

# TAMS & Parents: A Partnership

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# In Loco Parentis

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TAMS Student Life staff act *in loco parentis*, which means:

- We act in the place of parents
- We act in a way that seeks the students' good and development
- Which means:
  - We act like crazy parents sometimes

Did I hear what I thought I  
just heard?

Wait, what  
the...!!



"Just put the tattoo where your mom won't see it. It's no big deal.  
I've done it dozens of times."

## More moments for the magic Oh...???

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- Yea, I know I just met her/him but I really think it is love
- I heard I can get a photograph of the upcoming exam to prep - so I'm not having to study for the exam as much
- Let's find out how many Ramen packets it takes to fill a bath tub!
- I don't like it here anymore and I want to come home
- My roommate is driving me crazy - I just want to kill 'em
- I'm not worried, AI will help me write that assignment.

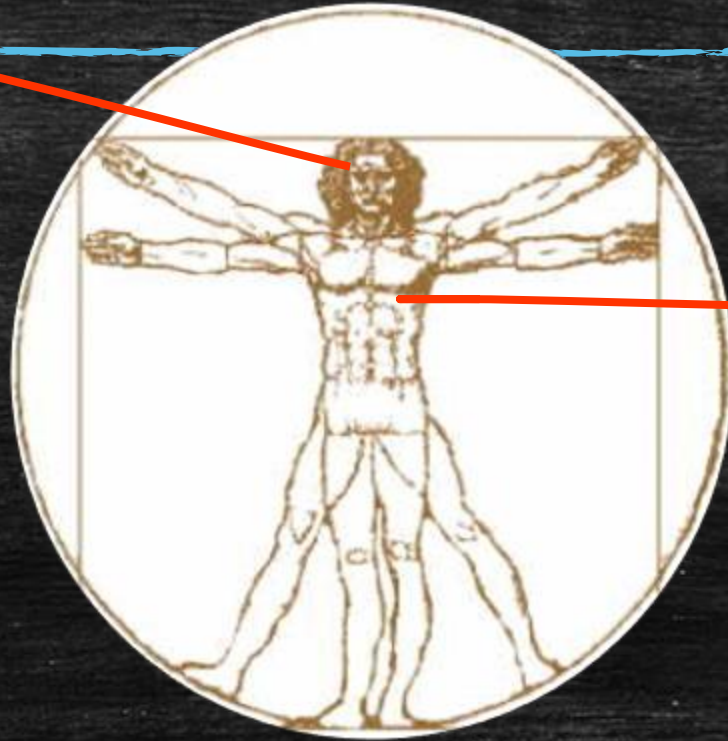
# This is Success

## Scholarship

3.0 GPA

Research

Thirst /  
Curiosity



## Citizenship

Character

Service

Exploring

Building

Leonardo's "balanced man"

**balance**

What we are aiming for -  
A student who can:

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## Manage self care

- Practical Hygiene
- Physical Engagement
- Coping Strategies for difficult things

What we are aiming for -

A student who can:

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## Manage academic care

- Wake up and go to class
- Do homework, keep up with deadlines
- Maintain Zeal for Learning

