In order to fulfill the Mission and Vision of programming for Sorority & Fraternity Life, the following model was developed.

Programs will be planned and implemented for the development of the EWU Sorority & Fraternity Life (SFL) community. The goal of co-curricular and extra-curricular programming will be to assist students through their transitional and developmental junctures, as well as enhance their academic experience to its fullest while attending EWU. This programming model shall be a guideline for sororities, fraternities, and the Office of Student Activities to assist in the development of the SFL community through events and workshops. The programming model and paperwork with help assist sororities and fraternities educate and develop their members in the following seven (7) areas:

1) Academics
2) Membership Education
3) Civic Engagement
4) Cultural Competence
5) Health & Wellness
6) Professional Development
7) Safety & Risks

First-year college students cope with a highly complex set of tasks, transitions, and adaptations. While attempting to deal with self-identity, relationships, separation, career planning issues, and achieve academic success. The campus, sororities, and fraternities programs offer significant opportunities for helping new students succeed academically. Research indicates that two-thirds of what students learn will be outside of the classroom. Plus, approximately half of students that drop out of college will do so during this transitional period *(Blimling, 1999). Thus, “the first six weeks constitute a critical period for new students in the determination of whether a student is going to stay or leave” *(Chickering & Reisser, 1993)

The initiatives on your members from the moment they arrive on campus through the first six weeks of the quarter cannot be overstated. Getting your members involved and connected to Eastern Washington University will help them: appreciate and learn from differences, similarity, diversity, and homogeneity; critically analyze and synthesize, and develop a critical consciousness; personal development-compassion, community, cooperation, and autonomy; ability to communicate-writing, speaking, and listening; and social change-understanding, skills, methods, and strategies. The individual outcomes of student involvement are connection, commitment, teamwork, participation, leadership, confidence, and investment in themselves and the community at large.

The SFL Programming Model integrates Chickering’s Seven Vectors of Student Development to ensure intentional and focused programs. Each vector represents a step or level of development that students go through as they become mature, moral adults. Growth along the vectors is not a linear process of naturally unfolding maturation; rather, it requires stimulation. These vectors serve as a guide to creating programs that intentionally assist in the maturation process of which the first three are most important in new student development.


Chickering’s Seven Vectors of Student Development

- **Developing Competence** - confidence in one’s intellectual, physical, manual, and social abilities.
- **Managing Emotions** - to develop an increasing capacity for passion and commitment through intelligent behavior, to be aware of impulses and be able to handle them.
- **Developing Autonomy** - developing a sense of independence with relationships based on mutual respect and helpfulness, while disengaging from parents and the need for approval from others.
- **Establishing Identity** - this is a lifetime change, developing a solid sense of self through clarification of personal perceptions of physical characteristics, personal appearance, and appropriate sexual roles and behaviors, must have some growth through first 3 vectors.
- **Freeing Interpersonal Relationships** - an increased ability to interact with others, an increased tolerance and respect for those of different backgrounds, habits, values, and appearance with a shift in the quality of mature and intimate relationships.
- **Developing Purpose** - assessment and clarification of interests, educational and career options, and lifestyle preference, integrated with one’s sense of identity.
- **Developing Integrity** - humanizing of values, personalizing of values and seeking congruence between beliefs and behavior.

William Perry’s Theory of Cognitive Development

Another important theory to remember when dealing with freshman students is **William Perry’s Theory of Cognitive Development**. Perry was interested in how the reasoning of students changed as a result of their exposure to the classroom learning situation and the college environment. Perry found three stages of development:

**Dualism** - students see information classified as either right or wrong, with little tolerance for ambiguity and attribute the knowledge of “truth” to those in positions of authority. Some behaviors freshmen can experience in this stage are:
- Experiencing stress when uncertainty is encountered
- Perceiving instructors as knowing the truth
- Attaching inconsistent importance to evaluations

**Relativism** - student reaches the stage of accepting that not all information is known and that it is legitimate to be uncertain. The concept of right and wrong is replaced by the legitimacy of uncertainty, and people have a right to their own opinions and that no answer is any more valid than anyone else’s. Behaviors include:
- Emphasis on intuition
- Development of the capacity to perform complex analytic tasks with some skill
- More internalized learning
- A lessened concern with pleasing instructors
Commitment to Relativism—students focus on clarifying their place in the world by exploring careers, marriage, and lifestyle through:

- Self-discovery
- Commitment
- Balancing of priorities
- A search for the beginning of a synthesis in issues of ethics and integrity.

