EMPOWERING STUDENTS TO PRIORITIZE THEIR SAFETY

IN EXPERIENTIAL LEARNING

Presented by Kaila Bingen, University of Wisconsin-Parkside

KEY QUESTIONS

- *What is the need?*
- *How do you currently address student safety?*
- *Where are the gaps? (How do you know what you don't know?)*
- *What resources are available?*

Content Acknowledgment

- We will be discussing and analyzing:
  - Inappropriate and unprofessional behavior
  - Discrimination and harassment
  - Examples of harmful stereotypes, statements, and actions

Contact me: bingenk@uwp.edu

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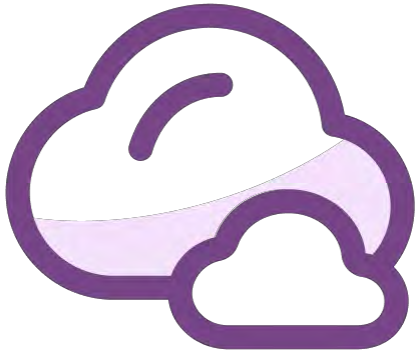

When you think of student liability and safety, what word or words come to mind?

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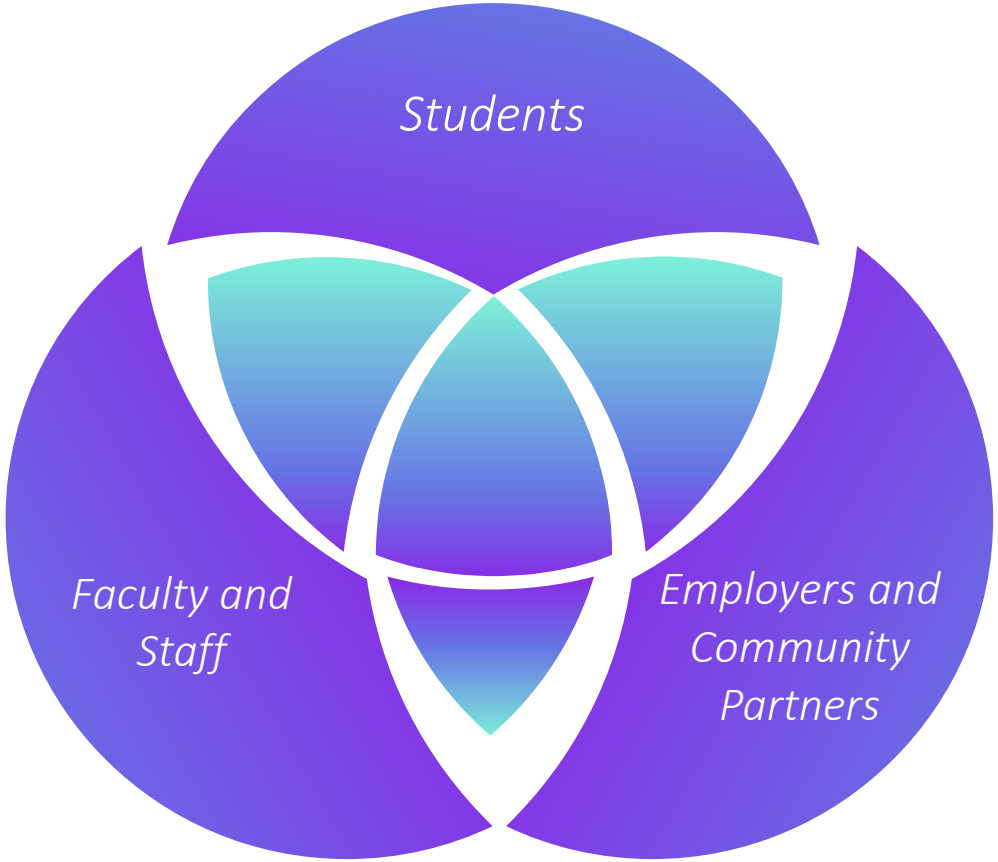

What is the need?

