THE DEVELOPMENT OF A PROGRAM FOR RESIDENT ASSISTANTS IN PATON COLLEGE INCLUDING ROLE DEFINITION, SELECTION PROCEDURES, TRAINING PROGRAM AND WRITTEN MATERIALS

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THE DEVELOPMENT OF A PROGRAM FOR RESIDENT ASSISTANTS IN PATON COLLEGE INCLUDING ROLE DEFINITION, SELECTION PROCEDURES, TRAINING PROGRAM AND WRITTEN MATERIALS

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Presented to the
Faculty of the Graduate School
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of the Requirements for the Degree
Master of Education

by

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©

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ABSTRACT

This project was conducted in the undergraduate residences of Paton College. The project dealt with the student assistants who work in these residences as part time helpers. The project employed an interviewing process and a pilot training workshop and an evaluation of the workshop to gather data on the various aspects of the present system. Also, a new system was developed which included the following components:-

(1) A new role definition (and a change in name) from prefect to resident assistant

(2) A new selection procedure with the change from "election" to "application, screening, and appointment"

(3) A training program which emphasized communication skills and leadership development

(4) Written materials which include the newly developed "Handbook for Resident Assistants" in addition to the university calendar, the Guide to Junior Division Courses and Guide to Self-Improvement.

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CHAPTER I

INTRODUCTION

The purpose of this project was to develop a revised system for the student assistants who work in cooperation with other full-time and part-time personnel in the operation of the university residence complex. The hallmark of a successful residence operation is the cooperation which can be achieved between the administration of the housing office and the students living in residence. While it is imperative that order exist in all structures, it is equally imperative that the other elements not be overlooked. The needs, desires, and attitudes of the students in residence must form an integral part of the policy which is implemented by the housing office. In order to achieve maximum cooperation, an elaborate and well defined structure for feedback must exist. In addition, once the framework for rules has been established, it is necessary that there be adequate staff to implement any adopted rules or policies decided upon. Probably the most practical source for such personnel is the students themselves. This project suggests a system which stresses the use of selected students which involves a clearer role definition, a revised selection procedure and a comprehensive training program. The changes have not required a major structural change in the present

operation. The production of the "Handbook for Resident Assistants in Paton College" (Appendix H) represents the efforts of the writer to produce a document which could serve as the central reference for the student assistants in the performance of their duties as resident assistants. Through an interviewing process, a pilot training workshop, and a review of the pertinent literature, information was gathered concerning all aspects of student assistants working in residences.

Definition of Terms and Concepts

In order to facilitate understanding of the project, it was necessary to define several terms and concepts which were used constantly throughout this document.

Paton College - This is the name given to the residence complex on campus. It consists of nine buildings (six for male and three for female students), each of which is called a "house". Each house can accommodate approximately one hundred students in dormitory style single and double rooms. One house, Hatcher House, is for senior male students (over 21 years of age) and has a unique system of operation and was not considered in this project.

Administration of Paton College - The responsibility

for the administration of the complex rests with the Manager of Student Housing who reports directly to the Vice-President (Student Affairs and Services). The Housing Office has a total staff of eight full-time employees. In addition, each house has a "proctor" and "prefects" (resident assistants).

Proctor - In each house the university has a "live-in" representative. He is considered to be only a part-time employee of the housing office and generally is a member of the faculty or staff of the university, although a significant number are graduate students. The experience level of these employees differs considerably as they are reappointed each year, and, in the case of graduate students, usually stay only two years, while some faculty members have been proctors for as many as ten years. He has the role of being the first contact with students and the person who has to react to emergencies which may occur after normal working hours. The complete definition of his role and an outline of his duties as established by the housing office are included in Appendix D.

Prefect (Resident Assistant) - These terms (which are interchangeable) are the titles given to the student assistants who live in the house and perform certain specified duties. Their duties are generally associated with students living on one floor of a house. These duties are outlined in detail in Appendix E, along with

the role definition. They work closely with proctors to aid in the normal operation of the house.

Facilitators - These are professionally qualified personnel who are employed with the University Counselling Centre as counselling psychologists. They were employed in the development of the pilot workshop to help achieve the stated goals which they were provided with. Also, they took part in the running of the pilot workshop.

Historical Review of Paton College

In an effort to grasp the need for this project, it was necessary to look briefly at the history of Paton College. Understanding the present student assistant program in Paton College was determined to a large extent by knowing what had happened in its development over the years. Paton College started under rather rigid controls with a rule to cover most aspects of a student's social life, including use of alcohol, regulation of visitors of the opposite sex, and imposition of curfews. In the late 1960's, there was a general move in all aspects of university life toward greater student participation at all levels of decision making. In the residences, this participation was manifested in the form of a less rigid rule structure. Essentially, within basic minimum guidelines, students were permitted to formulate the rules

that would govern their lives in residence. The result was a lack of uniformity. Generally, female residences had much more rigid rules and regulations than did male houses. Change came very quickly and often without any reference to a set policy. The role and duties of resident assistants and proctors became ambiguous. At this stage in the history of Paton College, the students who acted as the helpers in residence were elected by their peers. The effectiveness of this system came under question by all groups involved in residence: namely students, elected student assistants (called prefects), proctors, and university administrators. These groups had many criticisms of the system and there was a great deal of ambiguity as to what was expected of a prefect.

This brought us to the present program of student assistants where there was almost no clear definition of the philosophy, purpose or role of a prefect. The situation was so inadequate that prefects had lost all respect and authority in the houses. Prefect elections were popularity contests for senior students who had been active in sports and social events in the house. Students did not expect prefects to serve any function beyond opening doors and performing maintenance tasks. These duties required no special qualifications. Furthermore, reports of prefects' conduct indicated that they could not be trusted to fulfil these menial tasks adequately. They had no special training, no special skills, and no clear

definition of their role.

Statement of Purpose

The purpose of this project was to develop a program for student assistants who would work in Paton College as paraprofessional helpers. The program would provide the basic necessities to overcome the difficulties which existed for prefects. These difficulties had been numerous but several of the more important are listed below:

1) Prefects were elected by students but responsible to (and paid by) the administration of the housing office. This had placed the prefects in many awkward positions.
2) There was a general lack of any clear definition of the role of the prefect. The breakdown in this area was especially noticeable by the fact that there was not even any consistency regarding roles and duties in the various houses. Each house had its own special demands that it placed on the prefect in the house.
3) Qualifications required of students applying to be a prefect included only the following: 1) was third year or beyond, 2) was in good financial standing with the university, 3) was in clear academic standing, and 4) had resided in Paton College for one-year (Appendix E, p.65). No

mention was made of specific skills in such areas as interpersonal communications and leadership. Also, prefects were not given any training to help them perform the duties required of them.

4) Resource materials for prefects were outdated and inadequate. The last major revision was in 1969. The manual (called The Prefect's File) contained outdated materials which had no relevance to the duties of the prefects.

In order to achieve the stated purpose of developing a program for student assistants who could overcome the difficulties mentioned above, it was necessary to review the present system completely. Also, a review of previous studies in other parts of Canada and the United States was undertaken to gain a clearer understanding of the types of systems for student assistants in similar residence complexes on other university campuses. Working within the established philosophy of Paton College and the knowledge of the administrators' wishes, this project has established a clearer definition and description of the roles and duties of prefects. Given an appropriate role definition, it was possible to define minimum qualifications of prefects; to decide on an appropriate selection procedure for them; and to develop a training program to provide them with the skills required to complete their role-defined duties. This effort was directed toward the production of the "Handbook for Resident Assistants in Paton College" to

assist these resident assistants with the task of fulfilling their duties more effectively once they were "on the job". Included in this Handbook are sections outlining rules and regulations, referral agencies, administrative procedures, and other pertinent information. These sections were designed to provide resident assistants with a ready source of the most sought after materials.

Limitations of the Project

1. This project was conducted only in one residence complex, Paton College. The size, location, and present structure of the complex affected the final results and system developed. It would be necessary, therefore, that caution be exercised before any use was made of the materials produced in any setting other than Paton College.
2. This project developed from an earlier study by Patricia Dianna Sacrey who compared ideal/actual roles of prefects in Paton College and was intended to produce the revisions she found to be necessary. The purpose was not to produce a statistically oriented study.
3. Information gathered through the self-report instruments is likely to suffer from distortion, subject interpretation, and "facade effect".

CHAPTER II

REVIEW OF LITERATURE

Throughout the entire survey of the literature it was found that there was no description of a dormitory type residence complex (such as Paton College) which did not have some system of student assistants who performed specified duties in the residence. The extent of the duties performed, methods of selection used, type of training received, and written materials provided to these student assistants varied as widely as the number of situations reviewed. This review of the literature provides a survey of the various aspects of student assistants as residence helpers or employees.

Role and Duties

The role of student assistants varied from volunteer tutors and monitors (Bellucci, 1976) to well-trained seniors who were expected to serve as front-line counsellors (Rand and Carew, 1970). Sacrey, in her 1976 study, researched three roles of prefects in Paton College. She was concerned with differences between real and ideal role perceptions. The three roles were presented as administrative and maintenance, advisory and counselling, and disciplinary and rule

enforcing. She found that there were significant differences in the prefect role perceptions between students and prefects, ideal and actual role, male and female students. Harchman and Harchman (1974) outlined six expected roles of undergraduate student assistants:-

1. To maintain contact with residents
2. To communicate information to residents
3. To provide maintenance and service functions for residents
4. To maintain order and enforce house rules.
5. To facilitate positive interpersonal relationships between staff and residents, and among residents
6. To demonstrate personal characteristics and behaviours considered to be desirable.

Brown (1969) separated the duties of the resident assistant into two categories. The first category included the duties to the student and the second included the duties to the administration. This pointed to a situation where the resident assistant must maintain the position of a fellow student while he assumed a leadership role which enabled him to guide and help his fellow students. At the same time he must have a clear understanding of the policies of the administration. There must be clear understanding of the job which the resident assistant was expected to fulfil if he expected to be effective. Greenleaf, et al (1967) and Brown (1969) emphasized that a clear job description and

statement of objectives should be given to all applicants. Furthermore, Carrenti and Tuttle (1972) supported the claims that there should be pre selection seminars with applicants to make sure that applicants were aware of what was expected of them, especially from the point of view of duties to be performed.

Application, Screening, and Selection

There is widespread opinion as to the best method of selection and the criteria to be used in making the selection. Dixon (1970) felt that application forms, interviews, letters of reference, and a standardized test should be used in the selection of resident assistants. Wotruba (1969) attempted to ascertain whether resident assistants could be selected scientifically. Wotruba stated that there were three essential stages in his procedure. A description of what was done in each stage follows:

1. A sociometric type leadership questionnaire to select good candidates who fulfilled the defined desirable characteristics of - being respected by their peers, projecting a certain amount of social awareness, and being intelligent.
2. Edwards - Personal Preference Schedule, the Bell Adjustment Inventory and the Myers-Brigg Type Indicator were used to gather data on the selected candidates of stage one above. All

these measures are self-report inventories.

3. After these two stages were completed and the results categorized, a check for similarities was conducted.

The results of this study, while far from conclusive did show that there were definite trends established by these three instruments. Wotruba felt that his study was step one toward the development of a standardized measure for the selection of resident assistants. No support could be found in the literature for the notion of having resident assistants elected by their peers. Peer evaluation was an important element in the design of one early study aimed at development of a standardized measurement to be used in the selection of resident assistants. Appointment of resident assistants through applications and references was almost universal (Carrenti and Tuttle, 1972). Also, interviews were used as a method of selection (Greenleaf, et al, 1967). Spurrier and Collins (1973) stated that applications should be called for and selections completed in the spring for the following fall semester. They cited (a) criteria for application, (b) application, (c) interview, and (d) screening, as four essential steps in recruitment of resident assistants. Shaffer and Greenleaf (1965) felt that if careful selection procedures were followed, the probability of a successful resident assistant program was more likely.

Training

There was general agreement that the training of student assistants was essential if they were to be effective. The type, length, and intensity of the training program was dependent on the role that the students were expected to fill. Carrenti and Tuttle (1972) described a model of selection/training which they called "An Apprenticeship Program for Resident Assistants". This model provided an intense training program of six weeks duration for prospective resident assistants. This was much longer than the more common one to five day training programs. Mitchell, et al (1971) provided students with a short term training program using a Carkhuff model and found that the trained group proved more effective in their dealings with students. The trained group and the control group also received a three-day orientation which was largely didactic information-giving. Matthaas (1973) outlined an inservice training program which was on-going and tied in with current problems and group training at problem solving.

