

ADVENTURE



Leave-A-Trace
2014

ADVENTURE WV

ORIENTATION TRIPS

While the Leave-A-Trace (LAT) curriculum will always remain a work in progress, it is important to acknowledge those who helped form the foundation for this very transformational tool.

The WVU LAT curriculum was first developed by Greg Corio. In looking at other university freshman orientation trip curriculum models, Greg found a wonderful resource through the Outdoor Action (OA) Frosh Trip at Princeton University. With permission from Rick Curtis, OA's Director, Greg used the ideas from OA's curriculum and established the first WVU LAT (2004) to include the following topics: WVU Info, WV Info, Diversity, Campus Issues and Health Issues. In 2006, when Forrest Schwartz began working full-time for Adventure WV, he significantly added to the LAT curriculum. Forrest, with input over the years from many incredibly talented students and staff, largely shaped LAT to become what it is today.

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* Student staff are expected to cover all of the discussion topics listed above during the orientation trip. The ideal order in which the discussions should take place is outlined throughout the manual. Wilderness WV trips will need to combine the Final Debrief on Trip and Final Debrief on Campus into one discussion.	
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The WVU Leave-A-Trace Program (LAT) has been developed as part of the Adventure West Virginia (AWV) Orientation Trips (AWOT) Program. The basis of the LAT program is that student leaders are important role models for incoming students. The information you convey as well as the meta-messages that they send can have a huge impact on the socialization of incoming students. The AWOT leaders have an important job; you need to provide a positive and healthy “set of footprints” for incoming students to follow through college. As an AWOT leader you need to strive to promote a strong ethical position; you are not supposed to be deceitful in any way about your own personal habits and lifestyle choices—nor are you supposed to endorse strongly any one set of decisions or experience. Note there are some limitations on the information and advice the AWOT program allows you to share—refer to the staff manual for details. Generally, do not provide information on how to obtain a fake ID, obtain alcohol while underage, or illicit drug use. Orientation Trips leaders are expected to be thoughtful and present a balanced view of campus life. Most importantly AWOT leaders should avoid at all costs the presentation that there is some monolithic type of student experience that incoming students must fit into. WVU is a diverse place and there is room for exceedingly diverse sets of experiences.

This manual is meant to be a guide for planning meaningful, in-depth group discussions. While it will provide a good framework to base your evening campfire discussions around, it is understood that there is more than one way to lead each session. Leaders should be creative in planning each discussion and modify the plan to best fit your style. It is expected that leaders pre-plan each session and develop a written plan before the start of class. Class sessions should last anywhere from 1 - 2 hours, but not to exceed 2 hours. Tailor the timing based on group interest and time available to you. Don't run so late so as to prohibit sufficient sleep.

Layout of the Manual

The following is a description of the different sections included in each LAT chapter. As noted previously, this manual is meant to be a guide, not a script, and the more you familiarize yourself with the layout of the manual the more success you will have as a facilitator and educator.

Objectives

For the main discussions, learning objectives will be included to help guide you to an end goal. There are two types of objectives: those directly from the RPTR 140 syllabus and those included as additional objectives. To meet the goals of the RPTR 140 class, you must ensure you are covering the RPTR 140 objectives (there is typically just one objective and it's pretty easy to cover). The others are good supporting objectives which may help guide your discussion. Plan your discussions according to the learning objectives. You should be able to gauge whether you are heading in the right direction with a discussion by how well you are moving towards completing an objective.

Discussion

Each discussion will be made up of 3 main parts: Intro, Middle, and Wrap-up. Descriptions of each piece are provided below.

I. Intro

The Intro is a key piece to the discussion. This is a time to feel out the group - assessing their energy and needs at this time. The idea is to take a moment to sort of “warm-up” the group, getting them to a place where they are ready for a deeper discussion. A check-in is a great addition to the intro; processing highlights and lowlights of the day can be helpful. In any case,

plan your Intro carefully and thoughtfully. The Intro should be a nice balance of facilitator and participant voices.

II. Middle

The Middle is essentially the “meat” of the discussion and contains the majority of the curriculum content. The Middle often is primarily facilitator driven, soliciting input and discussion from participants where necessary and applicable. Some discussions will have two or more sections within the Middle. A section within the Middle looks like this:

A. This is the first section (e.g. Transition to WVU...) ...

B. This is the second section (e.g. Being a Mountaineer) ...

C. This is the third section (e.g. WVU History...) ...

III. Wrap-up

The idea with the Wrap-up section is to bring the discussion to a close with structure and intent. You want to avoid abrupt endings, and instead work in nice segue and/or reflection or review of the main ideas. A common practice is to end with a round, giving everyone one last voice in the conversation. Before closing the discussion and disassembling, you will also want to go over the plan for the following day and explain the journal assignment. Journal assignments look like this:

Journal Assignment

In the new RPTR 140 syllabus, all students will receive the same journal prompt for each class. Your class should allow students to complete this journal prompt; generally if your students are unable to answer the prompt, you should attempt to teach the class differently. The AWOT program understands, however, that emergencies and the unexpected often occur, and that it may not be possible to hold each class in full. Under normal circumstances, you must use the provided journal prompts. In addition to the prescribed journal prompt, students should also write a general reflection on the day – be sure to stress that you want them to write about their experience (i.e. emotions, reactions, etc.) and not a repeat of the day's itinerary, meals, etc.

*See Journal Grading, page 3

Appendix

The Appendix section, page 35, of the manual includes a number of additional resources. There are additional discussion plans, fact sheets, a campus programs and resources directory, and much more. Take some time to familiarize yourself with the Appendix and think about how you can incorporate the additional resources in to your discussions – have fun with it!

Quote Boxes

You will also see quote boxes throughout the document. Think of these as the voice of the narrator. You may want to use the narrative as written, come up with your own adaptation, or not use it at all – it's up to you. A quote box looks like this:

“Hello, I am a quote. I live in this box, but am only a suggestion to help the discussion flow smoothly. You shouldn't feel committed to using me. In fact, I'd prefer that you come up with your own unique way of saying things. If you do find yourself at a loss though, I'm here for you!”

All AWOT students will be provided with a journal for use on their trip. Encourage students to label their journals, as to avoid confusion. Additionally try to create enthusiasm and excitement around journaling so that students don't dread the process. Highlight the fact that while they might not see the value in it now, recording their experiences will help to solidify their memories from their trip. Furthermore, having the journal to look back on later in life will be a true gift!

Generally, students are expected to complete a journal entry for each discussion which contains a journal prompt (i.e. the only two that do not have prompts are the Solo – no journals are allowed on the solo - and the Final Debrief on Campus). Each entry should be on average, 2 – 3 single sided pages. Students must first address the journal prompts that are provided, and they should also reflect on some of the day. For the reflection section, stress to students that you would like for them to reflect on what is taking place within them internally (i.e. their emotions, fears, joys, etc.) as opposed to what is occurring externally (i.e. the specific activities of the day, travel routes, meals, etc.).

Leaders are responsible for collecting and returning all students' journals by class on the second evening. The purpose of this is so that feedback can be given to each student with regards to whether or not their first journal entry meets the required expectations. In general you can tell students that if you do not provide them with feedback on their journal, that it is sufficient. If their first entry does not meet the required expectations, then you may verbally give them the feedback regarding what they need to change. If you are worried about finding the time to talk with them, then write your feedback in their journals at the end of their entry.

Leaders should do their best to divide checking the journals so that each leader has roughly the same number of students they are responsible for. In addition to checking the first journal entry, leaders should also be intentional about checking in with their designated students throughout the trip. This is particularly important with helping to support an inclusive community. One suggestion is for leaders to rotate checking in with each other's students in an attempt to share interactions among the group. There is no set expectation for how the check-ins are arranged, so long as they occur.

Inform students that after they are given feedback regarding their first entry that all journals will be collected on the final day, will be graded and returned.

One of the first things to be aware of when working with groups is that groups DO and WILL establish their own set of rules, norms, and their own “idioculture.” As part of a group formation process, unspoken rules of how individuals are treated, what is okay, what is not okay, etc. will be created by the group. As a leader, one of your biggest and most important jobs is to facilitate the creation of a positive, rather than negative, culture in your orientation trip group.

The Full Value Contract is an important tool for setting the tone of the trip and starting to create a caring, trusting, and fun community. Setting high expectations is important and is often more effective when the entire group is involved in the process; investment is typically higher when participants are co-creators of the rules and expectations for their trip. The term “Full Value Contract” stems from the expectation that, at a minimum, all individuals on the trip should be given their “full value”—no person nor what any person brings to the group should be discounted.