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Have you had a similar experience? (self, student, colleague, other)

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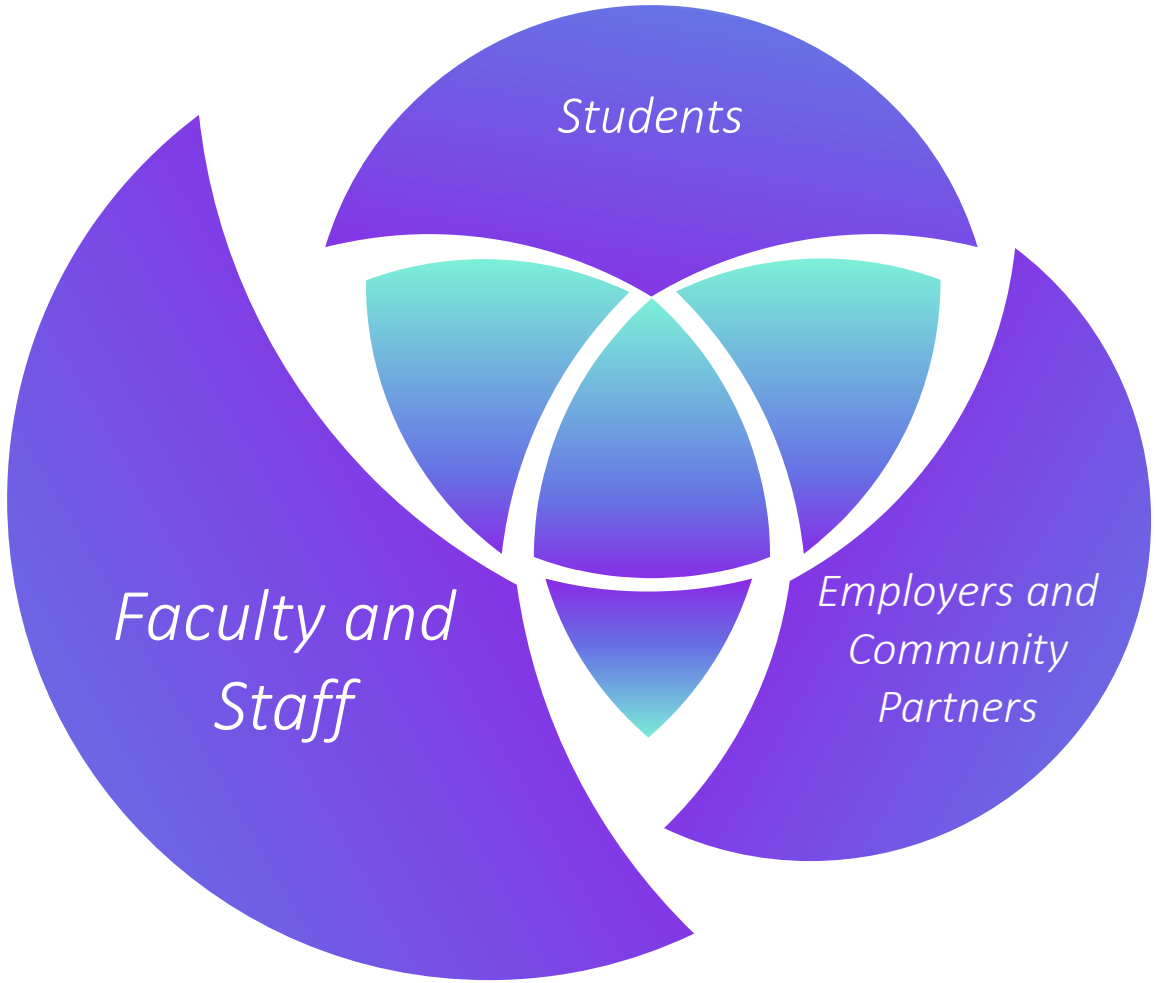
What we know (or don't know…)

