

TAMS
A Pa



In Loco Parentis

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....!!

Oh...??

"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...???

- 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.

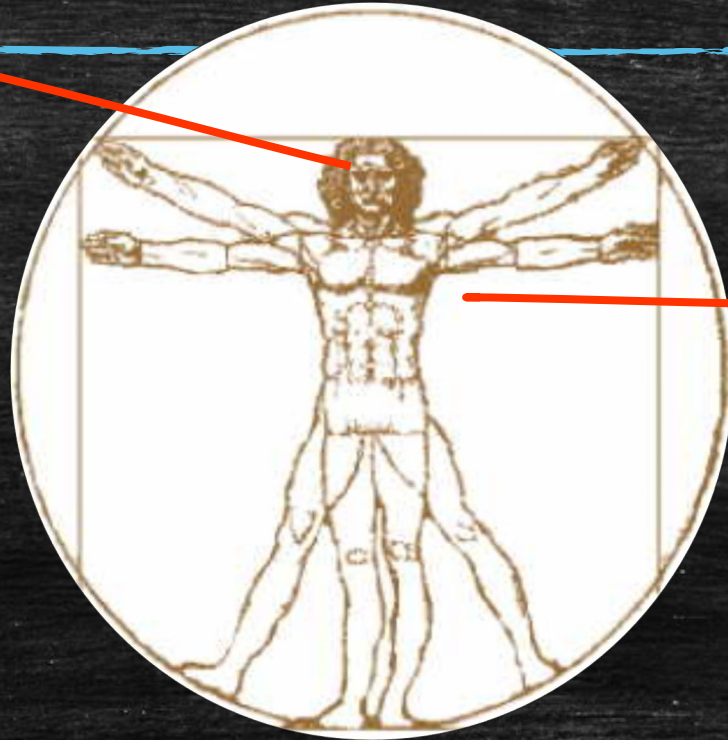
This is Success

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:

Manage self care

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

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A student who can:

