Culture of Care

Overview

- Defining USD's Culture of Care
- Foundations for our Culture of Care
- Expectations within a Culture of Care
- Responding to Student Needs within a Culture of Care

Defining "Culture of Care"

- What do you think a "Culture of Care" means here at USD?
- What are some ways you have seen a Culture of Care thus far at USD?
- Why is a "Culture of Care" important?

YOU ARE USD

WWW.SANDIEGO.EDU/YOUAREUSD

How Do We Know We Are Creating a Culture of Care?

Do those we are interacting with feel:

- Valued
- Cared For
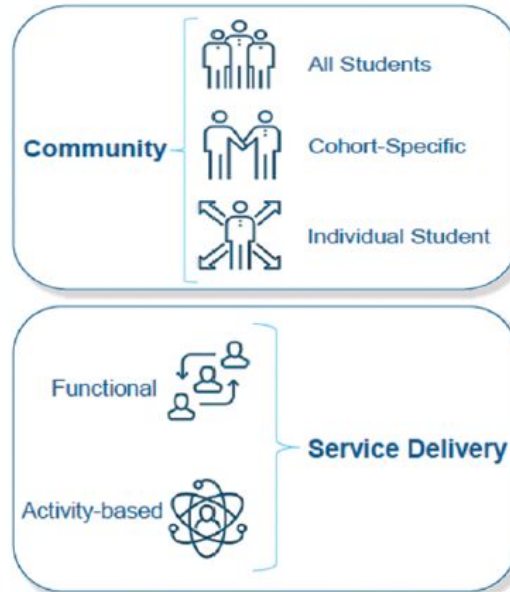- Respected

Connection to our "Why"

- Mission
- Vision
- Core Values - Academic Excellence; Professional Knowledge; Community (welcoming, inclusive, individual dignity); Ethical Conduct; Compassionate Service
- Catholic Social Teaching
- Personal Why
- Ultimately, students!
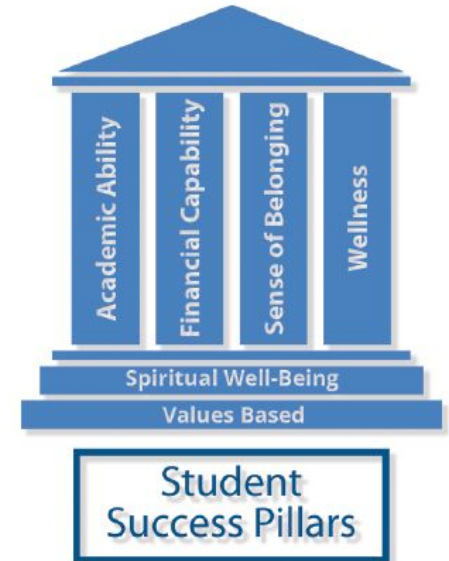
Student Affairs *How*

Co-Curricular Learning Outcomes

University of San Diego
Changemakers

Authentic Engagement
Purpose
Courageous Living
Well-Being
Identities & Communities

Foundational services to meet student needs

Proactive Service Delivery

Community
- All Students
- Cohort-Specific
- Individual Student

Service Delivery
- Functional
- Activity-based

Student Success Model

Academic Ability
Financial Capability
Sense of Belonging
Wellness

Spiritual Well-Being
Values Based

Student Success Pillars

Culture Of Care And Our Students

- Challenge students in growth

- Support students in change

- Responsible Employee

Culture Of Care For Each Other

- Working with each other

- Supporting each other's work

- Consultation

Student Code of Rights and Responsibilities

- Hold students accountable in a restorative and developmental manner

- Restorative Justice approach - Repair harm, promote healing/learning and build community.

- Responsibility of all employees to hold students accountable

Office of Ethical Development and Restorative Practices

- Primary Focus
  - Student development, personal growth, self-understanding, and wellness
  - Addressing impact and repairing harm
  - Community safety and the academic mission of USD
- Basic Assumptions
  - Students are generally motivated, energetic, healthy, and creative
  - Students are generally good people by nature
  - When students realize they negatively impact others, they generally want to make it right
  - Behavior can be separated from the individual
  - Each and every student is unique and brings their own life experiences

Challenges our Students Face

What are our students carrying with them or showing up with when they join our community?