Perry acknowledged that the third stage could be circular, with adults reexamining similar past issues as other current dimensions of their lives are fulfilled.

Each theory of development is flawed in some aspect, and the SFL Programming Model is not based on any one theory, but on various pieces of individual and group developmental theories.

**Programming Requirements**

**QUARTERLY REQUIREMENTS**

**Fall Quarter**

*Safety & Risks*
- Alcohol
- Sexual Assault/Harassment/Stalking

*Academic*
- Topic Optional

**Winter Quarter**

*Safety & Risks*
- Hazing
- Substance Abuse

*Academic*
- Topic Optional

**Spring Quarter**

*Safety & Risks*
- Risk Management

*Academic*
- Topic Optional

**YEARLY REQUIREMENTS**

**Membership Education**
- New Member Education - 1
- Continuing Membership Education - 1

**Civic Engagement**
- Chapter’s Choice (Philanthropy or Community Service) - 2

**Cultural Competence**
- Topic Optional - 1

**Professional Development**
- Topic Optional - 1
Areas of Development

Safety & Risks

The Safety & Risks dimension of development empowers the community to make healthy and sound choices and decisions. It is through the Safety & Risks dimension that members will be exposed to resources on and around the Eastern Washington University campus.

- Safety & Risks development is becoming knowledgeable of resources that will assist a community to make safe and responsible choices.
- Gaining knowledge about local resources and laws helps reduces high risk behaviors related to alcohol, illegal substances, and over-the-counter & prescription drugs.
- Promoting sexual responsibility, as well as sexual assault prevention, response and advocacy for all students will help keep the EWU campus safe.

Academic

The educational dimension of development supports and encourages creative and stimulating activities. It is through educational development that the members use resources available to expand one’s knowledge, improve skills, along with expanding potential for sharing with others.

- Educational development is a life long process.
- Learning begins with a spirit of inquiry. This includes curiosity, remembering, organizing, understanding, problem solving, decision-making, imagination, and fantasy.
- Education is enhanced when it can be generalized into “real-life” examples.

Membership Education

The focus of the membership education dimension is to develop skills, strengthen values, and build character that advance the prosperity of the sorority/fraternity. It is through new member education, continuing membership education, and alumni relations that build the foundation of an organization’s success.

- Membership Education seeks opportunities to teach members what it means to be a part of the organization.
- This dimension does not seek to change attitudes, but enhance the areas of improvement.
- A strong membership produces strong leaders.

Civic Engagement

The Civic Engagement dimension of community building seeks to develop, promote, and implement community service opportunities for and with residents. Residents are supported and challenged not only to live in, but also contribute to the greater good of their community, whether on campus or society. Through community service initiatives, students also are made aware of the needs of real people, as well as the richness and joy of responding to those needs.
Service projects allow residents to share and examine personal beliefs and values with the intent of growing in their understanding of themselves and others.

Service enables residents to become more aware of people and situations throughout the world and become a more responsible member of society.

Service allows residents to examine the current social issues of society and implement responses that challenge prevalent ideology.

Fosters a commitment to the common welfare of the community.

Health & Wellness

The Health & Wellness dimension encourages and promotes fitness, nutrition, healthy relationships, stress reduction, and other positive health behaviors.

- Health & Wellness development means intentionally focusing on the community’s physical and mental wellbeing.
- Health & Wellness Development helps communicate the idea that alcohol is not needed to gain acceptance or to have fun.

Cultural Competence

The focus of the Cultural Competence dimension is to develop skills that enable one to recognize, appreciate, accept, and/or celebrates differences in others. These differences may be ethnic or cultural, or they may be differences in lifestyle or values. This includes awareness of racism, sexism, heterosexism, ageism, and disabilitism. Differences also include variation in family income, city vs. farm community, large family vs. only child, etc.

- Diversity awareness seeks opportunities to understand and appreciate human differences and similarities.
- Not all people will be accepting of differences right away. This will come in time.
- This dimension does not seek to change attitudes, but increase awareness. It does not eliminate prejudice, but reduces it.
- Remember, there are many people in the “hidden majority”, i.e., homosexuals, learning disorders, different religions. You may assume all the residents on your floor are heterosexual or Christian, but your assumptions (whatever they may be) many times are incorrect.
- Fosters a commitment to the common welfare of the community.