In an experiment at Ohio University, one hundred and fifty-one undergraduate resident advisors were divided into three groups (Rand and Carew, 1970). The first two groups were enrolled in a three quarter hour course called Seminar in Student Relations Program. The first group was taught using encounter techniques. The aims defined for this group were to develop the following:- better self-awareness, awareness of one's impact on others, sensitivity to self

and other's feelings, understanding of group and individual dynamics, and more effective and helpful ways of behaving in relation to others. The second group was approached in a didactic way, using lectures and group discussions to teach basic fundamentals. The instructor assumed major responsibility. The third group, a control group, received no training. It was indicated that resident advisors in the T-groups performed significantly better, and were pleased with the class. Such training would be appropriate if the goals for resident advisors were to work effectively and helpfully. However, if the only goal was to provide information, then the didactic training would be more effective. This study seemed to recommend that T-group experiences should be used along with didactic training to achieve the most effective training program for resident advisors.

Newton (1974) found that the effectiveness of resident assistants was significantly increased after participation in a 12 hour training program which emphasized training in basic communication skills. The training model combined what is known about basic communication dimensions with the use of simulation and role playing in a housing setting. Analysis by covariance found significant increases for the treatment group on the three communication scales: empathic understanding, respect, and communicative accuracy. Morgan, et al, (1974) used a microcounseling model developed by Ivey (1971) to teach resident assistants the basics of effective communication and interviewing. They found that

when evaluated by a five point Carkhuff rating scale there were significant gains after the training program. Morgan (1972) emphasized the need for the resident assistant training program to be a composite of counselling, training, and instruction concerning university and residence policies and regulations. Greenleaf, et al (1967), Brown (1969) and Mitchell, et al, (1971), all emphasized role-playing as a useful tool in the training of resident assistants. Spurrier and Collins (1973) outlined an in-service training program which emphasized expectations and objectives of resident assistants, as well as residence policies, referrals and basic counselling techniques.

Greenleaf, et al (1967) suggested that the following be included in an inservice education program:- (1) staff manuals, divided into the major divisions of Advisory, Procedural, Program Areas, and Ethics and Expectations; (2) other college printed materials, such as a packet of handbooks; (3) case studies to show techniques of group and individual guidance and relationship of staff to staff, staff to student, and student to student; (4) problem solving, in which resident advisors could respond according to what they would do with problems in the areas of confidentiality, counselling, group morale, and identity; (5) role playing, which would tend to follow from problem solving; (6) audio-visual materials; and (7) recent literature.

One study was concerned with the effects that systematic human relations training (a Carkhuff model) would have

on the helping skills of resident assistants (Schroeder, K. et al, 1973). It was concluded that even a short training program could produce significant results. Schroeder et al emphasized that an inservice model would be most beneficial because it would allow the resident assistant to apply it and integrate it into his role. O.C. Schroeder (1976) outlined an interesting experiential training program which emphasized the challenge-response theory. His adventure training was conducted in a remote forest area in an effort to aid resident assistants to further develop social modeling competencies and increase their understanding and application of group process skills. Four personal growth objectives and five group process objectives were defined. As an evaluation, two self-report questionnaires were employed. Schroeder concluded that the program proved to be successful as it achieved the goals it was designed to produce, i.e. to increase self-knowledge, self-confidence, and group (or team) dynamics.

Another aspect which was mentioned consistently throughout the literature was the referral process and the resident assistant as a referral agent (Greenleaf, et al, 1967; Spurrier and Collins, 1973; Mitchell, et al, 1971; K. Schroeder, et al, 1973). Shelton and Corazzini (1976) provided the basic problems and dynamics involved in the referral process where paraprofessionals (resident assistants) were involved. The article was descriptive yet the following recommendations should prove useful if

they were made an integrate part of a training program for resident assistants.

1. All resident assistants should have a clear role definition so they know their limits and do not attempt to be therapists.
2. When making a referral, the resident assistant should do so in a positive manner. He should remember that the student came to him because the student trusted him. This trust should be transferred from himself to the receiving professional.
3. All resident assistants should receive specific training on the referral process.
4. All referrals should be concrete (i.e. referral to a specific individual) and have the referent's knowledge, consent and cooperation.
5. Resident assistants should be aware of the absolute necessity of a follow-up with the referent.

The variety of the training programs was indeed immense. Dixon (1970) found in her survey that most programs were inservice and averaged sixteen to thirty-five hours. The variety of material included in these programs varied considerably. While some programs included novel techniques, most relied on the traditional didactic approach. Micro-counseling models seemed to be widely used as a training format (Morgan et al, 1974; Clarke et al, 1975; Schroeder, K. et al, 1973). Greenleaf, et al, (1967) discussed many phases of resident assistant training, including spring training, a

pre-university workshop, weekly staff meetings, use of resource personnel, individual supervision and techniques of in-service education.

As can be seen, there was a wide variety of programs. Yet, in most cases there were the central themes of improvement of communication skills, greater self awareness, and a better knowledge of campus services. The organization of the training and the means to the end varied greatly while the program objectives remained generally constant.

Handbook

While there was little published about what should be included in a handbook for student assistants working in residence, there was little doubt that most residences provided their resident assistants with specified materials. Spurrier and Collins (1973) made several references to the Oregon State University, University of Arkansas, and University of Oklahoma Resident Assistant materials. Greenleaf, et al (1967) felt that there must be a ready source of printed information available to resident assistants as they were expected to be able to answer questions, make referrals, as well as quote rules and regulations. Matthaas (1973) stated that a published handbook which was constantly updated was an integral part of his inservice training program. Greenleaf, et al, (1967) included the following as essentials for resident

assistants:- (1) staff manuals, divided into the major divisions of Advisory, Procedural, Program Areas, and Ethics and Expectations; (2) other university printed material, such as a packet of handbooks; and (3) recent literature pertinent to their assignment.

The Ohio State University's Residence Hall Manual was obtained. This document was aimed at a much more complex residence operation than Paton College, yet it was useful when deciding the necessary materials that could be included in a Handbook. Included in this manual were sections on the following areas:-

(1) Administrative Policies
(2) Role Definitions and Related Duties
(3) Personnel Listing
(4) Who? What? Why? on campus
(5) University Regulations

The content was very different from what was expected and the size and complexity of the residence operation would serve as an explanation. The format of the manual, a three ring binder, was impressive. It allowed for easy corrections and additions to the materials as would be necessary from time to time. The Paton College Prefect's file was also consulted to gain some insight into what had been given to the resident assistants in the past. This document needed revision in its organization and had to be updated with current materials. Included in the File were the following materials:-

(1) Procedures for Opening and Closing of Houses

(2) Handbook on Information and Regulations

(3) Discipline Code

(4) Role and Duties of Prefect

(5) Food Services

(6) Security

(7) Alcohol Regulations

(8) Forms for Keeping Pets

(9) Fire Alarm Procedures

The above listings are as they were contained in the File. The File did not lend itself to easy corrections or revisions. The material is outdated and the organization of the manual has no sequential flow. It was useful to show some of the areas of concern which had been defined by the housing office.

Summary

The information presented in this Review of Literature could be best summarized as being diversified. There was a wide range of possible roles that resident assistants could assume. The duties that were required reflected the defined role of the resident assistant. The dichotomy of duties as outlined by Brown (1969) showed a common thread presented in many studies where resident assistants were responsible to both students and the university administration. This was the case in Paton

College. Selection procedures were also diversified, yet no support was found for the practice of election by peers. This was the policy employed by Paton College. A training program was included as an essential component in all the studies reviewed. The majority of training programs were inservice and lacked novel approaches to training. Several interesting, divergent programs were reviewed to show the type of training that could be considered. Paton College did not offer any training for resident assistants beyond didactic sessions with the personnel of the housing office. The instruction included such items as rules and regulations, how to fill out maintenance requisition forms, and a quick review of student services. From the Review of the Literature, it was apparent that any handbook for resident assistants served the peculiar needs of the institution and was a reflection of the duties, training and needs of resident assistants.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to outline the steps that were followed in the project. It attempts to describe the procedures used and why these procedures were chosen. The format followed outlines the various purposes of the project as outlined earlier.

The Review of Literature provided many possible role definitions for resident assistants. These included volunteer tutor (Bellucci 1976), disciplinarian and helper (Brown 1969), and front line counsellor (Rand and Carew 1970). Sacrey (1976) identified three roles for resident assistants and these have been incorporated into the material of this project. As the work of Sacrey dealt directly with Paton College, her roles were accepted as the basic model for the project. To verify these roles as valid, an interviewing process was instituted. Students, resident assistants, proctors, and administrators were interviewed. In addition, a question was asked concerning the most appropriate method of selection. Also, an inservice training workshop for a sample of the current prefects was conducted. This workshop served as a pilot program with the dual purpose of providing some much needed training for present prefects and as a source of information concerning the requirements

for future workshops. Finally, there was the production of the "Handbook for Resident Assistants".

This project dealt with the accumulation of information concerning student assistants in Paton College, with the primary purposes being the clarification of role; adoption of selection procedures; construction of a training program; and finally the production of "The Handbook for Resident Assistants".

This chapter will describe the following:-

1. the setting of the project
2. the interviews
3. the workshop
4. the Handbook

The Setting of the Project

This project was conducted at Paton College which is a dormitory-type residence at Memorial University of Newfoundland. There are nine houses - one senior male, five undergraduate male and three female. The senior male house is not considered in this study for two reasons. First, all residents are over the age of twenty-one years. Second, it is self-governing with no proctor or resident assistant. Each of the other houses can accommodate approximately one hundred students and has two resident assistants per floor.

The Interviews

Interviews were conducted from the highest level of administrative personnel to the newest student. Included in the list were the administrators of the Housing Office, proctors, prefects and students in residence. The interviewing provided a cross reference of opinion. Any information gathered through the interview displayed the bias of the respondent. Therefore, for analysis purposes, it was important to know to which category (i.e. administrator, proctor, prefect, or student) the respondent belonged. The questions which were asked were the same in all interviews. (see Appendix A). The population of the interviews was limited to the following sample as shown in Table 1 below.

Table 1

Sample For Interviews

	Male	Female
Proctors	3	3
Prefects	6	6
Students	25	25
Administrators	4	1

The choice of those interviewed was decided by the population of persons in residence during the third semester when one male and one female residence were in operation.

Proctors were generally in their apartment during the entire year.

It is realized that there were limitations placed on the project because of the open-ended nature of the questions to be presented. Any effort to make the questions more pointed would require supplying a bias as to the response being sought. The interviews always took place in the home territory of the interviewee (i.e. office, residence room, etc.) Responses were recorded on the sheet containing the questions. The responses were reviewed and tabulated so that the desired information could be extracted from the responses received from the interviewees.

The persons who did the interviews (three persons in addition to the writer) were briefed in the procedure to be followed in the interviews. These interviewers were employed to overcome the natural biases that might occur in the recording of responses by a single interviewer.

Pilot Workshop

From the review of the literature, it was found that in all cases the student assistants lived and studied with their peers. The clearest definition of the role(s) of resident assistants came in the study which said that the resident assistant serves the dual role of disciplinarian (duties to the administration) and advisor/friend (duties to students). (Brown, 1969). This role-model was expanded

to the format of the one day inservice pilot workshop as outlined in Appendix B. These roles were close to those described and studied by Sacrey (1976) in her study involving Paton College prefects. The workshop would have to be supplemented by a session with the personnel of the housing office to cover necessary maintenance and administrative responsibilities.

The format of the workshop consisted of two sessions both held in the same day. The prime objectives of the workshop were to provide some basic communication skills while focusing the attention of the eleven participants on their role as resident assistants. As can be seen in Appendix B, each session had its own theme. The morning session was concerned with the theme "The Resident Assistant as a Student and Disciplinarian", and the afternoon session with "Resident Assistant as Friend and Advisor".

This workshop was conducted by trained counsellors who are employed with the University Counselling Centre. They were provided with the following list of objectives, as well as the themes outlined above. It was hoped that as a result of the workshop the participating resident assistants would:

(1) increase the awareness of their roles as resident assistants

(2) develop a keener awareness of the importance of their position as resident assistants

(3) develop a minimal competence with communication skills

(4) develop greater self confidence in their abilities to perform the duties of a resident assistant

(5) develop some more leadership ability and become more aware of ways to utilize this ability.

The workshop was presented under the above format for a variety of reasons. It served as a pilot for future workshops for resident assistants, as well as an additional source of information on the needs and weaknesses of current resident assistants. This knowledge was instrumental in the design of the final workshops which should be more applicable to the needs of resident assistants. As this was the first contact for the facilitators from the Counselling Centre with the resident assistants, it aided the facilitators to know better the mechanics and content which would be needed for the future workshops.

There were a total of eleven participants in the workshop. Twelve were originally selected for the training, however, on the day involved one person was ill and unable to participate. The twelve chosen were randomly selected from the total of fifty resident assistants so as to include six males and six females. The actual attendance was five males and six females.