- **Workplace harassment too often goes unreported.**
  - Common responses: avoid harasser, deny/downplay the situation, attempt to ignore the behavior
  - Least common response: formal report
  - *Roughly three out of four individuals who experience harassment never talk to a supervisor, manager, or union rep.*[1]

- **Harassment also takes place in experiential learning (internships, service learning).**
  - *One in two post-secondary students have been subjected to at least one instance of sexual harassment in an experiential learning opportunity.*[2]

[1] *Select task force on the study of harassment in the Workplace Report of co-chairs Chai R. Feldblum & victoria A. lipnic executive summary & recommendations*. US EEOC. (2016, June).
[2] *Experiential learning project*. Courage to Act. (n.d.).



How do you currently address student safety?

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At your own institution, what challenges might you face in responding to a student's disclosure? (Internal? External?)

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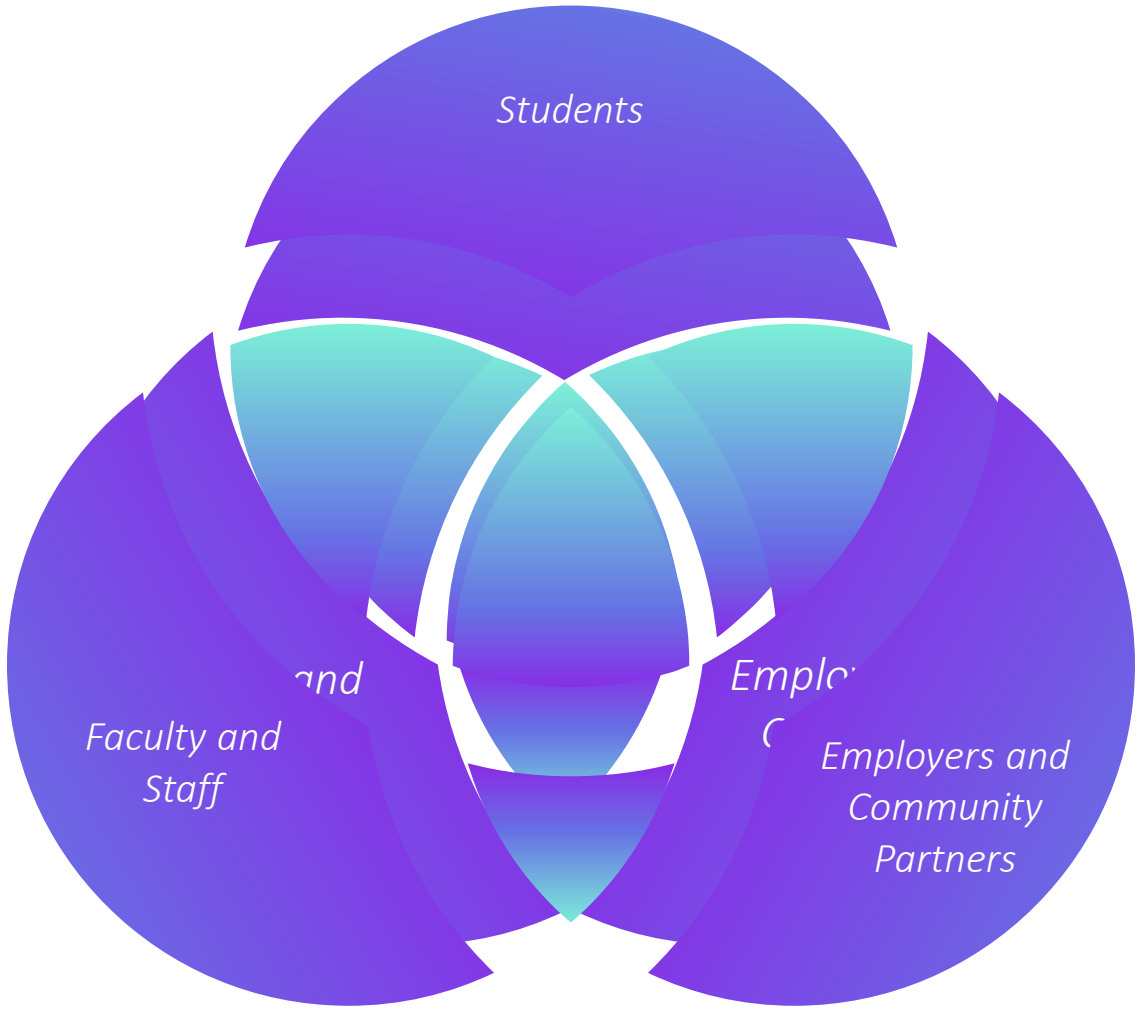
Institutional Inventory