The Full Value Contract (FVC) should be completed during the first day of the trip. Leaders may choose to complete their FVC at the rec center, if time permits. Otherwise, leaders are welcome to incorporate creation of their FVC anytime during the first day. It is imperative, however, the FVC is completed during the first day; it is hard to backtrack and create positive norms once other norms have been created. Remember...groups WILL establish their own norms and rules! It is YOUR job to help facilitate the creation of POSITIVE norms. There are many different ways to create a FVC and many different forms that the FVC can take, though the goals are generally the same. The FVC should serve to:

- Create norms for the community (general guidelines for behavior and interaction to which all members can agree)
- Identify positive thoughts and behaviors the group wishes to see on the trip
- Identify negative thoughts and behaviors the group wishes to leave behind
- Engage all group members in coming up with and committing to the norms and behaviors agreed upon by the group.

Generally, the FVC serves as a way for the group to think about how an “ideal” group will function, and gives members the opportunity to create and commit to their own ideal community for the duration of the trip. This positive co-creation experience can be very meaningful and powerful, and may often be remembered well after the trip. Also, the FVC, when created as a physical contract, can be brought along and consulted during the trip if members are not living up to the agreed upon norms.

At a *minimum*, the following expectations should be reviewed and discussed with the group. It is important to not only review these expectations, but also engage the group in a discussion about what they mean and examples of how to “live” them while on the trip.

- ❖ **Be Here**
- ❖ **Be Safe**
- ❖ **Be Honest**
- ❖ **Commit to Goals**
- ❖ **Care for Self and Others**
- ❖ **Let Go and Move On**

Leaders are encouraged to write these down on a large piece of paper/object and have all the participants sign the paper/object at the conclusion of the discussion. This physical contract can

accompany the trip, and can be brought back out at times to remind the group of norms, celebrate living the norms, or discuss failures to live up to the contract.

If leaders have more time, it is recommended to allow the group to fully create their own FVC (with facilitation and guidance that helps the final product to somewhat resemble the expectations listed above). The following is a recommended FVC format, which may be altered or changed based on leaders' preferences or expertise.

- Draw a circle on a piece of paper, and label the top of the paper "Full Value Contract"
- Explain the purpose of the FVC (creating an ideal community...)
- Invite participants to add desirable actions/attitudes behaviors to the inside of the circle (i.e. respect, laughter, listening, trying you best, be here, be safe, be honest, commit to goals, care for self and others, let go and move on...)
- And on the outside of the circle things to leave off of the trip (cliques, rudeness...)
- The contract is often most effective if everyone adds at least one thing to it, thereby creating a shared sense of ownership and buy-in
- As leaders, try to refrain from adding too many things to the contract—the document should be largely the creation of the group, not imposed from leaders. Though do feel free to add some essential things like...leaving electronics!
- Once the document is complete (or complete for now), invite participants and leaders to sign around the outside of the contract, thereby committing to it.
- Share that you'll take the physical contract with you on the trip, and may check in on how well the group is adhering to it, as necessary.

An alternative format is to use a physical object to write the norms on (for example, Habitat trips have used a piece of wood, which relates directly to their trip). Again, invite participants to write positive norms on the object, sign it, and then have it accompany the trip as a reminder of the commitments made to each other.

Finally, some leaders elect to give students a physical reminder of the commitment made to the trip and to each other with the FVC. A lasting, physical reminder of the Full Value Contract can be a simple p-cord bracelet. After the contract is finished and signed, leaders can use a circle of p-cord to demonstrate the group's support for each other—everyone leans out, and everyone is supported by the group! This p-cord can then be cut up into bracelets and distributed for the group to wear on and beyond the trip. (True story, I knew a guy who wore his p-cord bracelet for over 10 years without taking it off—it eventually fell off when it disintegrated. He took a picture of it when it fell off and sent it to all the people he'd known from working in the orientation program. It was a touching note to receive. I've kept all of mine I've ever had). It can be a seemingly minor or silly symbol, than often comes to hold great meaning.

This is typically the first group discussion that takes place during the orientation trip, usually on the first evening. Because it is the first class discussion and early in the trip, groups are still in the forming phase, feeling out the group, looking for allies, commonalities and connections within the group. With this initial meeting you will want to set the tone for the days to come - you will want to create opportunities for all students to speak, and you will want to bring out and build upon the energy surrounding the significant life transition your students are in the midst of. *In terms of content, the goals are: to begin exploring fears and anxieties about entering college, to create an environment that teaches students it is okay to have concerns and that this group can provide support, to begin fostering a sense of belongingness by facilitating student connections, and to share in the excitement around becoming a WVU Mountaineer!*

Objectives

RPTR 140 Objectives:

- List and describe at least 5 historical facts and/or traditions relating to WVU

Additional Objectives:

- Students will communicate why they chose WVU as their university
- Students will process verbally how college will differ from high school
- Students will identify challenges associated with transitioning to college

Activity: Fears in a Hat - Before discussion starts

If time permits, ask students to spend a half hour or so journaling between dinner and class, thinking about their fears and anxieties surrounding their transition to WVU. At minimum, instruct them to write 1 or 2 of their fears or anxieties on a small piece of paper, fold it up, and write their name on the outside of it. Assure the students that no one will read the fears and that they get to choose whether or not to share them. At the start of class that evening, ask students to place the fears in a small stuff sac or bag and inform them that the group will revisit these on the last night of the trip during the final discussion in a ceremonial 'burning of the fears.'

Discussion

This discussion should take place on day one of the trip. For some students, this may be the first time they have participated in a group discussion of this format. Because of this, it is important to set a positive, upbeat tone and create an environment that allows and encourages everyone to be included in the conversation (this will already have happened when discussing the Full Value Contract) – consider location and seating arrangement (make sure that all members can be seen and everyone is seated at the same level – no laying down!). The tone set and the environment created in this initial meeting can set the course for the rest of the trip. Be very intentional about creating an inclusive environment. It may be a good idea to establish ground rules for this session and the ones that will follow (once again look to the Full Value Contract). Remember that while you may want to form friendships with the students, your primary responsibility is to be their leader. For this reason, be sure students understand that while the discussions may possess somewhat of a laidback feeling, they are still a part of an academic course and should be taken seriously. Let students know that you are very interested in hearing their thoughts, and that participation from ALL members is encouraged!

Sometimes it is best to go over the ground rules only when necessary or as the need arises so students don't get the feeling of 'too many rules.'

Consider the following ideas:

- One person speaks at a time
- Be respectful and courteous of others' opinions
- Keep conversations focused on topic at hand
- Avoid side conversations
- Give each person the opportunity to share
- Make eye contact with all members of the group, not just leaders

I. Intro

The Intro is a key piece to the discussion. This is a time to feel out the group - assessing their energy and needs at this time. The idea is to take a moment to sort of "warm-up" the group, getting them to a place where they are ready for a deeper discussion. A check-in is a great addition to the intro; processing highlights and lowlights of the day can also be helpful. In any case, plan your Intro carefully and thoughtfully.

"Wow, what a day! Just this morning we were all meeting for the very first time. I'm sure each of you experienced many different feelings throughout the day. To get started this evening, I would like to know how everyone is doing, and how the day has gone for each of you. In a few words please tell us some of the feelings that you had today and how you're feeling now..."

- Begin the session with a quick check-in round of how the day was for everyone. Prior to each student sharing, have them state their name.
 - Get a feel for how people are doing and how the group is performing. If you feel it is needed (if there is a feeling of low energy, unhappiness, uneasiness, etc), process responses.
 - Depending on what you did today, it may be worth spending time processing the events of the day.
 - Here is where you can brainstorm about metaphors for the day, discussing how a certain activity may be similar to what you will experience in college.

"Okay great, it sounds like we're all ready to jump in to tonight's topic! Earlier, we asked you to spend some time thinking about the transition you are about to make from high school to college and some of the fears or anxieties you have about making this transition.

During this discussion we want to explore the various reasons why we are all at WVU and engage in a conversation about the upcoming challenges and excitements we have about becoming WVU Mountaineers."

II. Middle

A. Transition to WVU and Why You are Here

This section focuses on answering the question, "Why WVU?"

- Initial Questions:
 - I would like to do a round and hear from everyone on the next question...Complete the following sentence: I chose WVU because..."?

- Again, I would like to hear from everyone...I am most excited about coming to WVU because...? (*consider a popcorn style round, or another way to vary the format*)

Follow up Questions:

- So how do you feel college is going to be different than, or similar to, high school?
- What do you feel is going to be the hardest part about making this transition?

B. Being a Mountaineer

At this point in the discussion you have explored students' reasons for attending WVU, what they are excited about, and what the transition will look like in terms of similarities and differences to high school. This section should move in to a discussion about the expectations and traditions that come with the title of being called a "WVU Mountaineer."