It was important to this project that a careful evaluation of the workshop be conducted. To this end the "Evaluation of Pilot Training Workshop Resident Assistants" (Appendix C) was developed for the participants to complete.

Sections I and II were designed to give a straightforward scaled evaluation of the events of the day. Section III served two purposes - first, it offered the participants a chance to criticize the workshop using their own words; and second, it provided the participants the opportunity to suggest improvements for future workshops. As these student assistants had first hand knowledge of the situation, as well as some experience in operating under the present system, they were valuable sources of information. In addition to the written evaluation which was completed in private, the participants were asked for verbal feedback at the end of the day's activities. The facilitators of the workshop kept careful notes on the level of participation, reaction of participants to exercises and their own comments on the activities involved in the workshop. All eleven of the participating resident assistants completed the written evaluations and returned them. The results of the evaluation were tabulated by hand.

Handbook

As was stated in the "Review of the Literature", the need for written material in an easily accessible format was imperative. (Greenleaf et al 1967, Matthaas 1973). The production of such a handbook was the primary purpose of this project. The previous guides for prefects were used as well as the handbook which is used by Ohio State. In

addition, the information gathered in the interviews made the necessary components of the handbook known and the results are noted in the next chapter. This handbook (Appendix H) will be distributed to resident assistants and reflects the results of all the exercises described in this chapter.

CHAPTER IV

RESULTS AND DISCUSSION

As was stated at the outset, the final goal of this project was to produce a "Handbook for Resident Assistants". This document (Appendix H) is the reflection of the analysis of the three sources of information which were outlined in Chapter III - the Review of Literature, the interviews and the pilot workshop. Each of these supplied its own unique portion of the total information which has been used to compile the final document. In this chapter the results of the activities are presented in the same sequence as they were in Chapter III, i.e. Review of Literature, Interviews, and Pilot Training Workshop. In addition, a Table of Contents of the Handbook for Resident Assistants is supplied. Also included in this chapter are the summary of the findings concerning the role and duties of resident assistants, selection procedures to be included in the final choice of resident assistants and training workshop recommendations.

Review of the Literature

When the analysis of the information gained through the Review of Literature was done, several trends emerged.

The next few paragraphs present these trends in a concise manner. Included with the trends are comments on the situation in Paton College.

Sacrey (1976) recommended that a clearer role definition be provided to prefects. This project took this recommendation one step further and in addition to a clearer role definition (Appendix F), there was a recommendation for a change in name. The general trend for selection was by application, interview and letters of reference. There was no support for election of resident assistant by their peers. Paton College should discontinue this policy immediately.

Training programs were widely employed to train resident assistants to fulfil their defined role and duties. Most programs were largely didactic. Several programs employed other techniques such as role playing, modeling, and problem solving as supplements to didactic sessions. As Paton College has unique problems and needs, a unique training program was developed (Appendix G).

The requirement for written materials was generally accepted. The nature of these materials was dependent on the institutions. Paton College must update materials currently being used by resident assistants. A suggested format for a revised handbook is included in Appendix H.

Interviews

The results from the interview questionnaire, (Appendix A) which was administered to the sample previously

outlined, were tabulated by hand. The following tables give a summary of the results for each of the questions that were asked. These tables are presented in this format to give a quick overview of the results of the interview questionnaire.

Table 2

Responses to Question 1 - "Which of the Following Three Roles do you Feel is the Primary Role of the Prefect: (1) administrative/maintenance (2) friend/advisor, (3) disciplinary?"

Category	Response	Number	Percentage
Proctor (male)	disciplinary	2	67%
	friend/advisor	1	33%
Proctor (female)	friend/advisor	3	100%
Resident Assistant (male)	disciplinary	4	67%
	friend/advisor	1	16%
	administrative/ maintenance	1	16%
Resident Assistant (female)	friend/advisor	5	83%
	administrative/ maintenance	1	16%
Students (male)	disciplinary	18	72%
	friend/advisor	5	20%
	administrative/ maintenance	2	8%
Students (female)	friend/advisor	10	40%
	disciplinary	8	32%
	administrative/ maintenance	7	28%
Administrators	disciplinary	3	60%
	friend/advisor	1	20%
	administrative/ maintenance	1	20%

These findings are generally consistent with those of Sacrey (1976) and they offer insights into the role of the resident assistant. Among the male interviewees there is a consistent preference for the disciplinary role. The female respondents were more scattered in their responses, however, friend/advisor role does have the largest percentage of respondents. The revised role and duties of the resident assistant (Appendix G) was drafted as an effort to reflect these findings.

Table 3

Responses to Question II - "How Would You Like to See the Role of the Prefect Change?"

Category	Response	Number	Percentage
Proctor (male)	No change necessary	3	100%
Proctor (female)	No change necessary	3	100%
Resident Assistant (male)	Fewer administrative duties	4	67%
	No change	2	33%
Resident Assistant (female)	No change	3	50%
	Less administrative work	2	33%
	Uncertain	1	17%
Student (male)	Less rule enforcing	9	36%
	More Helpful	9	36%
	No change	4	16%
	Uncertain	3	12%
Students (female)	No change	10	40%
	Better advisors	8	32%
	Rule enforcers	5	20%
	Uncertain	2	8%
Administrators	More rule enforcing	2	40%
	friend/advisor	2	40%
	No change	1	20%

The response to this question was more difficult to categorize as there was greater variation in the responses received. In several cases, especially among the students, there appeared to be a difficulty with this question. Reports by the interviewers supported this fact, as they reported that the interviewees asked for clarification. The results may have been biased by suggestions (i.e. additional comments to the question) they made when no response was forthcoming. The general trend was to refer back to the categories of Question I.

Table 4

Responses to Question III - "What do you Consider is the Most Important Duty of a Prefect?"

Category	Response	Number	Percentage
Proctor (male)	maintaining order	2	67%
	helping students	1	33%
Proctor (female)	helping students	3	100%
Resident Assistants (male)	maintaining order	3	50%
	helping students	2	33%
	make house more liveable	1	17%
Resident Assistants (female)	helping students	5	83%
	maintaining order	1	17%
Students (male)	maintaining order	12	48%
	make house more liveable	8	32%
	helping students	5	20%
Administrators	maintaining order	3	60%
	helping students	2	40%

The "responses" registered are a grouping of responses that have a common theme. Respondents who mentioned discipline duties had their responses categorized as "maintaining order"; friend/advisor duties are categorized as "helping students"; and maintenance/administrative duties are categorized as "making house more liveable". These "responses" were the most common terminology recorded. The response here is generally consistent with Tables 2 and 3 dealing with the roles. For this table the most important duty as given has been categorized.

Table 5

Responses to Question IV - "How Should Prefects be Selected for the Position?"

Category	Response	Number	Percentage
Proctor (male)	Appointed by proctor and housing office	3	100%
Proctor (female)	Appointed by proctor	2	67%
	Appointed by housing office	1	33%
Resident Assistant (male)	Application and appointment	4	67%
	Elected	2	33%
Resident Assistant (female)	Elected	4	67%
	Appointed	2	33%
Students (male)	Elected	14	56%
	Appointed	7	28%
	Don't know (or care)	4	16%
Students (female)	Elected	12	48%
	Appointed	10	40%
	Don't know	3	12%
Administrators	Application and appointed	5	100%

This question showed a significant difference in attitudes towards the resident assistant. Male resident assistants generally preferred the system of appointment but male students preferred election of resident assistants. With female resident assistants and students, there was more agreement on the idea of election of resident assistants. The proctors and administrators all favored appointment of resident assistants. It was surprising that so many (50%) resident assistants chose appointment which could indicate general dissatisfaction with the role conflicts which arise when elected by one group and held responsible to another. The general opinion within the administration of Paton College is that female houses operate more smoothly than the male houses.

The response to Question V did not lend itself to table presentation because most repondents gave a variety of answers to each question asked. The following summary of the responses will point out the key responses to each of the two questions asked by the interviewer. The first question dealt with training and the second with information/ written materials.

Training:- There was general agreement among proctors, both male and female that the training required was in the areas of leadership skills and communication skills. The general feeling appeared to be that resident assistants should realize that they could be most effective if they "practiced what they preached". Resident

assistants were much more specific in their requests for training. They felt that they needed specific skills to handle specific problems. In general terms they wished to increase their ability to deal with problems that arose from their being both students and resident assistants. Students were generally vague in their responses to this question. They had very few concrete suggestions with responses such as "show them how to do the job better" or "tell him that just because he is a resident assistant he doesn't have to change completely" being quite common. The administrators generally felt that the resident assistant needed training in the area of knowing more about Paton College and the rules and regulations. The administrators did not provide any suggested approaches to implement their suggestions. In summary, the only clear responses came from proctors and resident assistants who felt that communication skills and leadership skills would be the most effective training they could receive.

Information/Written Materials: Proctors were quite emphatic in their responses to this question. Included in the list of materials that the resident assistants should have were the following:

(1) updated regulations and rules of Paton College
(2) clearly defined roles and duties
(3) prepared list of referral agencies inside and outside university
(4) special information on Junior Division, eg. Junior

Division co-ordinators

(5) Listing of campus services and their locations on campus

The resident assistants generally included the above in their responses but added several others to the needs. Included in their list were the following:-

(1) material that contains a breakdown of important university dates and regulations

(2) clearer statement of duties

(3) better understanding of the program liaison procedures with housing office

(4) emergency procedures, eg. fires or accidents

Student responses were generally more scattered and less easy to categorize. Generally they hoped that resident assistants would have a good knowledge of who did what on campus. Also, they stated that resident assistants should be able to supply information on regulation of the university, such as final dates for dropping courses. In summary, the information gained by the responses to this question provided many of the items which were included in the "Handbook for Resident Assistants" (Appendix H). The answers were diverse yet there were enough common items to make the necessary content of the Handbook clearer.

In summary, the interviews provided useful information on all aspects of the project. They were especially useful in compiling the unique needs of the resident assistants in Paton College, both for training needs and written materials.

Pilot Workshop Evaluation

The results of the pilot workshop evaluation were tabulated by hand as well. The four point scale which was used in the evaluation form (Appendix C) produced the results as summarized in the following two tables. After each table there is a brief discussion of the results.

Table 6

Responses to Section 1 - Pilot Workshop Evaluation

Statement	Great Deal		Somewhat		Little		Very Little	
	No.	%age	No.	%age	No.	%age	No.	%age
1	2	18%	9	81%	0	0	0	0
2	3	27%	6	54%	2	18%	0	0
3	7	63%	2	18%	2	18%	0	0
4	5	45%	6	54%	0	0	0	0
5	5	45%	5	45%	1	9%	0	0
6	5	45%	4	36%	1	9%	1	9%
7	7	63%	3	27%	0	0	1	9%

This table presents the results of the first section of the pilot workshop evaluation. Resident assistants were generally positive in their response to this portion of the workshop. It should be noted that this section deals with the attitudes of the resident assistants toward the workshop in general and the themes as they were presented. No

statement received less than 82% positive response. The evaluation was completed in private so the responses should be candid.

Table 7

Responses to Section II - Pilot Workshop Evaluation

Statement	Very Helpful		Helpful		Unhelpful		Very Unhelpful	
	No.	%age	No.	%age	No.	%age	No.	%age
1	7	63%	4	36%	0		0	0
2	2	18%	6	54%	3	27%	0	0
3	0	0	11	100%	0	0	0	0
4	1	9%	7	63%	3	27%	0	0
5	2	18%	6	54%	2	18%	1	9%
6	6	54%	4	36%	0	0	1	9%
7	4	36%	7	63%	0	0	0	0
8	6	54%	5	45%	0	0	0	0

This section was concerned with the specific activities of the day. Again the general reception to the day's activities was positive. There was a greater spread of responses than in section one. However, this could be explained by the attitude of the resident assistants to specific exercises. The negative responses were received from different people so no one person was negative to all

the activities.

The final section of the evaluation contained one constant response from most of the resident assistants. They felt that greater attention should have been paid to the specific problems which resident assistants encounter every day. They felt they would have benefited more from exercises on noise problems, drug abuse and alcohol. They reinforced their position response to the discussion of the role models. Several resident assistants felt that the workshop attempted to do too much in one day. This sentiment was also expressed by the facilitators. They also felt, however, that the response was good and the participation was at a high level compared to other groups they had worked with.

In summary, the evaluation of the workshop was positive, both as to the content and the activities. The expansion of the workshop into a two day training period seems imperative and this will be recommended to the housing office. Also, the content of such a workshop should reflect the comments of the participating resident assistants in this pilot workshop. An outline of the activities for such a workshop is outlined in Appendix G.