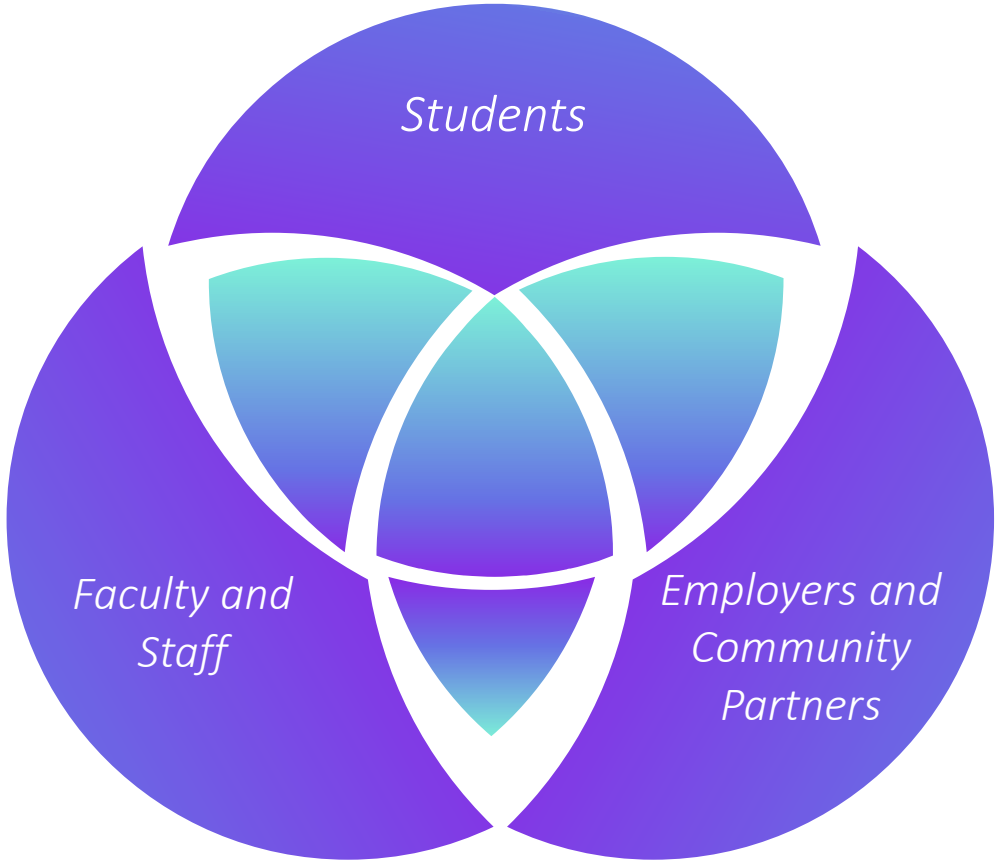
- WHO
  - …can offer counseling or legal services to students?
  - …is at the table for making decisions regarding student safety?
- WHAT
  - …is available on your website for those who may want to report?
  - …is your current messaging (and format) on these topics?
- WHERE
  - …can students go to find help?
  - …can you go to find help?



Where are the gaps?

“What is the need?”

