

Orientation Planner's Manual

A Guide for Planners to Create and
Facilitate Orientation Week Programming
and Events

**Ryerson
University**

Created by the Orientation Week Advisory Committee and Collaborators

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INTRODUCTION

The Department of Student Life, through the Student Life Programs Unit, plans and facilitates Orientation Week programming and events that are aimed at providing fun, inclusive, impactful, and meaningful Orientation Week experiences for incoming Ryerson students.

Our guiding mission in Student Life is “To empower so that people realize their infinite potential.” We use this statement as a foundation to create our Orientation offerings with the outcome of empowering incoming students to reach their infinite potential throughout their time at Ryerson. We encourage them to embrace the opportunities provided to them to connect with the Ryerson community during Orientation Week and beyond.

The Orientation Week Advisory Committee (OWAC), created and Chaired by Student Life Programs, functions as a group of Ryerson staff that advises the Student Life Programs Coordinator and Ryerson Orientation Staff on the most effective and creative manner in which issues of concern relating to incoming students can be addressed and to further the betterment and progression of a holistic Orientation program.

This manual was created through OWAC, under the supervision of the Director, Student Life, with the goal of unifying all Orientation planners and facilitators through a common document that outlines important information, documents, and checklists pertaining to Orientation Week at Ryerson University. Our hope is that all orientation planners at Ryerson will use this manual to ensure their events are inclusive, accessible, and are aligned with the values of Ryerson University.

Any questions or comments pertaining to this manual may be directed to the Coordinator, Student Life Programs or via email: orientation@ryerson.ca.



ABORIGINAL LAND ACKNOWLEDGEMENT

Provided by the Office of Equity, Diversity and Inclusion

It is a value of Ryerson University to respect Aboriginal perspectives. As such, we are asking that the Aboriginal Land Acknowledgement is read at the start of each major Orientation event.

This acknowledgement of the land has been adopted by Ryerson University and approved by the Ryerson Aboriginal Education Council:

“Toronto is in the ‘Dish With One Spoon Territory’. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas, and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous nations and peoples, Europeans, and all newcomers have been invited into this treaty in the spirit of peace, friendship, and respect.”

Chi Miigwetch (Thank You)

It is important to honour the land as it is our collective responsibility to acknowledge and respect the land we are on; as well as by recognizing the histories and the current-day implications to honouring, protecting, and sustaining the land.

INCLUSIVITY STATEMENT

Provided by the Office of Equity, Diversity and Inclusion

It is a value of Ryerson University to create an inclusive campus. As such, we are asking that the Inclusivity Statement is read at the start of each major Orientation event:

Proudly diverse and intentionally inclusive, Ryerson University is firmly committed to the values of equity, diversity, and inclusion in all areas of its study, work, and living environments and works to promote inclusion for all members of the campus community. We value the principles of EDI and respect for individual differences. We firmly believe that diversity will make our organization more effective in meeting the needs of our entire community of students, staff, and faculty.

EQUITY, DIVERSITY AND INCLUSION CAMPUS PLEDGE

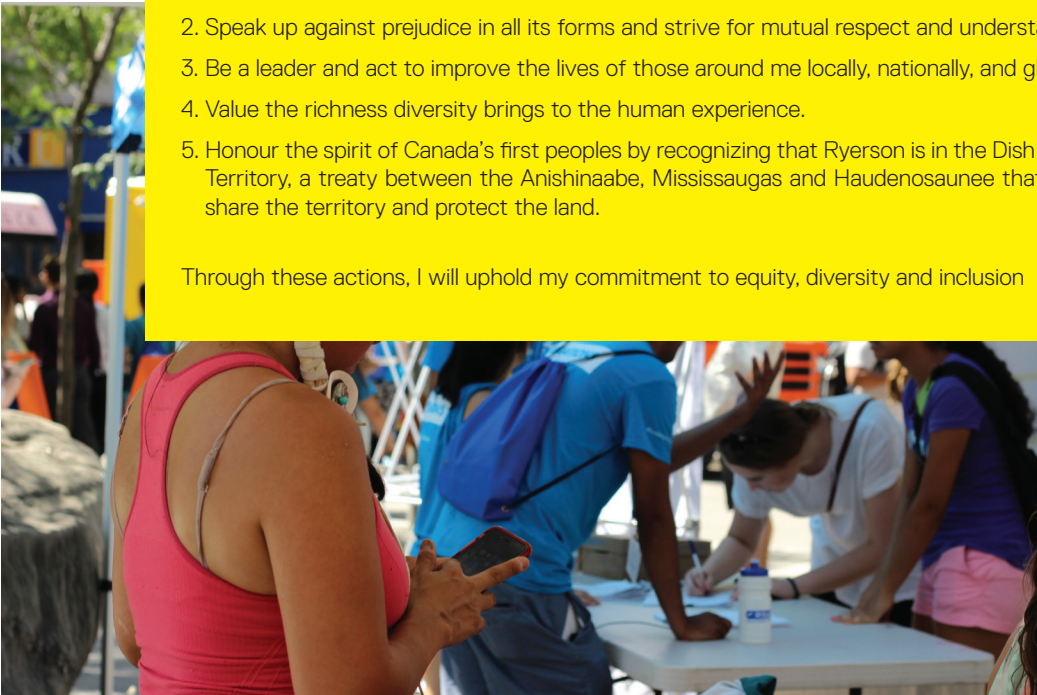
To ensure that we uphold the Ryerson University values of equity, diversity, and inclusion, we encourage all planners to take the EDI Campus Pledge.

The Ryerson EDI Office engages in programming that fosters a campus where everyone is free from discrimination and harassment and where the dignity of all is protected. This EDI Campus Pledge affirms the University's commitment to making the Ryerson community more effective in meeting the diverse needs all of students, staff, and faculty. The pledge is as follows:

I will:

1. Treat all people with dignity and respect.
2. Speak up against prejudice in all its forms and strive for mutual respect and understanding.
3. Be a leader and act to improve the lives of those around me locally, nationally, and globally.
4. Value the richness diversity brings to the human experience.
5. Honour the spirit of Canada's first peoples by recognizing that Ryerson is in the Dish with One Spoon Territory, a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land.