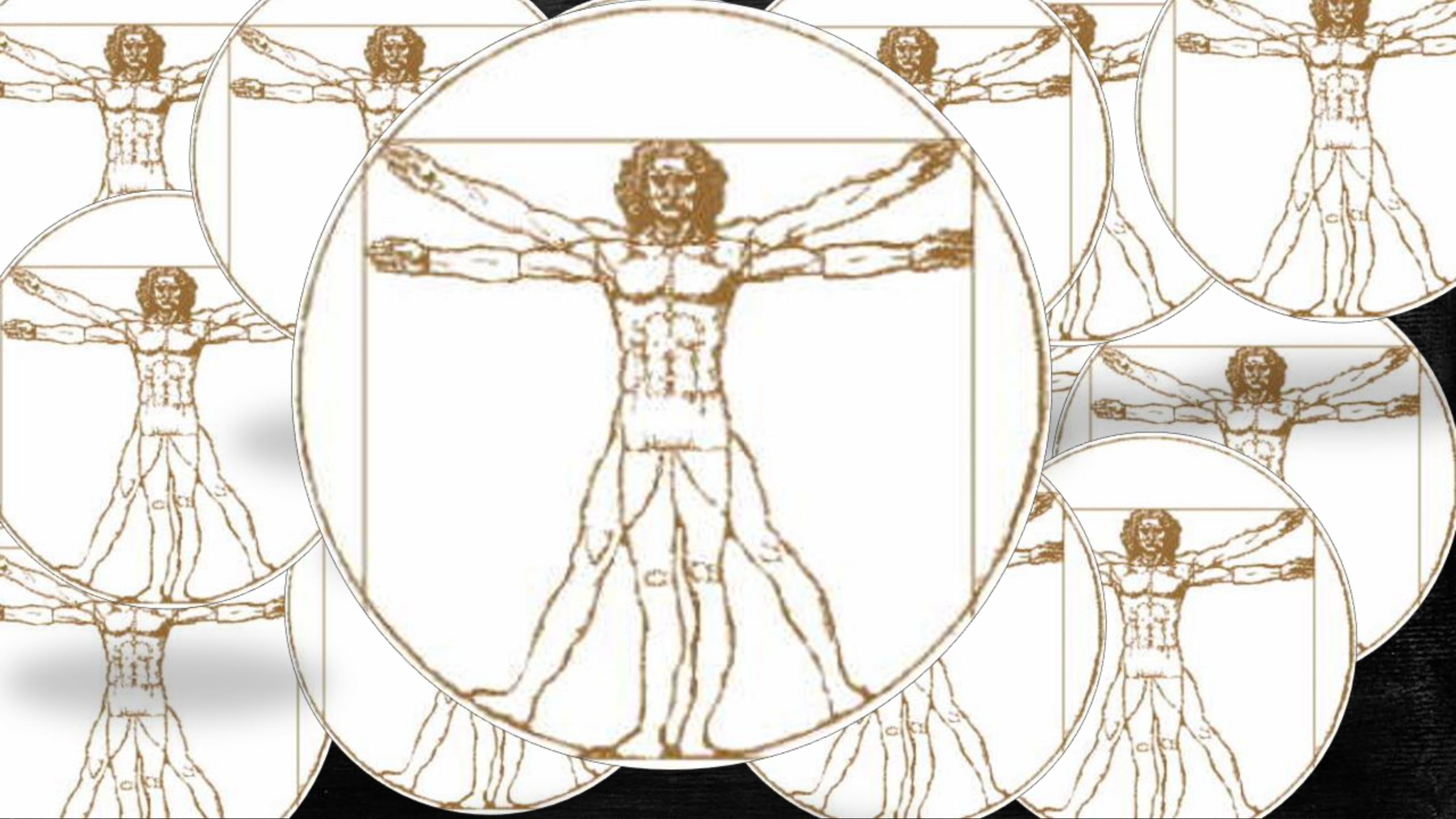
What we are aiming for -  
A student who can:

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## Manage others

- Live in Community
- Respect rules and authority (while engaging with us as humans)
- Respond to conflict, stand up to gossip, learn diplomacy







**What our world or “SCENE” is today**  
(what we are up against)

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**Our world is full of:**

S – speed

C – convenience

E – entertainment

N – nurture

E - entitlement

**Student Assumption:**

Slow is bad

Hard is bad

Boring is bad

Risk is bad

Labor is bad

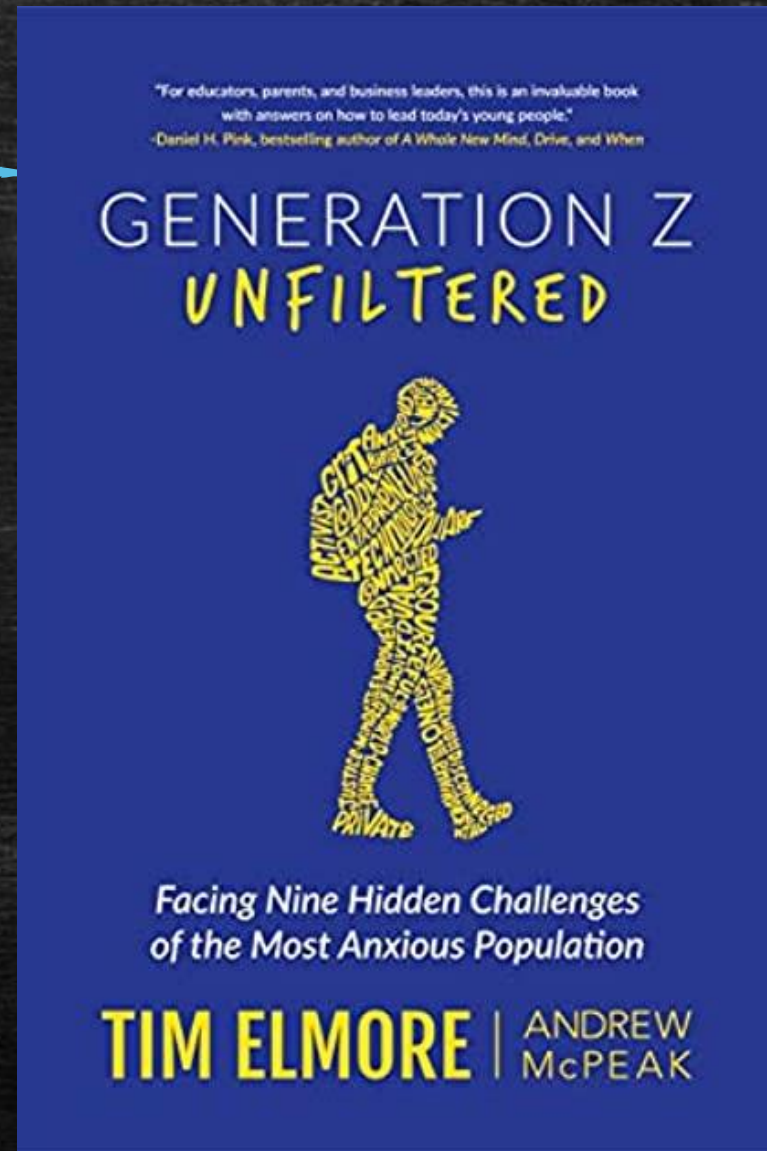
# Who are the Students?