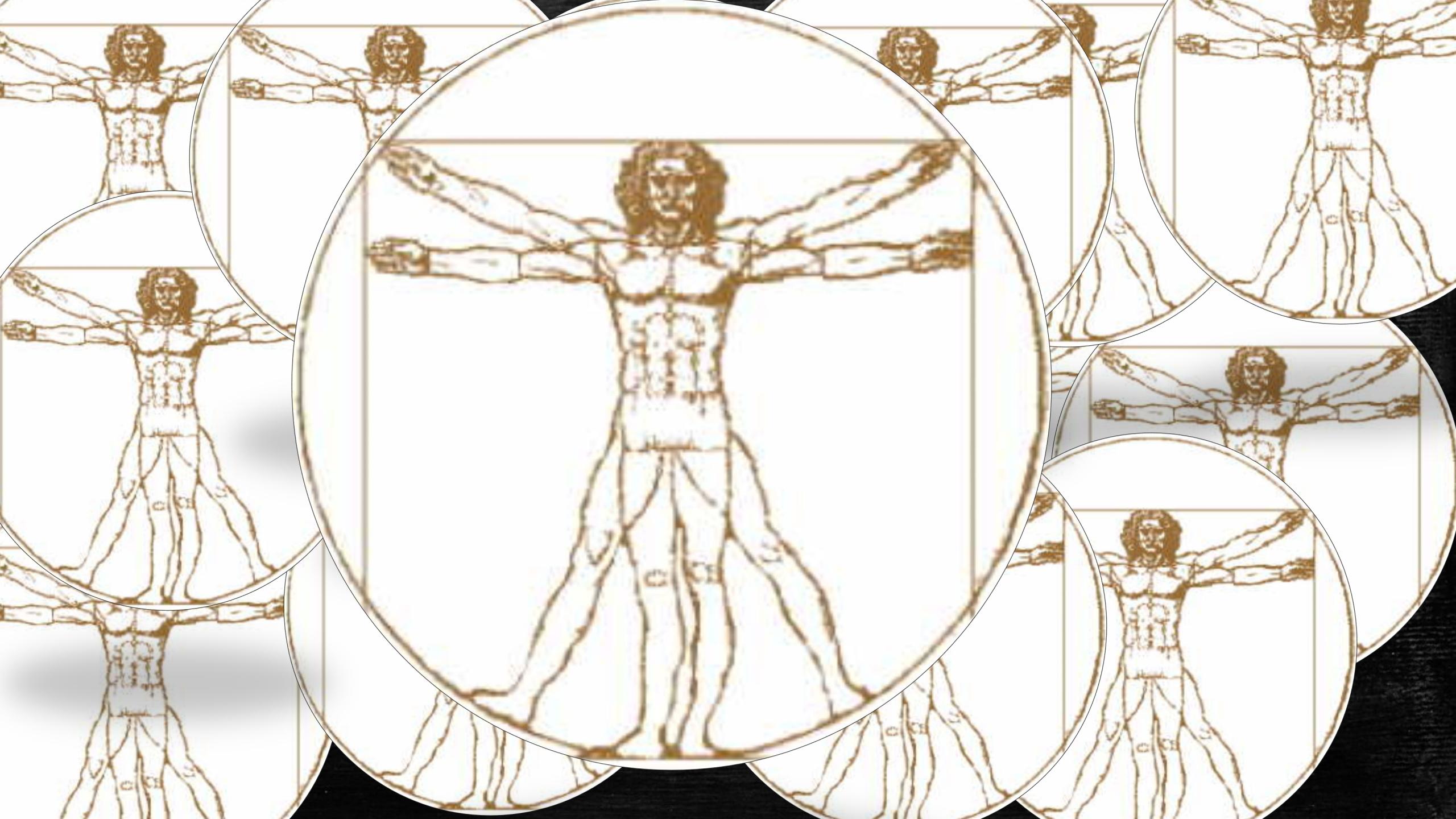
Manage academic care

- 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:

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)