Professional Development

The Professional Development dimension stresses the importance of communication skills, leadership skills, and career advancement skills. It also fosters interdependence and the ability to network.

- Professional Development means intentionally preparing your membership to be successful when they graduate from Eastern Washington University.
Program Planning

Step 1: Assess Memberships’ Needs & Interests
Find out what topics are of interest and needed in the community.
- Needs assessment
- Members’ surveys
- Listen to what topics members are talking about
- Informal contact
- Chapter/Committee meetings to discuss interests
- Suggestion box
- Observe what members are doing

Step 2: Formulate Ideas
Utilize the information gathered in Step 1 to begin planning a program/activity.
- Cost of program
- Resources available for program (supplies, individuals)
- Time involved (planning and implementation)

Step 3: Plan the Program
Set goals for the selected program, determine the actions needed to achieve these goals, and devise an action plan to make it happen.

Suggestions for Successful Planning:
- Fill out Program Planner and turn into the Office of Student Activities
- Involve others
- Be aware of campus events and avoid scheduling conflicts
- Plan the program budget
- Determine necessary supplies
- Contact resource people and presenter well in advance
- Schedule a specific time, date and location for the program
- Personally remind members and campus about event

Program Planners
Before each program, a program planner form must be completed. The purpose of planning programs, in advance, allows the event coordinator to assess the needs of the target population. Program Planners should be given to the Office of Student Activities within Five (5) Days Before the Event. Copies of planners are kept at the Office of Student Activities and are available to students as a planning tool in the future. An example of the program planner form follows; see page 17.
Step 4: Promote the Program
*Inform and motivate people about the program.*

Suggestions for successful Advertising:
- Determine the target audience (all campus, all Greek, all sororities, all fraternities, individual chapter)
- Allow adequate notice for activity (at least 3 days in advance)
- Include relevant information on all advertising; it should answer the questions
- Make the publicity materials effective
- Be creative!
- Involve Others
- Make it clear and simple and that the information is accurate
- Use a logo and/or title
- Distribute it where students will see it

Step 5: Implement the Program
*Follow through with planning; facilitate the program.*

Important Reminders:
- Have all plans and details finalized well in advance including; room arrangement, equipment and food
- Provide a brief introduction for the program and the presenter
- Implement a clear beginning and end for the program
- Actively participate in the program and encourage others
- Remain calm if details do not go as planned (presenter or audience does not show, for example)

Step 6: Evaluate the Program
*Assess what went well and what could have gone better.*

Keep in mind:
- Encourage honest feedback from the participants
- Get feedback from the presenter
- Evaluate yourself: How could you have done things differently
- Write a program evaluation and offer specific suggestions for the next person who might try a similar program
- Were the initial goals of the program met?

Program Evaluations
After each program, an evaluation form **must** be completed. Evaluating programs serves two primary purposes: allowing reflection on program success, and providing feedback for future program planning. Evaluations should be given to the Office of Student Activities within **48 Hours** of program completion. Copies of evaluations are kept at the Office of Student Activities and are available to students as a planning tool in the future. An example of the program evaluation form follows; see pages 18-19.

This is adapted from "Nuts and Bolts of Programming," Central Washington University, University Housing & New Student Programs, RA Manual.
The cycle of student stress is identified and used to design address areas of programming.

**September**
- **Homesickness** - especially first year students.
- **Potential new members** are concerned with Hazing.
- **Roommate conflicts** caused by personality differences - lack of understanding and unwillingness to compromise or the new experiences of living with someone for the first time.
- **Initial adjustment to academic environment** - feelings of inadequacy and inferiority develop because of the discrepancy between high school status and grades and initial college performance.
- **Values exploration** - students are confronted with questions of conscience over conflict areas of race, drugs, alcohol experimentation, morality, religion, sexuality, and social expectations.
- **International students** sense confusion, vulnerability, and lack of any advocate in higher positions while trying to make a successful cultural and academic transition.
- **"In-loco Parentis Problems"** - students feel depressed because of real or perceived restrictive policies and regulation of the college.
- **Campus familiarization** - includes becoming familiar with the campus, your classroom’s building, meeting places.
- **Test anxiety** develops with students taking their first college exams, and/or their first test of the quarter.
- **Dating anxieties** result from not being asked out, or not being successful in finding dates.
- **Time management frustrations** build with students trying to strike an equitable balance between their social and academic schedule.