Through these actions, I will uphold my commitment to equity, diversity and inclusion





ORIENTATION PLANNER'S CHECKLIST

All Orientation Planners at Ryerson are expected to ensure the following:

- The Aboriginal Land Acknowledgement is read and the significance of the acknowledgement is explained at all major Orientation events.
- The Inclusivity Statement is read and the significance of the statement is explained at all major Orientation events.
- The Ryerson University Orientation Leader Charter of Values and Responsibilities is read, understood, and signed* by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- The Terms of Reference are read and understood by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- The Emergency Response Protocol is updated regularly (at minimum yearly) to include your area's current emergency response individual(s) should any emergencies occur during Orientation Week. As well, that the Emergency Response Protocol is read, understood, and used by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- Office of Sexual Violence Support and Education Orientation Guidelines Checklist and Resources are read, understood, and used by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- The Accessible Events Checklist is read, understood, and used by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- The 6 Step Guide to Social Media Marketing for Orientation is read, understood, and used by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- The Notice, Engage, Refer Guidelines for Assisting Students in Crisis information is read, understood, and used by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).
- The Staying Well – The Orientation Guide is read, understood, and used by all individuals planning and volunteering at Orientation events and programming (including and not limited to: Orientation team, society executives, student staff, Ryerson Orientation crew, Orientation leaders, society Orientation volunteers).

**Can be signed in person or via an online check.*



RYERSON UNIVERSITY ORIENTATION LEADER CHARTER OF VALUES AND RESPONSIBILITIES

This Charter was determined and agreed upon by the members of Ryerson's Orientation Week Advisory Committee (OWAC):

Athletics — Housing & Residence Life — Office of Sexual Violence Support and Education — Office of the Vice President/Vice Provost Equity, Diversity, & Inclusion — Ryerson Career Centre — Ryerson Communication & Design Society and the Faculty of Communication & Design — Ryerson Engineering Student's Society and the Faculty of Engineering & Architectural Science — Ryerson Student Affairs Department of Special Projects — Ryerson Students' Union — Student Life Programs — Ted Rogers Students' Society and the Ted Rogers School of Management

Last updated: November 2016

Orientation Week strives to be a holistic transition experience, one that serves to acclimate incoming students to the institution and establish a strong foundation for their success. We work to accomplish this by empowering incoming students, promoting personal development, and building a community of inclusion.

At Ryerson University we value:

Choice — Community — Consent — Diversity — Equity — Inclusion — Learning — Respect — Wellness

In consideration of my participation as an Orientation Leader during Ryerson University's Orientation Week, I, the undersigned, endorse and will abide by the following Charter of Values and Responsibilities:

A. I understand that I am entitled to be treated with dignity and respect. In order to facilitate an environment that embodies our Orientation Week values for incoming Ryerson students, their families, friends and supporters, my fellow Orientation Leaders, staff and faculty, and all other Orientation Week stakeholders, **I will respect:**

1. The right of all incoming students to choose if, when, and how they wish to participate in Orientation Week activities, while encouraging them to attend and join in at as many events as possible.
2. Differences of race and ethnicity; creed (religion/spirituality); sexual orientation; gender identity and expression; disability; age; class; and any other prohibited grounds of the Ontario Code of Human Rights.
3. Everyone's diverse identities and treat people as they want to be treated without bias.
4. All rules and regulations set by Ryerson University and I will uphold all University policies and procedures including the Code of Non-Academic Conduct.
5. The confidentiality of any personal information I receive regarding incoming students and their families and will not share it with others, nor use it for any purposes other than those related to Orientation Week.

B. Power is the ability to influence, bring about, or prevent change. Privilege involves being in a position of advantage. In my position as an Orientation Leader, I realize that I have both power and privilege because I serve as a critical role model for incoming students. Therefore, I recognize that I have an influential role in the lives of incoming students, and I am expected to refrain not only from abusing my power and privilege but also from any behaviour deemed inappropriate for a leadership position. As such, **I commit to refraining from the following actions for the duration of all Ryerson Orientation Week activities or at anytime while wearing my Orientation Leader clothing or name-tag:**

1. Consuming illegal drugs.
2. Consuming any alcoholic beverages and/or showing up for a shift under the influence of alcohol or hungover.
3. Promoting the consumption of alcohol amongst incoming students.
4. Purchasing alcohol for any student.



5. Engaging in inappropriate and/or sexual activity with incoming students.
6. Encouraging and/or participating in any form of physical, verbal, or sexual violence or harassment against any member of the community.
7. Covering up and/or failing to report contraventions of items B.5 and B.6.

Furthermore, I will immediately report any actions taken by anyone participating in or during Orientation Week who has contravened items B.5 or B.6 (above). In the case of sexual violence, it has been recommended to me that the person disclosing the information be directed to my immediate supervisor/manager and the Office of Sexual Violence Support and Education.

C. In order to perform my job duties to the best of my ability, Ryerson University is obligated to provide me with opportunities to develop necessary skills and learn required information. In return, **I will:**

1. Attend and be an active participant in the mandatory training program for Orientation leaders as set out by the Orientation planning team I am affiliated with for Orientation Week.
2. Be open to learning more about equity, diversity, and inclusion. I understand that I do not have to be perfect or have all of the answers when it comes to these Ryerson Orientation Week values, but I will try to uphold them to the best of my abilities.
3. Ask for clarification if I do not understand something or ask for further training and/or resources if I need additional knowledge to properly fulfill my volunteer responsibilities.
4. Offer up constructive feedback to Ryerson staff in order to improve the training program if problems arise.
5. Complete the Accessibility for Ontarians with Disabilities Act (AODA) Customer Service Standard Online Training upon commencement of my volunteer involvement.
6. Complete the Workplace Violence Prevention and Response eLearning upon commencement of my volunteer involvement.
7. Participate in the mandatory Consent Comes First training provided by the Office of Sexual Violence Support and Education.

D. There are many ways to help incoming students with their transition into the Ryerson University community. As an Orientation Leader, **I will:**

1. Strive to look out for those people who aren't easily fitting in, on the outside, and/or marginalized, and take actions that will help them have a positive and useful Orientation Week.
2. Ask questions, listen, have an open mind, and strive to learn from the diverse array of people I meet.
3. Challenge and address behaviours that threaten the freedom, dignity, and respect every individual deserves.
4. Do my best to ensure that incoming students are given the information they need to be successful academically and personally.
5. Help incoming students become active members of our community by introducing them to other people, physical spaces, involvement opportunities, and support services and programs at Ryerson University.
6. Answer questions as best I can, without offering information or advice that I know to be false or misleading, or the accuracy of which is beyond what I know.
7. Empower students to make decisions they are comfortable with.
8. Build community and connections by facilitating conversations and activities.
9. Work as a contributing member of a team by fulfilling all assigned duties and arriving at all training sessions, meetings, and work shifts on time and fully engaged.