Understanding Generation Z

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# Generation Z

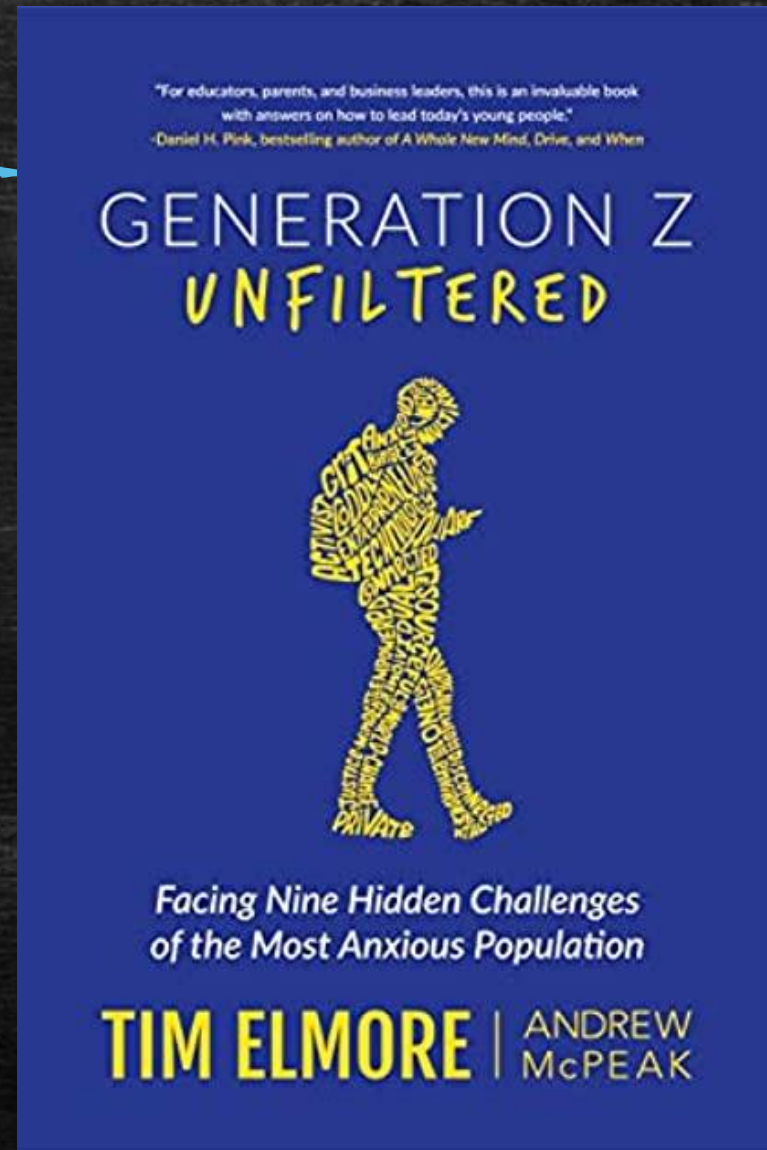
- As a parent, my desire is to reproduce myself.
- But I was born in 1981, not in 2015 (Olive), 2017 (Lois), 2020 (Jude), or 2022 (Moses).
- The only way to lead my children is to first understand them so that we can face the challenges together



