

# RESIDENTIAL STUDENT COMPETENCIES

*The Department of Residential Life at Creighton University provides a class-year housing system designed to provide an exceptional opportunity for students to build community with one another. Each phase of living on campus at Creighton involves asking students intentional questions about themselves, their relationship to others, and as potential leaders within the community.*

*The Residential Student Competencies define the learning, growth, and development expected of residential students during their time living on campus. These competencies guide and direct the class-year programming structure of the Department of Residential Life. Additionally, students are encouraged to use these competencies to create individual learning goals.*

## OVERVIEW



### **SERVICE, FAITH, AND JUSTICE**

The ability of students to develop, defend, and act on one's personal beliefs.



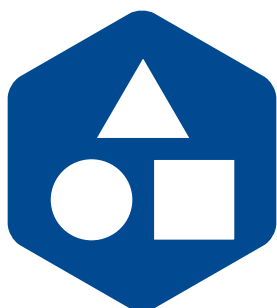
### **IDENTITY ESTABLISHMENT AND EXPLORATION**

The ability of students to develop a healthy sense of identity which guides their values, actions and behaviors.



### **LIFE SKILLS DEVELOPMENT**

The ability of students to develop independence and leadership qualities.



### **DIVERSITY AND INCLUSIVITY**

The ability of students to develop relationships across diverse groups, acknowledge prejudice and act to create inclusive communities.



### **RELATIONSHIP DEVELOPMENT**

The ability of students to develop and manage healthy personal and professional interpersonal relationships.



### **TRANSITIONS**

The ability of students to effectively manage transitional change; particularly the transition in and out of the collegiate environment.

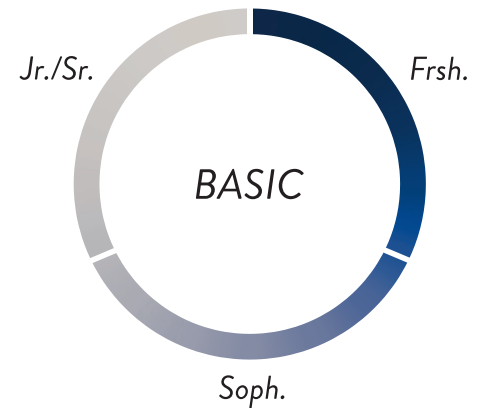
# SERVICE, FAITH AND JUSTICE



*The ability of students to develop, defend, and act on one's personal beliefs.*

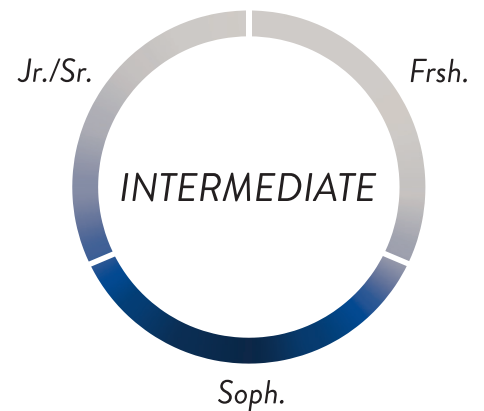
## +++ BASIC

- Participate in departmental service learning initiatives such as Community Partner relationships, Service, Faith, and Justice representatives and hall chaplaincy programs.
- Understand personal beliefs and convictions related to faith, spirituality and religion.
- Appraise foundational beliefs in the areas of faith, ethics, leadership and morals.
- Interpret why reflection is important within the context of our Jesuit, Catholic mission and values.
- Distinguish between personal ideas of right and wrong.



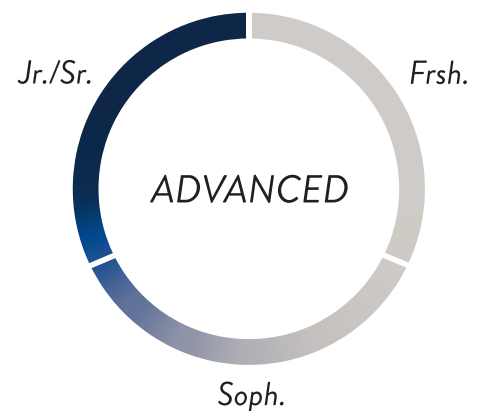
## +++ INTERMEDIATE

- Identify the complexities and conflicts in one's personal faith.
- Make decisions that align with personal values and faith beliefs.
- Participate in lectures, campus service initiatives, documentaries and discussions panels covering topics of service, faith, and justice.
- Accurately summarize the program and reconcile one's own beliefs after having participated.
- Demonstrate critical self-reflection of one's own assumptions and values as applied to community issues.