**October**
- **Freshmen** begin to realize that life at college is not as perfect as they were led to believe by parents, teachers, counselors, etc.
- **Academic stress from midterms** builds with the great demand for studying and preparation.
- **Roommate problems continue**, but they are smaller in scope than in previous months.
- **Values exploration continuing**, especially in the area of sexuality.
- **Non-dating students** sense a loss of esteem because so much value is placed on dates. For women who date, the pressure to become sexually active increases and consequently increases feelings of rejection, loneliness, and guilt. This can lead to unwanted pregnancies.
- **Job panic for mid-year graduates.**

**November**
- **Academic pressure** is beginning to mount due to procrastination, subject difficulty, and/or lack of ability.
- **Some students** have ceased to attempt at establishing new friendships beyond two or three parasitic relationships.
- **Economic anxiety.** Funds from parents and summer earnings begin to run out.
- **Depression and anxiety increase** because of feelings that one should have adjusted to college environment by now.
- **Roommate problems** may start to emerge again. This is mostly due to the pressure of school; tempers become shorter and people are less tolerant of others.
• Deteriorating health can start affecting a student’s performance. Reasons include the changing weather and either lack of nutritional food choices or the negative feelings about institutional food.

**December**
• Extracurricular time strain - seasonal parties, concerts, social service projects, and religious activities drain student energies.
• Anxiety, fear, and guilt increase as finals approach and papers are due. Increase use of alcohol and drugs is related.
• Financial strain because of holiday gifts and travel costs.
• Pressure increases to perform socially because of the approach of vacation and extended separation.
• Friendship tensions become high with the onset of final exams.

**January**
• Post-winter break depression after leaving home security, missing family and home friends again.
• Some students experience unwanted weight gain over the break with the holiday food and home cooking.
• Anxieties about winter quarter performance begins because they did not do as well as expected the previous semester, and have added pressure of doing well to be able to stay in school or to keep their grades competitive with their colleagues.
• Reincorporated social and academic life is difficult at first with not having to worry about school for an extended period.
• Concerns about meeting deadlines for Financial Aid, Scholarships, and Graduate School Applications.
• Pressure from home to improve grades.
• Fears of what may happen during initiation.

**February**
• Many students experience optimism because winter quarter is perceived as going “down-hill.”
• Vocational choice causes anxiety and depression.
• Couples begin to establish stronger ties or experience weakening of established ones.
• Depression increases for those who have failed to establish social relationships or achieve a moderate amount of recognition.
• Social calendar is non-active.
• Depending on the weather, some people will experience cabin fever if the weather forces them to stay inside for a lengthy period of time. Anti-social behaviors can begin to occur.
• Planning for Spring Break - trips, jobs, etc.
• Fall housing planning begins with trying to tentatively decide about living arrangements for the upcoming year.

**March**
• With the pressure of the end of winter quarter approaching many students start to increase their use of alcohol and drugs.
• Depression begins due to anticipation of separation from friends and loved ones at college.
• Academic pressure increases with finals approaching.
• Existential crisis for seniors - Is my education worth anything? Was my major a mistake? Do I really have to leave college? Why go on?
• “Senior-itis”
Senior job interviewing causes increased level of anxiety.
Living arrangement anxieties occur with the forcing of decisions - Should I move out? Live in the same place? Stay with the same roommate? Will a friend be left out of the plans?

April

• Internships and summer job pressures continue.
• With weather becoming nicer, there is fear from women about the threat of sexual assault.
• Senior job recruitment panic continues.
• Financial strain from Spring Break affects social life.
• Many students are forced to pick a major and are not sure what field they would like to enter.
• Social life pressure increases-formals, parties, concerts, etc.
• Many students go through rejections or fear of rejections or envy towards their friends who have successfully found a significant other.
• Frustration due to registration for the fall. Getting into the right classes.
• Many students go on crash diets or have intense exercise sessions because they may have gained weight during the winter or school year.