"WVU has a proud Mountaineer tradition and becoming/being a Mountaineer holds an important meaning and carries an expectation of you as a representative of WVU..."

- Introduce the idea that college is a point in life where one can make important decisions regarding who they want to become. Empower them that this is THEIR time to define or redefine who they are!
- To get students thinking, ask questions like:
 - What does it mean to you to be a Mountaineer?
 - Who do you want to become through your experience at WVU?
 - How are you going to hold yourself accountable as a student at WVU?
- Suggestions for facilitating this section include:
 - Ask students to discuss their responses to these questions in small groups (dyads – groups of 2, triads – groups of 3) and have them report back on a few of the responses.
 - Large group Discussion.
 - Written journal activity and ask students to report on what they've written.

C. WVU History, Traditions, and Facts

The idea with this section is that we want to explore the history, traditions, and current facts about WVU, providing a more thorough understanding of the institution students are about to call home. This deeper understanding hopes to build a greater sense of stewardship, foster an enhanced sense of place and belonging, and generally spark more interest and excitement about attending WVU!

"One important part of successfully transitioning to a new place – WVU in this case – is increasing your knowledge and understanding of the traditions and history associated with the particular place. Let's explore some of this and see what WVU is all about."

See Appendix for WVU History, Traditions, and Facts (page 37).

III. Wrap Up

- Sound Round:
 - Share a sound with the group that expresses how you feel about being a part of AWW and spending the following week together.
- Overview of the plan for tomorrow
- Review with students the journal portion of grade (200 points total / 20% of total course grade), and how it will be graded (see Journal Grading section for specifics).

Journal Assignment:

- From this evening's class, list five historical facts and/or traditions at WVU that stood out to you in some way. Why do you think these stood out to you? Are there any traditions you are particularly looking forward to being a part of in the coming year?

Goals and Goal Setting

Day Two

What do you want to accomplish during your first year at WVU?

Many of the most successful people in the world will attribute their success to goal setting and a commitment to their goals. In this discussion the idea is to get students thinking about goals they would like to set for their first semester/year in college, and to provide tools for setting goals and following through to completion. Keep in mind that while you will eventually want students to speak to goals they have for their first semester/year in college, it may be make for a smooth transition to begin with goals for the trip.

Goal Letter Assignment - See Appendix, page 36, for specific overview

Objectives

RPTR 140 Objectives:

- Set personal first-year goals and identify strategies for meeting these goals

Additional objectives:

- Students will share with the group a past goal they had set and accomplished
- Students will discuss the concept of goal setting and the role it plays in our lives
- Students communicate how we can utilize goal setting as a tool for success in college
- Students will work together to establish a set of goals they would like to accomplish for the trip

Before Discussion

Prompt students to come prepared to share responses to the following questions:

- A goal they had set in the past and had either accomplished or are still actively working towards.
- A goal they have set, or if they haven't already officially done so, a goal they are considering for their first semester at WVU.

It may also work to give students 5 or so minutes of journaling time at the beginning of the discussion to write the responses in their journals.

Discussion

The idea with this discussion is to explore the role of goals and goal setting in our lives and how we can use common goal setting and accountability strategies as resources for success in college. This is likely a topic that folks have already had some experience with so you will want to develop an approach that keeps it fresh and interesting.

I. Intro

- Gratitude Circle (Grat-Circle): now that you've had a little time together, you may want to introduce the Grat-Circle to the group. Establishing it early-on can help to make it a regular part of the trip. **See Appendix, page 36, for specific overview**
- Check-In: Get an idea where the energy is at. If needed, consider an energizer.

- Round:
 - Example: Metaphor Round – Consider how you feel in this moment, your energy level, comfort, etc., and think of a form of transportation that best represents your current state of being...

“On the first day we discussed something called a Full Value Contract. One of the aspects of the FVC was a ‘commitment to goals.’ As leaders for AWOTs we have set a number of goals for the summer and each trip. Some of these are personal goals and some are broader and pertain to the program in general. We would like to spend some time this evening exploring the topic of goal setting.”

II. Middle

A. Intro to Goal Setting – Why Set Goals?

In this section you want to get a general discussion going about goal setting in general, the benefits, strategies, etc., and allow students to share their proud accomplishments. Often, an atmosphere of support and celebration emerges as folks are sharing their stories.

“So let’s get started...earlier we had asked you all to come prepared to share a goal you had set in the past and the steps you took to ensure you accomplished the goal. We’ll get to those in a minute...but to get the discussion started I wanted to ask, ‘why do you feel it is important to set goals in life?’”

Guiding Questions:

- Round: What is a goal you have set in the past that you are proud of?
 - What was the process you underwent in setting the goal? (i.e. did you write it down, do research on what it was you were hoping to accomplish, talk to folks who went through something similar, etc.)
 - Was it accomplished? If so, how? What were the strategies you used to ensure you were on the right track?
 - What are some other strategies or tips to successfully setting goals that others of you would like to share?

B. Goal Setting in College

This section will transition the discussion to focusing specifically on goal setting in college, sharing of our goals, and developing a tool box of strategies for efficient and successful goal accomplishment.

“Earlier we asked you to be thinking about goals you have set, or would like to set, for college...let’s take some time to explore some of the thoughts you all have.”

- We previously discussed the benefits of setting goals in life, so let’s apply that to college - what are the benefits of goal setting in college?
- How can they contribute to your success?

“Now let’s apply this to your situation and becoming a WVU freshman.”

- Round: “I would like to hear from everyone on this next question...What is a goal that you have set for college that you would like to share with the rest of the group?” OR “If you’re feeling challenged to come up with a goal specific to college, why don’t you start by sharing a goal that you have for this trip.”

- Allow each student an opportunity to share a goal(s) they have set for their first year/semester at WVU or for the trip.
- In working towards these goals you have set, what are some things you can do to keep yourself motivated and working toward the end result?
 - Do you prefer to tell someone about your goals or prefer to keep them to yourself? Why or why not?

C. Setting SMART goals

Most likely not a new topic for folks, but a great tool to use to challenge students to revisit/rewrite the goals they had written for their first semester at WVU in a SMART format.

“So this has been a great discussion with lots of good ideas for goal success. One of our favorite strategies that you may have heard of is the concept of setting SMART goals...who is familiar with the concept?”

SMART Goals

(Adapted from Paul J. Meyer's book *Attitude is Everything*)

While presenting the SMART goals concept you will want to encourage students to take notes in their journal for later use. It can also be helpful to use one of the students' first semester goal statements they had shared earlier to use for example, sort of reworking it as you go for illustrative purposes.

- **Specific:** The first term stresses the need for a specific goal over and against a more general one. This means the goal is clear and unambiguous. To make goals specific, they must state exactly what is expected, why it is important, who's involved, where it is going to happen and which attributes are important.
 - A specific goal will usually answer the five "W" questions:
 - What: What do I want to accomplish?
 - Why: Specific reasons, purpose or benefits of accomplishing the goal.
 - Who: Who is involved?
 - Where: Identify a location.
 - Which: Identify requirements and constraints.
- **Measurable:** The second term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. The thought behind this is that if a goal is not measurable, it is not possible to know whether a team/individual is making progress toward successful completion. Measuring progress is supposed to help a team stay on track, reach its target dates, and experience the exhilaration of achievement that spurs it on to continued effort required to reach the ultimate goal.
 - A measurable goal will usually answer questions such as:
 - How much?
 - How many?
 - How will I know when it is accomplished?
- **Attainable:** The third term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch a team in order to achieve it, the goal is not extreme. That is, the goals are neither out of reach nor below standard performance, as these may be considered meaningless. When you identify goals that are most important to you, you begin to figure out ways you can make them

come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. The theory states that an attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals.

- An attainable goal will usually ask the answer the question:
 - How: How can the goal be accomplished?
- **Relevant:** The fourth term stresses the importance of choosing goals that matter. A bank manager's goal to "Make 50 peanut butter and jelly sandwiches by 2:00pm" may be Specific, Measurable, Attainable, and Time-Bound, but lacks Relevance. Many times you will need support to accomplish a goal: resources, a champion voice, someone to knock down obstacles. Goals that are relevant to your boss, your team, your organization will receive that needed support.
 - Relevant goals (when met) drive the team, department, and organization forward. A goal that supports or is in alignment with other goals would be considered a relevant goal.
 - A relevant goal can answer yes to these questions:
 - Does this seem worthwhile?
 - Is this the right time?
 - Does this match our other efforts/needs?
 - Are you the right person?
 - Is this acceptable for correction?
- **Time-Bound:** The fifth term stresses the importance of grounding goals within a time frame, giving them a target date. A commitment to a deadline helps a team focus their efforts on completion of the goal on or before the due date. This part of the S.M.A.R.T. goal criteria is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization. A time-bound goal is intended to establish a sense of urgency.
 - A time-bound goal will usually answer the question:
 - When?
 - What can I do 6 months from now?
 - What can I do 6 weeks from now?
 - What can I do today?