Handbook

The final decision concerning the contents of the handbook was very difficult to make. The results of the various activities in this project gave clear directions,

yet it was imperative that the handbook not be so lengthy or cumbersome to diminish its usefulness. The following section is the Table of Contents for the handbook.

Preface and Introduction

Unit I - Role and Duties
1) Role of Resident Assistant
2) Duties of Resident Assistant
3) Role of Proctor
4) Duties of Proctor
5) Chain of Authority in Paton College

Unit II - Rules and Regulations of Paton College
1) List of Rules and Regulations
2) Discipline Code of Paton College

Unit III - University Regulations and Deadlines
1) Copy of University Diary
2) General Statement Concerning University Regulations

Unit IV - Referral Services
1) List and Location of Campus Services such as Student Affairs, Financial Aid, Counselling Centre
2) List of Junior Division Co-Ordinators and Offices
3) Outside Agencies such as Al-a-teen

Unit V - Administrative Procedures
1) Maintenance Reports
2) Room-Check Forms
3) Checking in and out Procedures

Unit VI - Emergency Procedures
1) Fire Alarms
2) Accident or Illness

In addition to this handbook, each resident assistant would be given the following three publications:-

(1) The University Calendar

(2) The Guide to Junior Division Courses

(3) A Guide to Self Improvement

These publications were produced by the university. The Guide to Junior Division Courses was a publication which Junior Division produces for high school students. A Guide to Self Improvement was produced by the University Counselling Centre.

These materials should provide the most requested information and would make the resident assistant more effective in dealing with student enquiries. It should be noted that the construction of the handbook is also important. It should be properly indexed and the materials contained in a binder which would facilitate the correcting or addition of materials.

CHAPTER V

RECOMMENDATIONS AND SUGGESTIONS

This chapter contains recommendations and suggestions for further research that have arisen from the work done on this project. Also, there are suggestions to be presented to the appropriate university officials.

Suggestions to Housing Office:

1. That a clear definition of roles of the prefect be presented with the added suggestion of a change in name to resident assistant.
2. That the present method of selection, i.e. election of prefects be replaced with an application, screening, and appointment procedure.
3. That a pre-service training program be instituted for all resident assistants.
4. That the handbook produced by this project be given to all resident assistants.

Recommendations for Further Research:

1. That an evaluation be done of the training program-

for resident assistants.

2. That an evaluation of the "Handbook for Resident Assistants" be conducted periodically to ensure that it continues to be pertinent to the problems it is designed to alleviate.

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APPENDIX A

Questionnaire for Interviews

Name (optional) _____

Connection with Paton College _____

How many years have you live in (worked with) Paton College?

Opening statement which will be repeated to all interviewees:

"The purpose of this questionnaire is to gather your opinions on the role, the duties, and necessary resources that student assistants in residence (prefects) will need to fulfil their duties as they will be defined. The final goal is to produce a handbook which will serve the resident assistant as a resource book for all contingencies".

Question I: Which of the following three roles do you feel is the primary role of the prefect: (1) administrative/maintenance; (2) friend/advisor; (3) disciplinary?

Question II: How would you like to see the role of the prefect change?

Question III: What do you consider is the most important duty of a prefect?

Question IV: How should prefects be selected for the position?

Question V: What training and information/written materials will he/she need to fulfil his/her duties most effectively?*

* (Each interviewer is reminded that this question should be broken into two sections and responses noted accordingly.)

APPENDIX B

Pilot Training Workshop: Resident Assistants

Morning Session:

Theme: The Resident Assistant as a student and Disciplinarian

10:00 a.m. General Orientation - aims of the workshop.

10:15 Introductory Exercise - pair off for five minutes with someone you don't know well. Find out likes, dislikes, important events in other person's life, i.e. something about the other person. Re-form the group and briefly introduce partner to the group.

11:00 Divide into task groups of four (people you don't know well) which are mixed. One counsellor per group to act as recorder. Brainstorm problem situations, concrete examples, issues of concern,

11:30 Re-form large group - discuss reactions and differences. This session will aim at generating alternatives to handling the problems.

12:00 Roleplay specific problem situations.

12:10 Divide into two groups. Take role-playing model and evaluate the different tactics of dealing with the problem.

Afternoon Session:

Theme: Resident assistant as friend and advisor.

2:15 p.m. Introduction of topic to contrast with morning session.

2:30 Brief introduction of communication skills, listening and responding, etc. Modeling by counsellors to start the session going.

3:00 Listening and communication exercises, eg. two circles, trust fall, self disclosure exercises.

3:45 Role-play situations. Divide into two groups according to sex with same sex counsellors. Personal concerns and problems - difficult situations which resident assistants have found themselves in. This will be coupled with feedback, focusing on listening and effectiveness, worth, understanding, etc.

5:15 Final wrap-up. This will include an open discussion of the day's activities with feedback to the facilitators. In addition, a written evaluation will be given to participants and they will be asked to complete it at their convenience.

APPENDIX C

Evaluation of Pilot Training Workshop: Resident Assistants

I The following are a series of statements about the workshop. Please rate by circling the extent to which the workshop helped you:

	Great Deal	Some-what	Little	Very Little
1. Clarification of the problem of the resident assistant's role of disciplinarian and student.	1	2	3	4
2. Realize that I can easily go into my role as an advisor and student.	1	2	3	4
3. Know how to use the problem solving model in dealing with situations in the residence.	1	2	3	4
4. Know how to deal with most of the problems that I face as a resident assistant.	1	2	3	4
5. Have an understanding of my dual role of an advisor and student.	1	2	3	4
6. Feel confident in counselling students in my place of residence concerning problems of adjustments to the university and personal problems.	1	2	3	4
7. Know how to use basic communication skills in dealing with problems in my role as resident assistant.	1	2	3	4

II Please rate the extent to which you found the following activities helpful in the workshop:

		Very Help-ful	Help-ful	Un-help-ful	Very Unhelp-ful
1.	Introduction exercise	1	2	3	4
2.	Problem solving model presentation	1	2	3	4
3.	Discussion of role of resident assistant in dual role of disciplinarian and student	1	2	3	4
4.	Discussion on role of resident assistant in dual role of advisor and student	1	2	3	4
5.	Role of "policeman and student"	1	2	3	4
6.	Basic communication skills presentation	1	2	3	4
7.	Two circle exercise on communication skills	1	2	3	4
8.	Role playing exercise	1	2	3	4

III If you had been able to help develop this workshop, what might you have done differently? Especially look at the positive ways to improve the skills you require as a resident assistant.

APPENDIX D

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

PATON COLLEGE

ROLE & DUTIES OF THE PROCTOR IN

THE WOMEN'S RESIDENCES

A proctor is the senior person in a house of the College appointed by the Master and responsible to him. The appointment is for one regular academic year of the first and second terms but by mutual agreement may be extended to cover third term or summer school. The appointment may be renewed for more than one year.

She oversees the rules and regulations, the general conduct of the members of her house in the College and ensures that the building and equipment are in good order and are used properly.

A proctor should maintain a balance between objectivity and approachability thus establishing between herself and the residence body a rapport based on mutual respect.

Working with her prefects and house committee members, she sees that the rights and privacy of the students of the house are protected. It must be her aim to develop an environment of learning conducive to study and favourable for an individual to develop and mature and for the maintenance of a society where good manners, consideration and respect for others is required of its members.

She must be available to students in evenings and weekends. As a resource person she should stimulate and

encourage activities of an academic, cultural and social nature.

A proctor is called upon to be a counsellor and help individuals with their problems which can be of an academic, social or personal nature. As such she should be a willing and sympathic listener and interested to help by advice or referral.

The remuneration of a proctor is in the form of an honorarium paid each term, together with the provision of a rent-free, furnished apartment. The use of the apartment by the proctor may be extended by the Master of the College depending upon the arrangements for the house for third term and/or summer school.

A proctor may not sub-let the apartment or assign it to another person or persons.

It is understood that the proctor's apartment during her time of service is her private home and must be treated as such. She is expected to maintain a good standard of housekeeping in the apartment.

On occasions when a proctor is unavailable or briefly out of town, she is expected to delegate her responsibility to a senior prefect and the students in the house be so informed by a written notice. In addition, the Master of the College should be informed and another proctor should be requested to assist the above senior prefect if the occasion arises. If the proctor has to be absent for more than a few days then the matter must be discussed with the Master of

the College before arrangements are made.

DUTIES OF THE PROCTOR

1. To be in residence at least two days before students arrive for the new term and a day after all have left at the end of each term.
2. To be responsible for the overseeing of the rules and regulations of the College as they apply to the house.
3. To supervise the physical needs of the house and to inform the College Office of required replacements and repairs.
4. To supervise a check of the house at the end of each term and report in writing to the College Office any damages, defacings, missing items or services needing repairs in student rooms, common areas, etc.
5. To assist with the locking of the house at the end of term.
6. To oversee the use of the house during term and ensure that it is not being used unlawfully by non-students.
7. To assist in fire drill exercises.
8. To keep informed on the general health of students in the house and to see that proper attention and aid is given those who are ill in residence and that nursing or medical care is arranged through the University Health Office during the day or the College Nursing Service in the evening. Cases of emergency such as accidents should be brought to the Out-Patients Department of the General Hospital.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

PATON COLLEGE

ROLE & DUTIES OF THE PROCTOR

OF THE MEN'S RESIDENCES

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A proctor should maintain a balance between objectivity and approachability thus establishing between himself and the residence body a rapport based on mutual respect.

Working with his prefects and house committee members he sees that the rights and privacy of the students of the house are protected. It must be his aim to develop an environment of learning conducive to study and favourable for an individual to develop and mature and for the maintenance of a society where good manners, consideration and respect for others is required of its members.

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The remuneration of a proctor is in the form of an honorarium paid each term, together with the provision of a rent-free, furnished apartment. The use of the apartment by the proctor may be extended by the Master of the College depending upon the arrangements for the House for third term and/or summer school.

A proctor may not sub-let the apartment or assign it to another person or persons.

It is understood that the proctor's apartment during his time of service is his private home and must be treated as such. He is expected to maintain a good standard of housekeeping in the apartment.

On occasions when a proctor is unavailable or briefly out of town, he is expected to delegate his responsibility to a senior prefect and the students in the house be so informed by a written notice. In addition, the Master of the College should be informed and another proctor should be requested to assist the above senior prefect if the occasion arises.

If the proctor has to be absent for more than a few days then the matter must be discussed with the Master of the

College before arrangements are made.

DUTIES OF THE PROCTOR

1. To be in residence at least two days before students arrive for the new term and a day after all have left at the end of each term.
2. To be responsible for the overseeing of the rules and regulations of the College as they apply to the house.
3. To supervise the physical needs of the house and to inform the College Office of required replacements and repairs.
4. To supervise a check of the house at the end of each term and report in writing to the College Office any damage, defacings, missing items or services needing repairs in student rooms, common areas, etc.
5. To assist with the locking of the house at the end of term.
6. To oversee the use of the house during term and ensure that it is not being used unlawfully by non-students.
7. To assist in fire drill exercises.
8. To keep informed on the general health of students in the house and to see that proper attention and aid is given those who are ill in residence and that nursing or medical care is arranged through the University Health Office during the day or the College Nursing Service in the evening. Cases of emergency such as accidents should be brought to the Out-Patients Department of the General Hospital.

APPENDIX E

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

PATON COLLEGE

ROLE AND DUTIES OF THE PREFECT

A prefect is an assistant to the proctor of the house and as such must be a leader, a resource person, a provider of motivation and encouragement to the student and one who is willing to serve students, house and College.

It is the duty of the prefect to act with the proctor in seeing that the rules of the College and house are observed and that those who break the rules are brought before the appropriate Discipline Committee. His (or her) own good example is essential.

One of the roles of the prefect is that of a counsellor and friend to the students of Paton College. To be a good counsellor one must be as fully informed as possible about the College itself, about the University - its government and academic programs - and any other services which the University offers.

As a counsellor a prefect must first of all be available and this includes more than one weekly night on duty. The prefect must be approachable and a willing listener to students in his (or her) house, particularly those on his (or her) wing who seek advice or solutions to their diverse problems.

The University Counselling Centre with its willing and competent staff has been very valuable in

helping students with such things as speed reading, relaxation courses, career guidance and emotional problems. Prefects should be aware of the valuable resource that exists here and make every use of it. The prefect's role can be quite similar to that of a counsellor as long as he (or she) is relaxed with people, not judgmental, but with the motivation to help in some way.

A prefect needs to be a mature person; one who can accept responsibility, be sensitive to the needs, rights and feelings of others, and be a friend to all especially the lonely or insecure.

On the academic level, a prefect should express an interest in the work of his (or her) students, and refer those in need to the tutors. He (or she) should be aware of the programmes that his (or her) students are taking and be able to advise and suggest to them places where they can seek additional help whether the problem be academic, financial or emotional.