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

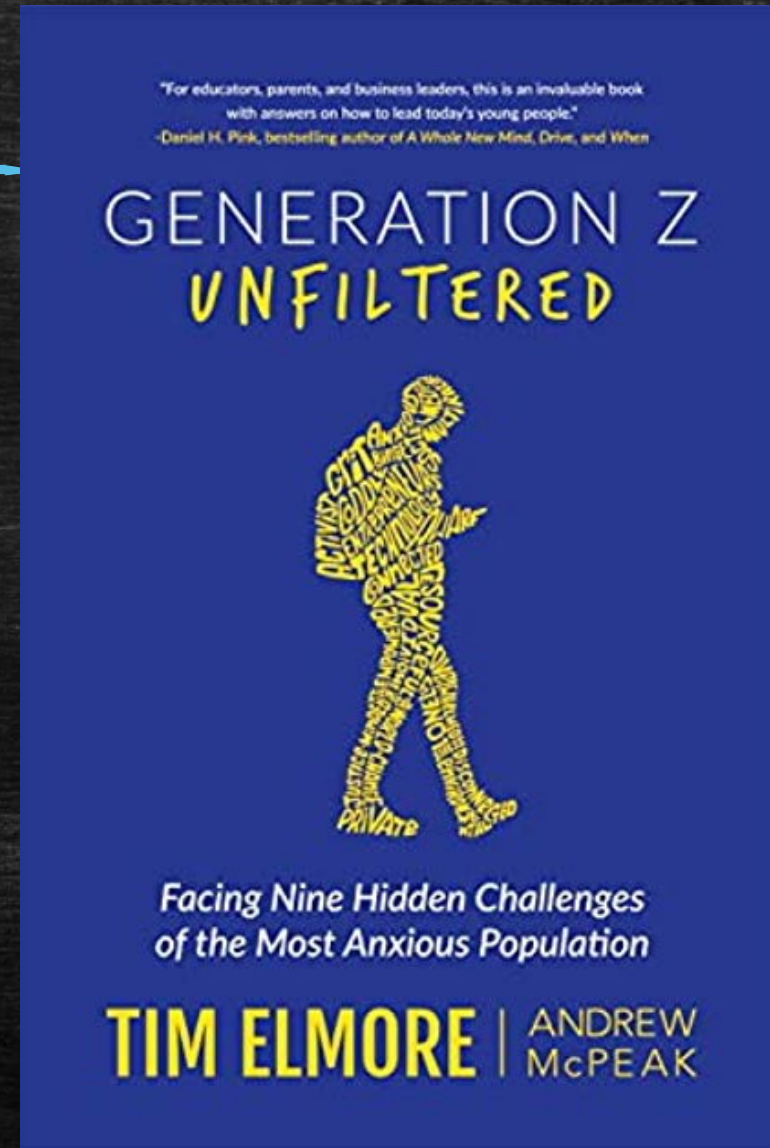
Labor is bad

Who are the Students?