## +++ ADVANCED

- Resolve conflicts arising from complexities in personal faith by determining individual definition of truth.
- Engage in philosophical dialogue with peers regarding service, faith and/or justice.
- Recognize and validate another's thought process even if it differs from one's own.
- Conclude one's own beliefs and values do not have to coincide with that of one's peers.
- Actively seek out opportunities to rectify issues of justice within one's immediate community.



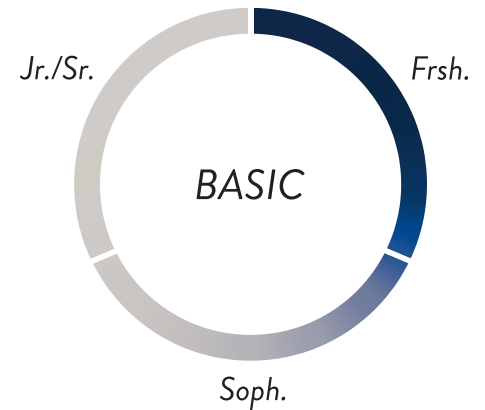
# IDENTITY ESTABLISHMENT AND EXPLORATION



*The ability of students to develop a healthy sense of identity which guides their values, actions and behaviors.*

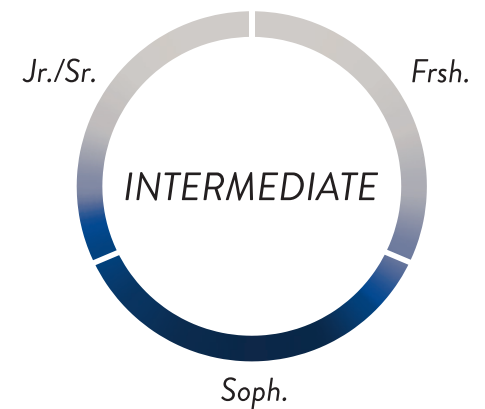
## **+** **+** **+** **BASIC**

- Identify at least one salient dimension of identity including gender, race and ethnicity.
- Recognize one's personal strengths and weaknesses.
- Demonstrate comfort with gender and sexual orientation.
- Identify feelings, opinions and attitudes about the world
- Demonstrate comfort and confidence in physical body and appearance.
- Demonstrate self- acceptance and self-esteem.



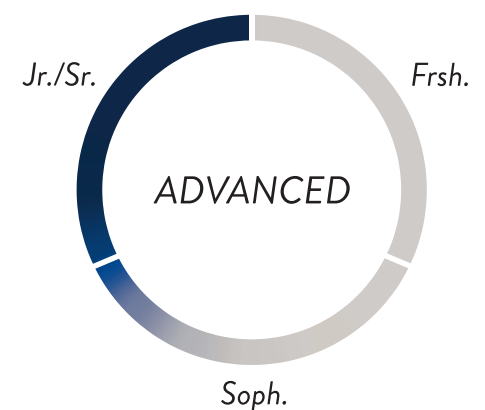
## **+** **+** **+** **INTERMEDIATE**

- Identify multiple dimensions of identity.
- Understand one's identity, belief system and personal values in relation to others.
- Demonstrate awareness and acceptance of one's emotions.
- Be able to distinguish personal philosophies and ideologies from those of one's family and peer groups.



## **+** **+** **+** **ADVANCED**

- Identify multiple dimensions of identity and integrate each into sense of self.
- Synthesize external feedback with personal perspective and sense of self.
- Reconstruct one's established relationships to account for self and others.
- Act intentionally on personal philosophies and ideologies while recognizing the impact on others.
- Select personally meaningful leadership involvement opportunities.
- Integrate emotions into responsible action.