Do some kind of discussion/activity that ensures students understand SMART goals—i.e. take a non-SMART goal like "do well during my first semester" and turn it into a smart goal.

III. Wrap-up

"Great, so now that we've got the SMART system dialed in, let's create a list of SMART group goals for the trip - something we can use to look back on and make sure we keep our trip focused and headed in the right direction."

- You could set goals for a specific portion of the trip (backpacking, Odyssey course, Habitat build site), or the entire trip in general.
- Facilitate a discussion using the SMART goals overview. If you can, keep track of the established goals on a whiteboard, back of a map, paper, etc. so you can review and revisit throughout the trip.
- Briefly inform students that at some point during the trip, that you will have them write their own personal goal letters.
- Thank everyone for contributing to the discussion.

The purpose of this session is to allow students the opportunity to sit alone in the wilderness, with only their thoughts. For many, this may be a completely new experience, and for some it may be very difficult, even scary. It's important to let students know that the experience may be challenging, but that it will also be rewarding. Remind them of expanding their comfort zones.

- The location for the solo varies from trip to trip.
 - Explore - Dolly Sods or somewhere in the backcountry
 - Odyssey – Bald Knob or somewhere at the course
 - Habitat – Bald Knob
 - Wilderness - Somewhere in the backcountry
 - (options include Red Creek or Lion's Head).
- The time spent in solo will also vary. Wilderness should allow for 3-5 hours of solo time, while others should shoot for 45 minutes to 1 hour depending on time available.
- Solos should not include journaling. See section B below for the specifics surrounding how to arrange the solo experience.

Discussion**I. Intro**

- Activity
 - Sit in a circle at a scenic location. Remind the students of the “Be Here” section of your Full Value Contract and let them know that this activity will help to really transition them into the present moment. Ask students to be quiet, to close their eyes, and to take a deep breath. Once their eyes are closed, instruct them to listen for at least 2 different sounds. Then, with their eyes still closed, instruct them to feel the ground around them for 2 different textures. Have them open their eyes and instruct them to look around them to identify 2 different shades of green. Ask the students to take one more deep breath.

“I hope that you are all now fully present.”

A. Group discussion about wilderness

- Encourage students to think about the area you're in.
- Initiate discussion on wilderness, what makes it important, and why it's unique:
 - Wildlife habitat, recreation- a place to get away from everyday stresses, natural resources, etc.

B. Introduce and set up solo experience

Try your best to give the students an overview of what the solo will look like using a summary of the following points. After providing a summary, you may read through each point specifically. Many students will ask how long the solo will last; tell them not to worry about the time and that you will come around and gather each student once the solo time is up. Assure them that you would never intentionally put them in a situation that is unsafe or unreasonable, and that they

will be able to handle the time. Ideally you can have all of the students leave their backpacks at base camp and to remove only the necessary items.

- Why do it?
 - To provide an opportunity for a period of solitude for the purpose of reflection, introspection, and appreciation of the natural world
 - To provide a contrast and a change of pace from what most people are used to
 - A time of rest
- Placement
 - Place students in specific locations so you know exactly where they are. Do not place students near ledges or other areas of high risk.
 - Solitude is important. Make sure that students cannot see each other, but are close enough to hear their neighbor's whistle.
- Establishing Base Camp
 - Base camp should be in close proximity to the students' solo locations. All students should know where it is and how to get there. If for some reason a student is approached by a stranger while on their solo, encourage them to respond that they are "waiting for a friend." If the stranger lingers or has them feeling uncomfortable, encourage the students to return to basecamp, or to use their whistle if necessary.
- Use of a whistle
 - Each student must have their own whistle accessible at all times. In the case of a true emergency, the student should blow 3 short blasts at one minute intervals. Students hearing the signal should blow 6 short blasts at one minute intervals and then go to the student to provide assistance. The distressed student should continue to blow on the whistle until a group leader arrives.
- Equipment
 - Each student should have the following items with them:
 - Water
 - Rain Jacket
 - Extra Layers
 - Whistle
 - Snacks (Wilderness only)
- Students may not bring:
 - Reading material, knives, matches or lighters, watches
- Students may not:
 - Swim, climb trees, or get naked
- LNT
 - Make sure students do not construct furniture or sculptures in their site
- Guidelines:
 - No talking until we regroup and the leader starts discussion to avoid ruining someone else's solo experience
 - They are to stay at their spot, only reason they should move would be because of a problem (e.g. snake).
 - A leader will come back through and signal everyone to regroup at the circle (where we did the start of discussion)

- Quotes:
 - A nice way to present/frame the solo is to provide a quote for the participants to reflect on while in solo. Here are a few quotes to choose from if you would like.

Solo Quotes

“It is only when we silent the blaring sounds of our daily existence that we can finally hear the whispers of truth that life reveals to us, as it stands knocking on the doorsteps of our hearts.”

~K.T. Jong

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and to see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

~Henry David Thoreau

“Alone you get close to nature, you can listen, think, feel yourself a part of the water, at one with the trees and grasses, a part of the whole eternal picture. I think this is what many men seek but never find, the sense of being an intimate part of anything they do. So much of a man’s time is spent being a good fellow, trying to be sociable, competing with others, that he does not find the real answer.”

~Sigurd Olson

“When we cannot bear to be alone, it means we do not properly value the only companion we will have from birth to death - ourselves.”

~Eda LeShan

“Wilderness can be appreciated only by contrast, And solitude understood only when we have been without it. We cannot separate ourselves from society, comradeship, sharing and love. Unless we can contribute something from wilderness experience, derive some solace or peace to share with others, then the real purpose is defeated.”

~Sigurd Olson

“No man (or woman-added) should go through life without once experiencing healthy, even bored solitude in the wilderness, finding himself depending solely on himself and thereby learning his true and hidden strength.”

~Jack Kerouac

“Loneliness can be conquered only by those who can bear solitude.”

~Paul Tillich

II. Middle

Solo experience. After time is up, quietly gather all students and return to base camp, or to the area where you first circled up.

III. Wrap-Up

Solo Processing:

“Welcome back. So what did you all think of this experience?”

For some people this can be a pretty powerful experience. It is very important that some time be spent processing the experience!

- Round
 - Ask each person to share one word that embraces the experience they had while on their solo.
- Once the round is completed, facilitate a deeper processing of the solo experience using some of the following questions:
 - How many of you have ever experienced a solo before?
 - What was that experience like? Was it comfortable? Uncomfortable?
 - What thoughts did you have while on solo?
 - How did it make you feel to be alone not talking for that long?
 - What did you learn through this experience?

West Virginia Stereotypes, Diversity & Inclusion

Day Three

The foundational concept of this discussion is that many students come to WVU with very little knowledge of the state of West Virginia – the culture, people, heritage, etc. – and often times, many students from within the borders of WV come with little knowledge of these things as well. Because of this lack of knowledge and understanding there is a recognized trend for students to not fully embrace their new home and act as contributing members of the community, as stewards of the land and place. Students come to campus with preconceived biases, most often negative, which can transcend other aspects of their daily interactions on and around campus. In this discussion we hope to facilitate a conversation that challenges students' pre-existing negativity towards the state of WV, and in the end produces a new excitement and energy around embracing WVU as home. Once this is established, the discussion will shift to focus on helping students move beyond their commonalities toward recognizing and embracing their differences. By being exposed to differences in a supportive setting, students will be allowed to explore identities and perspectives different from their own. During this class, students will explore their own identities and both the group's and WVU's diversity.

Facilitating a proper and thoughtful discussion is important here. It is VERY IMPORTANT to not encourage a discussion that goes psychologically deeper than you feel capable of facilitating.

Objectives

RPTR 140 Objectives:

- Relate how diverse backgrounds and experiences provide for an optimal educational experience

Additional Objectives:

- Students will identify any stereotypes/biases they have been concerned about with in regards to the state of WV
- Students will learn to recognize their own personal biases
- Students will recognize that they are each unique and that there is a great deal of diversity on this trip
- Students will be encouraged to be proud of their uniqueness and to be appreciative of the uniqueness of others
- Students will develop an increased understanding of the diversity that exists on the WVU campus

Discussion

Ideally, this discussion will take place on day three once the group has had a chance to experience a variety of natural landscapes of WV, such as on travel day (Explore, Odyssey, Habitat).

I. Intro

- Check-In: Get an idea where the energy is for the evening. If needed consider an energizer.
- Gratitude Circle
- Word or Phrase Round
 - Example: In a word or phrase, explain your feelings on the natural and scenic beauty of WV that we have experienced thus far on this trip.