# Generation Z

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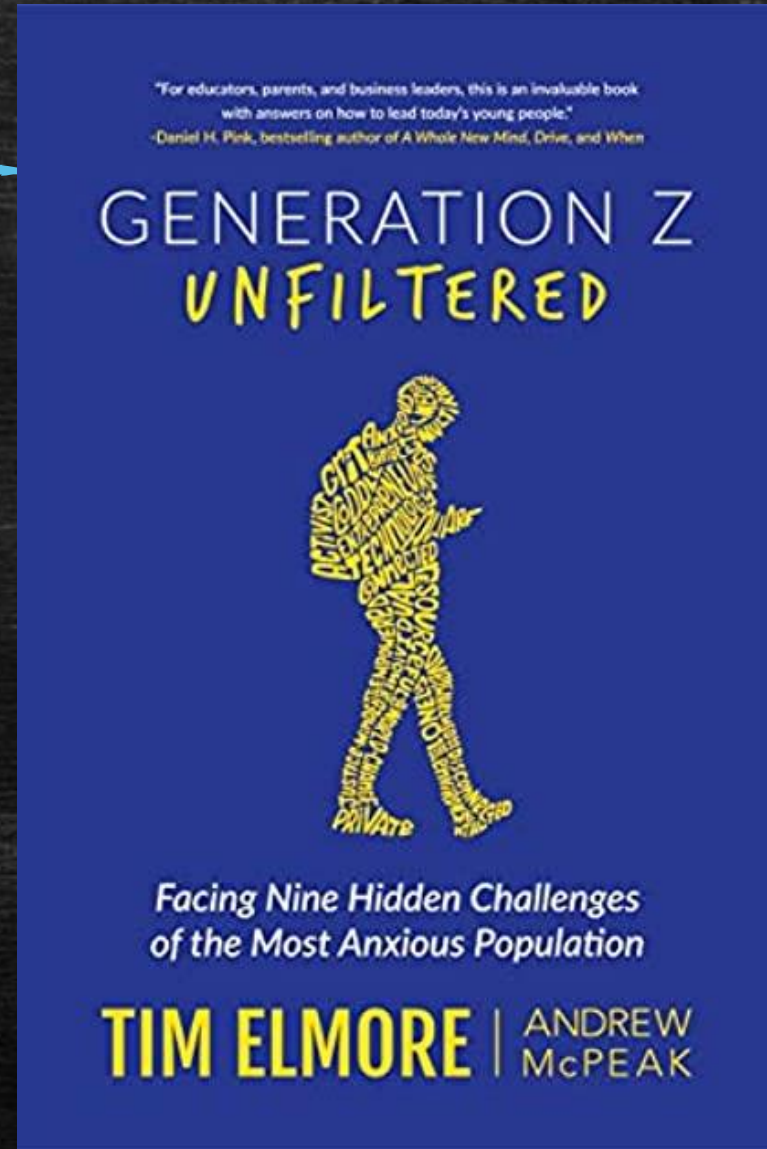
- Adult attitudes about Gen Z
  - Frustration
  - Fear
- When adults think of the future of today's youth – the top emotion is concern (46%)
  - Social Media Addiction
  - Mental Health
  - School Shootings
  - Alcohol / Drugs



# Generation Z

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- Children grow up among leaders: parents, teachers, mentors. They are shaped by these leaders.
- Parental response shapes teenage beliefs and attitudes
- Sheltering from the physical world, engagement in digital world
  - When do teens get cell phones?
  - When do they get Driver's Licenses?



# Elmore's train of thought

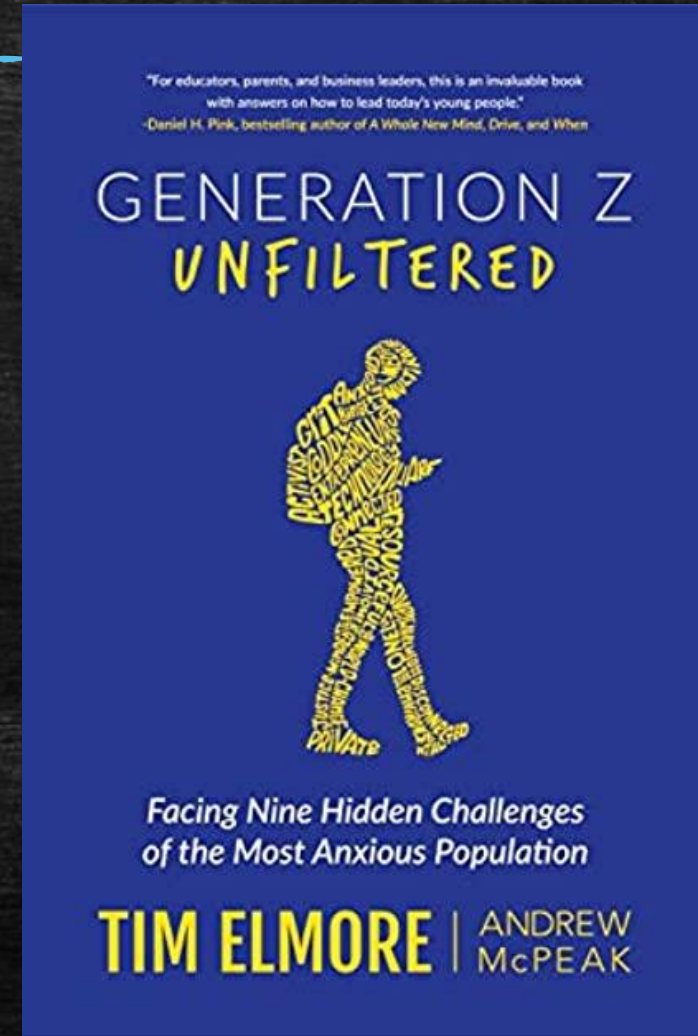
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- Adults' top emotion is concern
- Fear = more control over kids' lives
- Controlling leadership = kids feeling out of control
- Assume an external locus of control
  - Low ownership – life happens to me, not I control my fate
- Anxiety increases with external locus of control
- Results
  - Avoidance of adult temptations
  - Avoidance of adult responsibilities



