<p style="text-align:center; text-decoration:underline">Competency Analysis</p>

Personal and Ethical Foundations (PPF)

"The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship" (ACPA & NASPA, p. 16)

<u>Understanding</u>

My master's program has challenged me to grow in a variety of ways through scholarship, practice, and the fact that I was so far away from home. The courses that I engaged in made me naturally reflect on my approaches to different areas of my work that include, but are not limited to: diversity, equity, and inclusion, my professional point of view with the field, student development theory, and developmental supervision.

Throughout all the challenges that I have faced, I have made sure to reflect on how all these experiences have shaped my understanding of the field as well as my understanding of myself. This competency speaks to me on an ongoing basis since I believe it is important to develop a strong understanding of self and others in order to fully know who you are as a person and in order to work effectively with others. Even though I find myself constantly exploring this competency, I don't want to consider myself a master of it since I can always find new ways to absorb different perspectives on it. I felt that I knew myself quite well coming into graduate school, but it's easy to see that I have completed evolved from the time I started back in the summer of 2018.

<u>Application</u>

I have progressively maintained a journal of my IU graduate experience since I have arrived, and it helps me think back on the experiences that I have been a part of. Three quick samples of my reflection writing can be found in the Journaling section of my ePortfolio. Many of my classes have required me to write different styles of reflection, and connect them all to the different work that is being done in my practical experiences. My multicultural counseling course took a deep dive in understanding identity development, and seeing how that influences that work that is done in practice. *The Scalpel and the Silver Bear* is an autobiography about Dr. Lori Alvord, it details the journey on how she infused her Navajo culture into her practice of western/modern medicine and the intersectional challenges between the two. I was able to use this book to reflect on how my spirituality has grown, and how I have infused spirituality into my work as a student affairs professional. This reflection can be found in the Documents/Artifacts section of my ePortfolio.

My graduate assistantship with Residential Programs and Services (RPS) has given me a direct experience with seeing how environments have an impact on the culture of a staff team. I have gotten to see how various people, actions, placement of items, and the impact of music has had on shifting the morale of a team, and I believe this has been a valuable learning period in seeing what works vs. what doesn't. It's clear to me that I have a passion for serving others, but I also wanted to make sure that the

environments that I was a part of helped me serve my students best as well. A copy of an environmental assessment assignment in my artifacts section can shine an additional light on this topic.

I have grown tremendously through the different amount of supervisors that I've worked with throughout my graduate experience (six indirect and six direct supervisors), and they have all illuminated different pathways that I believe are important for me to follow as a professional. I have come to understand that relationship building and getting to know the people that I work with is an important foundation of the work that I do, and I need to make sure I make efforts early in getting to know the human side of the staff that I work with. I've acknowledged that my presence alone has so much power in it and that I cannot take it lightly, I have fully realized where my spiritual beliefs lie and how I can connect that to my work, and I value reassurance and feedback from supervisors in the work that I do. I'm not in the profession of student affairs just for myself, I'm here for the many students and communities out there that need support in elevating their craft. I can't do this alone, and I'm glad to know that I am not alone in the incredible work that I get to do.

Overall, these experiences have allowed me to meet/practice the following ACPA/NASPA outcomes:

Foundational Outcomes
- Articulate key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).
- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.
- Identify one's primary work responsibilities and, with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.
- Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.
- Recognize and articulate healthy habits for better living.
- Identify and describe personal and professional responsibilities inherent to excellence in practice.
- Recognize the importance of reflection in personal, professional, and ethical development.

Intermediate Outcomes
- Identify the present and future meaningfulness of key elements in one's set of personal beliefs and commitments.
- Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible
- Identify sources of dissonance and fulfillment in one's life and take appropriate steps in response.
- Develop and implement plans to manage competing priorities between one's professional and personal lives.
- Bolster one's resiliency, including participating in stress-management activities, engaging in personal or spiritual exploration, and building healthier relationships inside and outside of the workplace.
- Explain the process for executing responsibilities dutifully and deliberatively.
- Analyze the impact one's health and wellness has on others, as well as our collective roles in creating mutual, positive relationships.

- Define excellence for one's self and evaluate how one's sense of excellence impacts self and others.
- Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions

Advising and Supporting

"The Advising and Supporting competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues" (ACPA & NASPA, p. 36)

<u>Understanding</u>

With every individual student and community that I come in contact with, I understand that there are different needs and identities that need to be accounted for. Having a better understanding of myself as an individual has helped me receive a greater understanding of others along the way, and I believe that I have a strong skillset to effectively guide students throughout their development. Advising and supporting students is an ongoing process that requires attention to detail and a healthy balance of challenging and supporting the student along the day. My experiences throughout graduate school have shown me creative ways that I can combine educational experiences with informal rapport building, and I am confident that it will elevate the presentation of my work as a full-time staff member.