E. I hereby grant permission to Ryerson University to photograph and/or record my person and/or voice on still or motion picture film and/or audio tape, and use in promotional materials through the media of television, film, radio, print, or other electronic media which may include but is not limited to website content, social media, Admissions material, or future Orientation communiqués. I further waive any claim to remuneration for use of audio-visual material recorded for this purpose, and I understand that this material remains the property of Ryerson University. If you select no, it is your responsibility to ensure that your Orientation staff lead is aware of this and they provide you with an identifier so that media outlets are aware that you do not grant permission.

No Yes Initials: _____



F. It is understood and agreed by yourself and Ryerson University that you are acting as a volunteer and accordingly will not be entitled to any wages, benefits, or other financial compensation as a result of any activities undertaken at the University. In volunteering your services you agree that you are not an employee of the University in this capacity nor do you perform work for the University.

Failure to abide by this Charter or breach any of its sections or subsections will be considered a serious violation and will result in further evaluation by your direct supervisor with recommendations from the Orientation and Events Specialist and Student Life Programs Coordinator. As necessary, the Ryerson Code of Conduct will be enforced through the Office of Student Dispute Resolution, Prevention, & Education

Name (please print):

Signature:

Date (dd/mm/yyyy):

All of the information collected and used on or pursuant to this form is done so in accordance with s.38(2) and s.41(1) of the Freedom of Information and Protection of Privacy Act (FIPPA). The information provided will not be used for any other purposes than those stated. Should you have any questions concerning your personal information, please contact the Coordinator, Student Life Programs at orientation@ryerson.ca. Ryerson University is fully compliant with FIPPA and endeavours at all times to treat your personal information in accordance with this law.



RYERSON UNIVERSITY'S ORIENTATION TERMS OF REFERENCE

These definitions were determined and agreed upon by the members of Ryerson's Orientation Week Advisory Committee (OWAC):

Athletics — Ryerson Career Centre — Ryerson Commerce Society and the Ted Rogers School of Management — Ryerson Communication & Design Society and the Faculty of Communication & Design — Ryerson Engineering Student's Society and the Faculty of Engineering & Architectural Science — Housing & Residence Life — Office of the Vice President/Vice Provost Equity, Diversity, & Inclusion — Ryerson Students' Union — Office of Sexual Violence Support and Education — Ryerson Student Affairs Department of Special Projects — Student Life Programs

These terms of reference are meant to guide the orientation planning process and help planners to understand the meaning and purpose of orientation events; to build community through fun, engaging events and programming; to provide innovative learning opportunities; to foster respect and create an environment of inclusion; and to promote attention to wellness.

TERMS	DESCRIPTIONS
Community	
Collaboration	We will work together to meet the needs of all of our students by sharing resources, ideas, and by creating efficient and effective best practices.
Citizenship	We all strive to contribute and participate as an engaged community member here at Ryerson University (i.e. the university as a whole, our faculties, departments, clubs and groups, governments, etc.) as well as within the City of Toronto.
Peer Mentoring	The act of students helping students is a key component of assisting our incoming students as they transition into our community at Ryerson.
Sense of Pride and Belonging	Orientation is a time and place where we create a sense of a unified Blue & Gold identity and Ryerson community, while ensuring it is a safe and welcoming place for all of our incoming students.
Learning	
Knowledge	Leaders, staff, and faculty should be given the information and skills they need to do their jobs well. This information should then be passed on to incoming students so that they are knowledgeable and empowered in their transition to Ryerson.
Learning	Orientation is a time and place where academic and personal learning is valued and supported. We want our leaders and incoming students to think critically. We value critical analysis and diversity of thought.
Opportunity	Orientation is a time and place where incoming students can learn about a myriad of opportunities to get involved in the Ryerson community. It is also an opportunity for our leaders to gain leadership skills and co-curricular experience, as well as find out about opportunities for involvement beyond Orientation.
Resourcefulness	Staff, leaders, and faculty should work hard to be aware of Ryerson and Toronto community resources in their roles during Orientation Week so that we can best meet the needs of incoming students and refer them to on and off campus supports as needed.



Respect	
Acceptance	The events we run, the spaces in which they are held, the way they are run, and the people running them exhibit (through words and actions) that all incoming students and anyone involved in the event (e.g. vendors, volunteers, staff, faculty, upper year students, etc.) and their intersectional identities are accepted and welcomed.
Choice	Incoming students should always be provided options in terms of what they want to do, where they want to go, what events they will attend, and their level of involvement in those events. Create opportunities that require asking for consent at the onset of activities and events and throughout to ensure enthusiastic and ongoing consent. This should be balanced with supportive encouragement to participate as much as possible and know that—should they choose to do something new—they will be supported in a safe environment. Choices will be facilitated by accessibility so as to not be limiting based on inaccessibility. Work to provide options that don't require physical contact for all activities.
Civility & Respect	We aim to treat everyone associated with the Ryerson Orientation programs politely and with consideration. We will refrain from harming, degrading, insulting, or injuring them through words, actions, or inaction.
Consent	All leaders (i.e. staff, faculty, student staff, student volunteers, sponsors, vendors, performers, etc.) are expected to keep their relationships with incoming students on a platonic, appropriate level. Any sexual or romantic relationship between an incoming student and orientation leader or staff is inappropriate. Furthermore, orientation is a time and place when we can and should talk about sexual violence and consent issues with incoming students in approachable and appropriate ways (e.g. during events, informal conversations with leaders, leaders calling out language and behaviour that do not lead to an environment where consent is respected)
Diversity	The university values and respects diversity of knowledge, worldviews, and experiences that come from membership in different groups, and the contribution that diversity makes to the entire Ryerson community.
Equity	The university values the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for underrepresented and marginalized groups.
Ethics	Power is the ability to influence, bring about, or prevent change. Privilege involves being in a position of advantage. Everyone who welcomes incoming students to campus have both power and privilege because they serve as critical role models and are in helping relationships with those students. They have an influential role in the lives of incoming students and are expected to refrain not only from abusing that power and privilege but also from any behaviour deemed inappropriate or unethical for a leadership position.
Inclusion	The university values the equitable, intentional, and ongoing engagement of diversity within every facet of university life. It is the shared responsibility of all community members to foster a welcoming, supportive, and respectful learning, teaching, research, and work environment.
Wellness	
Health	The week should be run in a way that leads to healthy behaviours and choices for everyone as it relates to things like sleep/rest, mental health, alcohol consumption, inclusive attitudes, and actions regarding ability and cultural sensitivity, consent, food options, hydration, etc.
Safety	Physical and emotional safety is of utmost importance during Orientation Week so that incoming students can focus on learning the information and skills necessary to succeed as a Ryerson student. They should also feel safe to say “No” to something if they don't want to participate.



