Community Rounds
Scenario Packet

Scenario #1—Roommate Conflict

**ACTOR(S):** 2 RAs and 2 residents

**Notes Shown to RA Participant**

You are walking down the hallway when you hear shouting coming from a room. It sounds like there are two residents arguing, and they may be roommates.

**Actor’s Notes**

Lee and Jamie have been arguing over the past few months and cannot seem to work out their differences. Lee has early classes and gets up very early in the morning, while Jamie has afternoon classes and returns home from work late at night. There have also been issues surrounding who can use the television in the room when both Jamie and Lee want to watch different shows, which personal belongings can be shared, and when visitors can come by. Lee likes to study in the room, while Jamie likes to study at the library. Last weekend, Jamie had friends over while Lee was studying for a big test, and Jamie’s guests got rowdy and disrupted Lee’s studies. Jamie told Lee that the friends were visiting for the weekend just a few hours before they arrived. Now, Jamie is controlling the television while Lee’s favorite TV show, Modern Family, is on, and Lee has had enough.

Jamie has also felt very uncomfortable about Lee’s recent behavior. At the beginning of the year, Lee was very outgoing and friendly. However, as the year continued, Lee began to seem depressed and began acting differently. Lee started taking an interest in previous campus violence incidents and has made some concerning remarks to Jamie.

When the RAs approach the room, Jamie is confused about why Lee is so angry, and Lee is behaving in an aggressive nature about the television.

**Facilitator Debrief Points:**

The RAs responding should make sure to:

- RAs should knock and identify themselves
- Start out conversation by asking residents to separate
- Ask the residents to turn off the television
- Inform residents that their argument could be heard down the hallway, about 5 doors away
- Ask to talk to each resident privately and ask what is going on and if they would like to talk it out together
- Maintain a friendly and respectful tone throughout the entire interaction
- Use a talking piece to facilitate the dialogue with the roommates
- Ask about their roommate agreement, and follow up with the RA on their floor so that they know that they might need to re-visit the document
- If threatening or troubling behavior is exhibited and a situation becomes too intense, the RAs should contact the ACD on Duty.
- Documentation – Duty Log! (If the argument becomes violent or physical, an Advocate report may be needed)
Scenario #2—Propped Door Smoker

**ACTOR(S):** 2 RAs and 1 Resident

**Notes Shown to RA Participants:**

It’s 12:30a.m. on Sunday morning and you are on your 3rd round on the first floor of your building with your fellow duty RA. You are checking the exit door on one of the wings and notice a resident has propped open the outside door with a cigarette box in the key jam. The resident is about 15 feet away from the door, in plain sight. It is raining outside and you noticed the resident is standing under a small roof that extends above them, keeping the rain off of them while they smoke.

**Actors’ Notes:**

You had a fun, early weekend and spent time with friends on both Thursday and Friday night. Saturday night you have decided to study and try to get ready for a very important exam in ISS that is worth 30% of your grade. You just got done studying for 4 hours and are ready for bed at 12:15 am Sunday morning, but decide that you would like a cigarette to distress before calling it a night. You head downstairs, leaving your wallet and I.D. in the room and only bring your room key, lighter and box of Marlboro Lights. You already at the exit door when you notice it has started to rain and decide that you will just head outside real quick and smoke under the roof not far from the exit door.

**Facilitator Debrief Points:**

The RA’s responding should make sure to:

- Approach the resident
- Make sure the exit door gets locked back up
- Obtain all needed information from the resident
- Enter information into Advocate
- Depending on the situation, verify the residents information/identification is accurate
Scenario #3—Propped Door (no person around)

**ACTOR(S):** 2 RAs

**Notes Shown to RA Participant**

You are doing your last round of the evening, it is after Midnight and notice one of the doors on the first/ground floor propped open with an old book. You do not notice anyone around but heard some people running up the stairs just before you got to the stairwell. The cameras are working properly in the stairwell.

**Facilitator Debrief Points:**

- Un-prop the door and make sure it is locked
- Know that some doors may be blatantly propped, while others may be sneakily propped with small items (i.e.: a coin) jammed in the lock
- Document that this has happened in Advocate
Scenario # 4—Self Harm / Academic Pressure

**ACTOR(S):** 1 RA, 1 Resident

**NotesShown to RA Participant**

Talena is one of three international students in your section. She hasn’t really been very active on the floor. The only time you have seen her is when she is on her way to class, to the library or coming and going from the study room in your residence. She always seems pretty stressed out when you talk to her. Three of your residents have recently approached you with their concerns, because when they were chatting in the washroom, they saw Talena come from the shower with a towel wrapped around her, and she had several large scratches and cuts all over hers arms and legs. You are making rounds for the evening and decide to check in on Talena.

**Actor’s Notes**

You are an international student and the first of your family to attend a university in North America. Your family has gone to a great deal of trouble to pay for you to be here. It seems like everyone is depending on you to make something of yourself so that you can help support the family back home. The only way that you are able to attend university is because of the academic scholarship you received that covers your tuition and residence fees. You have been in constant contact with your family since you arrived. Your parents are clear that you shouldn’t be doing anything other than attending to your studies. You didn’t get that scholarship for you to come here to party. Besides that, you have to maintain an average over 80% each semester in order to keep your scholarship. You have found your courses difficult and your marks have dropped from the scores you were used to achieving in high school.

Since high school you began having thoughts of self-harm but never really acted on these thoughts, especially since you lived at home with your numerous siblings. Now that you are on your own in another country, you have begun to actually act out these thoughts. You find that it helps to relieve the constant stress you feel. You are always wearing pants and long sleeved shirts and sweaters, despite the fact that your residence building is very warm and many of the residents have complained about the problems with temperature regulation in your building. You find that it’s the only thing you have found to do that will take your mind off the stress and emotional pain you are feeling. Besides, it’s not like you’re bothering or hurting anyone else.