"This evening's discussion is going to be a good one. It may be one of the longer classes that we have so please be prepared to stick with us and to provide your input. We're going to talk about ideas that folks have related to the state of WV. This class will also allow us the chance to share certain aspects of our lives that make each of us unique."

II. Middle

This section is intended to open up discussion about perspectives on a potentially difficult topic. Take your time with this. Create an environment that is supportive and open. Keep in mind that your trip is most likely composed of people who have lived in WV their whole lives and people who have never been here before. Be prepared for some students to know every stereotype ever created about WV, and other students to be surprised by them all. Keep in mind that your job is not to plant new stereotypes in students' heads.

A. Stereotypes

Begin by asking students to define a stereotype in their own words. Allow for some students to share and then provide them with the Webster's Dictionary definition:

Stereotype: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment

Segue the discussion into examining the stereotypes that exist around the state of WV.

"Popular media tends to portray WV in many different ways – some positive and some negative. What are some things we have heard about WV, whether through family, friends, media, etc., in regards to stereotypes of WV (the state not WVU)?"

- Possible guiding questions:
 - Where do you think these stereotypes come from?
 - Whether you are from WV or have only just arrived, how does hearing these stereotypes about WV make you feel?
 - From what you've experienced on our trip so far, do you feel as though these stereotypes are accurate?
 - You can also prompt students to talk about how concerns prior to this trip compare to folks' experiences on this trip. What have folks been surprised by? What are folks newly excited by? etc.
 - Have any of you been stereotyped before?
 - As the conversation progresses it may be appropriate to allow stories and personal accounts. These can be from the participants or leaders; as always, be ready to cut off story telling when it is no longer helpful to the group.
 - Do you stereotype?

"This conversation has given a great example of stereotypes at work. I appreciate the willingness and openness of everyone to share. One of the major goals of Adventure WV is to help students begin to foster an appreciation for this wild and wonderful state that you will call home during the time you attend WVU. Before transitioning into the second portion of tonight's discussion, we'd like to quickly share some facts about WV that you might find interesting."

See Appendix for WV Facts page 41.

B. Diversity and Inclusion - WHAT Diversity is Present on this Trip?

This part of the discussion is focused on helping students move beyond their commonalities (e.g. students from WV and NJ realize that they are more alike than different) toward recognizing and embracing their differences. By being exposed to differences in a supportive setting, students will be allowed to explore identities and perspectives different from their own. College can be a time for all of us to find our way and break away from previously held norms. Facilitating a proper and thoughtful discussion is important here. Please approach this discussion carefully and respectfully. Keep in mind that this discussion has a ton of material and do your best to read the group and keep things moving. Emotions may easily emerge and it will be necessary to keep the discussion focused.

Ground Rules and Framing

- Refer back to the FVC and remind students that “be safe” includes physical safety as well as emotional safety.
- Remind them of expanding their comfort zones and that in just a minute they will complete an activity that will provide them with an opportunity to share deeper parts of themselves with the group. Encourage them to challenge themselves to share, but to not push too far beyond their comfort zone.

Introduce the concept of the **iceberg** and use it as a metaphor - only 10% of it is above the water, like the aspects of our identities people can see. The other 90% exists below the water – like the various things in our lives that are not visible, but that have shaped us and help define who each of our are today.

- Activity: “I Come From” or “If You Really Knew Me, You Would Know” poem
Model your own poem, and then give students 10 minutes to write their own. Allow students the opportunity to spread out, still within visibility of the circle, then come together and ask that students read some or all of their poem aloud. Even 3 sentences can be powerful.

“First of all, THANK YOU for sharing! Thanks for allowing us the opportunity to learn more about each of you, to experience some of the 90% that is ‘below the surface’. Some folks chose to share things that were fairly personal and private, and so we just want to make sure that we respect what has been shared and that we carry that back to campus in confidence.”

SO WHAT? Why Does It Matter That This Trip is Diverse and Inclusive?

From here, discuss why diversity and inclusion are both important. This can be in the form of hypothetical examples or first-hand experiences. Be open and thoughtful.

Possible question ideas:

- What does it mean to be different from others in our group? At WVU? What will be new/different or old/same about that experience for you?
- What are the benefits of diversity on this trip?
- Is this group inclusive? How/how not?
- What are the challenges of diversity and/or inclusion on this trip?
- How have we overcome/do we overcome/can we overcome some of these challenges?

- Why would we want to work towards that? Should we? What more do we have to do?

NOW WHAT?

"It has been very interesting hearing from everyone, as it is clear we have a very diverse group. Taking what we have discussed so far, how might this experience shed light on our time ahead at WVU?"

Facilitate. Discuss. Use information below as is helpful.

Possible questions:

- What do we gain from diversity in our community at WVU?
- What would we lose without diversity?
- What would it feel like to be at a school that wasn't inclusive? How would we all be impacted by that?
- What would an inclusive school community look like?
- So...we're about to enter a school community that we could all have an impact on. What could we do to help ensure that the WVU community is inclusive?
- Importance of a Diverse Community:
 - Chance to learn from each other
 - Gain respect for things we didn't previously know about
 - Prepare students for working and living in diverse environments
 - Contribute to overall student satisfaction and retention
 - Provide equitable opportunities for students from all backgrounds

III. Wrap Up

- Round: "Please share what you feel is your biggest insight after tonight's discussion."
- Overview of the plan for tomorrow

Journal Assignment

From listening to others' "I Come From" or "If You Really Knew Me, You Would Know..." poems, discuss the diversity on your trip. What were some differences (and similarities) in where people are from, both geographically and in terms of the people and events that have shaped their lives? How does this diversity affect our trip? How do you think diversity will affect your experience at WVU?

Research shows that one of the largest factors contributing to a student's decision whether to remain at, or depart from an institution is involvement and engagement in their educational endeavors as well as academic and social integration. With this discussion the goals are to inspire in students the motivation to seek out campus and community engagement opportunities, to provide tools that will support their ability to engage in the community, and to provide practical strategies for success in the classroom. Often times the challenge with this session is developing an engaging format in which to present the information - be creative on this one and get the energy flowing! Find out what the students want to know. You'll notice that the outline for this discussion is more vague than others. Consider having students write down a few questions related to programs and resources that they have PRIOR to the start of class. You may need to provide them with suggestions to help get them thinking (e.g. where do I go if I get sick?, is there somewhere I can go if I need help with my classes?, what if I'm feeling homesick and having a difficult time with the transition?, how do I get involved with clubs at WVU?) A question and answer format has worked really well.

Objectives

RPTR 140 Objectives:

- Identify WVU campus resources and services to address specific student needs, including physical, social, emotional, and academic needs.

Additional Objectives:

- Students will identify on and off campus programs they hope to be involved in
- Students will be able to name 2-3 resources that will assist them academically
- Students will be able to name 2-3 health and wellness resources
- Students will name 2-3 resources that will assist them socially on campus

Discussion

I. Intro

- Process the day:
 - Word or Phrase: Describe the day
 - 1-10 Round: Rate the day
- How did the group do in working towards their goals today?
 - How did it feel to work towards those goals?
 - Did you feel support from the group? In what way?

II. Middle

Programs and Resources, Campus and Civic Engagement, Tips and Strategies for Success

"Being a student at WVU involves not only learning and improving as an individual, but also contributing to university life as a whole community. This evening we would like to spend some type exploring the multitude of programs and resources that are available at WVU to help you succeed both socially and academically."

A. Programs & Resources

Before discussion students were asked to come up with a list of questions. Facilitate a discussion focused on the ideas, questions, and concerns the students had written about.

Framing/Getting Started:

“Ok, so by show of hands, how many of you want to succeed at WVU (Hopefully everyone raises their hand)? Great, so the question then is, according to the research on student success, what is the most important thing students can do to help ensure their success in college?”

Answer: Get involved and engaged in campus academic and social endeavors. Students who are involved on campus are more likely to persist and succeed in college than those who are not.”

Possible guiding questions:

- What resources do you know of at WVU that will be able to help you socially at WVU?
 - Academically?
 - Physically/Wellness?

See Appendix page 43 for detailed list of Programs and Resources

B. Campus and Civic Involvement

In this section you will want to transition to a discussion of opportunities for campus and community involvement.

So we've explored a number of resources that are available on campus for you. Keep in mind that it's up to you to go find them – they won't come looking for you! Now let's think about engagement and involvement...what are some opportunities you all are excited or interested in engaging in at WVU?”