# Generation Z – 9 Challenges

1. Empowerment without Wisdom
2. Stimulation without Ownership
3. Privilege without Responsibility
4. Involvement without Boundaries
5. Individualism without Perspective
6. Accessibility without Accountability
7. Fluidity without Integrity
8. Opportunity without Resilience
9. Consumption without Reflection



The

# The Anxious Generation

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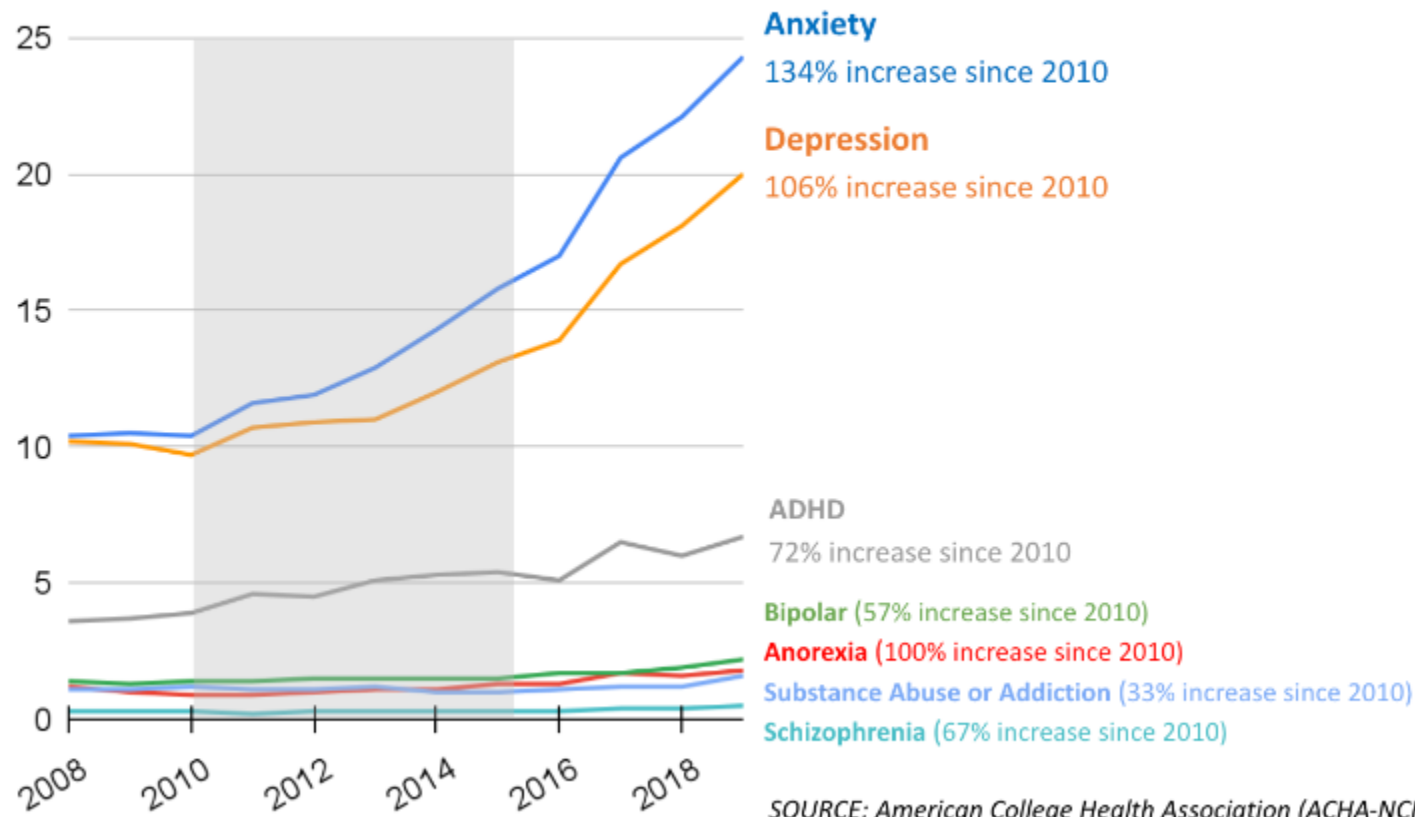
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## Percent of U.S. Undergraduates Diagnosed with a Mental Illness