One of the objectives of the College is to have concern for the individual and it is here that a prefect plays a large part. As a leader, friend and promotor of worthwhile projects, the prefect endeavours to get the people on his (or her) wing to participate in such activities as photography, art and poetry reading as well as sports. A prefect's energies can also be used as a leader in getting his (or her) wing involved in house and College activities which will help in their social and emotional development.

The ratio of prefects to students enables the former to be a friend to all; this should not, however, interfere with his (or her) duties as a prefect. The prefect has responsibilities which sometimes make him (or her) unpopular with the students affected but this should not change the proper course of action.

Prefects, though often willing to help House Committees, are not permitted to serve on them. However, prefects are often called upon to serve on Selection Committees, Discipline Committees, or the College Council Government.

The prefects both individually or as a group shall have regular meetings with the proctor.

A prefect's Conference is held in September of each year and it is here that they become acquainted and take part in a leadership training programme. They are briefed on some of the various aspects of the University including rules, health, religion, guidance, the aims and objectives of the College itself, and with Junior and Foundation Programmes. It is during this period that prefects must be available to assist with checking in of students in their individual houses. Follow-up meetings of prefects are held during the year.

It is at the fall Conference that a head prefect and an assistant head prefect for the College, one male and one female, are elected. These two persons then serve on a College Council Government and report back to or for their

individual houses.

A senior prefect is elected by the prefects in each house at the beginning of the term and the senior prefects together with the head prefect and assistant head prefect of the College have meetings throughout the year to discuss matters which are relevant and which concern all members of the College. Meetings of senior and head prefects are also held from time to time with the Manager of Student Housing.

Prefects receive an honorarium for their service and are assigned a single room but one of the biggest rewards is the invaluable learning experience which this opportunity affords.

QUALIFICATIONS OF A PREFECT

To be eligible to apply for a position as prefect, the applicant should be a third year student or beyond, must be in good financial standing with the University and have clear academic standing in the most recent examinations. For example, clear academic standing in the third term or summer school, if attended, to be eligible to serve in the fall. Seniority by age is not a requirement but the individual should exhibit maturity and must have resided in Paton College for at least one year. It is desirable that he (or she) be a leader or a participant in house or College activities. The applicant should give all pertinent information about himself (or herself) on the application and state the contributions expected to be made if elected.

All applications are submitted to the proctor of the house on a prescribed date; these are screened by the proctor and a committee consisting of representatives of the House Committee, house prefects and other senior people in the house. Appeals to decisions of this committee may be made to the proctor who will set up and act with a special committee of senior students in the house to hear the appeal. The decision of this special committee is final.

The house then votes - by a system of preferential voting - on an approved list at an announced time. The short list resulting from this vote is handed to the proctor who in turn will make a selection of prefects. The names of the unsuccessful candidates will be placed on a reverse list to be used to fill any vacancies which might occur. These lists of candidates are presented to the Manager of Student Housing who makes all appointments. The appointment is made after checking the student's eligibility as a result of recent examinations and comes into force when the candidate has signed and returned the terms of employment to the College Office.

The assignment of the prefects within the house will be made by the proctor in consultation with the Manager of Student Housing and the prefect will be so informed.

TERM OF OFFICE

A student is elected as prefect for one academic year (the first and second terms) subject to an evaluation at the end of the first term. The evaluation of each prefect

at the end of the first term is to be made initially by the students in his (or her) wing under the supervision of the House Committee representative. Their results will be put before a Selection Committee appointed by the proctor. The final assessment is to be made by this Selection Committee. A prefect can stand for election for a second academic year with the written approval of the proctor to the Manager of Student Housing. In exceptional cases and with the approval of the Manager a prefect may stand for election to serve for more than two years. A student must have clear academic standing and be in good financial standing with the College and University at the end of the previous term to be eligible to continue to serve in the succeeding one.

DUTIES OF A PREFECT

1. To get to know students in the house and particularly those on his (or her) wing.
2. Prefects must take their turn as duty prefects and be available at other times to the residents of the house. There is a duty prefect each day whose name is posted on the main notice board in the house. A duty prefect must remain in the house during his period of duty except, of course, during absence for meals, even then he (or she) should post a notice of the time he (or she) will be absent.
3. To be familiar with college and house rules.
4. To work with the proctor and House Committee in seeing

that the house and college rules are observed and college property is protected.

5. The duty prefect shall be responsible during visiting hours for the guest book, for ensuring that visiting rules of the college are observed, that the curfew and any additional rules made by the House Committee are obeyed or that persons who break the rules are brought before the appropriate discipline committee.
6. To assist the proctor in maintaining the house as a comfortable and well functioning place of residence.
7. To assist the college office with admission of students to their rooms at the beginning of each term and to check rooms and their furnishings when students are admitted or leave. This means being in residence a day before the beginning of term and staying until the last day of term.
8. To report illness of students on their wing to the proper authorities.
9. To check on telephone duty and late leaves where applicable.
10. To help with fire drills.
11. To help in times of emergency.

APPENDIX F

ROLE AND DUTIES OF RESIDENT ASSISTANTS

A Resident Assistant is an assistant to the Proctor of the House and as such must fulfil the dual roles of advisor and disciplinarian. These roles should be kept in even balance as extra emphasis on one will weaken the other.

In the role of advisor, Resident Assistants will have to have information about the College itself as well as information about the University at large. The chief function of the Resident Assistant as an advisor is that of a referral person who is well enough acquainted with the University services to be able to guide his fellow students to the person who can best aid in the solution of the student's problem.

In the role of disciplinarian, the Resident Assistant must have a thorough knowledge of the rules and regulations of that College as outlined by the Housing Office. In this role, the Resident Assistants will be expected to fulfil the specific duties listed below. As will be seen, the duties are divided into two groups - responsibilities to the College itself and responsibilities to the students who live there.

Responsibilities to the College

1) Assist Proctors with checking in and checking out of students. This will require your being in residence at least one day before the official Paton College

opening day, and not leaving until the day that the houses are scheduled to close in any semester.

2) Ensure that rules are observed so that there is no infringement on the basic rights of residents. You should keep a close watch for possible trouble-makers who act as a disruptive element on your floor.

3) Fulfil your responsibilities on the duty roster.

4) Work closely with the Head Resident Assistant and/or Proctor through weekly meetings.

5) See that any violations of the "laws of the land" are documented and reported to the Head Resident Assistant and/or the Proctor.

6) Prepare a written report on all incidents which you feel are significant enough to warrant further action. These reports will be handed over to the Head Resident Assistant.

7) Carry out other administrative duties as may be assigned from time to time by the proctor or the Housing Office.

8) Take action on any maintenance work required in your area of responsibility. This will normally be done by a maintenance requisition, sent to the Housing Office through your Head Resident Assistant. Where urgent action is obviously needed, take what action you feel is necessary, either through the Housing Office or directly with Maintenance (out of office hours). Let your Head Resident Assistant know as

soon as possible what has been done.

9) Prepare weekly reports of maintenance in your wing. These reports will include student rooms and all common areas, such as corridors, lounges, and washrooms.

10) Become familiar with procedures for emergencies, i.e. fires, accidents, etc.

11) Become thoroughly familiar with the "Handbook for Resident Assistants in Paton College". This will require a thorough reading of the Handbook so that little effort to find information will be required.

Responsibilities to Students

1) Develop a rapport with students on your floor so that they will feel free to approach you with concerns and problems. At the start of each term Resident Assistants should visit each resident on his wing and pay special attention to first year students and other new residents in the House. The importance of the initial contact with residents will be very important in deciding how effective you will be.

2) Act as a referral person; in this role the Resident Assistant must have a thorough knowledge of the services and facilities that the University has to offer to students.

3) Take a special interest in first-year students to

ensure as smooth a transition to university life as possible. Don't always wait for them to make the first move and come to you.

4) See that House rules such as quiet time, visiting hours, etc. are observed.

5) Be available to students and set a proper example by your own living style. You will not be expected to be on duty twenty-four hours a day, but it is important that you spend enough time on your floor to ensure that you don't develop the reputation of "never being in his room".

6) Encourage participation in all house activities. Resident Assistants are expected to be leaders in the house and should set an example to other students by their deportment and participation.

In addition to the duties which are outlined above, all Resident Assistants are required to participate in training workshops both prior to appointment and in-service. This training will involve not only instruction on how to fulfil administrative and maintenance duties but also workshops in communication skills, referral procedure, leadership training, etc.

As you know, the system for the selection of Resident Assistants has changed this year. Resident Assistants are no longer elected by the members of their House but rather they are appointed by the Housing Office

as employees of the University. As such, they are subject to termination if they do not fulfil the duties assigned to them.

APPENDIX G

Proposed Resident Assistant Training Program

This training program is designed for resident assistants in an effort to provide them with skills which will make them better qualified to fulfil the duties which are given them. It is designed to be a pre-service workshop which would take place immediately prior to the beginning of the academic year.

In the development of this workshop, several objectives had to be fulfilled. Included in the objectives were the following:-

(a) to clearly define the role of the resident assistant

(b) to inform the resident assistant of the philosophy of Paton College

(c) to develop better communication skills among the resident assistants

(d) to emphasize leadership skills and to show the effectiveness of various leadership styles.

(e) to develop a greater awareness of campus services available to students, such as Student Affairs, Student Health, and the Counselling Centre, and the personnel who work with these services.

(f) to develop a bond between the resident assistants to promote a team approach to problems in a house

(g) to provide specific instruction on administrative/ maintenance duties required by housing office.

In an effort to develop these objectives, a two day - four session workshop was developed. Outlined below is a sample format for the workshop and some of the specific techniques used in the workshop.

First Session:

9:00 a.m. Introduction and Presentation of Theme of Workshop

Theme:- "Resident Assistant as a Leader"

9:15 Small Group Activities *

Discussion of (i) housing philosophy

(ii) role of resident assistant

* (small groups will choose leaders and recorder)

10:15 Large Group Summation

10:45 Coffee

11:00 Leadership styles - short lecture for various styles

11:20 Break down into small groups (with observer). The group will attempt to solve an assigned problem within a set time limit. A modified form of NASA exercise would be used. The role of the observer (a professional from the Counselling Centre) would be to provide feedback to various group members on how he saw them perform during the group exercise. Then the group would be asked to discuss these

comments

1:00 p.m. Lunch

Second Session:

2:00 p.m. Introduction to Role Playing

2:15 Break into small groups: - simulate the first "wing" meeting of the year. The observer's role will be to provide feedback to the resident assistant conducting the meeting and provide more information on conducting meetings.

3:15 Coffee

3:30 Short lecture on brainstorming

3:45 Break into small groups:- simulation session on planning a social, cultural, educational, and athletic house program. Observer to provide feedback on effectiveness of the group.

5:00 Close

7:00 Evening social hour

Third Session:

9:00 a.m. Communication skill - lecture

9:20 Brainstorming problem areas

9:30 Break into small groups to role play solutions group oriented problems. Observer will facilitate the process and promote discussion

of approaches

10:30 a.m. coffee

10:45 Role play solution - triads - these will be one to one situations with the third member acting as observer. There will be a shifting of the three roles

12:00 Lunch. This luncheon will be attended by members of the various student services on campus. These persons will be introduced and asked to give a brief outline of their jobs

Fourth Session:

2:00 p.m. Housing Office Session: The purpose of this session will be to inform resident assistants of their duties as related to administration and maintenance of the houses. It will be a largely didactic session.

3:30 Close

The facilitators for this workshop would be trained Counsellors from the University Counselling Centre.

APPENDIX H

PREFACE

The purpose of this Handbook is to provide a consolidated source of information concerning the University, Paton College and the services offered to the students who live on campus. Resident assistants are requested to keep a check on the information that is sought by students. If any deficiencies are noted, then a report should be sent to the Housing Office. The Handbook will be updated and improved through your evaluation and criticism.

UNIT I

ROLE AND DUTIES

ROLE AND DUTIES OF RESIDENT ASSISTANTS

A Resident Assistant is an assistant to the Proctor of the House and as such must fulfil the dual roles of advisor and disciplinarian. These roles should be kept in even balance as extra emphasis on one will weaken the other.

In the role of advisor, Resident Assistants will have to have information about the College itself as well as information about the University at large. The chief function of the Resident Assistant as an advisor is that of a referral person who is well enough acquainted with the University services to be able to guide his fellow students to the person who can best aid in the solution of the student's problem.

In the role of disciplinarian, the Resident Assistant must have a thorough knowledge of the rules and regulations of that College as outlined by the Housing Office. In this role, the Resident Assistants will be expected to fulfil the specific duties listed below. As will be seen, the duties are divided into two groups - responsibilities to the College itself and responsibilities to the students who live there.