Understanding Generation Z

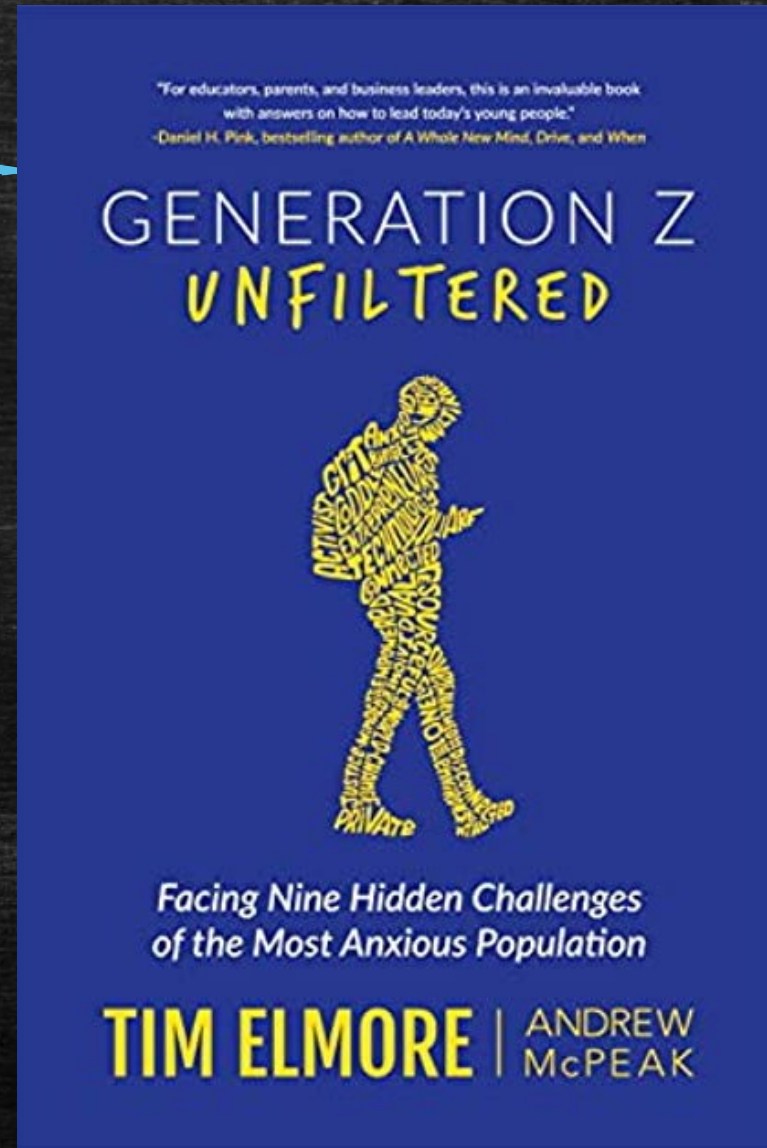
Generation Z

- 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



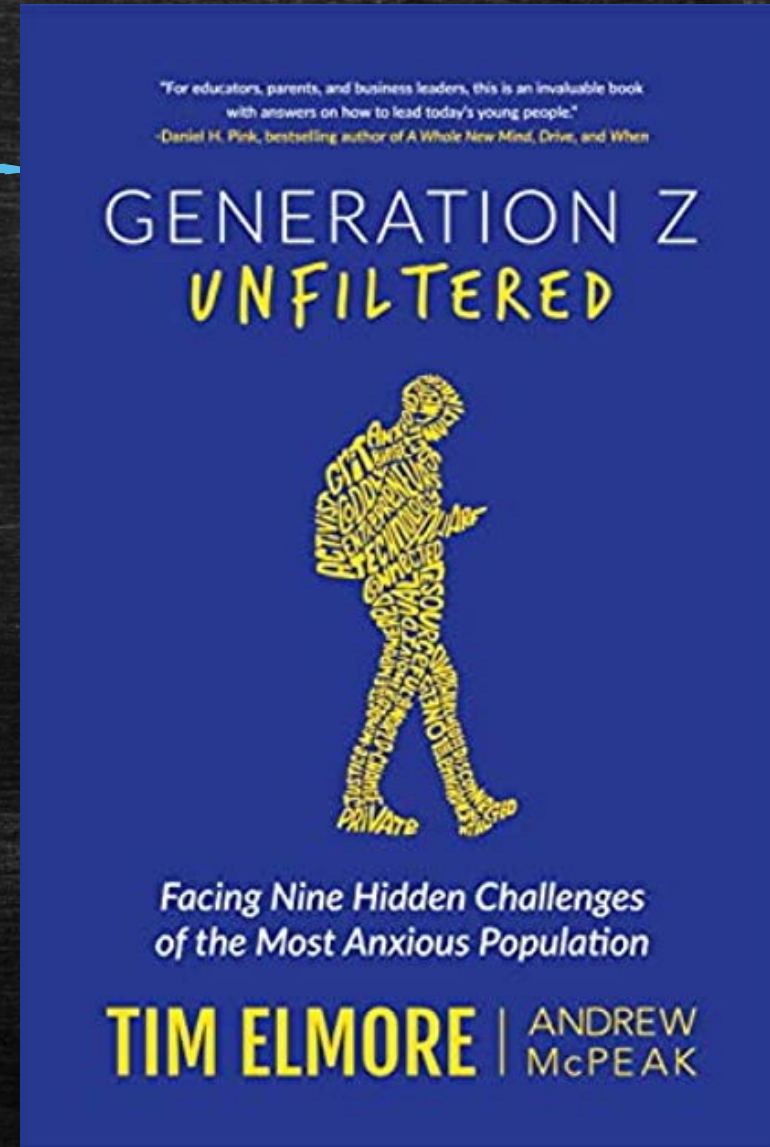
Generation Z

- 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

- 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?