Not what, but
WHO



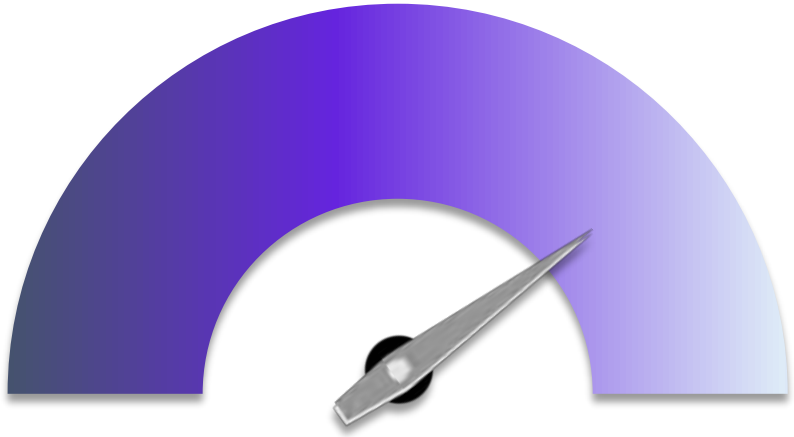
REACTIVE TO PROACTIVE

Moving the needle

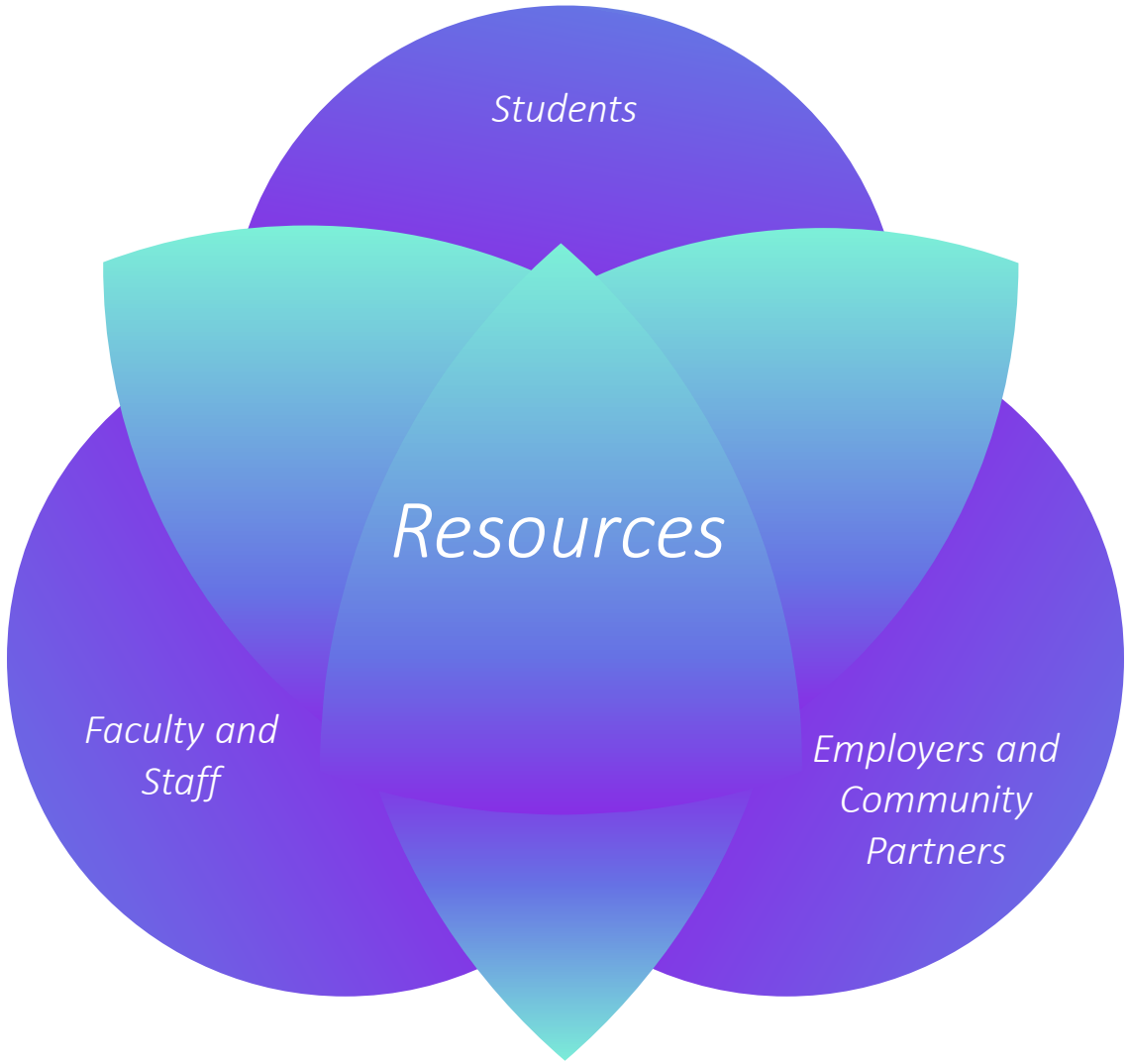