May

• Increased anxiety develops because of the realization that the year is ending and deficiencies in a number of academic areas may still exist.
• Finals pressures are at a critical level with papers, take-home exams, and studying.
• Senior job pressure increases for those who have not yet found one.
• Graduating seniors have anxiety about going into the “real world.”
• Depression over having to leave the friends and people that they have grown so close to during the school year.
• Anxiety of having to go home after having been independent the past year, especially if they are having conflicts with their parents.
• Students thinking may be thinking if coming back to school is not worth it.

This is adapted from “Student Stress Schedule,” Illinois State University, Office of Residential Life, RA Handbook, 1991-92.

SITUATIONS YOU MAY ENCOUNTER

Some situations will require you to simply be a good listener; others may require you to take an active part in providing assistance and referring students to appropriate resources. Be looking for clues to some of these problems. If you can encourage a student to seek assistance before a problem becomes too big, you will be doing all involved a favor. If you know your members and they know you, they will hopefully be a rapport between you that will aid in building mutual respect. At the same time, you are not expected to resolve every problem that is brought to you. Please talk with your president and/or Greek Advisor about any questions or concerns. Here are some situations that may arise and some suggestions about how to respond. As a member of EWU’s Sorority & Fraternity Life Community, your position allows you to be close to members in a caring capacity. Knowing this, you will need to be equipped with typical student issues. This section helps to identify these topics and provides a guide for you.
Loneliness and Depression
Students in many ways seem to be more introspective today. Some can become withdrawn because of loneliness. You may be the only personal contact with the University that a member has. One possible cure for loneliness would be to try to get the member involved, whether it’s in the activities, community service, or a student organization. This person may need a friend and you can initially fill this need and then introduce him/her to others in your chapter or the Greek community. Many things can contribute to depression and loneliness. Know your resources. Your role is to guide, reach out, and connect others. For more advice and/or professional assistance please contact CAPS (Martin Hall 225, 509.359.2366)

Roommate/Suitemate Problems
Frequently minor situations flare up into major conflicts because roommates or suitemates do not know how to talk to one another about the things that are bothering them. Help them figure out ways that they can assertively communicate with one another to resolve any conflicts. Try to exhaust other methods of resolving a conflict before suggesting a switch. If your efforts are not successful, talk with your president or Greek Advisor about other solutions.

Study Problems
Be on the lookout for members who are uptight about their studies. For example, many people come to EWU with high expectations and get easily disappointed. Some may become bored with their course load, and they may slack off and ignore their academic responsibilities. Try to keep informed about procedures concerning academic advising, adding and dropping courses, and changing majors. Particularly be helpful to your members in helping them see the “must” that should be done in order to survive academically. You might help a member better understand a professor as well as the course work. In all cases, be as empathetic and helpful as possible. Also, by encouraging members to maintain an atmosphere in their place of living that is conducive to studying, this will increase the likelihood of residents being successful students.

Racial & Ethnic Concerns
Sorority and Fraternity Life bring new opportunities and challenges for students to relate with others in a more significant manner than ever before. This is especially true if interactions are with people of a different race. Many preconceived prejudices and much misinformation can interfere with these relationships. Often, students make immediate conclusions about those in their community who are of different color and these judgments can result in difficulties.

In dealing with students to help them work through these difficulties, it is important that you first examine your own attitudes towards members of different races and ethnicities, and take advantage of opportunities to learn more and understand better some issues related to race and ethnicity. If, in dealing with conflict, you share the prejudices of either party, it will show and may hinder your effectiveness in that situation. The more informed you are and the better you are at your own relationships, the easier it will be for others to follow your lead.

Here are a couple of suggestions: If a conflict arises between two individuals that is apparently based on racial and/or ethnic differences, do not suggest that each find a person of their own race and/or ethnicity to confide in. The notion that “they get along better with their own kind” has no factorial basis and further reinforces the belief that one cannot work out differences with others that are a different color. If there appears to be racial tension in your community, seek assistance in addressing those tensions. Talk with your advisor about possible resources that you might use. This, coupled with your mature interactions with all of your members, will go a long way in helping others deal effectively with racial and/or ethnic concerns.
Illness or Death in Resident’s Family
In times of personal grief, such as a serious illness or death in a family, you can best serve your members as a friend. Be available to provide support and any assistance necessary, including referral to the CAPS, Chaplain, and/or the Greek Advisor (509.359.4711). Also, remember that the grief process takes time and your members will appreciate your continued support.