<u>Application</u>

As a supervisor within residential programs and services, we are expected to host weekly meetings in order to engage all of our 19 student staff members with important updates that they need to know about the building, as well as bonding time. The student staff that I work with sometimes need different levels of engagement in order to keep them attentive at times, and I have been able to reflect on a curriculum approach that could be implemented in order to add a different dimension into future meetings that I help facilitate. In the artifacts section of my ePortfolio, you will be able to find reflections that I was able to create in order to give my student staff a more meaningful experience through their work, along with a sample of feedback that I was able to give to them.

Seeing students for who they and understanding them better as people (a value from the Personal & Ethical Foundations section of this work) will help me tailor my delivery strategies to the populations that I serve instead of implementing a one-size-fits-all approach. Students carry a variety of perspectives, backgrounds, challenges, personalities, preferences, needs, challenges, etc, and I need to make sure I do the best that I can to see them for the individual they are. The way that I supervised/advised my student staff at Indiana University, was different than the way I supervised/advised my staff at The University of Texas at San Antonio for my internship. I purposely left my home environment of Miami, FL to learn how to work with different student populations, and I can proudly say that I have gotten an experience that is helping me work towards that goal with every passing day.

Overall, these experiences have allowed me to meet/practice the following ACPA/NASPA outcomes:

Foundational Outcomes
- Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).
- Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.
- Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).
- Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others.
- Conscientiously use appropriate nonverbal communication.
- Facilitate problem-solving, individual decision-making, and goal-setting.
- Appropriately challenge and support students and colleagues.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Seek opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, or suicidality) as well as interfacing with specific populations within the college student environment (e.g., student veterans, low-income students, etc.).
- Utilize virtual resources and technology to meet the advising and supporting needs of students.
- Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development.

Intermediate Outcomes
- Perceive and analyze unspoken dynamics in a group setting.
- Facilitate or coach group decision-making, goal-setting, and process.
- Assess the developmental needs of students and organizational needs of student groups.
- Strategically and simultaneously pursue multiple objectives in conversations with students.
- Identify patterns of behavior that may signal mental health or other wellness concerns.
- Manage interpersonal conflict between/among individuals and groups.
- Mediate differences between/among individuals or groups.
- Mentor students and staff.
- Demonstrate culturally-inclusive advising, supporting, coaching, and counseling strategies.
- Initiate and exercise appropriate institutional crisis intervention responses and processes.

Program Delivery and Management

"OTR practitioners must be intentional in event management and delivery to implement effective programming designed to facilitate new student transition. OTR professionals must also support and direct others in program logistics, delivery, and management" (NODA, 2016, p.15)

Understanding

With students and community members coming to us for guidance on a variety of subjects they may not be fully knowledgeable on, it's important that the presentation of our craft be well organized. I believe student affairs professionals do a great job at processing, condensing, and presenting wide sets of information to the general public in a way that is clearly understandable. I possess that ability to process a wide range of information and then summarize it into a clear format, but I know that I want to continuously improve my presentation abilities. I aim to dive deeper into this competency using my attention to detail mindset in order to ensure that the craft of my staff and myself is present well. While this competency speaks primarily to orientation settings, I believe I can/I have been applying this structure into as much of my work as possible.

Application

My summer internship with the University of Texas at San Antonio gave me an impactful experience that allowed me to see the holistic components that go into structuring a summer orientation program. I was able to manage a family orientation program alongside a team of talented individuals, and I was able to learn the ins and outs behind everything that goes on to make the program a success. This internship helped me identify crucial components that go into the management of orientation programs, and it gave me direct practice with presenting orientation content, communicating the collegiate transition process, and speaking on campus resources in two languages.

Overseeing the flow of the family orientation program twice a week for two months showed me that having an established process is important for the flow of a program, but it also showed me that one must be prepared when things don't go as planned. I was given a script of how the family orientation program looked like at the beginning of my internship, and I was told to keep an eye out for areas of improvement as I navigated the experience. Being able to work with this type of living document showed me that there are various details that need to be accounted for (transition slides in PowerPoint, A/V preparation, keeping people on time, etc.). I made updates to this document when I noticed there were awkward pauses during our presentations, when guests kept asking for specific information and in areas where staff felt ongoing confusion. This document has given me a visual example of how I can communicate the flow of a program to a team, and it has given me inspiration for how I could organize orientations in the future. This script can be found in the Artifacts section of my ePortfolio.

Not only was I tasked with keeping an eye out for improvements for the flow of the presentation content, but I was also asked to review feedback forms that family members would turn in after each program. Each orientation program had an opportunity for family members to fill out a feedback form during our closing reception, in which they were able to rate the program in a variety of ways. This document is the collection of all available questionnaire and attendance data that was collected throughout the duration of my internship. I was asked if I could compile all the information that was collected, and create conclusions based on the data that I saw. I ended up re-designing the format for

the excel spreadsheets that I was given, I enhanced the aesthetic behind how the data was presented, and I gave the office an excel template file that could help with ongoing data compiling as the programs go on. This document can additionally be found in the Artifacts section.