EMERGENCY RESPONSE PROTOCOL

Coordinating Orientation Week is such a complex and tactical undertaking that sometimes things go wrong even during the most well planned events. This Incident Response Plan (IRP) outlines the responsibilities of all Orientation leaders—regardless which organization or department they’re affiliated with—in observing and addressing potential incidents that may take place during Orientation Week. The IRP is a framework through which resources can be mobilized to address any incident that may occur during Orientation Week.

Incident Types

The Orientation Week Advisory Committee has identified two broad types of incidents for the purposes of managing escalation and internal communication networks:

1. Emergency:

These situations pose an immediate risk to a student’s health or life. The initial response to these situations is **always** to contact Ryerson Security Services **first**. They can be reached by dialing 80 via an on-campus phone or 416-979-5040 or via a blue emergency pole on campus.

RyeSERT is a volunteer-based group of students who undergo CPR and advanced first aid training up to the EMR level. They can also be contacted for medical assistance if they are present. They will be stationed under the Kerr Hall West Archway from Monday to Friday of Orientation Week.

ALL Orientation Leaders must contact the primary professional staff members associated with their organization or department **immediately after** they have contacted Security or RyeSERT.

(Please fill out the following with your specific staff members information):

Your group or department [insert group or department name here]: _____

Should contact [insert full names and position/titles]: _____

By: [insert method of communication/phone number(s)]: _____

2. Non-Emergency:

Although these situations may require urgent action and resolution, these situations do **not** pose an immediate risk to a student’s health or life.

There are three broad categories of non-emergency incidents:

Minor Incidents

These incidents tend to be quickly resolved and pose little or no risk to Orientation Week events, organizers, or participants. These incidents are unlikely to escalate and can be quickly addressed by an Orientation Leader.

Examples of Minor Incidents

Minor injury (sprain, scrapes)	Non-Emergency
Group not sure where to go	Non-Emergency
A student has lost something	Non-Emergency
Conflict between people <u>within the same group</u>	Non-Emergency

Moderate Incidents

These incidents have the potential to escalate and cause (limited) risk to Orientation’s continuity, its participants, or organizers. These incidents require immediate assessment and action.

Examples of Moderate Incidents

Someone in your group is missing	Non-Emergency
There’s a logistical problem with an event	Non-Emergency



Conflict between groups of students (<5 students)

Non-Emergency

Major Incidents

These incidents place participants or organizers in significant risk. Incidents require immediate action and deliberation to assess if an entire Orientation Week event (or portion of it) should continue.

Examples of Major Incidents

- Under-age/excessive drinking
- Discriminatory/harassing behaviour
- Theft/damage to public or private property
- Aggressive behavior/physical assault
- Sexual violence
- Major Injuries (severe bleeding, unconsciousness, no breathing)
- Dehydration or heat-stroke
- Weapons/suspicion of weapons
- Threats to students
- Someone suspicious is on campus (who should not be there)
- A student needs medical attention/faints

- Potential Emergency
- Emergency
- Emergency
- Emergency
- Emergency
- Emergency (medical)
- Emergency (medical)
- Emergency
- Emergency
- Emergency
- Emergency

Incident Response Process

This simple four-step process guides your course of action during a potential incident. The accompanying flow-chart is a visual representation of this response process.

1. Observe and Assess:

When you first encounter a potential incident, observe the situation and gather information. Determine if the incident is an “Emergency” or “Non-Emergency” and if further support is required.

2. Call:

Notify the appropriate channels for further assistance.

- a) Incidents determined to be “*Emergencies*”:
 Contact Ryerson Security by phone at: 416-979-5040
 OR
 If you’re near an internal phone call “80”
 OR
 Security can also be reached at any of the blue emergency phones.

Contact _____

[insert name(s) of primary professional staff members here] immediately after you have contacted Security and/or RyeSERT.

- b) Incidents determined to be “*Non-Emergencies*”:
 Contact one of the main student Orientation planners for your respective organization or department. See contact information on “Student Staff and Leaders Contacts” page.

3. Act and Support:

Perform the course of action recommended by Ryerson Security Services (*in the case of an Emergency*) or your organization/department’s staff team (*in the case of a Non-Emergency*). Play a supportive role to both the student in distress and the staff you are contacting.

4. Debrief:

Upon resolution of the incident, make yourself available to verbally submit information for an incident report.

Professional Staff Contacts

Please take the time to update this list each year by contacting the Coordinator, Student Life Programs for contact information:

Athletics

Community Events & Engagement Coordinator

Central Orientation

Orientation & Events Specialist
Coordinator, Student Life Programs

Housing & Residence Life

Coordinator, Housing & Residence Life
Residence Life on Call: 1-888-979-5284

Ryerson Arts Society

Manager

Ryerson Communication & Design Society (RCDS)

Manager

Ryerson Engineering Students' Society (RESS)

For Engineering Academic Orientation: Administrative Assistant
For all other events: Manager, Student Relations & Development

Ryerson Science Society (RSS)

Manager

Ryerson Students' Union (RSU)

Events Coordinator
General Manager

Ted Rogers Students' Society (TRSS)

Special Projects Assistant
Manager, Student Engagement & Business Development

Student Staff & Leaders Contacts

Central O-Team:

Contact the O-Team on the radio. If the information is of a sensitive nature, please contact the Central Orientation Staff: Orientation & Events Specialist or Coordinator, Student Life Programs listed above.

Faculty of Community Services (FCS):

FCS Student

Ryerson Arts Society (RAS) Orientation Leaders:

Vice-President of External Affairs

Ryerson Communication and Design Society (RCDS)

Orientation Leaders:

Vice President, Events
VP Admin & Operations
Events
President

Ryerson Engineering Student Society (RESS) Orientation

Leaders:

President, RESS
Chair, Engineering Spirit and Orientation Committee
Leader Coordinator

Ryerson Science Society (RSS) Orientation Leaders:

VP Student Relations

Ted Rogers Students' Society (TRSS) Orientation Leaders:

VP Events



NOTICE, ENGAGE, REFER GUIDELINES FOR ASSISTING STUDENTS IN CRISIS

Provided by Student Health and Wellness, Ryerson Student Affairs

Notice	Engage	Refer
<p>Signs of Distress The terms “difficulty” or “distress” describe emotions or feelings that interfere with a person’s ability to carry out day-to-day activities.</p> <p>Academic/Work Indicators</p> <ul style="list-style-type: none"> Noticeable changes in quality of work, attendance, productivity or participation (skipping class, absent from work). Noticeable inconsistency and/or change in performance, responses to feedback, interactions with others. <p>Emotional and Behavioural Indicators</p> <ul style="list-style-type: none"> Changes in emotional responses (angry or hostile outbursts, tearfulness) from individual’s previous way of responding. Expressions of hopelessness, worthlessness, severe anxiety. Expression of suicidality and despair. Changes in behaviour from individual’s previous norm (e.g. overly withdrawn or extroverted, too little or too much sleep). <p>Physical Indicators</p> <ul style="list-style-type: none"> Noticeable changes in personal hygiene. Frequent or chronic illness or absenteeism. Disorganized, rapid or slurred speech. Visible changes in weight, either loss or gain <p>Support Is... Noticing when someone is struggling and having the confidence and courage to engage them.</p>	<p>Actively Listen</p> <ul style="list-style-type: none"> Empathy is the capacity to understand or feel what another human being is experiencing from within their frame of reference (Bellet & Maloney, 1991). Empathy is made up of two parts: (1) your intent and (2) the actual skill itself, i.e. reflecting feelings and words. It is a skill we have to learn and practice, like Empathic Listening (see: http://youtube.com/v/1Evwgu369Jw) Listen to the content of the person’s issues, not just the volume, tone or pace. Be authentic about receiving the person – have the intent to listen. Convey caring and instill hope. <p>Consider safety</p> <ul style="list-style-type: none"> Any reference to ending one’s life or threat of violence must be taken seriously. Call security (5040) after hours and on weekends, or call the Centre for Student Development and Counselling (5195) weekdays between 9am-4:45 pm. What to say to someone when you are worried for their safety: “I’m worried about your safety and I would feel better if you let me call the counselling centre to get some support for you.” If the person is off campus and you know their location, call 911 - ask for the Mobile Crisis Team (psychiatric nurse and police) to go to their home and assess risk of suicide. 911 an ambulance if suicide/harm is already in progress. 	<p>Refer when it’s FAIR Refer out if/and when these 4 conditions apply. They are signals that more support is needed.</p> <ul style="list-style-type: none"> FEAR... if you feel afraid of or for the community member ANGER... if you feel angry - take a step back IGNORANCE... if you don’t know what more you can do for the person RESPONSIBILITY and RESENTMENT... if you find that you begin to resent the responsibility you have assumed for the person <p><i>Emphasize key points:</i></p> <ul style="list-style-type: none"> State what you notice State the concern/reason Offer a resource <ul style="list-style-type: none"> Always be empathic and non-judgmental. Provide the person with tools to develop their own network of support <p>Setting boundaries and referring in concerning situations</p> <ul style="list-style-type: none"> Sometimes we get into situations that are outside of our expertise and we may feel the person needs more support than you can provide. It is ok to own that and recognize it. It is in the best interest of the individual involved. In this instance, it is important that we provide the individual the opportunity to get the appropriate support – either from a family member, GP, or it could be a counsellor. What to say if you are concerned: “What I hear you describing is outside of my scope/ expertise and I want to ensure you get the support you are looking for. Here are some materials/phone numbers/I will walk you over...” <p>Setting boundaries and referring in urgent situations</p> <ul style="list-style-type: none"> What to say if you think the situation is urgent or that the person needs immediate help: “You seem to be very upset and I am concerned about you and want to ensure you get some help. Can I make a call to one of the resources on your behalf or would you like to call?” Notice the difference in urgent situations is that someone is calling before the interaction is over.

CONSENT COMES FIRST: ORIENTATION CHECKLIST

Provided by the Office of Sexual Violence Support and Education

Many sexual assaults that happen on Canadian university campuses occur within the first eight weeks of school, starting with Orientation Week. Creating a culture of consent on campus to prevent sexual violence is everyone's responsibility.

The following checklists were created to help plan events for incoming students during Orientation Week to ensure that #ConsentComesFirst. It is intended for Ryerson University professional staff, O-Week Student Staff, and students from the various student societies, groups and course unions.

Terms and Resources Checklist

Do you know what....		Did you do it?	
		Yes	No
Consent is?	<p>Consent is a mutual agreement between people to engage in physical contact or sexual activity. Consent is:</p> <ul style="list-style-type: none"> • Active; not passive. Only yes mean yes. • Freely given; it is not coerced through harassment, manipulation or abuse of power. • Ongoing; giving consent to one sexual act does not suggest/mean that consent is given for another sexual act, even if they've given consent in the past or are in a relationship with you. • Unimpaired; consent cannot be given by a person who is incapacitated by alcohol/drugs. Consent cannot be given if they are unconscious or are not able to consent for any other reason. 		
Consent culture is?	<p>Creating a culture where consent comes first means normalizing asking, listening to the response and respecting the decision of the other person(s). The majority of the time when we talk about consent we do so in reference to sexual relationships. However, creating a culture that values consent means expanding it all forms of relationships and interactions with others. There are many ways we can make asking for consent a part of our daily lives, including; asking for gender pronouns, asking before giving someone a hug, taking someone's photo, wanting to hang out, or being in their space.</p>		



<p>Equity, diversity and inclusion is?</p>	<p>Sexual violence is something that impacts everyone. However, our social location, gender, race, class, disability, etc. can shape the ways in which we are subjected to sexual violence. Who is targeted, if someone is believed, their access to the legal system and whether they receive support are a few examples of how social location impacts one's experience of sexual violence. Social institutions, like the media or the legal system can also shape who we believe can be perpetrators. When talking about bystander intervention, it is important to:</p> <ul style="list-style-type: none">• Be aware of our own biases and how it influences who we determine as 'dangerous perpetrators' and 'good' people who need help.• Get educated. Get training on equity, diversity and inclusion.• Take action but don't make assumptions. Listen to, respect and respond in ways that support the right of the survivor to make choices about the supports they receive.		
<p>Ryerson's sexual violence policy is?</p>	<p>It is important for you to read the policy online and understand how it applies to your work. The policy includes information on how sexual violence is addressed in the Ryerson community:</p> <ul style="list-style-type: none">• Roles and responsibilities of community members• Available supports for students, faculty and staff• Making a report/complaint• Investigation process• Remedies/sanctions		
<p>Resources you have in your community?</p>	<p>The Office of Sexual Violence Support and Education is your key resource that can offer support in these areas:</p> <ul style="list-style-type: none">• Education: Deliver education, prevention, training and awareness activities with campus partners (which can include helping with event planning)• Supports: For any Ryerson community member impacted by sexual violence i.e. counselling and medical services; safety planning; academic and workplace accommodations; self-care resources; advocacy; navigating resources• Reporting and complaints: Assistance in making an informed decision about next steps should an individual choose to report to authorities within the university or to the police <p>If you need to access any of these services feel free to contact us:</p> <p>Email: osvse@ryerson.ca Phone: 416.979.5000 ext. 3596 Website: ryerson.ca/sexual-violence</p>		