Guiding Questions:

- What are some of the ways you would like to get involved in the WVU community?
 - Here's one answer: Clubs and Student Organizations. There are over 300 clubs and organizations at WVU!
 - Club types include: Foreign Languages, Engineering, Creative Arts, Agricultural Sciences and Forestry, Business & Economics, Cultural and International, Greek Life, Health Sciences, Public Service, Honoraries, Journalism, Sports and Recreation, and lots more!
 - Fact: If there is not a club offered on campus that you are interested in, you can start one! Former Orientation Trips participants and leaders have been responsible for starting the Climbing Club, Outdoor Adventure Club, and Wrestling Club, to name a few.
- And what are ways you can get involved in the greater Morgantown/WVU community?
 - Here's one answer: Community Service! As part of the fall coursework, you will all get an opportunity to volunteer with a local organization, learning more about the community, the cause. And how YOU can support the community and the cause.

C. Tips for Academic Success

In this part of the discussion the idea is to share 'Tips for Academic Success'. There are a few listed below. Do the students have additional advice? Do you have other tips to offer? Don't be afraid to add them. It may also be valuable to share with students some things that you may have done or not done early in college which negatively impacted you.

A few tips for academic success at WVU:

- Go to class!
- Importance of time management (daily planner, to-do lists, etc.)
 - A great strategy is to sit down with all of your syllabi and a planner in the first week of class and write down all assignment due dates.
 - Make it a point to look at your planner daily so nothing sneaks up on you!
- Talking to your professor after class and during office hours
 - Even if you don't really have a question after class, make one up and chat it up with your prof.
 - And make an appointment to stop in during your Prof's office hours. Again, if you don't have a specific question or reason to stop, come up with something and chat it up!
- Sit in class where you can focus on learning
 - Many students focus best sitting up front. Many prefer sitting about halfway back where they can see their classmates and professor during a discussion. Experiment. Try different places in the room. Once you find the best place, sit there permanently, unless you find that changing seats every day is best for you.
 - Sitting in the back is not advisable.
- Study the course syllabus
 - This is essentially a contract between you and your professor and your professor will assume you've read it in detail and understand it fully.
 - Make note of details on paper formatting, turning in assignments, etc.
- Get to class early, or at least on time
 - If you arrive late, slip in quietly. Don't make excuses, just come in and sit down.
- Add your own
 - Consider what has worked for you and share it with the students. You may also want to share what hasn't worked

Reasons some students aren't successful in college:

The following "Top 10 Reasons Students Fail" are from a 2004 book entitled *Voyage to Success*, page 132, written by John Ricchini and Terry Arndt. While the book is older, many of these reasons remain valid for why students do poorly in college and potentially fail out. Don't make these reasons the focus of the discussion, but it may be worth quickly trying to having students guess at them, ultimately so that they can learn from them.

- Poor study skills
- Poor time management skills
- Failure to attend classes on a regular basis
- Lack of preparation for class

- Not studying
- Lack of motivation or purpose
- Failure to ask for help
- Not establishing goals
- Participating in too many extracurricular activities
- Inability to adjust to the freedom associated with college life

III. Wrap-up

- Round: What is something new you learned today that you will be able to use as soon as you arrive on campus?
- Overview of the plan for tomorrow

Journal Assignment:

Name at least one on-campus resource each to help you with the following challenges you might encounter during your time at WVU: physical, social, emotional, and academic. Which of these resources do you think you'll be likely to use? Which less likely? Are there other resources we discussed in class you are excited to use or learn more about?

Objectives

RPTR 140 Objectives:

- Identify and explain behaviors that are considered risky and/or unhealthy and negatively affect academic progress
- Demonstrate knowledge of real statistics regarding drinking and other potentially risky behaviors at WVU.
- Name and describe alternatives to risky behaviors

Additional objectives:

Students will be able to identify the risk factors associated with alcohol use and develop at least 3 strategies to protect themselves when 'going out.'

Students will understand the risk associated with sexual assault and will identify ways to prevent themselves from becoming a victim and seek help.

Students will be able to identify common STIs among college students and ways to reduce the risk of contracting an STI. Students will also identify where to go if they need help.

I. Intro

As you introduce the discussion, set the stage for an open and disarming discussion on a topic that can be challenging and evoke strong opinions and emotions. The theory behind this discussion stems from a "harm reduction" approach to dealing with alcohol consumption and related behavior. Harm reduction is a method that seeks to educate students about the physiological reactions to alcohol consumption, as well as the norms or statistics associated with outcomes from alcohol related behavior. Through the relating of this background information as well as "protective factors" and alternatives, students are given the tools to make their own decisions regarding alcohol.

This discussion also seeks to reduce "pluralistic ignorance" among participants. Often, incoming freshman assume that *everyone* drink and *everyone* has multiple sexual partners while in college (this phenomenon is referred to as "pluralistic ignorance"). This discussion demonstrates to students there are many students who do not engage in these behaviors, and that it is "okay" and "normal" to choose to abstain from either or both. The discussion should serve to normalize abstinence from drugs, alcohol, and sex.

The title of the discussion is "healthy decisions" which sets up an opportunity to relate the discussion to a major life decision that the whole group shares in common: choosing to come to WVU. A possible introduction could be similar to the example below:

"Think back to the point in time when you made the decision to attend WVU. Perhaps you wrestled with the decision for quite some time. For others, you may not remember making a conscious decision but just always knew that you'd attend WVU. Now, think about the long term impacts of that decision.... For better or worse, your decision to attend WVU will likely impact your future. Our discussion tonight is really all about decisions, decisions that also have the ability to impact your future. Specifically we are going to spend some time discussing behavior surrounding alcohol use by college students."

II. Middle

1. "I'd like to throw out a statistic and get your thoughts on it. In a 2013 survey of WVU students, 32% had either never used alcohol (19%) or had not had alcohol within the last 30 days (13%)"
-Anyone surprised? Not surprised?
-If you were surprised, did you think this number should be higher? Lower?
-Why do you think you had that reaction or assumption about drinking at WVU?
2. "Alcohol consumption is not inherently an unhealthy decision, but you don't have to look very hard to see examples of negative consequences from poor decisions. Let's take a moment to list some of the outcomes from unhealthy decisions surrounding alcohol."

Facilitate a discussion that generates a list of negative outcomes. Share with students that the intention is not to scare them or to imply that drinking is an unacceptable behavior, but rather to inform them of real consequences of poor decisions surrounding alcohol. The message should be that everyone should feel empowered to make their own personal, informed choices regarding alcohol use, and knowledge of the following outcomes is necessary for informed decision-making.

For each of the listed outcomes take a moment to identify some of the root causes. You may want to use a dry erase board. The list should include some key consequences such as:

- **Decreased academic performance:** late nights often equal no studying or homework.
 - **Spending more money than you planned:** Drinking is expensive! Going out often costs money.
 - **Decreased class attendance:** Hard to get up for that Friday morning class if you are hung over.
 - **Getting into trouble with WVU for behavior or underage drinking:** Having alcohol in the residence halls or showing up intoxicated will result in consequences ranging from mandatory counseling and community service, up to removal from all WVU Halls
 - **Getting into trouble with the law:** Underage drinking is illegal. Period. Underage citations can result in fines, community service and suspension of your driver's license.
 - **Getting a DUI:** How sure are you that you know your limit. A DUI can mean no license, no job, and can impair your future career.
 - **Increased chance of unhealthy sexual behavior:** Critical decision making skills are the first to go when intoxicated. Will you regret your decisions the next day when you wake up? (or even remember them?) Unprotected sex can lead to STIs and pregnancy, but the regrets can also impair your emotional wellbeing.
 - **Increased chance of being involved in sexual assault:** 90% of sexual assaults involve alcohol. Sex without consent = sexual assault. Sex under the influence = No consent. Did you know that 1 in 4 women will be sexually assaulted during college? And 1 in 6 men will experience sexual assault in their life.
3. I mentioned earlier that we were going to discuss this topic so that you can make good decisions. So far we've identified some of the negative consequences but haven't addressed the decision making aspect. In order to do so I'd like to suggest a parallel between this adventure we are on and the concept of healthy decision making.

“As Adventure WV leaders, part of our job is to manage risks. We do this in two ways: proactively and reactively. We have policies in place, training on things like how to belay, use power tools, or stay on route. We know that these can help us stay safe, but that there are still risks in just heading outdoors, so we also have training on what to do in an emergency. We know first aid, who to call for help and where to go in case of severe weather. Making healthy decisions around alcohol is a lot like managing risk on an Adventure Trip. Let’s revisit our list of possible negative consequences and see if we can generate some proactive and reactive tools to avoid getting into a situation we don’t want to be in.”