Financial Needs
You will run into many residents who may be supporting themselves through school. Extra jobs may be an added strain on a member. Be supportive of them. Many of the questions you will get involving the University will be about financial aid. Find out from the office of Financial Aid and Scholarship (Sutton Hall 102, 509.359.2314) about the different types of financial assistance that are available. This will include work-study jobs on campus, grants, loans, and scholarships. You will probably be the first person a resident asks about financial aid needs, so it’s important that you know where to refer them.

Annoying/Harassing Telephone Calls
Students may come to you complaining about annoying phone calls. First, you should encourage the student not to carry on a conversation with the caller. They should hang up immediately. Students should report these calls to EWU PD (509.359.6300).

Sexuality
Many of the problems you encounter as a leader have to do with sexual behavior. One major concern of students is dating, and if you are seen as a good person to talk to, you will probably hear a lot about it. Many college students have male and female stereotypes, and it is hard for some to communicate with members of the opposite sex except in a dating situation. You can ease some of this opposite sex anxiety by offering programs on sexual behavior. This may involve a panel discussion, a speaker from the Psychology Department, or someone from CAPS.

Lesbian/Gay/Bisexual/Transgendered/Questioning (LGBTQ) Issues
While many students grapple with the issues of heterosexual relationships, others may deal with the issues of GLBT relationships. Students who recognize new feelings may be uncertain about how to deal with them and many have mixed feelings about their sexuality. The process of making decisions about our sexuality is a very sensitive one. The issues involved are ones of values and personal choices. It is important to be tolerant, non-judgmental, and maintain an empathetic attitude. Some resources include: CAPS (Martin Hall 225, 509.359.2366), S.A.F.E. (ewu_safe@yahoo.com), the Office of Women’s & Gender Studies (Monroe Hall 207, 509.359.2847).

You must remember that you may be in a good position to help students work through this process successfully.

Additionally, problems may develop when a student suspects another student of being lesbian, gay, bisexual, transgender, or questioning and acts out of fear of that student and creates conflict.

As with conflicts that arise between any two individuals or groups of individuals that are based on fears of differences, you can be most helpful by dealing maturely with all individuals involved, and encourage them to deal maturely with one another. Look at what the actual issue consists of - - is it intolerance, fear, misinformation, or invasion of privacy? Try to provide a good example and accurate information to those
who believe or act on stereotyped notions. Be aware that this is particularly difficult due to the irrational beliefs that may be involved. Don’t hesitate to seek advice from the Greek Advisor.

**Attempted Suicide**
The first step when someone has made an attempt is to contact EWU PD. In some cases, it is very difficult to get a person who has attempted suicide to consider medical attention. The physical condition of the student may appear fine; however, we can never assume anything about the physical or mental condition of the resident. You should seek help from the Office of Students Rights & Responsibilities, CAPS, and the Office of Student Activities to make sure this happens. The first step, however, may be getting the student medical attention. You must be as forceful as possible. Always contact the Office of Students Rights & Responsibilities (509.359.6889), CAPS (Martin Hall 225, 509.359.2366), and the Office of Student Activities (509.359.7919 or 509.359.4711) for help in persuading a student to go to the hospital. If someone attempts suicide, they can be hospitalized without their consent.

**Substance Abuse**
In addition to the policies and procedures relating to the use of alcohol and drugs, it is important that you be familiar with resources available to students who are involved with substance abuse. Substance abuse is usually an indication that a student is experiencing difficulties with some aspects of his/her life. If is often apparent in chapters with students who consistently demonstrate disruptive or destructive behavior after drinking. It is important that you confront that behavior in your members and express an openness to discuss any problems that they may be experiencing. Refer a member to your chapter’s president whenever that resident’s behavior results in damages or continued disruption.