INCREASE AWARENESS OF CAMPUS SERVICES

ADVOCATE WITH EMPLOYERS AND COMMUNITY PARTNERS

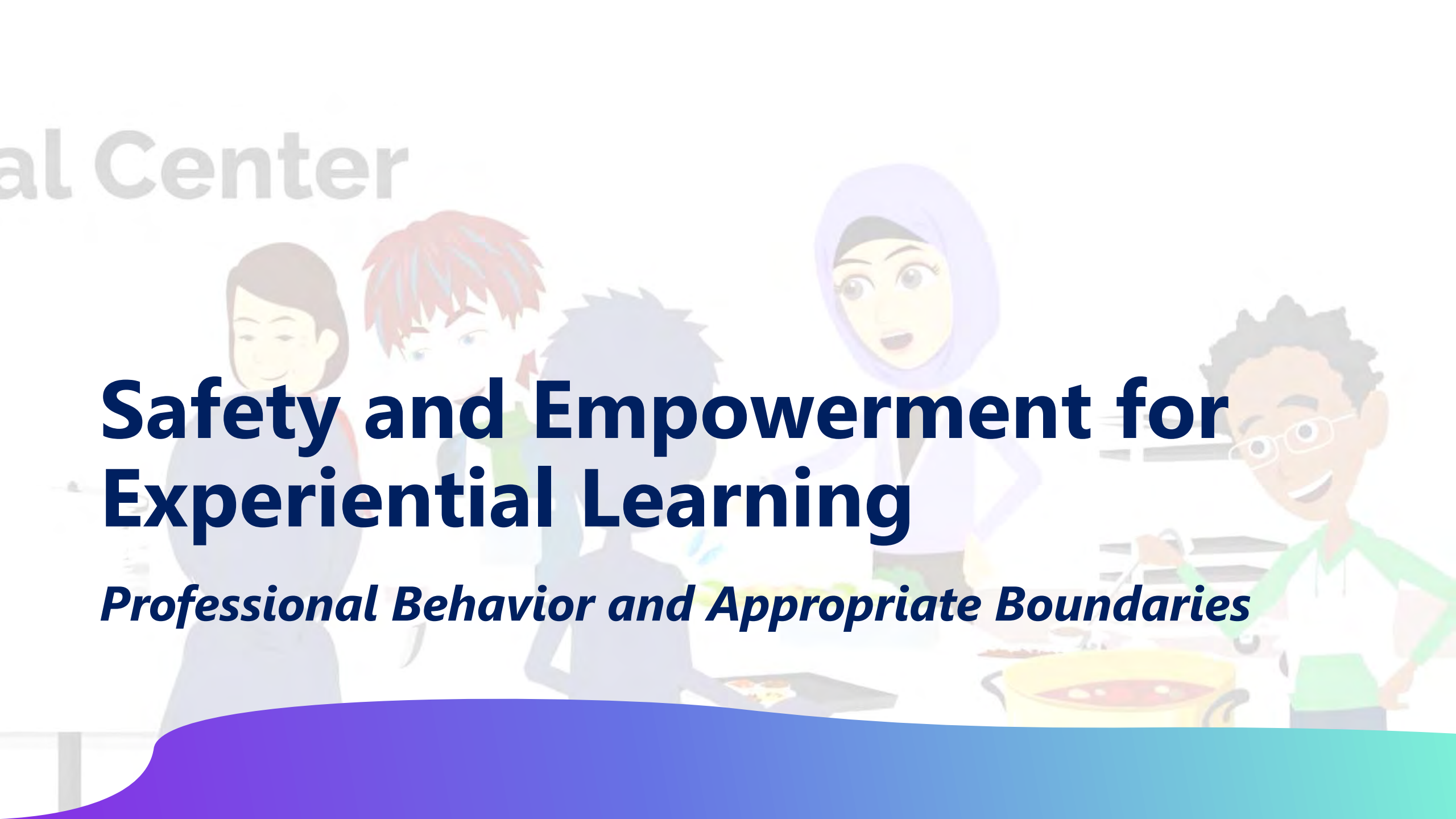
DIRECT STUDENTS TO RESOURCES WHEN THEY REPORT