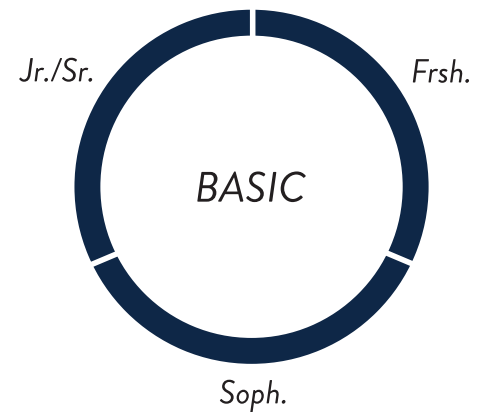
# LIFE SKILLS DEVELOPMENT



*The ability of students to develop independence and leadership qualities.*

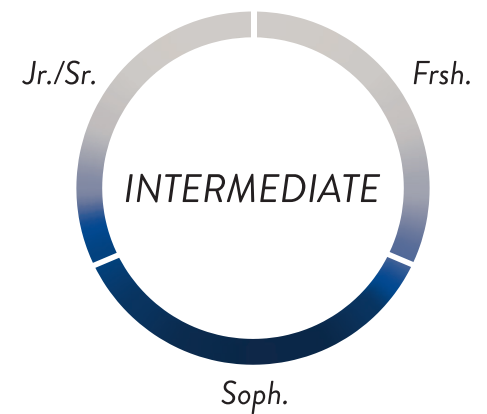
## **+++ BASIC**

- Strive to make contributions of one's personal strengths and abilities to the community.
- Identify basic life skills and seek out appropriate resources to increase knowledge in those areas.
- Recognize and articulate healthy habits necessary for better living within the residential and campus communities.



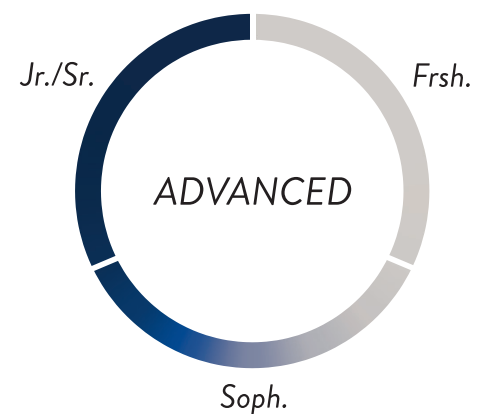
## **+++ INTERMEDIATE**

- Exhibit responsible habits regarding personal finances and money management.
- Participate frequently in the development of one's community.
- Demonstrate a concrete understanding of healthy personal balance.
- Discover information on local, state and national issue and advocate for change in areas of particular interest.
- Determine avenues for leadership within the residential and campus communities.



## **+++ ADVANCED**

- Create and maintain formal and informal communities with shared values, morals and beliefs.
- Evaluate life decision making options and formulate productive, healthy responses.
- Engage in individual and civic responsibility.
- Acknowledge the need for personal growth and pursue opportunities for self-education.
- Construct personal opinions regarding local, state and national issues leading to personal plans of action.



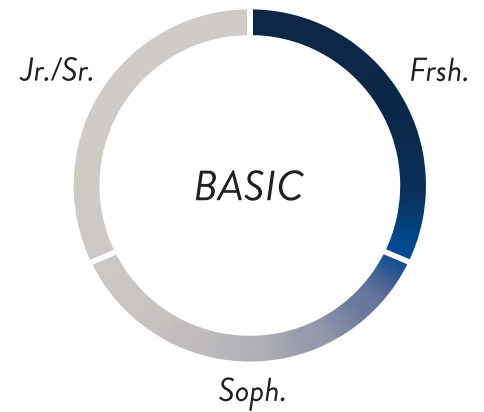
# DIVERSITY AND INCLUSIVITY



*The ability of students to develop relationships across diverse groups, acknowledge prejudice and act to create inclusive communities.*