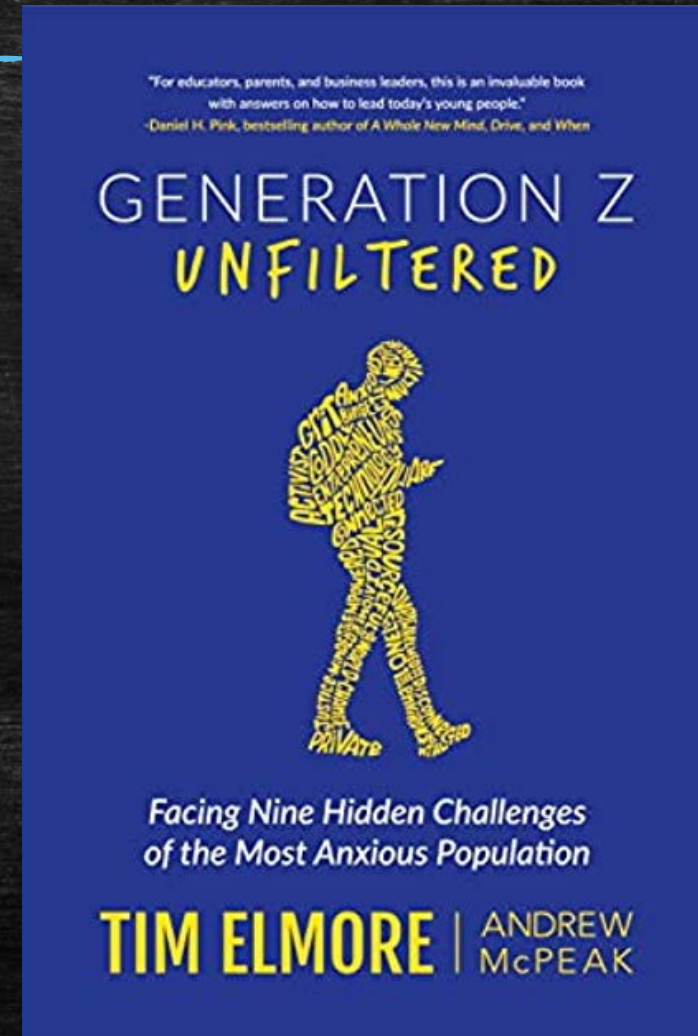


Elmore's train of thought

- 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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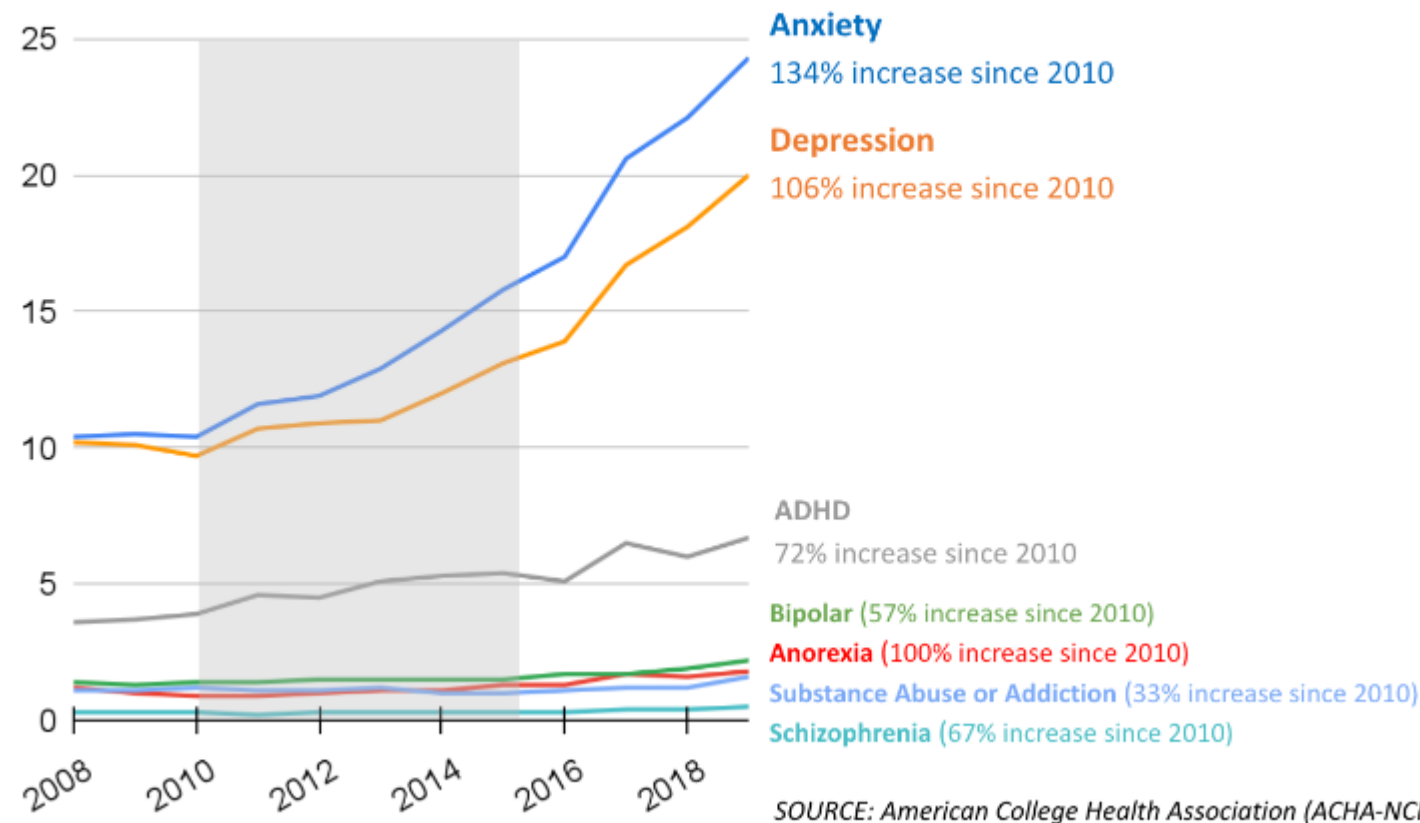
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- Rise of
cotton cand

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



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

n Haidt

of the American Mind

Solutions?