SOURCE: U.S. National Survey on Drug Use and Health

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g of the American Mind

## Solutions?

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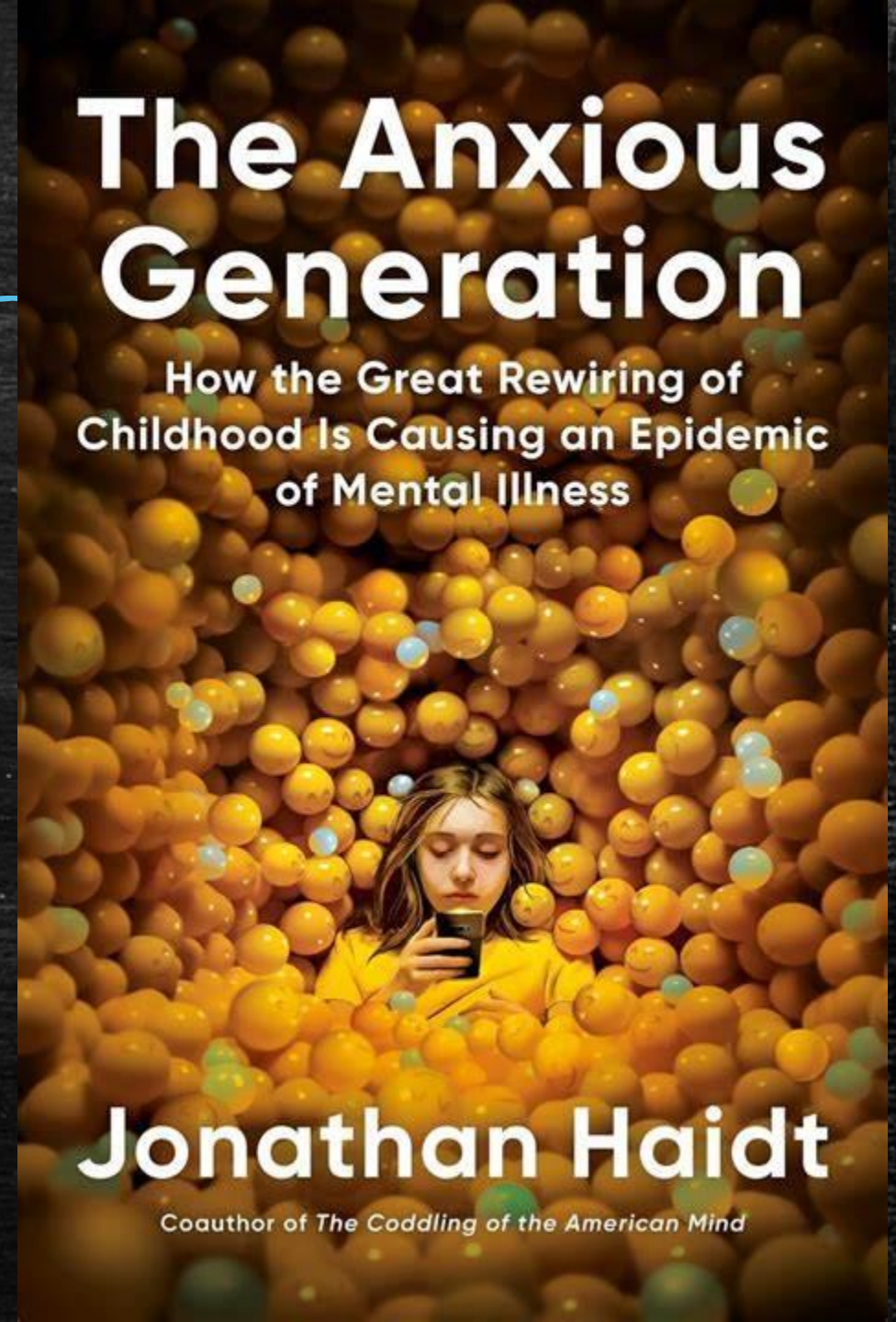
- **Independent Play** - more time outdoors in mixed age groups, with little or no adult supervision
- **Embed children in stable real-world communities.** Online networks do not operate on binding social commitments and therefore are far less able to meet social needs
- **Awareness of Social Media addictions**

# The Anxious Generation

How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness

Jonathan Haidt

Coauthor of *The Coddling of the American Mind*



TAMS Strategies for our SCENE

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# Student Activities and Community Service

Aaliyah Navarro

# Philosophy and Goals of Discipline

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- Consistent
- Logical
- Efficient
- Fair
- Educational
- Humane
- Well documented
- Jury of Peers
- Deter Violations
- Reward Compliance

# Two extremes we wish to avoid



The French Revolution –  
Guillotine included

# Two extremes we wish to avoid

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- The World is Over!