**Students with Disabilities**
Students who are visually impaired, have mobility difficulties or who have some other disability will have special needs that require your attention. First, ask them how you can best be of assistance. Would it be helpful for you to read notices that you post to a person who is visually impaired? What accommodations need to be made for students who are in wheelchairs when you go out to dinner as a group or during a fire drill? Pay special attention to ways to get all students involved with others in a variety of activities. For further assistance and gaining knowledge, please contact the Office of Disability Support Services at 509.359.6871

**Eating Disorders**
Anorexia nervosa and bulimia together constitute a current major health concern across college campuses nationwide. Awareness of and concern about these disorders is warranted since both are serious and can have a dramatic impact on a student’s life. Estimates of mortality for anorexics and bulimic range form 4% to 25%. Currently, it has been estimated that as many as 20% of college populations suffer from some type of eating disorder. Because these disorders are very complex, it is imperative that you keep your president and Greek Advisor up-to-date with any information about residents who possibly have an eating disorder. These students frequently need to be referred to an outside resource, such as the CAPS (Martin Hall 225, 509.359.2366).

People dealing with anorexia have an “intense fear of becoming obese,” which does not diminish as weight loss continues. Emaciation is the most obvious physical symptom. Anorexics tend to be perfectionists, hardworking students, and are often socially withdrawn. They gradually lose interest in previous activities; many focus entirely on intensive exercise, dieting, and studying. Preoccupations with food and drinking large quantities of low calorie liquids (coffee, water, diet soda) to reduce the feeling of hunger are also common.
People dealing with bulimia rapidly consume large amounts of food in a discrete period of time (usually less than two hours) and usually terminate the eating episode by self-induced vomiting, or the use of laxatives or diuretics. Unlike anorexics, bulimics understand that the binge-purge cycle is abnormal behavior and may try to keep their actions secret. Also, bulimic students do not isolate themselves, as do many anorexics. They will usually express great concern about their weight, attempt to adhere to strict diets, and then have feelings of depression when they fail at their diet attempts. Be aware of community bathrooms where students may go to try and be anonymous.

This is adapted from “The Playbook,” Southern Methodist University, Residential Life & Student Housing, RA Training Manual.

**Pitfalls in Activities**

2. “One fish in the sea.” Repeated use of the same resources. The same individuals, though they may be excellent resources, can be overused.
3. “Who are you?” Don’t know the resource person. Meet or talk to your resource and form an impression before making a commitment.
4. “10% does not make a majority.” Needs and interests not adequately assessed.
5. “Crystal ball technique.” Choosing activities without consultation. Get the residents input!
6. “Earmuffs in May.” Bad timing. Activities are seasonal and thus more appropriate at certain times of the year.
7. “I’ve got a secret.” Insufficient publicity. Spread the news about your activity, don’t keep it a secret or act like you have something to hide.
8. “Seen one, you’ve seen them all.” Unimaginative posters and publicity. Get their attention.
9. “Drop what you’re doing.” Not enough advance notice. Publicize your activity in advance so your residents can make time in their schedule.
10. “Don’t know a thing about it.” Too limited distribution. A single isolated poster in an obscure location won’t do the job.
12. “Two places at one time.” Conflicts with other activities and events. Keep up with the calendar of campus activities. Learn what events residents are likely to attend. Don’t try to compete with the “biggies.”
13. “We’ll have to turn them away at the gate.” Have unrealistic high expectations for presenter. Be honest with yourself and the presenter.
14. “Let’s meet in the swamp.” Poor location. Select a site that is accessible, easy to find, comfortable and relatively distraction free.
15. “Over Planning.” Scheduling too many events, programs, and socials so that your members are unable to successfully achieve high academic standards. Joining a sorority or fraternity should not be overwhelming, but a growing and learning experience that is fun and exciting.
# Programming Checklist

**SAFETY & RISKS**

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<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>□ Alcohol</td>
<td>□ Hazing</td>
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<td>Date</td>
<td>□ Planner □ Evaluation</td>
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<td>□ Sexual Assault/ Harassment/Stalking</td>
<td>□ Substance Abuse</td>
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<td>Name of Event / Title of Program</td>
<td>Date</td>
<td>□ Planner □ Evaluation</td>
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**ACADEMIC**

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**MEMBERSHIP EDUCATION**

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**CIVIC ENGAGEMENT**

| | |
| | Date | □ Planner □ Evaluation |

**HEALTH & WELLNESS**

| | |
| | Date | □ Planner □ Evaluation |

**CULTURAL COMPETENCE**

| | |
| | Date | □ Planner □ Evaluation |

**PROFESSIONAL DEVELOPMENT**

| | |
| | Date | □ Planner □ Evaluation |
Programming Resource
(not a complete list, more coming soon)