Alcohol: Of course the best way to ensure that you don’t experience negative consequences from drinking is to not drink. But we understand it’s unrealistic to expect that every student’s WVU experience will be alcohol-free. But if you do choose to drink alcohol try some of these pro-active strategies:

- Have a friend let you know when you’ve had enough
- Determine in advance not to exceed a set number of drinks (or nights out in a week)
- Use a designated driver
- Alternate non-alcoholic beverages
- Avoid drinking games
- Eat before and or during drinking
- Pace drinks to one or fewer an hour
- Stick with only one kind of alcohol while drinking
- Keep track of number of drinks being consumed
- If someone is passed out due to alcohol consumption, place him/her in the “recovery position” to avoid him/her aspirating vomit. Recovery position: one one’s side, one leg up to prop the body up

What are some social alternatives to situations that involve alcohol?

- WVU up all night
- SRC (open till midnight)
- ORC trips
- Club Sports
- Movie/game nights

NOTE: A discussion on drug use has been omitted from the Healthy Decision class due to time/space/content constraints. If you feel that a discussion of drug use may be relevant in addition to the alcohol discussion, the discussion should follow the same “tone” as the alcohol discussion—neither condoning nor condemning, rather providing information and encouraging students to make informed, healthy choices. **Information surrounding various common drugs can be found in the appendix beginning on page 52.**

Sexual Assault: Remember, 90% of Sexual Assaults involve alcohol and 90% of victims know their attacker. If you are around alcohol, make sure you protect yourself by:

- Stick with your friends.

- Set up checkpoints or code words to make it easy for you and your friends to stay connected.
- Hold on to your drink, even when you go to the bathroom.
- If your drink is out of your sight, even for a few seconds, get a new one, date rape drugs can be quickly added to a drink.
- Don't accept a drink from anyone- unless you watch the bartender pour it.
- Make a plan before you go out.
- Don't share drinks.
- Don't drink from punch bowls or open containers.
- Avoid clubs or parties that charge men but let women enter and drink for free.
- Always keep your cell phone charged and on you.
- Set up Circle of 6 app, so that friends can help you (*see resources section for more info).
- Make sure you always have a ride home or a plan to walk home with a roommate or friend.
- Trust your instincts. If something doesn't feel right to you, leave and get to a safe place immediately.

What if it happens to me or a friend?

- Get Help! Call 911 or get someone you trust to help you.
- Get medical attention: go to the E.R. at Ruby and ask for a SANE (Sexual Assault Nurse Examiner). The SANE will conduct a rape kit and provide you with a STI screening and emergency contraception. The rape kit can only be done within the first 72 hours. If possible don't shower, clean yourself or change clothes.
- If you need transportation to the ER contact RDVIC at 304-292-5100, they can take you there and be with you during the exam
- Report it! Call 911 or 304-293-COPS. Reporting is not the same as pressing charges. You can decide later if you want to press charges or not. Sexual assault is a crime and we encourage all Mountaineers to report it.
- Seek help: Call the Carruth Center 24/7: 293-4431 and tell them you have been assaulted.
- Sexual Assault is a traumatic experience which can have long lasting effects, that might not be immediately apparent.

Sexual Health: Nearly 19 million new cases of sexually transmitted infections (STIs) are reported annually, and 15–24 year olds account for nearly half of that number. The only way to stay totally safe is to abstain (which is more common among WVU students than you would think. In 2013, 73% of WVU students had zero or one sexual partner in the last 12 months). If you are sexually active, here is some info you should know:

- The most common STI's are Chlamydia, Gonorrhea, and HPV (Human Papilloma Virus). But there are many others that you could be exposed to.
- If you are sexually active, get tested often. You can get tested at Student Health. WELLWVU has a lot of resources that describe how testing works and what to expect on their website: wellwvu.wvu.edu.

- Practice Safe Sex! An STI or pregnancy can really derail your college plans. Make sure you get educated on safe sex practices.
- Think about what you want in regards to sexual intimacy and communicate it to your partner. It's your decision and the best way to avoid regrets is to have a plan in advance.
- If you think you are at risk, need tested or treated, make an appointment with student health. You can also visit wellwvu.wvu.edu for lots of helpful information and resources.

III. Wrap-Up

This discussion covered a lot of serious topics. It is important to wrap up the conversation in a way that is empowering for the students, not somber or negative. Reconnect to the metaphors that you created earlier and reaffirm that each student makes his/her own choice regarding these significant decisions. This could sound something like:

"We've discussed a lot of topics tonight that addressed some serious risks facing college students. Like this adventure we are on, College has risks. The appropriate response isn't to run and hide or ignore the risks, but to understand them and face them with a proactive and reactive plan. Successful college students engage in healthy decision making throughout their college years."

- **Round:** "I'd like to hear from everyone, what is something new you learned, or some strategy you may use to keep yourself healthy at WVU."
- Overview of the plan for tomorrow

Journal Assignment:

List some of the potentially risky behaviors we discussed tonight and how these behaviors may negatively affect your experience at WVU. Name some of the mentioned statistics regarding the actual percentages of students at WVU who engage in these behaviors. Are these statistics what you expected? Why or why not? What are some preventative measures to decrease your risk? Finally, name and describe at least two alternative evening activities provided/subsidized by WVU.

RPTR 140 Objectives:

- Engage in critical self-analysis and reflection; learn about oneself through direct experience and guided reflection (this objective will also be addressed throughout the semester with writing assignments—just get started on it here)
- Identify personal sources of and obstacles to motivation and develop strategies for maintaining motivation (on-going)
- Identify the building blocks of strong, positive social relationships (again, on-going)

I. Intro

- Check-In: Build some excitement and get the flow going...remember, this is a celebration - get the energy up!!
 - Think about your Motivator!
 - Energizer maybe?
- Round: What is your favorite memory or image from the day?
- Keep in mind that this is still a class. Having structure amidst the fun is important.

II. Middle - Reflecting on the Trip - Our Shared Moments

"We have spent the past ___ days together experiencing many new things. By now we have worked together as a team and have ideally learned several new things about ourselves and each other along the way; let's spend some time exploring these new discoveries. What are some things we have learned that we can take with us once this trip concludes to better prepare us for the upcoming semester?"

Some Ideas and Questions:

- Do a brief day by day review of the trip to remind everyone of where they started and where they are now to get them thinking about the week. One really powerful way that you can do this is to have students close their eyes and to walk them through the week. Make sure you have enough details to make it unique, but not so many that students are falling asleep!
 - Favorite moment(s) from the trip?
- How do you think these experiences will affect your freshmen year at WVU?
- A recent favorite activity is to do skits that recreate funny or favorite moments from the week
 - split the group into small groups, each representing a different day
 - have them each create a skit that represent something that happened on that day
 - DO NOT DO A LEADER ROAST. It may still happen naturally as part of the skits but it is not to be encouraged

A. Beginning our Legacy and Fears in a Hat

- After the week reflection, take time to process what this week has meant to the group.

- Introduce the idea of leaving a legacy. Remind them that they are now WVU students and encourage them to begin thinking about the legacy that they want to leave behind.
- Prompt them to consider:
 - What do you want to be remembered for?
 - And who do they want to be remembered as?
- This will be more of a lead into Fears, as frontloading will prompt the students to elaborate on their legacy and how it can diminish their fear.

"It is always interesting seeing a group develop throughout the week. We have shared some of our favorite times so far. These memories will last us a lifetime, as they are going to help us in college. We are about to develop our Legacy here at WVU. What do you want your legacy to be and how has this week helped?"

- Elaborate that their experiences on the trip are going to help them for the rest of their life. Like it or not, we all are going to leave a legacy.
 - What will yours look like?
- From here, transition into Fears in a Hat...

Fears in a Hat

Revisit the fears and anxieties students had put in the bag on the first night...

- Hand the fears back to each student.
- Explain to them that this is their chance to revisit their initial fear(s)/anxiety about coming to WVU and decide if it still exists after the week you have spent together.
- Encourage students to share what they had written. Remember 'challenge by choice' and do not force any students to share if they do not feel comfortable. If they feel as though it no longer exists then allow students to burn their fears. Make sure this is done in a safe manner.
- For some, the fear(s)/anxiety may still exist and they may want to hold on to it. Assure them that this is okay.
- Have fun with this, it can be a pretty powerful experience if led well!
- If time permits, have students share what helped them to overcome their fear. How might this translate to help with their freshmen year?

III. Wrap-Up

Since all students will have had an opportunity to present their fears and share their experience during the trip it is probably not necessary to do a Round to wrap things up. A nice summary/reflection of what took place during Fears in a Hat can be a nice way to conclude.

Journal Assignment

What were the highlights and lowlights of the trip for you? What is something you'll be taking away from the trip? Did you form friendships during this trip? If relevant, why do you think you were able to form friendships? If relevant, what do you think might make these friendships strong or lasting?