# Level 1 violations

Typical violations

- Curfew (1-15 minutes late)
- Missing Meetings
- Roughhousing

# Level 2 violations

Typical violations

- Curfew - (15-29 minutes late)
- Visitation
- 3 in 30 violations





3 in 30 policy violations\*

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

# Level 3 violations

- Curfew (30-44 minutes late)
- Off limits area
- Non-compliance
- Harassment / Bullying



# Level 4 violations

- Curfew (45 + minutes)
- Smoking
- Visitation
- Fighting
- PDA
- Computer Violations (mining bitcoin, really?)



# Level 5 violations

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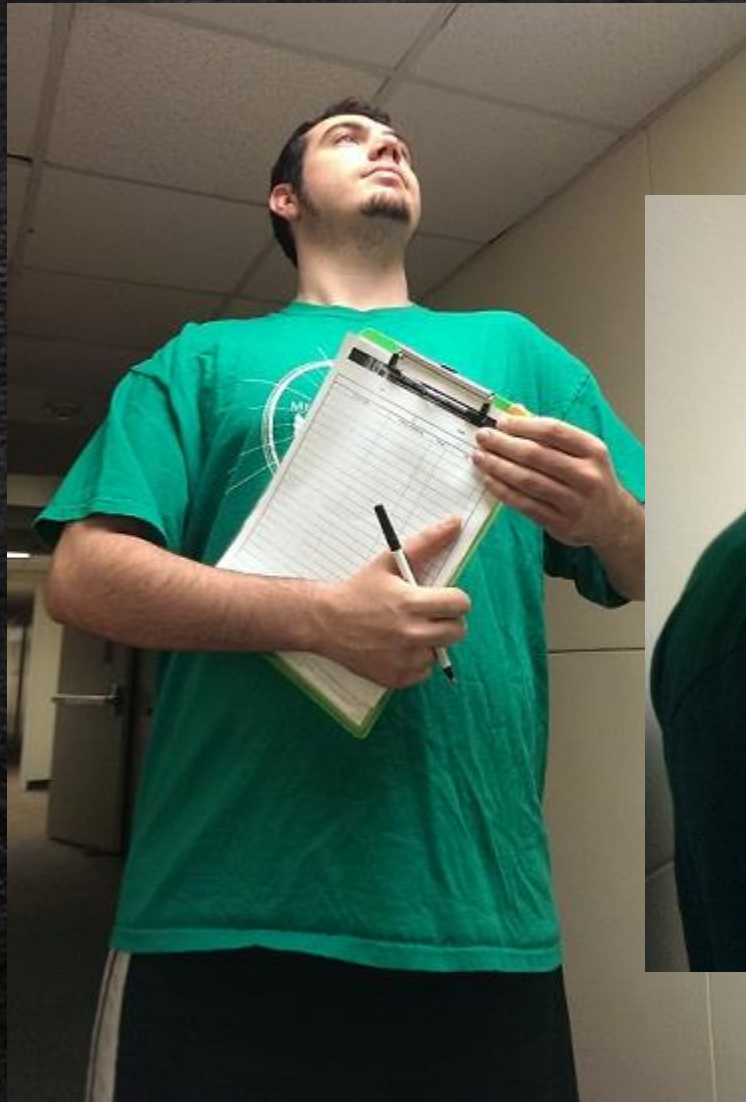
- Drugs – illegal and abusing legal drugs
- Alcohol
- Violations of law other than minor traffic violations
- Safety and security violations
- THEFT – taking any possession that is not yours without permission nor payment.

# Student Chooses to Violate a Policy

Dana discovers she is late for her club's program



# Staff Member Documents Student



# Student and Parent receive a TAMS Disciplinary Notice (TDN)



es with  
ns and  
ns for  
up.

If the violation has points associated with it\*,  
the Student is **required** to meet with a  
disciplinary entity



Student schedules an appointment through  
the front desk to meet with appropriate  
disciplinary representative

Level 1 & 3/30 = Judicial Board  
Level 2 & 3 = Hall Directors  
Level 4 = Assistant Director  
Level 5 = Ben

# After the follow up meeting, student and parents receive a TAMS Disciplinary Sanction (TDS):



If unhappy with the discussion results, the student has one more opportunity to discourse at the next highest level.



# At the appeals process one of three actions could occur after the appeal meeting (one appeal per violation)

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- Level 1 – Judicial Board
- Level 2 & 3 (HD's)
- Level 4 – Assistant Director
- Level 5 - Ben

# Health

*and*

# Wellness



# Talk with them now...

- Eating right in the cafeteria
- What to do if they get sick
- Taking their medication
- Sleeping schedule
- Exercise plan
- Cleanliness – room, laundry, etc.
- Personal Hygiene



# Things you should know...

- Students are allowed to keep and administer their own medication.
- Abusing legal medication or distributing prescription medication is a violation of our drug policy.
- Please make us aware if your student is ill.