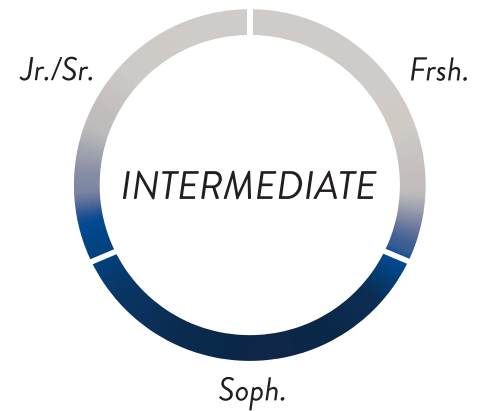
## **+** **+** **+** **BASIC**

- Demonstrate intrinsic levels of respect, understanding, and appreciation of individual and cultural differences.
- Recognize societal privilege, explicit forms of prejudice and injustice.
- Be conscious of culturally intensive language.
- Explore cultural differences through participation in intentional programs.
- Develop relationships across cultural and ethnic groups.
- Acknowledge that the foundational tenets of faith, ethics, leadership and morals affect decisions and actions.



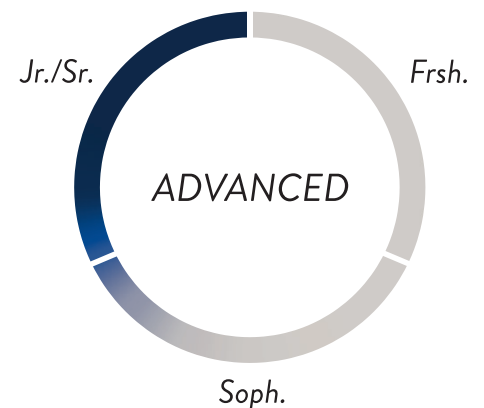
## **+** **+** **+** **+** **INTERMEDIATE**

- Engage peers in conversations on respect and acceptance of others.
- Understand the relationship between personal privilege and power.
- Begin to describe and define personal identity, identify privileges and specific barriers related to identity.
- Engage in group events illustrating diverse viewpoints, beliefs, values and behaviors.
- Identify differences and similarities among cultures.
- Recognize and challenge explicit forms of prejudice, injustice and oppression.



## **+** **+** **+** **+** **+** **ADVANCED**

- Create awareness of societal struggles between privilege and power.
- Demonstrate a comprehensive understanding of one's culture, behaviors, and traditions.
- Communicate confidently amongst various cultural groups.
- Advocate for a more just and equitable society by acting to eliminate prejudice and injustice.
- Recognize and challenge micro-aggressions, implicit prejudices and cultural stereotypes.



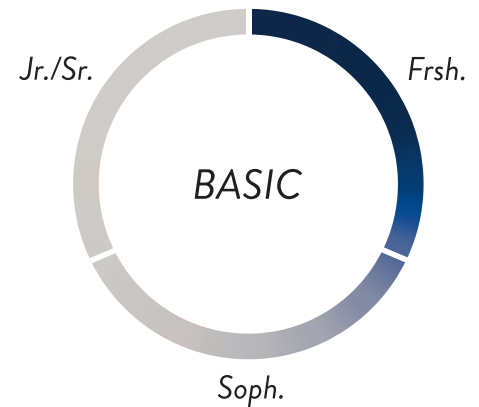
# RELATIONSHIP DEVELOPMENT



*The ability of students to develop and manage healthy personal and professional interpersonal relationships.*

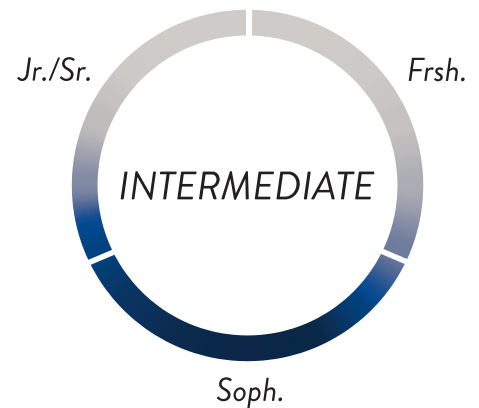
## **+** **+** **+** **BASIC**

- Define and identify interpersonal relationships.
- Identify one's role within a relationship or group.
- Recognize unhealthy personal relationships.
- Recognize the importance of building and maintaining positive interpersonal relationships.
- Identify when one is experiencing an interpersonal conflict.