**Facilitator Debrief Points:**

- Enter with permission from Talena.
- Start up a general conversation (how are things going...?)
- Ask about she’s doing on floor, you’ve noticed hers absence at programs, participation with floor
- Ask her about the washroom incident (what is Talena willing to share)
- Explain the impact on the community, (we’re worried about you)
- Don’t freak out – it’s serious, but not necessarily a crisis
- Normalize: many people run out of coping strategies, but these are skills that can be learned
- Distinguish the type of behavior: this is a release or need for escape, not necessarily an intention to die
- Are there ways of coping that would be less injurious? What else could be done to cope?
- Refer, refer, refer!
- Tell her that you will be documenting and your supervisor will likely contact her.
- Documentation – contact sheet
Scenario # 5—Graffiti

**ACTOR(S):** 2 RAs; 2 residents

**Notes Shown to RA Participants**

When walking past a student’s door you notice a drawing on the wall next to a bulletin board and a resident’s room. You notice that someone drew genitalia on the wall. No residents are around, but some doors are open

**Actors Notes**

Sit in your room and act like you are watching TV. You did not draw the graffiti, and you did not even know that it was done. You’ve seen some people on the floor that you did not recognize, but nothing seemed suspicious about them. You are not offended by the drawing, and you do not feel like it was directed at you.

**Facilitator Debrief Points:**

- RAs should cover the drawing with a piece of paper
- RAs should follow up with any nearby residents to ask if they know anything about the drawing or if they feel that it was directed at someone specific
- RAs should call the ACD on duty to report the vandalism so that it can be removed by facilities
- RAs should document the incident
- Reiterate that the drawing itself is not a bias incident
- Reiterate that some circumstances could cause this to be considered harassment (repetitive drawing directed at someone, messages accompanying the drawing that are directed at a resident, etc.)
- Explain that some circumstances could cause this to be considered bias (messages accompanying the drawing, other contextual factors, etc.)
Scenario # 6—Tampering with Smoke Detector

**ACTOR(S):** 1 RA, 2 Residents

**Notes Shown to RA Participant**

You are not on duty. You are returning from dinner, and you are about to go and study for a test, when you see that Tim and Jerry’s door is open. You say hi to Tim, and you notice that Jerry is taping a plastic bag over the smoke detector.

**Actors’ Notes**

Tim is sincere in starting a conversation with the RA, and he is not acting suspicious at all. Once the RA notices what Jerry is doing, Tim tries to distract the RA from addressing that Jerry is placing a bag over the smoke detector.

Jerry is placing the bag over the smoke detector because he and Tim like to smoke cigarettes in the room without going out in the cold. Jerry is confused about why this is an issue with the RA and why it is against policy.

**Facilitator Debrief Points:**

The RA responding should make sure to:
- Start the conversation with Tim
- Enter with permission from the residents after noticing that the smoke detector is being covered
- Effectively and calmly diffuse Tim’s attempt to change the subject
- Ask why Jerry is covering the smoke detector
- Explain the fire-safety and smoking policies
- Ask the residents to take down the bag
- Stand there while the residents take down the bag
- Explain that you will document the situation
Scenario # 7—Marijuana

**ACTOR(S):** 1 RA, 2 Residents

**Participating RAs’ Notes**

You are on rounds and you smell the slight odor of marijuana. You see an open door ahead, and as you get closer, the odor becomes stronger. From your angle, you can see drug paraphernalia sitting out on the residents’ shelf. You can hear two residents in the room, and you both are certain that this is room is the source of the odor of marijuana.

**Actors’ Notes:**

**Resident # 1**
- Be hanging out in the room chatting amongst yourselves
- Drug paraphernalia should be sitting in plain view of the doorway
- When the RA brings up the issue with you, be very confrontational, and uncooperative for a few minutes before being more cooperative

**Resident # 2**
- Be hanging out in the room chatting amongst yourselves
- Drug paraphernalia should be sitting in plain view of the doorway
- When the RA brings up the issue with you, be extremely cooperative and apologetic

**Team Leaders Instructions**
- Have one RA watch the room while the other steps aside to call MSU PD and the ACD on Duty.
- Wait for the ACD on Duty to respond, and set a meeting point with MSU PD.
- If the students try to leave, you can ask them to stay and explain that it is in their best interest that they comply. However, you cannot physically hold them there.
- If the students do leave, take detailed notes about your interaction to provide for MSU PD.
- Answer any questions the students have regarding the next steps, specifically that they will be contacted by the CD. Be sure not to promise or indicate any sanctions.
Scenario # 8—Studying Scenario

**ACTOR(S):** 2 RAs, 2 Residents

**Participating RAs’ Notes**

You are on your rounds and you hear some muffled music (not unreasonably loud) coming from the study lounge. You see two residents studying, and they look up at you when you walk by the door.

**Actors’ Notes**

- Sit in a room/lounge with text books, etc.
- Pretend to study with music on
- Interact with the RA and chat if they initiation conversation
- Take earphones out of your ear if the RA converses with you

**Facilitator Debrief Points:**

- RA’s should stop by the room/lounge
- Initiate conversation with the students
- Have a brief chat and continue on with your rounds.
Duty Log

Facilitators Notes

- Provide the group with one blank copy of the duty log
- Explain that the duty log is used to track patterns in incidents, times of incidents, and provide information about what is going on during rounds to which other RAs on duty and senior staff members can refer
- Explain how to use the duty log and that all positive interactions and incidents should be noted in the duty log
- Ask them to write an entry on the log for the scenario in which they acted
- Explain that confidential details should not be included (such as names associated with incidents), but IR numbers can be included for tracking purposes