What challenges might arise for our students throughout their time here at USD?

How does the state of our local, national and global community impact our community?

Intersectional Identities and Experiences

- Developmental age to explore and understand different intersectional identities students hold

- Guiding students through student conflict, division, and assembly

- USD helps and supports students in exploring their identities

Trauma & Trauma-informed Care

Six Key Principles for Trauma-Informed Work and Care

1) Safety - this includes creating spaces where people feel culturally, emotionally, and physically safe as well as an awareness of an individual's discomfort or unease.

2) Trustworthiness and Transparency

3) Collaboration and Mutuality

4) Empowerment, Voice, and Choice

5) Cultural, Historical, and Gender Issues

6) Support (peer and community)

Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, 2014

Universal Design

Universal Design (UD) is an educational framework that guides the development of flexible learning environments that can accommodate individual differences

Think: Access & Inclusion

Common physical examples: paddles & ramps

Conduct Related Concerns

Minor alcohol violations (MIP, MIC):
2016-17 - 261;   2017-18 - 309;   2018-19 - 238

Major alcohol violations (Hospitalization, Sobering Center):
2016-17 - 69;   2017-18 - 37   2018-19 - 38

Marijuana and Other Drugs:
2016-17 - 69;   2017-18 - 50   2018-19 - 51

Sexual Misconduct and Relationship Violence:

What Should I Do?

How would you intervene if you suspect a student is violating university policy (e.g. vaping, unapproved Emotional Support Animal, under the influence of alcohol or drugs on campus, etc.)?

What Should I Do?

What would you do if you saw someone struggling with a difference in physical or learning need (e.g. struggling to keep up in class, unable to access a certain building, etc.)

Wellness Concerns

- 52.5 % of USD students (41% male, 57% female) reported being diagnosed or treated by a professional within the last 12 months for a disability, chronic illness or psychiatric condition. (2018 USD NCHA)

- 33.7% of USD students reported consuming 5 or more drinks last time partied/socialized. (2018 USD NCHA)

Additionally, stress, sleep management, personal appearance, finances, cold/flu and relationships continue to be among the top concerns that students note impede their academic success.

How Do I Know?

- Examples of signs that a student might be struggling:
    - Disheveled appearance
    - Isolating
    - Increased or decreased sleep
    - Increased or decreased appetite
    - Sudden decline in performance (academic or work)
    - Irritability or other mood swings
    - Change in behaviors
    - New or Increased substance use

Trust your instincts. You often know students best and may be the first to recognize a concern and to care enough to say something.

What Should I Do?

- Trust your instincts
- Recognize your power as a bystander and your responsibilities as a employee
- Connect with the student in a way that feels most appropriate or find someone who can
- Share your concerns in a caring, non-judgemental way that considers trauma and other challenges a student may be carrying
- Make the referral to resources, directly connecting when needed (CARE,
- Consult if/when unsure
  - Student Wellness, Public Safety, Dean of Students, Title IX - many resources here to consult with YOU as a staff member
- Take care of you!

Resources

C.A.R.E.: Campus Assault Resources & Education
24/7 Support through DPS
(619) 260-2222

Center for Health & Wellness Promotion
University Center, Room 161

Counseling Center
Saints Tekakwitha & Serra Hall, Room 300

Department of Public Safety
24/7 Emergency Support
(619) 260-2222

Disability and Learning Difference Resource Center
Saints Tekakwitha & Serra Hall, Room 300

Student Health Center
Maher Hall, Room 140

Gender Identity Resources-Women's Commons / LGBTQ+ and Allies Commons
Student Life Pavilion 4th Floor

You are never alone -

consult with others and take care of you!

Ongoing Education

- Conduct Related: Restorative Justice Facilitator, Hearing Board Member

- Wellness Related: Kognito and QPR: Question, Persuade, Refer Suicide Prevention

- Identities Related: Ally Trainings, HR Crucial Conversations

- And More!

Questions, Comments, Concerns?