- **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

Student Activities and Community Service

Aaliyah Navarro

Philosophy and Goals of Discipline

- 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

- 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

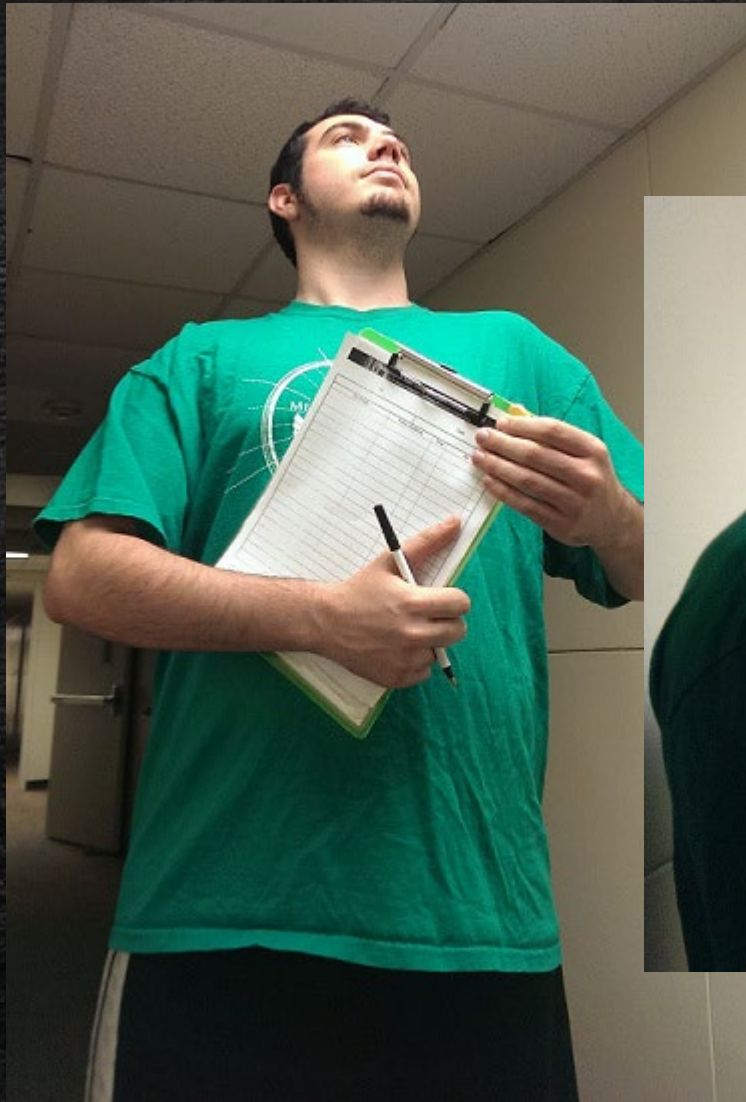
- Drugs – illegal and abusing legal drugs
- Alcohol
- Violations of law other than minor traffic violations
- Safety and security violations
- THEFT – taking any possession that is not yours without permission nor payment.