### Medical Emergencies

If situation is **SERIOUS**, call a hall director immediately – after calling 911!

#### Phase 1: Assess the Situation

- \* Ask questions.
- \* Observe signs and symptoms of the injury or illness.

#### Phase 2: Assisting the Student

- A. This a 911 situation when the student ...
- \* has blacked out or is unconscious.
  - \* has awoken from an unconscious state.
  - \* is bleeding profusely.
  - \* is choking or gasping for air.
  - \* is in too much pain to be moved.

At this point:

- \* Call 911 from the closest phone.
- \* Contact the front desk and inform them of the situation. Tell them to call for the paramedics.
- \* Stay with the student until the emergency staff arrives.
- \* Pick up HOSPITAL CLIPBOARD at the front desk.
- \* Go to the hospital. Ride in the ambulance if the student desires; otherwise, vehicle.

Usually your gut feeling will tell you whether the situation requires an immediate response.

#### B. Otherwise (No 911 Medical Response Required)

- \* Contact the Front Desk.
- \* Pick up HOSPITAL CLIPBOARD at the front desk.
- \* Drive the student to the hospital.

If the situation is a mental health emergency, have the Front Desk call or page the RA on call.

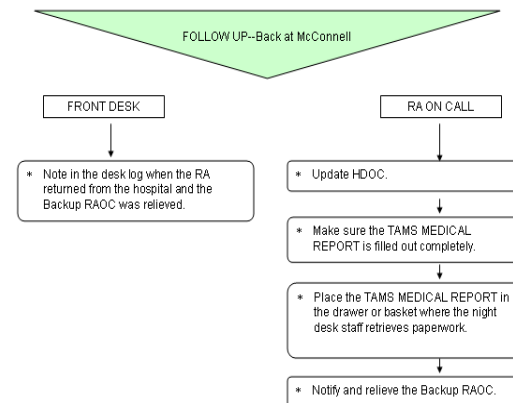
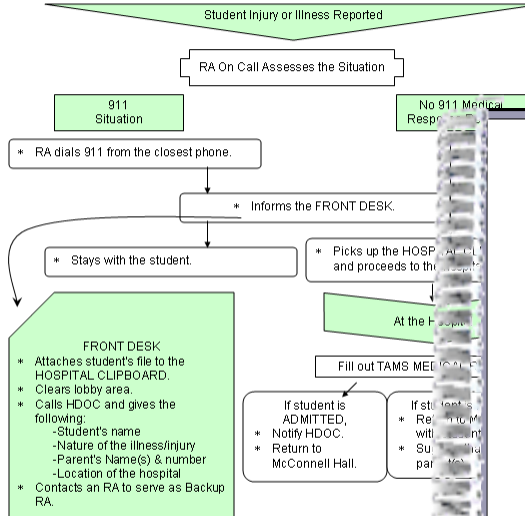
#### Phase 3: At the Hospital

- \* Fill out TAMS MEDICAL REPORT (on clipboard).
- \* If student is admitted overnight, notify HD On Call and return to McConnell Hall.
- \* If student is released, bring student back to McConnell Hall and ensure that student is comfortable. Suggest that the student call parents.

#### Phase 4: Follow Up

- \* Update HD On Call.
- \* Make sure TAMS MEDICAL REPORT is filled out completely.
- \* Place the TAMS MEDICAL REPORT where the night desk staff retrieves paperwork.
- \* Return student's file to the file drawer.
- \* Notify and relieve Backup RAOC.

# Health Emergency Protocol





# Minor Issues

- First Aid Kit at Front Desk
- Health Center right beside Hall
  - *more on them later...*

# If Hospital is Required...

- Staff on call 24 hours
- 911 calls (judgment of staff)
- Hospital? Consultation with student and parents
  - Staff will drive
  - Local parents - "What time will you arrive?"
- Emergency Travel home if needed
- Pharmacy run if needed
- Parent follow up the next day



# Stats from 23-24 School Year

- 135 Medical Reports filed  
(65 in the Fall & 70 in the Spring)
- Out of those reports, only 8 required a hospital visit
- Severity?
  - Food poisoning, infections, allergies
  - Concussion, Sprains, Breaks
  - Mostly cough, cold, fever





# UNT Health & Wellness Center



Medical  
Pharmacy  
Dental  
Optical

# Communication

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A pledge to communicate with you +/-

## Forms of Communication

- Emails (@unt.edu)
- Phone Calls (940 #s)
- 940-565-4955
- TAMS website

## Moments of Communication

- Behavior
- Travel
- Student Activities
- Health & Wellness

# Communication

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A pledge to communicate with you +/-

Your pledge to communicate with us +/-

- Positive things you see or hear - we love growth and success stories!
- Moments for improvement
- Family issues
- Friend issues
- Tangential issues

TAMS &  
Parents:  
A Partnership

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