EMBED SAFETY TRAINING INTO THE CURRICULUM



What resources are available?



Safety and Empowerment for Experiential Learning

Professional Behavior and Appropriate Boundaries

Training Objectives

1. Ensure students are prepared for experiential learning, such as internships and community-based/service learning

2. Educate students about what is and isn't safe and appropriate behavior for any professional setting

3. Empower students to speak up and act on their own or others' behalf

Background

- Summer 2022 – Selected Dynamic Training Resources, a Kenosha-based, women-owned company as the project developer
- Fall 2022 – Developed the storyboard through input from CBE team, HR, and Title IX; launched course demo production with DTR
- December 2022 – Received completed course demo from DTR
- January 2023 – Funding secured from UW System for full project development
- Spring 2023 – All content reviewed, edited, and approved by UW Legal
- Summer 2023 – Conducted student focus group
- Fall 2023 – Rolled out at UW-Parkside, developed UW-branded version
- Nov. 2023 – Started promoting externally

FOCUS GROUP COMMENTS

"The most beneficial message of the training is the message that students can ***speak up and advocate for themselves****."*

"This really helped me to understand harassment and discrimination more and the scenarios gave me ***real life examples****."*

"The training shows that ***your school and professor are on your side*** *and that it is okay to report harassment."*

Key Features and Benefits

- Fully virtual
- Engaging and interactive
  - Graphics
  - Activities
  - Knowledge checks
  - Animated scenarios
- Professionally narrated and fully accessible
- Average completion time of 40 minutes
- Easily imported to your Learning Management System
- Final quiz (must pass with at least 80%) and certificate of completion

Introduction

- Outline training objectives
- Content notice

Experiential Learning

- Define experiential learning
- Address considerations of new or unfamiliar experience

Professional Behavior & Appropriate Boundaries

- Define discrimination and harassment
- Who can be the harasser/who can be harassed
- Being an active bystander

Warning Signs

- Identify warning sign behavior
- Prioritize safety
- Long term impact of harassment

Scenarios

- Three animated scenarios
- Make choices and see outcomes

Next Steps and Resources

- Resources at site, school, and external

Final Quiz

- Final assessment of all content
- Certificate of completion

Conclusion

- Final summary

Scenario Walk-Through

Next Steps

1. Get in touch with the UWP team (contact info on next slide)
2. Schedule a meeting to more deeply explore the training
3. Customize for your needs – flexible pricing available
   - UW schools: UW-branded version available to you at no cost!
4. Final training is imported to your LMS

Safety &
Empowerment Trailer

Thank You

Questions and comments?

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