Event Planning Checklist

Do you know what....	What you can do	Did you do it?	
		Yes	No
If your event is based in consent culture?	<p>Think critically about event planning:</p> <ul style="list-style-type: none"> Does your event allow space to ask for consent when needed? Do people know where to go when they feel unsafe? Do your events include education about sexual violence and consent? Do people know who to approach if they want to disclose that they've been subjected to sexual violence? <p><i>Ex: You want to plan an event where you break the record for the world's longest conga line. You recognize the risks and adapt the event to a soul train where participants can choose their partner.</i></p>		
If the location is prepared to address sexual violence?	<p>Currently the bar staff at the Ram in the Rye have been trained in bystander intervention with our office. If you use another location, you can contact the Office of Sexual Violence Support and Education to provide in-house training.</p> <p><i>Ex: You notice a student being cornered by stranger at your dance party and they look uncomfortable. If you're unsure of what to do, you can connect with the bar staff to help you assess and address the situation.</i></p>		
How language can promote consent?	<p>When communicating with students, it is important to think about how language can impact their experience at your event:</p> <ul style="list-style-type: none"> Messaging: You should have messaging (posters, flyers, coasters, etc) available at the location so patrons know that staff are able to help. There should also be materials at the event promoting consent and/or addressing sexual violence. Use Social Media/Advertise: Provide marketing materials and collateral that brings awareness to sexual violence (i.e posters, videos, chants, swag), share "Ask for Angela" campaign online prior to the event. Affirming Consent Practices in Performance: Find performers who are committed to reducing harm and research the content of the media you will present/the artist(s) who created it. 		
How sponsors can play a role in affirming consent?	<p>It is important to ask yourselves these questions before committing to a sponsorship:</p> <ul style="list-style-type: none"> Are you fully aware of what the intentions and activation plans (how they want to promote their brand) are for the sponsor? Do the sponsor's values align with Ryerson's values and campus culture? Are there risks associated with the event or activation that is being sponsored where consent to participate in an activity is needed? If so, request to have Ryerson's Consent Comes First language used in the sponsor's messaging to be consistent <p><i>Ex: Work with the sponsor to adjust the game of Twister or come up with other options that are based in consent culture as students find themselves in uncomfortable and vulnerable positions.</i></p>		



<p>If everyone on your team is prepared to address sexual violence?</p>	<p>The Office of Sexual Violence Support can provide educational material on consent/sexual violence and can also train your staff teams in bystander intervention. It is highly recommended that you create safety teams (teams of staff/volunteers dedicated to bystander intervention) for your events to ensure that:</p> <ul style="list-style-type: none"> · There is focus of addressing sexual violence at your event · Staff/volunteers who don't feel comfortable intervening can approach members of the safety team · Patrons know who to talk to if an incident occurs and they need support 		
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Post Event Checklist

Do you know what....		Did you do it?	
		Yes	No
<p>Care for yourself?</p>	<p>Self-care is important when addressing sexual violence. It doesn't matter how you take care of yourself as long it helps you recuperate and feel grounded. It can even be an everyday practice, on and off the job, such as saying that you don't have the answer to a question or for establishing boundaries.</p> <p>Remember that if you need to debrief with a professional and you are a Ryerson student, contact the Centre for Student Development and Counselling (CSDC). If you are staff, contact the Employee Assistance Program (EAP).</p>		
<p>Follow up?</p>	<p>It is important that you let the students know that your staff team is there to offer support if they have been subjected to sexual violence by:</p> <ul style="list-style-type: none"> · Notifying students about how they can report incidents of sexual violence during and after an event · Following up with students who have made complaints to ensure that they are receiving the support they want 		
<p>Get feedback?</p>	<p>There are a couple ways you can get feedback from the community:</p> <ul style="list-style-type: none"> · Providing feedback channels to attendees of your events · Develop and send out surveys 		

#TAKECAREERU: PREVENTING SEXUAL VIOLENCE AT RYERSON

Our community. Our responsibility. Together we can help prevent sexual violence from happening on our campus. One of the ways we can is to practice intervening when we identify others in situations that make them feel uncomfortable. Below are different ways you can intervene as a bystander to prevent or address sexual violence. Of course it's important that if you do choose to intervene, that you remember the ABCs of bystander intervention:

- **Assess for safety** - Physically intervening in a situation where someone is perpetrating violence can be intimidating and can put you or the survivor at risk. Look for a way to intervene that is safe for all parties.
- **Be with others** - It is important to let others (co-worker, manager, security, etc.) know that you are planning to intervene in a situation. If something does happen, they can support you or go get help.
- **Care for survivors** - the most important thing to remember is to be survivor-centred. Check in to see what support looks like for them and don't assume you know what they want.



Your buddy tells a rape joke in the locker room, and you let them know it is not cool.



Your roommate discloses being sexually abused as a child. Tell him about the Office of Sexual Violence Support and Education.



A guy seems too close to a girl who is drunk at the campus bar. Take a moment to talk to friends about what to do next.



On the way to the MAC, you hear a woman taunting a gender queer student saying 'Guy or a girl?!'. You tell the Orientation leaders about the harassment & they intervene.



Begin by listening
Respect confidentiality
Ask them what support looks like
Value boundaries
Empathize



Your friend was assaulted by a fellow student, you offer to help them figure out how they can navigate classes with minimal contact.



You are worried that your friend who is drunk is about to leave a party with a stranger. Check in and make sure she gets home safely with people she knows.



After class a TA is hitting on a student. You go and ask the TA to give you directions giving the other person a chance to leave.



A group of Orientation Leaders are rating new students by "hotness" on campus. You and your new friends tell them it is not ok and why.



Drug and alcohol facilitated sexual assault¹

Official Ryerson Orientation events are alcohol and drug free, but at non-Ryerson affiliated after-parties and other non-official events, there may be alcohol and drugs. But at non-Ryerson affiliated after-parties and other non-official events, there may be alcohol and drugs. This means anyone may be subjected to alcohol and drug-facilitated sexual violence. In one study, drug and alcohol facilitated sexual assaults at mass gatherings - including orientation week events - accounted for 25% of cases at a sexual assault and partner abuse care hospital program; most of those reporting were women aged 18-25².