Outside of Orientation and Family Programs, I have been able to utilize concepts from this NODA competency in my work as a Special Projects Practicum Student with IU's Office of Sorority & Fraternity Life. I was asked to build the foundation for their Bicentennial campaign in the Spring of 2019, in which the office wanted to improve their chapter archive process and get undergraduate chapter members more involved in the process. I was able to create and organize a storage space using the Box cloud platform, in which I was able to invite chapter leadership from each Greek council and each Greek organization to participate in by uploading their own digital content (pictures, videos, text documents, etc). Getting chapter members to fully understand the process and purpose of archiving chapter history was going to be a challenge at first, but I created a variety of template documents for project outreach, project instructions, troubleshooting questions, and transition procedures to assist IU's Greek leadership with this task. Along with written content, I was additionally presented with the opportunity to speak to all Greek councils in their monthly meetings to articulate the shared vision behind what this project would entail. I'm proud to say that this project has been continously in the works since I laid the foundation, and that various members of the IU Greek community have shown interest in continuing to lead the charge in organizing the collection of received materials. I knew coming in that I was not going to be able to complete the entire project during my term as a practicum student, but I did understand that I had the possibility of building the foundation the project was missing instead.

Overall, these experiences have allowed me to meet/practice the following NODA outcomes:

Basic / Foundational
- Facilitate multiple types of programs including multi-media and face-to-face
- Develop agendas and schedules for programs, events, and activities
- Identify staff and peer staff needs to implement programs and services
- Employ a variety of teaching and training methods in staff preparation and program implementation

Intermediate
- Evaluate and guide the skills of others in presentation, facilitation, and teaching
- Provide critical and constructive feedback to staff, peer leader staff and campus partners/presenters to achieve programmatic outcomes
- Manage multiple and simultaneous logistical components of program implementation

Crisis Management

"The management of emergencies and crises in higher education supports the overall effectiveness of programs, services, and student development. OTR practitioners must develop an awareness of and appropriate skills in response, direction, and management of high impact/high stress situations" (NODA, 2016, p. 18).

Understanding

The issues and challenges that students face are not 9 to 5, they can be 24/7. They are dynamic in nature, and they can be complex given the identities of said student. I understand that not all functional areas may see crisis the way that Housing/Residential Life does, but I am grateful that I get to assist students through these moments now if they come up. I am comfortable/capable of responding to crisis when it comes up, and I feel that I will have a solid foundation when it comes to navigating crisis in future situations. I will remember to not get too comfortable in my ability to respond to crisis, and I will be sure to reach out for assistance if I ever feel overwhelmed with these tasks.

Application

Residential Programs and Services (RPS) has put me in a position where I am living and working in the same environment that students are in. I have seen a wide variety of situations that involve a heightened level of care throughout my time with RPS, which require delicate and precise management to oversee. One of the most challenging parts of student affairs is that there is no-one-size-fits-all to serving students. Students are real people with real emotions, which means that the wording and delivering of messages is crucial in supporting them in the times of crisis. Through the various on-call rotations that I have participating in with RPS, I have gotten the opportunity to respond to instantaneous situations where my training and my competence with crisis response has gotten to grow. I have attached a copy of a few redacted CARE reports to the Artifacts section of my ePortfolio. CARE Reports refer to moments of crisis with students that require intentional engagement in order to support them through their moment of need. For the protection of all students involved, these reports have been re-written with pseudonyms, fictional locations, and different context pieces. These reports illustrate how I navigate moments of immediate crisis with students, and how I am able to inform various care team members of the university with information that may be critical in providing appropriate care to students. Content Warning: Suicide Ideation

I've never received a specialized in-depth training that touches on mental health, but I was able to receive this training in my last semester of graduate school. The mental health first aid training that I participated in focused on serving students that are navigating situations that involve depression, anxiety disorders, psychosis, substance use disorders, and suicide ideation. This eight hour course helped me reflect on my current approaches to serving students in crisis, and it has helped me reflect on how the delivery of my words can impact the support that I provide. A copy of my certificate can be found in the Artifacts section of my ePortfolio.

Overall, these experiences have allowed me to meet/practice the following NODA outcomes:

Basic / Foundational
- Demonstrate understanding of the process and protocols to be implemented when faced with a crisis situation, including medical, mental health, behavioral, weather, and facility related emergencies
- Demonstrate ability to implement critical incident response procedures and protocols including conflict de-escalation skills
- Navigate conflict and confrontational situations involving a variety of difficult levels and constituents
- Articulate the emergency communication plan and familiarize self with specifics of institutional goals, directives, and procedures

Intermediate
- Facilitate processes and practices to ensure physical and emotional safety and security of constituents
- Implement emergency management protocol with emergency personnel in various levels of emergency status, including medical, mental health, weather, and facility related scenarios
- Demonstrate the proper techniques in handling emergency situations and adhere to the appropriate guidelines of follow up for an emergency situation
- Incorporate training experiences for professional and student staff on crisis response and emergency procedures
- Recognize the desires and needs of intended audiences to receive emergency communication response messages
- Exhibit the appropriate behaviors of flexibility and adaptability when faced with drastic change within a functional unit or institution