Responsibilities to the College

1) Assist Proctors with checking in and checking out of students. This will require your being in residence at least one day before the official Paton College

opening day, and not leaving until the day that the houses are scheduled to close in any semester.

2) Ensure that rules are observed so that there is no infringement on the basic rights of residents. You should keep a close watch for possible trouble-makers who act as a disruptive element on your floor.

3) Fulfil your responsibilities on the duty roster.

4) Work closely with the Head Resident Assistant and/or Proctor through weekly meetings.

5) See that any violations of the "laws of the land" are documented and reported to the Head Resident Assistant and/or the Proctor.

6) Prepare a written report on all incidents which you feel are significant enough to warrant further action. These reports will be handed over to the Head Resident Assistant.

7) Carry out other administrative duties as may be assigned from time to time by the proctor or the Housing Office.

8) Take action on any maintenance work required in your area of responsibility. This will normally be done by a maintenance requisition, sent to the Housing Office through your Head Resident Assistant. Where urgent action is obviously needed, take what action you feel is necessary, either through the Housing Office or directly with Maintenance (out of office hours). Let your Head Resident Assistant know as

soon as possible what has been done.

9) Prepare weekly reports of maintenance in your wing. These reports will include student rooms and all common areas, such as corridors, lounges, and washrooms.

10) Become familiar with procedures for emergencies, i.e. fires, accidents, etc.

11) Become thoroughly familiar with the "Handbook for Resident Assistants in Paton College". This will require a thorough reading of the Handbook so that little effort to find information will be required.

Responsibilities to Students

1) Develop a rapport with students on your floor so that they will feel free to approach you with concerns and problems. At the start of each term Resident Assistants should visit each resident on his wing and pay special attention to first year students and other new residents in the House. The importance of the initial contact with residents will be very important in deciding how effective you will be.

2) Act as a referral person; in this role the Resident Assistant must have a thorough knowledge of the services and facilities that the University has to offer to students.

3) Take a special interest in first-year students to

ensure as smooth a transition to university life as possible. Don't always wait for them to make the first move and come to you.

4) See that House rules such as quiet time, visiting hours, etc. are observed.

5) Be available to students and set a proper example by your own living style. You will not be expected to be on duty twenty-four hours a day, but it is important that you spend enough time on your floor to ensure that you don't develop the reputation of "never being in his room".

6) Encourage participation in all house activities. Resident Assistants are expected to be leaders in the house and should set an example in other students by their deportment and participation.

In addition to the duties which are outlined above, all Resident Assistants are required to participate in training workshops both prior to appointment and in-service. This training will involve not only instruction on how to fulfil administrative and maintenance duties but also workshops in communication skills, referral procedure, leadership training, etc.

As you know, the system for the selection of Resident Assistants has changed this year. Resident Assistants are no longer elected by the members of their House but rather they are appointed by the Housing Office

as employees of the University. As such, they are subject to termination if they do not fulfil the duties assigned to them.

ROLE AND DUTIES OF THE PROCTOR IN PATON COLLEGE

Proctors for Paton College are selected by a joint committee composed of members from the Student Affairs Department and the Housing Office. All appointments are for one regular academic year and are reviewed in June of each year by the selection authorities to determine if the appointment should be continued or terminated. Appointments may be terminated at any time for just cause or by mutual consent of both parties concerned.

Proctors are responsible to the Manager of Student Housing, and since they are an integral part of the operation of Paton College, they will be expected to assist in various committees from time to time. General meetings will be held on a regular basis to discuss ways to improve the overall operation and to give each party an opportunity to present problems.

The remuneration of a proctor is in the form of an honorarium paid each term together with a rent-free furnished apartment. Those appointed should be available for proctorship during third semester or summer school or make their apartment available to a replacement appointed by the selection committee for that period. The use of an apartment by a proctor may be extended by the Manager of the College.

Resident Assistants

Resident Assistants are now on the payroll of the

University and replace students formerly employed as prefects. Their supervision and work performance are the responsibility of proctors and from time to time evaluations will be made to decide on the effectiveness of Resident Assistants.

Duties and Responsibilities

1. To be in residence at least two days before students arrive for a new term and a day after they have left at the end of each semester - for the opening, settling in, and closing of houses.
2. At the beginning of each semester, establish and try to maintain a working relationship with students that is based on mutual respect for each other. Visit occupants and make yourself known to them. Let them know you are there to assist in any way possible. In the past, some proctors have used a personal letter to each student of the House as a means of introducing themselves and it seems to have worked very well. You will be required in many instances to counsel students with problems of an academic, social or personal nature. Try to be a willing and sympathetic listener and if at all possible help the person involved with guidance or referral. Follow up within a week to see if the problem still exists.
3. To encourage improvement and formation of House Committees. Work closely with House Committees to

encourage participation in all house activities.

4. To keep informed on the general health of students in the House and to see that proper attention and aid is given to those who are ill in residence and that nursing or medical care is arranged through referral to the University Health Centre during the day or the College Nursing Service in the evening. Cases of emergency, such as accidents, should be brought to the Out-Patients Department of the General Hospital. Please refer to Student Health Information Sheet.
5. To oversee the use of the House at all times and insure that it is not being used unlawfully by non-residents and that guests and visitors adhere to all College rules and regulations.
6. Logical enforcement of the rules and regulations of the University, the College, and the laws of the land as they apply to the Houses.
7. To be responsible for the physical needs of the house and to inform the College Office of replacement, repairs, and to check the house during the term and report to the College Office any damage, defacing, missing items, or repairs needed in students' rooms, common areas, etc.
8. To assist in enforcement of fire regulations.
9. To report deficiencies in cleaning and encourage students to do their share to ensure a tidy house

and surrounding grounds.

10. To submit written reports to the Manager of such incidents as fires, parties that you feel got out of hand or any other serious problem that involved any of the students in your house.

11. On occasions when a proctor is unavailable or away from the House overnight, he is required to notify the Student Housing Office.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada, A1C 5S7

Student Housing Office

Telex: 016-4101
Telephone: (709) 753-1200

May 18, 1977

To: Proctors - Paton College
Proctors - Burton's Pond Apartments
House President - Hatcher House

From: Manager of Student Housing

Subject: Student Housing Office Organizational Structure

May I first of all offer my thanks for your cooperation and patience during the past year. It has been a twelve month training period during which time the problems of Burton's Pond and Paton College have been studied and improvements made where possible. Needless to say much remains to be done and suggestions are alaways appreciated.

Our organization, as you can see below, is not unlike any other unit that operates independently in that we are structured in such a manner that duties and responsibilities do not overlap. Each management staff member is responsible for a particular facet of the total operation. It is for this reason that I direct your attention to the specific areas of responsibility of the management staff.

Manager of Student Housing:

Overall housing operations, appointments, discipline, Inter Res Foor Committee, Chairman of Proctor's meetings, Presidents meetings, Public Relations and University relations.

Assistant Manager of Student Housing:

Assists with the overall management of student housing, budgets, purchase requisitions and purchase orders, new equipment, inventory, discipline, safety, communications equipment, personnel actions and requests and supervision of the Off Campus Housing function.

Manager of Paton College:

Proctor relations and requests*, Resident Assistants, admissions and closings, maintenance and inspection, programming student activities, nurses and female proctors meetings, submission of budget proposals, student complaints, publications and supervision of office staff.

Manager of Burton's Pond Apartments:

Proctor relations and requests*, admissions and closing of apartments, submission of budget proposals, student complaints, maintenance and inspections and supervision of office staff.

*Proctors relations and requests means simply that your first contact with the Student Housing Office must be the Manager of Paton College or Manager or Burton's Pond Apartments. If you are dissatisfied with the decision, information or directions provided by the Manager, then by all means proceed to discuss the problem or request with the Assistant Manager of Student Housing. If neither of the aforementioned can provide you with a satisfactory answer or solution, my door is always open. Please bear in mind that I consider the management staff a collective group of highly competent individuals and that I have no wish or intent to usurp the authority entrusted to them. However, you may rest assured that I will listen and assist you whenever possible.

These areas of responsibility as described should assist you in future requests of the Student Housing Office, Please remember that all sections work hand in hand are available for consultation at any time.

I'm sure that by now you have noticed that the position of Residence Facilities Manager has been deleted. This is due to the pending retirement of Mr. E.A. (Ted) Davis. The duties formerly performed by his department are now under the supervision of the Manager of Paton College.

The University as you are aware establishes procedures and regulations which we must follow, for instance a new method of ordering has been recently established and requests for materials and services may not always be done as fast as before. It means more paper work for you and I both but, it is a system that we must comply with if we expect to have work accomplished.

With the approach of Summer, staff vacations, Summer Games, we expect a busy time with staff pitching in for each other at various times. Should there be delays we hope you will understand however you may be sure we'll do our best.

All the best wishes.

A.J. Tomlinson
Manager of Student Housing

UNIT II

RULES AND REGULATIONS OF PATON COLLEGE

PREVIOUSLY COPYRIGHTED MATERIAL,

LEAVES 99-115, IN UNIT II,

NOT MICROFILMED

LEAVES 99-106 (COLLEGE REGULATIONS).

LEAVES 107-110 (REGULATIONS CONCERNING PARTIES IN HOUSES OF C PATON COLLEGE AND SPECIAL EVENTS)

LEAVES 111-115 (CODE OF DISCIPLINARY PROCEDURES FOR STUDENTS).

ALL COPYRIGHT OF THE MEMORIAL UNIVERSITY OF NEWFOUNDLAND.

Inquiries from students on your wing concerning university regulations will generally involve one of the following areas:-

(1) deadlines
(2) fees and charges
(3) academic regulations (general)
(4) academic regulations (specific)
(5) discipline problems

Generally speaking you will not be able to provide immediate answers for each of these areas. Often you will have to make a referral. You are reminded to read again the information on referrals contained in Unit IV.

Deadlines: Included in this section is a copy of the University Diary which provides the information dates for the academic year.

Fees and Charges: Most inquiries in this area are answered by the appropriate section in the front section of the University Calendar. Any other inquiries should be directed to the University Comptroller, Mr. B. Agriesti, in the Arts and Administration Building.

Academic Regulations (General): First-year students should be referred to the Director of Junior Division - Dr. Winter - S307. All others should be directed to the appropriate Dean, Education - Mr. Paddock, Science - Dr. Machim, Arts - Dr. Bruce,

UNIT LII

UNIVERSITY REGULATIONS AND DEADLINES

Engineering - Dr. Dempster.

Academic Regulations (Specific) - Students should be directed to the appropriate department head or Junior Division Co-ordinator.

Discipline Problems - The complete university Discipline Code is contained in Unit II of this Handbook.

UNIVERSITY DIARY FOR THE ACADEMIC YEAR 1977-78

August 29th, 1977, Monday	Fall Work Period begins for Business and Engineering Students
September 8th, 1977, Thursday	Meeting of the Board of Regents
	Registration for Senior Division and Partial Students
September 9th, 1977, Friday	Registration for Junior Division
September 8th and 9th, 1977, Thursday and Friday	Registration and Orientation for First Year Medical Students
September 12th, 1977, Monday	Lectures begin, Fall Semester
	Lectures begin for First Year Medical Students
September 13th, 1977, Tuesday	Meeting of the Senate
September 26th, 1977, Monday	End of Regular Registration Period and last day for Undergraduate Students to add courses, Fall Semester
	Three day Registration Period begins for Graduate Students, Fall Semester
October 3rd, 1977, Monday	Last day for Undergraduate Students to drop courses without incurring liability for tuition fees, Fall Semester
October 11th, 1977, Tuesday	Meeting of the Senate
October 13th, 1977, Thursday	Meeting of the Board of Regents
October 26th, 1977, Wednesday	Final date for dropping courses and for changing credit and audit status in courses in Graduate Programmes, Fall Semester
October 29th, 1977, Saturday	Annual Fall Convocation
October 31st, 1977, Monday	Last day for Undergraduate Students to drop courses without academic prejudice, Fall Semester
November 8th, 1977, Tuesday	Meeting of the Senate
November 11th, 1977, Friday	Remembrance Day
November 10th, 1977, Thursday	Meeting of the Board of Regents
	Fall Semester break. No lectures
November 15th, 1977, Tuesday	Lectures resume, Fall Semester
	Final date for filing applications for admission to the Winter Semester. Applications received after this date will be processed as time permits
December 8th, 1977, Thursday	Meeting of the Board of Regents
December 9th, 1977, Friday	Lectures end, Fall Semester
	Lectures end for First Year Medical Students
December 12th, 1977, Monday	Examinations begin, Fall Semester
December 13th, 1977, Tuesday	Meeting of the Senate
December 16th, 1977, Friday	Lectures end for Second and Third Year Medical Students
December 21st, 1977, Wednesday	Examinations end, Fall Semester