What does this look like? Someone slipping something into another’s drink and assaulting them; or someone taking advantage of a person who has voluntarily used drugs or alcohol to assault them while they are intoxicated. No matter what substances someone has consumed, it is not ok for someone to assault them. Consent comes first.

If someone seems really drunk or high, and is falling over, looks confused, sick, cold, or lost, you can stop and ask them if they need help. You don’t have to figure out if they were drugged or took something on their own. The most important thing in that moment, is keeping them safe. Help them find their friends, campus security, an Orientation leader or a safe way home.

You may be concerned about being wrong that someone needs help by the way they act. People may have a communication style, cognitive or physical disability which means they interact differently than you. Check in, don’t assume.

People who will commit sexual assault might try to get someone alone. They use someone’s intoxicated state to make it easier to assault them. If you see someone following someone or slipping something in their drink, tell somebody! Warn the person who is being targeted. If you hear someone talking about trying to take someone home because they are very drunk, or trying to buy someone drinks to convince them to have sex, let others around you know what you heard. You might want to tell the person directly that what they are planning is wrong, or involve someone on staff like a bartender or security guard. Let the person they are targeting know what you heard, and help her find friends or get to a safe place.

¹The section on drug and alcohol facilitated sexual assault is an excerpt with minor adaptations from the Sexual Assault Network and Ottawa Coalition to End Violence Against Women’s Project Soundcheck Volunteer Manual (pgs. 3-4)

ACCESSIBLE EVENTS CHECKLIST

Provided by Access Ryerson

When planning an event, please consider the following to ensure it is accessible to all attending.

Advertising, outreach and registration forms:

- Give ample notice for your upcoming event—this allows people to arrange for transportation, assistants, or other supports they may require. Indicate both start and finish times.
- Provide space on your registration form or on the event notice for people to identify their accommodations or accessibility needs. If you are serving food, give participants a chance to indicate dietary restrictions.
- Include contact information (e.g., phone number and email address) so that attendees can contact you with their requirements.
- Follow up with people who request accommodations in a timely fashion to inform them whether or not these will be available.
- Indicate whether there are any fees for admission or materials, note that fees should not apply to any accompanying support persons.
- On posters or information sheets, include international accessibility symbols indicating accessibility (e.g. wheelchair access, captioning, sign language interpretation).
- Promote a scent free practice for all events.

Planning ahead:

- Train event volunteers about how to respectfully assist people with disabilities and to respond to any accessibility issues that may arise.
- Make sure that volunteers are easily identified (use name tags and/or other identifiers).
- Book any access supports being provided in plenty of time to ensure availability (e.g. Sign Language

interpreters, real-time captioning, note-takers, attendants, etc.).

- Provide interpreters, captioners, and note takers with agendas and presentation outlines in advance of the event.
- At the event, be sure the interpreters and/or captioners are introduced and explain what they will be doing during the event.
- If many of your attendees have children and the event is being held during non-business hours, you may want to offer child care services.
- If food is provided, ensure the count includes interpreters, attendants, child-minders, etc.
- Remind participants as well as volunteers and service providers of the scent-free practice.

Selecting and setting up the room(s) for your event:

- Allow for easy movement for wheelchair and scooter users (you may need to rearrange furniture). For example, choose a room with wide aisles and plenty of space around tables.
- Include accessible seating areas interspersed throughout the room where possible—front, middle, and back.
- Good lighting (bright, without glare and allows for adjustment).
- If a stage is being used, ensure it and any projection screens are easily visible.
- Good acoustics. If possible, arrange for provision of Assistive Listening Devices (e.g. an FM system).
- Provide for seat reservations for people who are deaf, deafened, or hard of hearing.
- Make sure accessible washrooms are available within a reasonable distance.
- Cover electrical cables or cords that cross over aisles or pathways so wheelchair users as well as people who use canes and walkers can traverse easily and safely across them.

- Wherever possible, try to eliminate or reduce background noise during proceedings.
- Ensure that all parts of the event are smoke-free.
- Make sure organizers, presenters and volunteers are aware of emergency evacuation procedures.

Helping participants get to the space you are using:

- Make sure transport options for getting to the venue are realistic for people with disabilities.
- Determine the location and approximate distance for nearest accessible parking.
- Make sure that wheelchair access is via the main entrance. Alternatively, post clear, legible signs at the main entrance showing alternative, safe, and accessible entrances.
- Make sure people with disabilities can reach all areas used at your event independently or with assistance from your volunteers (e.g., the registration desk, auditorium, breakaway rooms, stage, etc.)
- Preferably, elevators should have low buttons for wheelchair users, Braille/raised number markings or audible floor announcements for people who are blind or with low vision, and visual floor indicators for people who are deaf, deafened, or hard of hearing.
- Post clear and easy-to-read signs showing locations of accessible washrooms, elevators, phones, etc.

Suggestions for effective presenters:

- Remind presenters to end meetings or presentations on schedule (important for people making advance transit arrangements and for pre-booked support people).
- Produce materials in large print (16-point type or larger) and have available electronically in case of a request for such a format.
- It is always good to have a few print copies on hand. Encourage and support presenters to offer copies of their material in different formats before their presentation starts.
- Ideally lectern heights and audio visual controls should be adjustable to meet the needs of different speakers.

- During the session, presenters should verbally describe contents of videos, or any written materials, including overheads or chalkboard notes for audience members with vision loss.
- Encourage presenters to use captioned videos.
- Organizers or presenters should check with the audience about the need for breaks.

Budgeting for your event:

- Set aside some funds early in the planning stage for accessibility and in the event of requests for communication supports and accessible formats.

Evaluating your event:

- Be sure evaluation forms are accessible and include a section about accessibility of the event. This can provide valuable information for use in planning future event plans.

For more tools and information about Accessibility at Ryerson, please visit the website at <http://www.ryerson.ca/accessibility/tools/index.html>



6 STEP GUIDE TO SOCIAL MEDIA MARKETING FOR ORIENTATION

Provided by Student Affairs Department of Special Projects

There's that moment every post-secondary student experiences and remembers when you've just received your acceptance letter to higher education. Maybe you scream or maybe you cry, but nowadays, you almost definitely post it on social media. From this moment on, institutions should be thinking of engaging your incoming students online. This excitement will only continue to grow the closer you get to Orientation Week and you want to be prepared to manage this engagement ahead of time.

