games	[phone removed] (Truro)
Pinns Entertainment Bowling Center	863-2695

Media Services (AV equipment)	3958
Conference Services (Booking rooms)	2855
Oland Center	2181
Info Desk	2444
Program Worksheet	

Program Title/Name:

Residence(s):

Organizer(s):

Date and Location:

Wellness Wheel Area

- Community Building
- Culture and Ethnicity
- Spirituality
- Studentship
- Environment
- Occupational
- Social Issues and Awareness
- University Life
- Sexual Health
- Arts
- Physical/Emotional Health and Wellness

Scale (designed for - not number attending)

- A few students - Floor
- Whole Floor - House
- Whole House - Campus

Format

- Social
- Interactive game or activity
- Video/discussion
- Guest speaker/discussion
- Bulletin Board/Display
- Other:_____

Goals/aim of the program:

Description of the event/activity:

Resources (please attach any resources)

3 4 5 ?

Please Rank: ? 1 2

Facilitator(s)

Contact Information

Resources Provided

Promotion/Advertising (please attach any advertising material)

Please Rank: ? 1 2 3 4 5 ?

Involvement of Residents

Advertising

Incentives

Participation: (this does not affect your credit for the program!)

Please Rank: ? 1 2 3 4 5 ?

Planned:

Actual:

Costs: Expenditures (attach receipt please): \$ _____
 (minus) Revenue: \$ _____
 Net Cost: \$ _____

Overall Success

Did this program meet your goals?

Please Rank:

? 1 2 3 4 5 ?

What made this program successful?

Please Rank: ?

1 2 3 4 5 ?

How can this program be improved?

Suggested Programming Credits: _____

Feedback from RLCs