December 23rd, 1977, Friday	Fall Work Period ends for Business and Engineering Students
January 2nd, 1978, Monday	Winter Work Period begins for Business and Engineering Students
January 3rd, 1978, Tuesday	Lectures resume for First, Second, and Third Year Medical Students
January 10th, 1978, Tuesday	Meeting of the Senate
January 12th, 1978, Thursday	Meeting of the Board of Regents
	Registration for Senior Division and Partial Students
January 13th, 1978, Friday	Registration for Junior Division
January 16th, 1978, Monday	Lectures begin, Winter Semester
January 30th, 1978, Monday	End of Regular Registration Period and last day for Undergraduate Students to add courses, Winter Semester
	Three day Registration Period begins for Graduate Students, Winter Semester
February 6th, 1978, Monday	Last day for Undergraduate Students to drop courses without incurring liability for tuition fees, Winter Semester
February 9th, 1978, Thursday	Meeting of the Board of Regents
February 14th, 1978, Tuesday	Meeting of the Senate
February 15th, 1978, Wednesday	Final date for filing with the Registrar, applications for degrees and diplomas for the Spring Convocation without penalty
February 27th, 1978, Monday	Final date for notification of intent to submit Ph.D. Theses and Master's Theses or Reports for Spring Convocation
March 1st, 1978, Wednesday	Final date for filing applications for admission to the Spring Semester.
	Applications received after this date will be processed as time permits
	Final date for dropping courses and for changing credit and audit status in courses in Graduate Programmes, Winter Semester
	Deadline for submission of nominations for Senate Elections
March 6th, 1978, Monday	Last day for Undergraduate Students to drop courses without academic prejudice, Winter Semester
March 9th, 1978, Thursday	Meeting of the Board of Regents
	Winter Semester Break begins. No lectures
March 14th, 1978, Tuesday	Meeting of the Senate
	Lectures resume, Winter Semester
March 24th, 1978, Friday	Good Friday. No lectures
March 27th, 1978, Monday	Final date for submission of Ph.D. Theses and Master's Theses or Reports for Spring Convocation

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March 31st, 1978, Friday	Final date for filing applications for admission to the 1978 Summer Session. Applications received after this date will be processed as time permits
April 11th, 1978, Tuesday	Meeting of the Senate
April 13th, 1978, Thursday	Meeting of the Board of Regents
April 14th, 1978, Friday	Lectures end, Winter Semester
	Deadline for casting ballots for Senate Election
April 17th, 1978, Monday	Examinations begin, Winter Semester
April 26th, 1978, Wednesday	Examinations end, Winter Semester
April 28th, 1978, Friday	Winter Work Period ends for Business and Engineering Students
May 1st, 1978, Monday	Post-sessional block of Student Teaching begins
	Spring Work Period begins for Business and Engineering Students
	Lecture begins for advanced entry Medical Students, Spring Semester
May 7th, 1978, Sunday	Lectures end for Third and Fourth Year Medical Students
May 9th, 1978, Tuesday	Meeting of the Senate
May 11th, 1978, Thursday	Meeting of the Board of Regents
May 12th, 1978, Friday	Post-sessional block of Student Teaching ends
	Registration for Spring Semester
May 15th, 1978, Monday	Lectures begin, Spring Semester
	Final date for filing applications for admission to the Fall Semester.
	Applications received after this date will be processed as time permits
May 26th and 27th, 1978 Friday and Saturday	Annual Spring Convocation
May 29th, 1978, Monday	End of Regular Registration Period and last day for Undergraduate Students to add courses, Spring Semester
	Three day Registration Period begins for Graduate Students, Spring Semester
June 5th, 1978, Monday	Last day for Undergraduate Students to drop courses without incurring liability for tuition fees, Spring Semester
June 8th, 1978, Thursday	Meeting of the Board of Regents
June 13th, 1978, Tuesday	Meeting of the Senate
June 16th, 1978, Friday	Lectures end for First Year Medical Students
June 20th, 1978, Tuesday	Registration for Summer Session, 1978
June 21st, 1978, Wednesday	Lectures begin for all Undergraduate courses and for Graduate courses in Education
June 28th, 1978, Wednesday	Final date for dropping courses and for changing credit

	and audit status in courses in Graduate Programmes, Spring Semester
July 3rd, 1978, Monday	Last day for Undergraduate Students to drop courses without academic prejudice, Spring Semester
July 5th, 1978, Wednesday	Three day Registration Period begins for Graduate Students, Summer Session
July 6th, 1978, Thursday	Spring Semester Break begins. No lectures
July 7th, 1978, Friday	Lectures end for Second Year Medical Students
July 11th, 1978, Tuesday	Lectures resume, Spring Semester
July 12th, 1978, Wednesday	Final date for dropping courses and for changing credit and audit status in courses in Graduate Programmes, Summer Session
July 13th, 1978, Thursday	Meeting of the Board of Regents
July 15th, 1978, Saturday	Final date for filing, with the Registrar, applications for degrees and diplomas for the Fall Convocation, without penalty
July 28th, 1978, Friday	Final date for notification of intent to submit Ph.D. Theses and Master's Theses or time permits.
	Lectures end for advanced entry Medical Students, Spring Semester
August 1st, 1978, Tuesday	Lectures end, Summer Session, 1978
August 2nd, 1978, Wednesday	Examinations begin, Summer Session, 1978
August 4th, 1978, Friday	Examinations end, Summer Session, 1978
August 11th, 1978, Friday	Lectures end, Spring Semester
August 14th, 1978, Monday	Examinations begin, Spring Semester
	Lectures begin for Third and Fourth Year Medical Students
August 19th, 1978, Saturday	Examinations end, Spring Semester
August 25th, 1978, Friday	Spring Work Period ends for Business and Engineering Students
August 28th, 1978, Monday	Final date for submission of Ph.D. Theses and Master's Theses or Reports for Fall Convocation

UNIT IV

REFERRAL SERVICES

The following list of persons includes most of the persons and services which you are likely to have inquiries about.

CHAPLAINS

Anglican	Canon G.H. Earle	753-0116	Queen's College
Jewish	Rabbi Peter Seil	Ext. 2167	T8-22
Pentecostal Assemblies	Pastor G. Milley	Ext. 2842	T4-2
Presbyterian	Dr. R.S. MacKenzie	Ext. 2187	T8-12
Roman Catholic	Fr. E. Bromley	753-1484	-
Salvation Army	Capt. W. Abbott	Ext. 3380	T4-1
United Church	Rev. Boyd Hiscock	753-0087	Coughlan College

STUDENT SERVICES

Financial Aid	Elizabeth Hallyard	Ext. 2253	A-237
Overseas Student Advisor	Brian Johnston	Ext. 2253	A-236
Junior Division	Fred Evans	Ext. 3271	S-218
University Bookstore	David Knight	Ext. 2450	
Discipline Problems	Dr. J.D. Eaton	Ext. 2594	A-238

Counselling Centre - The University Counselling Centre offers a variety of services to students. During the training program you met most of the members of the Counselling Centre but it is difficult to know the special abilities of the various people so making a personal referral can be difficult. For this reason, the best approach might be to refer students to Mrs. Lisa Hurd. She acts as the first contact for students visiting the Counselling Centre and knows which counsellor would be best suited to the student's needs. Resident assistants should encourage students to know the many learning services offered through regular programs, such as study skills, speed reading, and essay writing. The Counselling Centre is located in T-6 at the end of the hall and the phone number is Extension 2888.

Medical Centre - Located in Red Temporary Building between Thomson Student Centre and Science Building. Contact Miss R. Martin, R.N. - Extension 2452.
Note: the information included in Unit VI for after hours medical problems

Council of Students' Union - 1st floor, Thomson Student Centre.
Legal Aid: The Council of Students' Union has a lawyer on retainer and he will represent students who may

get into legal difficulties and require the services of a lawyer.

Recreation: The Council of Students' Union is in need of student help to run its various organizations such as MUSE and MUNR so help students with special interests get involved.

Bookstore - Located in basement of Maintenance Building behind the Science Building. Resident Assistants should remember that first year students may not know where it is located. Phone Ext. 2440.

For a more complete listing, see Section V of A Guide to Self Improvement.

Resident assistants from time to time might be requested to supply information on special services within the community which is not available on campus. Resident assistants should become familiar with Section VI of A Guide to Self Improvement which lists many of the community services.

JUNIOR DIVISION CO-ORDINATORS AND DEPARTMENT HEADS

Anthropology	Mr. L. Chiaramonte	T5-21	3339
Biology	Mr. A. Dickinson	S-019	3243
Chemistry	Mr. J. Atherton	C420A	2775
Classics	Dr. J. Whittaker	T8-06	3593
English	Mr. M. Woods	S-333	3447
French	Mr. J. Hare	S-382	3269
Geography	Mr. G. Handcock	S160	2849
Geology	Dr. A. King	X-271	3135
German/Russian	Dr. H. Jackson	S-293A	2831
History	Dr. C. English	A-388	2287
Linguistics	Dr. H. Haddock	S-282	2136/4
Mathematics	Dr. B. Gardner	C-340	3646
Music	Mr. D. Cook	T-11-1/2/3	3486
Philosophy	Ms. F. Andrews	T8-30	2235
Physics	Mr. R. Bishop	C-230	3395
Political Science	Mr. D. Murphy	S-183	2175
Psychology	Mr. A. Simmonds	S-103	3233
Religious Studies	Mr. R. Humphries	T8-14	2189
Science	Mr. C. Anderton	S-033	3643
Sociology	Dr. L. Felt	T5-4	3545
Spanish	Mr. S. Muzychka	S-286	3632
LRC	Mr. F. Hollingshurst	S-101	3693/3368
Financial Aid/Housing	Mr. F. Evans	S-218	3271
Health Services	Nurse Martin	-	2452
Career Centre	Mr. T. Sullivan	S-68	3385

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THE REFERRAL PROCESS IN THE COLLEGE COMMUNITY: SOME GUIDELINES FOR RESIDENCE HALL PARAPROFESSIONALS.

JOHN L. SHELTON AND JOHN G. CORAZZINI

DR. SHELTON IS SENIOR PSYCHOLOGIST AND DR. CORAZZINI IS ASSISTANT DIRECTOR, UNIVERSITY COUNSELING CENTER AT COLORADO STATE UNIVERSITY, FORT COLLINS, COLORADO.

Journal of NAWDAC,
spring 1976,
leaves 102-106.

UNIT V.

ADMINISTRATIVE PROCEDURES

ROOM & EQUIPMENT CONDITION REPORT

_____ (In)

Room _____, _____ House Date

_____ (Out)

Item	Condition On Occupying (✓) Sat. (X) Unsat.	Condition On Vacating (✓) Sat. (X) Unsat.
Door		
Floor		
Walls		
Ceiling		
Windows		
Lights		
Study Lights		
Outlets		
Bed & Mattress		
Drapes (Window)		
Drapes (Closet)		
Pin Board		
Wardrobe		
Chairs		
Study Lamp		
Desk		
Waste Basket		
Mirror		
Towel Rack		
Other (Specify)		

COMMENTS:

Student Housing Representative

Occupant or Concerned Party (ies)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
PATON COLLEGE

REQUISITION FOR REPAIRS

HOUSE: ☐ Barnes ☐ Blackall ☐ Bowater ☐ Burke ☐ Curtis
☐ Doyle ☐ Hatcher ☐ Squires ☐ Rothermere

Nature of repair in detail and exact location, indicating tradesman required by number.

1 ☐ Carpenter 2 ☐ Electrician 3 ☐ Plumber 4 ☐ Other

FLOOR	ROOM NO.	REPAIRS REQUIRED	TRADESMAN

CHARGED TO STUDENT(S) ☐ Name(s) _____ Room No. _____
CHARGED TO COLLEGE ☐

_____
Signature of the Proctor

Date: _____

_____
Approved – Residence Office

Send two copies to the Residence Office.

SHEET NO. _____ REQUISITION NO. _____

STUDENT HOUSING OFFICE

I hereby acknowledge receipt of the following:

1 each Room, Desk & Mail Box Key	1 Pin Board
1 Bed Frame and Mattress	1 Chair - Unless Indicated ( )
1 Pillow and Pillow Case	1 Study Lamp with globe and shade
2 Sheets	1 Desk
2 Blankets	1 Wardrobe
1 Bedspread	1 Towel Rack
1 Closet Drape(s)	1 Waste Basket

Further, I agree to accept a pro-rata share of responsibility for the safeguarding of the general conditions of the room I am occupying and the common usage items contained therein. Specifically, the following:

Mirror	Windows & Drapes
Paintwork - Walls	Door
Paintwork - Ceiling	Floor Tiles or Carpets

I agree to reimburse Memorial University of Newfoundland the full amount of cost to repair or replace any item(s) willfully lost or damaged by me or my guests whether it be in my room or in other areas of the residence that I am an occupant of.