Student Chooses to Violate a Policy

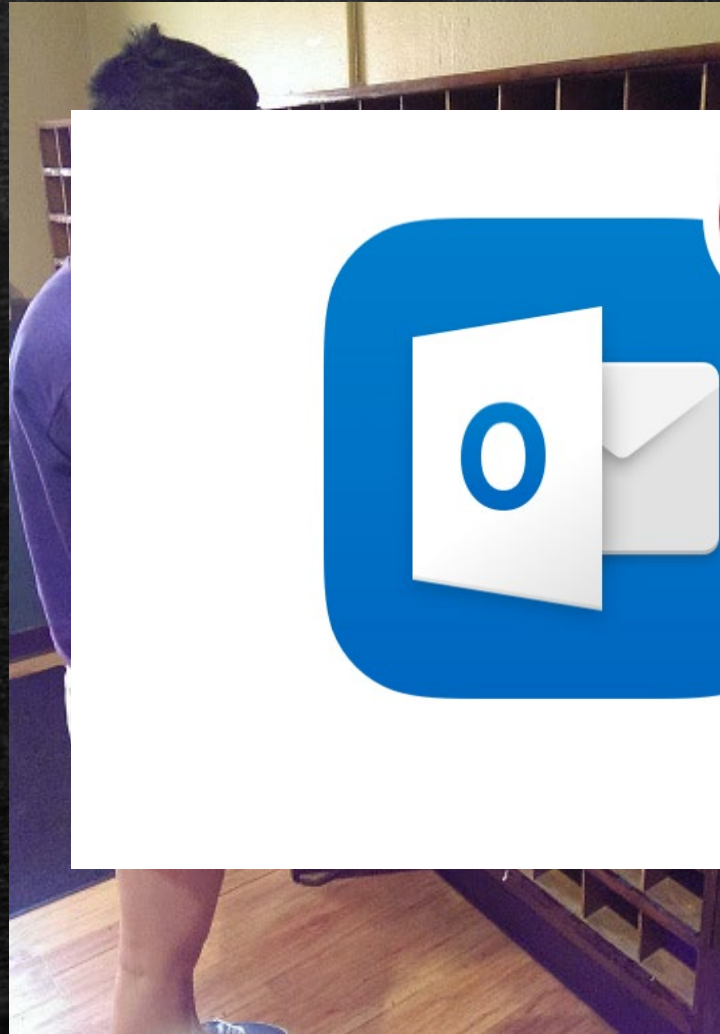
Dana discovers she is late for her club's program



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)



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

TAMS Leadership Program



Summary



Hot air balloons **rise** when filled, but they eventually fall. To stay afloat, they need **constant** hot air. People are like that, too. They need **continuous encouragement** to reach their full potential. Leaders know the importance of **encouragement** in building **strong relationships**.



GROWING LEADERS
Ready for Real Life

<https://tams.unt.edu/studentlife/tams-leadership-program.html>

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

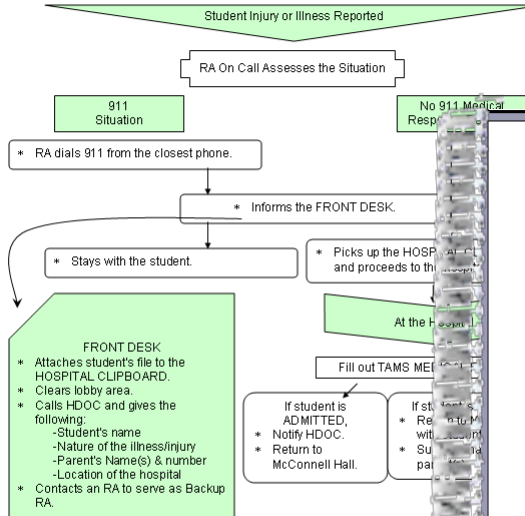
- A. This 911 situation when the student ...
- * has blacked out or is unconscious.
 - * has awoken from an unconscious state.
 - * is bleeding profusely.
 - * is choking or gasping for air.
 - * is in too much pain to be moved.
- At this point:
- * Call 911 from the closest phone.
 - * Contact the front desk and inform them of the situation. Tell them to be ready 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

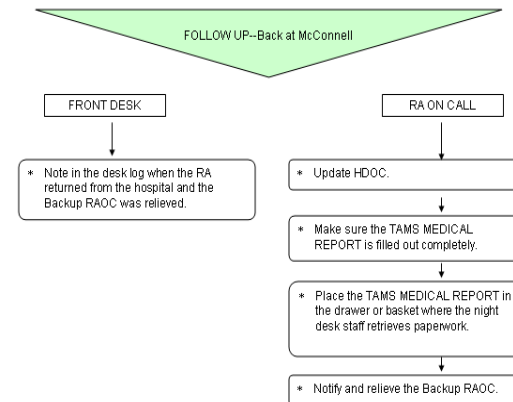
- * Fill out TAMS MEDICAL REPORT (on clipboard).
- * If student is admitted overnight, notify HD On Call and return to McConnell Hall.
- * If student is released, bring student back to McConnell and ensure that they are comfortable. Suggest that the student call parents.

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

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

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