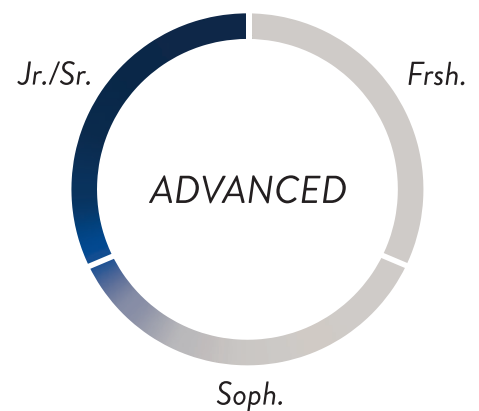
## **+** **+** **+** **INTERMEDIATE**

- Understand one's identity in relation to others.
- Accurately report and recall an interpersonal conflict to a third party.
- Identify role models and potential mentors on campus or in the greater community.
- Differentiate between healthy or unhealthy relational conflicts.
- Make distinctions between various types of interpersonal relationships and choose to participate in those with potential for growth.
- Utilize resources and skills to resolve interpersonal conflicts.
- Examine one's own actions within an interpersonal conflict.



## **+** **+** **+** **ADVANCED**

- Evaluate and support reasons for maintaining stable, authentic relationships.
- Actively seek out opportunities to create mentor relationships.
- Solve interpersonal conflict through resolution skills.
- Evaluate the level of authenticity with a relationship.
- Determine when a relationship is unhealthy and be willing to defend one's reasoning for leaving that relationship.
- Demonstrate an individualized, culturally competent approach to relationships.



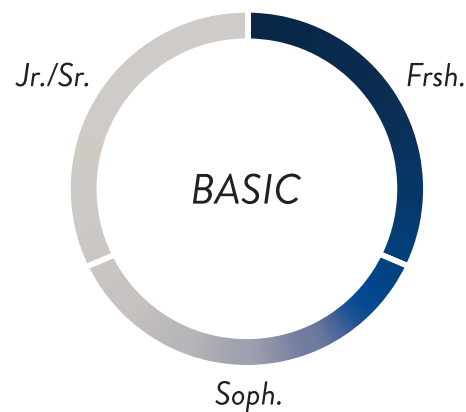
# TRANSITIONS



The ability of students to effectively manage transitional change; particularly the transition in and out of the collegiate environment.

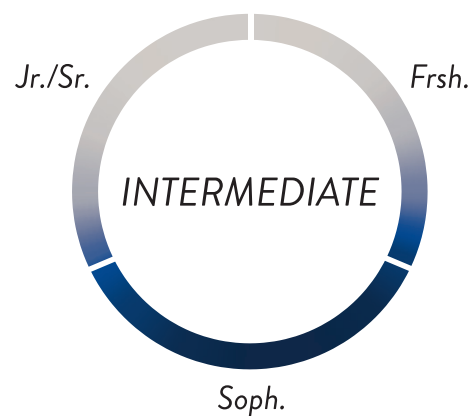
## +++ BASIC

- Understand the general Jesuit tradition and mission of Creighton as it relates to living in community.
- Engage in discussion about the college transition.
- Recognize the advantages and limitations within a new environment.
- Identify healthy coping skills.
- Engage in residential and campus communities.
- Become more knowledgeable about campus student service processes.
- Recite important campus Residence Life policies.
- Identify and locate student resources on campus.



## +++ INTERMEDIATE

- Assist peers in adjusting to new or changing environments.
- Deepen commitment in membership roles within the campus community.
- Manage responses of friends and family regarding potential struggles and changes during a transition.
- Respond effectively to unexpected events or circumstances.
- Prioritize one's time while adjusting to a new or changing environment.
- Make clear distinctions between continuous difficulties and temporary issues.
- Identify when one is experiencing an anticipate or unanticipated transition.



## +++ ADVANCED

- Select the involvement opportunities that best fit one's personal values, beliefs, and interests.
- Demonstrate the ability to solve problems.
- Articulate strengths and weaknesses related to managing transition.
- Anticipate difficult transitions and develop comprehensive plans to navigate those transitions.
- Demonstrate the application of previous skill development in new transitional experiences.
- Identify a resultant transition: a period of difficulty stemming from another person's transition.