I hereby acknowledge my indebtedness to Memorial University of any balance of residence fee owing by me at the time of entering Paton College and agree that I will pay any balance owing within thirty days from today's date. The University may recover the balance due on my account from any monies payable to me or on my behalf by the University or the Province of Newfoundland, this agreement hereby assigns to the University any such monies for purposes of recovering any amount due to the University by me.

(Signature of Occupant) (M.U.N. Number) (House) (Room)

(Signature of Residence Assistant) (Date Completed)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

PATON COLLEGE

ADMISSION OF STUDENTS INTO RESIDENCE AT THE START OF TERM

1. Entitlement to a room

All students who have been assigned a room by the College will have been notified in writing by the College Office and will have been sent a room assignment notice. They will have been asked to bring this with them when they check into the College Registration Office or to the Proctor or Resident Assistants in the house should they arrive after the Office is closed.

2. Information supplied by the College Office to Proctors

Within the last few days before students are due to arrive at the College proctors will be supplied with -

(a) Copy of house list updated with the latest information available to the College Office. Two extra copies are for the use of the Resident Assistants, who will be admitting students to their rooms after the College Registration Office closes.

(b) An information card to be passed out to, and completed by, each student in your house, and returned by him/her to the Proctor. This supplies helpful information to the Proctor in getting to know the house and also for use in emergency. These cards are for the Proctor's use only and must be kept secure in the Proctor's apartment. At the end of the academic year, the cards must be returned to the College Office.

3. Student Registration at the College Registration Desk (Hatcher Lounge)

Registration at the College Registration Desk (Hatcher Lounge) consists of -

(a) Showing by the student of the official room assignment notice and checking by the office staff against official house lists.

(b) Signature of a check-in sheet accepting responsibility for the room and for payment of fees.

(c) Handing over of the room assignment notice in exchange for room, mail, and desk keys.

(d) Handing over to the caterers the green copy of the student's residence receipt in exchange for

a meal ticket. Photographs are taken at this time for attaching to the ticket for ID purposes.

(e) Showing by the student of his copy of the check-in sheet to the linen room-clerk for issuing of blankets and linens.

4. Check-in by the student to the houses

After registration at the College Registration Desk students are free to take up residence in their rooms; the proctor and Resident Assistants must be available at this time to advise new students as to life at Paton College.

5. Time of opening the houses and admission by Resident Assistants of those arriving late

The College Registration Office and the houses will open at 9:00 a.m. on the day before University Registration begins. No students may be admitted before that time. The College Registration desk will remain open until 5:00 p.m. during the first days of registration. A number of students can be expected to arrive after the office has been closed; any student having an official room assignment notice or proper identification and whose name is on the house list, may be admitted to his/her room by the Resident Assistants, using the master key. These students must register with the College Office immediately the office opens the following morning.

6. Room changes - not before ten days and at a cost of $5.00 per student

The first few weeks of registration are critical, as the College is faced with a demand for more rooms than it can provide. For this reason it is essential that admission of all students to room in the house is carefully controlled, so that all rooms are reserved for their assigned occupants.

At this stage both proctors and resident assistants must refuse any request for moves to any room except those shown on the house list and assignment notice. The College Office will not authorize any changes at this time because to do otherwise would mean losing control of rooms reserved for late-comers or those vacated by students checking out.

Arrangements for room changes will be advised by the College Office and will take place not earlier than ten days after start of term. A charge of $5.00 will be

made for each room change made.

The importance of seeing that students check only into their assigned rooms cannot be over-emphasized.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

PATON COLLEGE

PROCEDURE FOR CLOSING OF HOUSES

THE LAST DAY

Meal tickets are valid to the mid-day meal.

All students must vacate their rooms at 4 p.m.

Extensions

Students who need to stay in College after the end of term (for extra examinations or other valid reasons) must submit a request to the College Office in writing, explaining the reasons for the extension, by not later than a week before term end. An additional room charge is payable at the time the request is made. Those who have been assigned space will be advised of the temporary rooms and of arrangements for moving to them before term-end.

CLEARING OF ROOMS

The time available for preparing the College for the following term is very short. Please help to do this in the following ways -

Garbage

Clear your room of unwanted items - bottles, cans, old papers, etc. and place same in plastic bags obtainable from the prefect or proctor.

The Caterers' property

Make a special effort to return any caterers' property to the dining halls. Please don't discard it or leave it lying around in your room. The cost of replacing it only adds to the cost of residence food fees.

College property

If you have any other property not part of your room's furnishings - please return it to its proper place.

Luggage and personal property

If you are returning to the College in September you may wish to leave your trunk in the trunk room. To protect yourself against its removal, you must advise the College Office in writing that it is being left and obtain written agreement that it will not be removed by the College. Please write your name and address on the trunk.

Have your phone disconnected

Telephones — If you have a private telephone in your room remember to give the Newfoundland Telephone Company plenty of notice in writing to remove it. Your phone is strictly a transaction between you and the phone company and you will find yourself charged with extra rental and tolls unless you have it disconnected.

Ask the College Office for a supply of change-of-address cards.

Mail - Change of Address — The numbers leaving College are too great for mail to be re-directed, and all mail for houses that are closed will be returned to sender by the Post Office. You should be sending out change-of-address cards now to guard against your mail going astray.

If you are staying in College between terms you should let the people who write to you know well in advance that they may write to you care of the College Office whilst your house is closed. Mail addressed this way should be collected by you from the College Office whilst you are in residence.

Turn in your blankets — You will be required to hand in your two blankets, and obtain a receipt for them before leaving. This is for your own protection, as the College must charge the replacement cost of $15.00 per blanket to any student whose blankets are unaccounted for. Blankets will be handed in to Hatcher House at times to be advised by the College Office. Ask for a receipt.

CHECKING OUT

Room check — When you are packed and ready to leave -

- insist on your room being checked by a prefect in your presence. Discuss with your floor prefect beforehand when he or she will be available to do this.

Damage/losses - sign the room-check form and add any information you feel is necessary concerning the room. It has been assumed that your room was in order when you took up residence unless the College Office was advised by you to the contrary.

- be sure your room-check form is kept by your prefect for handing over to your proctor.

Damages/losses will be charged - damages or losses in students' rooms will be charged to the students who were assigned to them by the College Office. Charges will be based on the prefects' check and additional checks by the College Office.

Responsible for roommates - if your roommate checks out earlier than you then you are responsible for any losses or damage to his or her bed, desk, etc., other than was reported by the proctor at check out time.

KEYS - hand over your set of keys ONLY TO THE PREFECT WHO CHECKS YOUR ROOMS. DO NOT GIVE YOUR KEYS TO ANYONE EXCEPT A PREFECT. You are responsible for them until your prefect signs for them on your check-out sheet. A charge of $5.00 per set must be made for all keys missing, and if not paid this could result in your course credits being withheld. If you should take them with you by accident, please return them by registered mail to the College Office. Remember that any set of keys lost or not checked in makes the house that much less secure.

STUDENTS RETURNING

All students who have been recommended in the house room selection and who have been assigned a room for next year will be notified officially by the office; if the caution payment is made on time and the student is eligible to return, he or she can assume that the room will be held up to the evening of registering.

After that date, if the student has not notified the office that he will be late, then the room will be assigned to somebody on the waiting list.

It must be noted, however, that all assignments to their rooms in the College are conditional on students being admitted to the University by the Registrar's office.

Second and Third year Medical students and prefects only will be admitted before the regular date of opening. They should write to the college Office advising the day and time at which they expect to arrive, as it may be necessary to assign them to temporary accommodation at the College.

Cancellations

If you wish to cancel, please do so at the earliest opportunity; a refund of the deposit will be made only if cancellation is made two weeks before the College opens.

TO ALL STUDENTS LEAVING

The College wishes to thank all students, prefects and all others holding office for their co-operation in the work of the College during their stay in residence. We wish you success in your examinations, a safe trip home and an enjoyable break before resuming your studies or your work.

UNIT VI

EMERGENCY PROCEDURES

Fire and Fire Drills:

Fire in residence should be a concern of all residents. Upon hearing the fire alarm the house should be evacuated immediately. No drills will be conducted therefore you must assume the alarm was sounded due to a fire. There will be an announced test of the fire alarm system in each house early in September. Purpose is to familarize residents with the sound of the alarm. Remember: FIRE PREVENTION IS EVERYONE'S CONCERN.

PROCEDURES TO BE FOLLOWED WHEN FIRE ALARMS RING

1. Leave your room and proceed to the nearest exit.
2. Close all windows in the room before leaving.
3. Leave your door open.
4. Walk - do not run (running could cause panic).
5. Knock on all closed doors between your room and the exit.
6. Proceed quietly down the staircases to the outside exit.
7. Remain outside, clear of the building until you are instructed to do otherwise.
8. Know the SHORTEST ROUTE to your exit.

N.B. It is advisable to have warm clothing and footwear which can be donned quickly. IT MAY BE ALL YOU HAVE LEFT.

Master Keys:

The Proctor, Head Resident Assistant and the Resident Assistant on duty in each house have Master Keys. It may be used for admitting students to their rooms when the students' keys are temporarily unavailable and when the student is known to the Proctor or Resident Assistant. In cases of emergency College Office staff should be asked to assist.

Employees of the cleaning contractor are not permitted to use their Master Keys to admit students to their rooms and have been instructed not to open rooms on request.

Individual Students' Keys:

Each student is furnished a key to their room, desk and mail box. Keys must be turned in when vacating the room. Lost keys cost you $5.00?

Assignment of Single Rooms:

With the exception of single rooms for Resident Assistants and House Presidents, the single rooms in each House will be assigned by a committee of members in the house appointed by the Proctor.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

STUDENT HEALTH SERVICE INFORMATION
APPLICABLE FOR STUDENTS OF PATON COLLEGE

USE STUDENT HEALTH CENTRE FROM 9:00 a.m. - 5:00 p.m. (4:30 p.m. in summer) FOR ALL MEDICAL HELP.

753-1200, ext. 2452

USE COLLEGE HEALTH AID CENTRE FROM 7:00 p.m. - 11:30 p.m. AND ON WEEKENDS FOR ALL MEDICAL HELP.

AT OTHER TIMES AID MUST BE OBTAINED THROUGH THE PROCTOR OR RESIDENT ASSISTANT IN ACCORDANCE WITH THE FOLLOWING INFORMATION.

****

1. The Student Health Service is situated between the Science Building and the Thomson Student Centre.

2. The medical staff of the Service consists of a director, Dr. Russell Harpur, one part-time general practitioner, a full-time nurse, and a secretary. All staff are committed to confidentiality.

3. The facilities of the Service are available to all registered students.

4. Visits to the doctors are by appointment, thus avoiding long waiting periods. In most cases you can be seen by a doctor the same day you make an appointment.

5. Students must bring M.C.P. cards when visiting the Health Service.

6. The Student Health Service office is open from 9:00 a.m. - 1:00 p.m. and 2:00 p.m. - 5:00 p.m. (2:00 p.m. - 4:30 p.m. in summer).

7. The College Health Aid Centre in Squires House, Room -04 and 05 is open from 7:00 p.m. - 11:30 p.m. each evening and on weekends.

8. All other hours students should use Resident Assistant to contact the Proctor.

9. Students becoming ill during the night, and are too ill to visit Student Health Centre the following morning, should be notified to Dr. Harpur between 8:00 a.m. and 8:30 a.m. (Home telephone 753-9179). Dr. Harpur may then make a house call if deemed necessary, prior to starting regular clinic at Student Health Centre.

For an appointment please phone early to the Centre (Ext. 2452), preferably between 9:00 a.m. and 9:30 a.m.

10. When requesting Dr. Harpur to visit an ill patient, please have some knowledge of the illness, eg. duration and site of pain, presence/absence of vomiting/diarrhea, etc. This will help in a decision as to whether a house call is necessary.

11. Security Department can usually assist in taking emergency cases to hospital - failing this, emergencies can be taken directly to the General Hospital by Bugden's Taxi, 726-4400. However, Dr. Harpur should be contacted, if possible, before taking this action.

12. Students should realize that there is a danger (eg. allergy to drugs) of taking any medication which has not been specifically prescribed for him or her.

13. Students are encouraged to use the medical services provided on campus for their benefit.

14. Student Health Service number - 753-1200, ext. 2452 for external calls. For internal calls - 2452.

College Health Aid Centre number - 753-1200, ext. 2146 for external calls. For internals calls - 2146.