

JANUARY 2019

BOUNDARIES

CONSULTING IN THE KNOWLEDGE MARKET

BY DR. CARL BROWN (DIRECTOR OF THE SPEECH LAB), JEN TORREANO (DIRECTOR OF THE PEER RESEARCH CENTER),
PATRICK JOHNSON (DIRECTOR OF THE WRITING CENTER), & MELANIE RABINE-JOHNSON (WRITING CENTER SPECIALIST)



LEARNING OBJECTIVES

Consultants will...

Gain information about rules, policies, and guidelines for creating and maintaining boundaries at work.

Learn about resources for maintaining healthy boundaries at GVSU.

Explore scenarios regarding safety, comfort, and problem solving.



DISCUSSION QUESTIONS

WRITE, DRAW, OR THINK SILENTLY

TALK TO YOUR BUDDY NEXT TO YOU

***WHEN YOU HEARD THAT THIS TRAINING WAS ABOUT
BOUNDARIES, WHAT DID YOU THINK OF?***

WHAT DID YOU HOPE WE'D COVER?

***WHAT ARE SOME BOUNDARIES YOU'VE ESTABLISHED AS AN
EMPLOYEE IN THE KNOWLEDGE MARKET?***

GVSU POLICIES, LAWS, AND RESOURCES

Student Code

Student Policies

Public Safety



POLICIES & CODES

Privacy Policy PC 8.5

Anti-Harassment Policy PC 9.1

Sexual or Gender-Based Harassment (Including retaliation) Policy PC 9.3

Sexual Misconduct Policy Including: Sexual Assault, Sexual Exploitation, Intimate Partner Violence (Domestic or Dating Violence), Stalking & Retaliation PC 9.4

Confidentiality, Data & Security Policy (FERPA) PC 11.7

Disruptions STU 2.2.3

Complicity STU 2.3.3

Retaliation STU 2.3.4

Harm to Persons STU 2.4.1

Public Exposure STU 2.4.3

Threatening Behaviors STU 2.4.5

Academic Integrity of Grades and Scholarships STU 4.0

Student Non-Academic Grievance Process STU 7.0

STUDENT CONDUCT, INTERVENTION, & SUPPORT

WELCOME TO STUDENT CONDUCT, INTERVENTION, & SUPPORT

Grand Valley State University strives to provide a safe and healthy environment where all students can successfully learn and grow. It is our goal to help students develop a greater sense of self-awareness and to provide support on their paths toward becoming engaged and productive global citizens.

We recognize that issues may arise when students make choices that conflict with the values and policies of the University. We work with students to address these issues, while focusing on what may be causing the behavior. We focus on informing students about all aspects of the conduct process, while ensuring fair treatment of everyone involved.

In addition to working with student conduct, we also coordinate intervention and support for students who may be struggling on campus. In some cases, students might be confronting certain issues for the first time, while for others these issues may be ongoing. We focus on helping these students to get connected with campus resources and we provide outreach and follow-up to support student success.

Our office serves as a resource for the campus community - students, faculty, and staff.

NEED TO MAKE A REFERRAL?



OFFICE CONTACT INFORMATION

202 Student Services Building

Allendale, MI 49401-9403

(616) 331-3585

FAQS



Incident report regarding...
Academic Integrity Violation
Alcohol and Drug Self Referral
Student Misconduct
Student Organization Misconduct

Incident report regarding...
Sexual Misconduct/Title IX Violation

Incident report regarding...
Bias Incident
Discrimination/Harassment

CARE Report

SUPPORT AND INFORMATIVE RESOURCES

University Counseling Center

Individual Counseling

Group Counseling

Emergency Services

Gayle R. Davis Center For Women And Gender Equity

Victim Advocacy

P.E.P. Talks

ReACT!

R.A.D.

Division of Inclusion and Equity

Milton E. Ford LGBT Resource Center

Office of Multicultural Affairs at GVSU

Student Ombuds





SCENARIOS

READ THROUGH YOUR ASSIGNED SCENARIO

DISCUSS STRATEGIES, QUESTIONS, CONCERNS,
IDEAS WITH YOUR TABLE

CONSIDER HOW IT MIGHT BE DIFFERENT FROM
ONE SERVICE TO ANOTHER

MOVE ON TO OTHER SCENARIOS IF YOU HAVE
MORE TIME

WILL DISCUSS IDEAS AS BIG GROUP AFTER

SCENARIO 1

A graduate student begins their session by describing the help they have received from a previous consultant. According to the student, the previous session involved agreeing to work beyond the normal appointment time and having the consultant respond to follow-up questions via email later that night. When you attempt to clarify the limitations of the service, the student becomes distressed and demands the same level of support they received previously. How might you go about establishing boundaries with this student?

SCENARIO 2

After a staff meeting, a fellow consultant, asks you out on a date. Because you work together on shift and other consultants overhear the offer, it is difficult to answer right away. At this moment, or at a future time, how might you go about establishing professional boundaries?

SCENARIO 3

While on shift, a student you are assisting becomes overly friendly. They move their chair closer to yours and touch your arm in response to your feedback. After the session, you tell a coworker about the student and they seem surprised because they really love working with the student. What options do you have to address this situation?

SCENARIO 4

During a session with a student, they become progressively more worried about the work they have to do on their assignment. From the student's perspective, you are **ESSENTIAL** to their ability to succeed. With only a few minutes left in your session, the student begs you to give them more time. How might you handle this situation?

SCENARIO 5

During a session, a student discloses that they are having a difficult time and have had suicidal thoughts. What might you do in the moment and after the session regarding this student?

SCENARIO 6

You're working in the Allendale Knowledge Market, and during your drop-in shift, you notice that your ex-romantic partner comes in for help with an assignment. You're technically due for the next drop-in appointment, but you're worried about working with this individual; your relationship did not end...well. How would you go about handling this situation?

SCENARIO 7

A regular client of the Knowledge Market services is known to have proximity differences due to their cultural background. Their personal bubble is smaller than typical Americans, and their voice is louder, as well. They have made many consultants uncomfortable, which is regularly discussed among consultants during downtime. What should employees do when this student comes in, is talked about on shift, or makes consultants uncomfortable during sessions?

WHAT DOES YOUR BOSS SAY?

When we think about boundaries, what do we think of?

How do we hope to protect our staff, ourselves, and our clients?

The Research
Center

The Speech Lab

The Fred Meijer
Center for Writing
and Michigan
Authors

WHAT'S LEFT?

WHERE DO WE GO FROM HERE?
LINGERING QUESTIONS?
TAKE-AWAYS