#RoadToRyerson is the official hashtag of Orientation at Ryerson. The goals are to: support incoming student transition; connect all incoming students to a central conversation; have students share their own stories of coming to university via the hashtag. As well, on @RUStudentLife, through a series of blogs and social updates a selected group of incoming students from unique and diverse backgrounds, with very different stories, share their transitional journey with fellow students. During Orientation Week, #RoadToRyerson is used and tracked across campus as the story of Orientation is shared by everyone involved.

Social media continues to prove an effective way to engage incoming students and although simple, the dynamics of social media and how to integrate it can be challenging. Much has to be taken into consideration such as language, timing and even location. Without further ado, we have a '6 Step Guide to Campaign Planning' to share with you the current best practices for social media use during Orientation Week.

Covered in the 6 Step Guide:

- How and why incoming students are using social media before and during Orientation Week.
- Why you should engage students online.
- Suggested networks and purpose for each one.
- Best practices for the modern millennial audience.
- Who you should be collaborating with at your institution.
- Engagement and contest ideas.
- Physical activation compliments to your social media.
- Apps that help with photo editing, community management, hashtag tracking and social analytics.
- What to include in your post-report.
- How to share your campaign after it's done.

For the full 12-page Guide, please see orientation.ryerson.ca/planning.



STAYING WELL – THE ORIENTATION GUIDE

Provided by Student Health and Wellness, Ryerson Student Affairs

Orientation is an exciting time for everyone involved, but it can be a very busy time as well. As you spend your summer pulling it all together, we would like to remind you to take some time to take care of yourself because taking care of your health and well-being will ensure that you have energy that you need to perform at your best.

7 Dimensions to Wellness

To be well and thrive takes more than working out and eating well. Wellness requires you to nurture the states of physical, mental and spiritual wellbeing and to do this we encourage you to focus on the 7 dimensions of wellness which are spiritual, emotional, intellectual, physical, social, environmental and financial. Each of these seven dimensions act and interact in a way that contributes to our own quality of life.

1. **Spiritual** – The ability to establish peace and harmony in our lives. Practicing consistency between our values and our actions. Realizing a common purpose that binds creation together. Exploring the purpose of our own life.
2. **Emotional** – The ability to understand ourselves and cope with the challenges life can bring. The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner.
3. **Intellectual** – The ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment. The pursuit of lifelong learning.
4. **Physical** – The ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress. Adopting healthful habits while avoiding destructive habits.
5. **Social** – The ability to relate to and connect with other people. Our ability to establish and maintain positive relationships with family, friends and co-workers.
6. **Environmental** – The quality of our air, water and the land that surrounds us. Maintaining organization in our homes, vehicles and our work space.
7. **Financial** – The way we make money and the way we manage money. Living within our means. Undo emphasis not placed on the acquisition of more and more things.

Personal Self Care

Below are some examples of what some do for self-care:

1. Begin by identifying what self-care means to you? Below are some examples of what some do for self-care
 - *Self-care means purposely practicing daily habits to protect and enhance our health as well as intentionally taking time to do things that rejuvenate and energize you.*
 - *Taking the time to nurture, comfort and support yourself.*
 - *Self-care allows us to avoid burnout, reduce our risk of health problems, improve our functioning and effectiveness in our work, and improve our personal relationships.*
 - *Self-care is a personal thing that is different for everyone e.g vacation, reading a book, knitting, meditation, exercise etc.*

What self-care means to me:

2. Why does self-care matter? Looking after yourself prevents apathy and burnout.
 - **Burnout** happens when people reach their limit and simply are too emotionally or physically (or both) exhausted to continue to contribute.
 - **We are all incredibly busy** and have more responsibilities than we can juggle. We play multiple and demanding roles – as employees students, parents, spouses, friends, caregivers of elderly or other family relatives, volunteers in our communities and so on. **We simply cannot be effective in our personal or professional lives if we do not take care of ourselves, and in the long term, we**



risk our health.

3. What are some things that you do for your own self-care already? Self-care can mean purposely practicing daily habits to protect and enhance our health as well as intentionally taking time to do things that rejuvenate and energize us.
 - *purposely practicing daily habits to protect and enhance our health as well as intentionally taking time to do things that rejuvenate and energize us*

How I achieve/practice self-care:

Assessing Your Personal Wellness

Complete the Personal Wellness assessment to see which areas you are managing to balance and what areas you need to work on balancing. This assessment captures where you are at this point in time, repeat the assessment as needed.

The Resilience flashcards (found at <http://www.ryerson.ca/thriveru>) are an amazing resource that will give you ideas for how to maintain your overall wellbeing and thrive. If you experience any challenges to your health and wellbeing, please reach out to your supervisor or come to the Health Promotion Office POD256C.

Personal Wellness Assessment

Name: _____

Date: _____

Put a checkmark under the column that best describes your personal wellness practices

	Always	Sometimes	Never
Physical Health			
Do you eat nutritiously?			
Do you exercise regularly?			
Do you avoid harmful behaviors and substances?			
Do you watch for early signs of sickness?			
Do you protect yourself from accidents?			
Psychological Health			
Are you generally aware of your feelings?			
Are you able to accept your feelings?			
Do you express emotions?			
Can you cope with the changes of daily stressors in your life?			
Spiritual Health			



Do you feel you have a purpose in life?			
Do you experience love, joy, peace and fulfillment in your life?			
Can you help yourself and others achieve your full potential?			
Do you participate in any spiritual practices such as prayer, meditation or practice within a religious faith?			
Social Health			
Do you interact effectively with other people in your social environment?			
Can you develop satisfying interpersonal relationships?			
Do you fulfill your social roles as a member of a family, group of friends, part of a team or club?			
Do you contribute to your community by volunteering?			
Do you practice healthy sexual behaviors?			
Intellectual Health			
Are you able to use your mind to gather process and act on information?			
Do you think through your values to made decisions?			
Do you set goals for yourself?			
Are you able to figure out how to handle a problem or challenge?			
Are you open to new ideas?			
Do you question and evaluate information and use critical thinking?			
Environmental Health			
Do you live in a community where there is clean air, water and soil?			
Do you use dangerous products safely?			
Do you protect yourself from pollutants such as pesticides or second hand smoke?			
Do you participate in recycling to protect and preserve the resources of the planet?			
TOTAL			



What do the results tell you about your personal wellness?

List 3 areas you feel you are doing very well in (look at check marks in the “always” or “sometimes” column)?

List 3 areas you feel you could improve in (look at the checkmarks in the “never” column)?



NOTES

A large empty rectangular box with a thin black border, intended for writing notes.