- **HEALTH, WELLNESS, & PREVENTION SERVICES**
  Showalter 122, 509.359.4279
  **HEALTH & WELLNESS**
  - Healthy Relationships
  - Nutrition & Exercise
  - Eating Disorders
  - Body Image & Self Esteem
  - Sexual Health
  **SAFETY & RISKS**
  - Sexual Assault/Harassment/Stalking/Dating Violence
  - Alcohol
  - Substance Abuse

- **OFFICE OF STUDENT’S RIGHTS & RESPONSIBILITIES**
  Pence Union Building 320, 509.359.6960
  **SAFETY & RISKS**
  - Sexual Assault/Harassment/Stalking/Dating Violence
  - Hazing

- **CAREER SERVICES**
  Showalter 114, 509.359.6365
  **PROFESSIONAL DEVELOPMENT**
  - Resume Building
  - Mock Interviews

- **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**
  Martin Hall 225, 509.359.2366
  **HEALTH & WELLNESS**
  - Healthy Relationships
  - Stress Reducing & Relaxation
  - Anger Management
  - Communication skills
  **ACADEMICS**
  - Test Anxiety
  - Time Management
  - Procrastination
  - Study Skills

- **STUDENTS OFFERING SERVICES**
  Showalter Hall 115, 509.359.2360
  **COMMUNITY SERVICE & CIVIC ENGAGEMENT**
  - After School Activities Program
  - Habitat for Humanity
  - Horizon Hospice
  - Libby Teen Center
  - Big Brothers/Big Sisters
  - Students in Service
Program Planner
(turn in FIVE days before the date of the program)

* Fraternity/Sorority Chapter:__________________________ * Person Submitting Proposal:__________________________

* Program Title:_________________________________________________________________________________________

* Type of Program: □ Hazing □ Substance Abuse □ Sexual Health □ Healthy Relationships
□ Diversity/Cultural Competence □ Sexual Assault/Harassment □ Academic
□ Community Service/Philanthropy □ Continuing Membership Education
□ Collaboration w/__________________________ □ Other (specify)____________________

* Date:______________ Time: ______________ am/pm Location:________________________

* Funding Source: ____ Chapter Funds ____ Participants Pay ____ Other (specify)____________________

* Estimated Cost of Program (if any):_________________________

* Description of Program:
_________________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________________

* How does this program meet the needs of your chapter?
_________________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________________
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* Programmer Full Name (print legible): _______________________
* Programmer E-mail: _____________________________________ Programmer Phone:

* Chapter Programmer Signature:_____________________________ Date:_______
* Chapter President Signature:_______________________________ Date:_______
* Chapter Advisor Signature:_______________________________ Date:_______
* OSA Staff Signature:____________________________________ Date:_______
Program Evaluation
(turn in to OSA 48 hours after the program)

* Fraternity/Sorority Chapter: ____________________  * Person Submitting Evaluation: ____________________

* Program Title: ________________________________________

* Type of Program:  [ ] Hazing  [ ] Substance Abuse  [ ] Sexual Health  [ ] Healthy Relationships
[ ] Diversity/Cultural Competence  [ ] Sexual Assault/Harassment  [ ] Academic
[ ] Community Service/Philanthropy  [ ] Continuing Membership Education
[ ] Collaboration w/ ______________________  [ ] Other (specify) ______________________

* Date: ____________  Time: ____________ am/pm  Location: ________________

* Funding Source: ___ Chapter Funds  ___ Participants Pay  ___ Other (specify) ______________

* Estimated Cost of Program (if any): _________________________

* Volunteer Hours Completed (if applicable) ____________  * Money Raised (if applicable) ____________

* How did your chapter members benefit from the program? List Learning Outcomes.
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Name of Presenter: ___________________________  E-mail: ___________________________
Department/Business: ________________________  Phone #: _________________________

* Evaluate Presenter:
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

* Chapter Programmer Name: ________________________  Date: ____________
* Phone #: ___________________________  E-mail: ___________________________

* Chapter President Signature: ___________________  Date: ____________
* Chapter Advisor Signature: _____________________  Date: ____________
* OSA Staff Signature: _________________________  Date: ____________

► Attendance Roster on back
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*Students with a disability may make accommodations by contacting the Office of Student Activities three working days prior to the scheduled events.*