This is essentially the Active Experimentation piece of Kolb's Experiential Learning Cycle, asking "Now What" types of questions. This represents the closing moments of the trip - a time for students to share their final thoughts. This should have a sentimental/serious tone, while also remaining upbeat and celebratory. The goal is to provide an opportunity for students to share any final thoughts, process their learnings, remember the whole trip, the people on it, and the many important things they learned and will take with them for classes in the Fall.

I. Intro

Remember, you want this to be a pretty sentimental and meaningful session.

Possible processing questions to consider:

- What can you take away from this trip?
- Think back to last week (before your orientation trip) and where you are now. How prepared do you feel to make the transition to college life?
- What is something that you are going to be able to take away from this week and put to use right away?

II. Middle

The tradition attached to Adventure WV Orientation Trips is to end each trip with a bead ceremony closing activity. At the end of the activity, each student will have had a chance to meet one on one with each other student, sharing a special memory they have. For many students their necklace or bracelet will become a very tangible memory of their trip, so be sure that you really help to make this final activity as special and as meaningful as you can.

Bead Ceremony

- Each student gets a piece of cord. This represents the common thread that binds us all - our Orientation Trip experience. Although we all have had a uniquely personal experience we all lived through it together and this cord is the symbol of our unity.
- Then, after everyone gets their cord, you will place a pile of bone beads in the center of the circle (enough for 2 per student) – these represent learning.
 - Explain to the group that the beads in the center represent a piece of knowledge they will be taking away from the experience. Ask them to think for a moment about 1) Something you have learned about yourself, and 2) Something you have learned that will help you through your transition to WVU.
 - When someone is ready, they will select 2 beads from the center of the circle, return to their seat, and speak about the importance/significance/meaning of each bead.
 - Continue until all have had a chance to speak.
- Lastly, the participants each get a handful of beads (equal to the number of participants on that trip). Explain to the group that this is an opportunity to share a special thought, memory, or experience with each member of the group. They are to briefly meet one-on-one with each group member to trade memories and beads.
 - Keep track of time to allow 1 minute of conversation per pairing. Use your judgment if you think more time is needed, but try not to exceed 2

minutes per pairing. When the minute is up, ask students to switch and find a new partner. This will keep the activity flowing and eliminate the traffic jam that can happen if some folks talk longer or shorter than others.

- As each participant gives the other a bead, they share a thought or memory from the trip by which they will always remember that person for, or something that they are proud of them for (e.g. learning a new skill at the Habitat site, climbing, backpacking for the first time, leaving home and family, coming out of their shell etc.).
- When it's all said and done, each participant should have a cord with two bone beads and a bunch of other smaller wooden beads they received from every other trip participant. You can finish it off by teaching the strength of the double fisherman's knot- then they can wear their necklaces.

III. Wrap-Up

This is where you'll want to come up with a nice sort of summary about the experience and what it has meant to be a part of it as a leader. It's ideal to have each leader share. You will also want to:

- Remind students of the syllabus, specifically the AWOT reunion and the post trip reflection paper, and the fall class schedule. Instruct them to visit the website for RPTR 140 related questions, and to contact the Adventure office directly if they cannot find their answer on the site
- Get a contact sheet going around and copied for everyone. It works very well to create this late in the trip and request that your Course Director make copies while the group is having the final class

A 'Highly!' Suggested Final Closing Activity:

- Have the group stand and circle-up. Explain that this is the last time some of us will see each other for a while and that you would like to provide an opportunity for folks to share any last words or thoughts with the group. Allow people to share their thoughts. Once everyone who wanted to speak had a chance, instruct the group to do the following:
 - Have each person hold their right hand in the air
 - Take their right hand, cross it over to the left side of their body
 - Take their left hand and hold it in the air
 - Take their left hand, cross it over to the right side of their body
 - Grab hands with their neighbors
 - Insert inspiring message!
 - At the moment, we are all facing in, which represents that we were all in this experience together. However, in just a moment, we will all be facing out, ready to take these experiences away with us and to add to who we are as individuals. We will rejoin in the fall semester as students at WVU. "From the outside looking in, it's hard to understand. From the inside looking out, it's hard to explain." Go out, experience, have a great summer; we'll see you soon!
- Have the group turn as a whole in the same direction and see the magic unfold!

Appendix

Gratitude Circle

Description: The Gratitude Circle or Grat-Circle is an activity facilitated to promote positive social norming within a group. The intention of such activities is to verbally recognize positive deeds/behaviors of individuals in the group. The purpose is threefold: 1) To recognize the attributes of individuals that help make the group stronger thereby encouraging future positive behaviors to occur, 2) Encourage individuals to look outward at their peers which both decreases self-centeredness and increases vicarious learning, and 3) the breaking down of social awkwardness that comes with new groups (ice breaker).

Procedure: Although Grat-Circles have often been facilitated at the beginning of class or at the start of dinner, there is no set time when this is to occur. The facilitator will typically say a version of the following to introduce the Grat-Circle, "Although we don't know each other that well yet, I have already begun seeing a number of positive attributes that people are bringing with them. Because we want to continue building a strong group that is supportive and aware of one another, I am going to introduce a short activity called 'Gratitude Circle'. We will try to run this every day as a small means of publically recognizing the good things that people do to help the group or an individual. There is no set time of how long this activity should run and we'll move on after it seems like everyone that wants to say something has done so. There is no set pattern of how you should say your thanks or recognition and don't feel like you need to say something. Take a moment and think back over the day (lead the group in a quick recall of the day's events until now). During any of those activities, was there anyone that seemed to help you or the group in some way?"

You as the facilitator you can then do one of two things: 1) Sit quietly as people think – don't be afraid of silence. Try to wait 15 seconds before saying anything. It has been my experience that someone will break the silence. 2) You could be the first to give an example. If you can't think of anything, usually thanking the cooks for their meal, or someone helping to unpack the van are easy places to look. Also, while you want to allow for freedom of expression, try to avoid having Grat-Circles emerge in which students are thanking one another for everything under the sun. It's important that the sentiments are genuine. As always, use your judgement.

Close the circle by a simple thank you and how this process will get easier throughout the week as people get to know one another and you have more experiences. Don't be surprised if the first Grat-Circle is short. Try to remember to run the Grat-Circle the same time each day. As individuals get into a pattern, they will be expecting it to come at that time and will likely be more prepared to share.

Goal Letter Assignment

Ideally, the Goal Letter will be written during a time when folks can spread out and take the time needed to write. Hand out envelopes and instruct them to write a letter to themselves outlining their goals for the first semester at WVU. Be sure to be very specific when framing the goal letter assignment so that students do not write vague letters. They should apply the SMART concept to their letters, breaking down their goals based on the 5 components of SMART. **When finished have them sign, seal, and write their full name and trip name/number on the outside. Collect envelopes and ensure the necessary information is written on the outside.** These letters will be returned to them before Thanksgiving Break. Remind them that this activity should be taken seriously as it is part of their final grade – once their letter is returned to them, they will be responsible for writing a goal letter reflection paper which is a part of their final grade.

- WVU opened in September 1867 as an all-male, all-white school. It was originally called the Agricultural College of West Virginia, but was changed to West Virginia University the next year.
- All the students and the president lived in Woodburn Hall.
- Since the Morrill Act required WVU to have an agricultural program, students planted a garden in Woodburn Circle, and came back after summer break to a garden full of weeds.
- Tuition for a 13-week term was \$8 and board was \$3.50. For a full academic year, students paid between \$187.50 and \$249.
- The first woman to receive a degree from WVU was Harriet Lyon in June 1891. Lyon Tower is named in her memory.
- Until 1895, students were required to attend chapel exercises every morning and one church service on Sunday.
- In 1887, WVU began publishing the *Athenaeum*, the predecessor of today's DA.
- WVU opened its first residence hall in 1919—Woman's Hall (now Stalnaker Hall, named for a longtime professor of psychology Elizabeth Mattingly Stalnaker).
- As early as 1909, freshman males were required to wear "freshman beanies" on and off campus. According to Brad Laidley, a history major who graduated in 1915, "Anybody caught without it, they would deal with him accordingly."
- It is possible that the first female international students were two women from Serbia who enrolled in WVU in the fall of 1919 to study agriculture; they did not complete the school year.
- Thomas Edward Hodges, a former Arts and Sciences faculty member, became president of the University in 1911, with President William Howard Taft on campus for the inauguration.
- The Mountaineer first appeared at WVU sporting events in the late 1920s.
- In the 1920s, the administration eliminated freshman hazing, but student "vigilance committees" still enforced very strict rules for first-year students. Besides suffering a paddling for not wearing a beanie, freshmen men were required to run around Mountaineer Field as a group before every football game. All freshmen were required to attend the football games.
- In 1922, the Mountaineers had an undefeated football season and won a bowl game, the East-West Bowl, in San Diego on Christmas Day.
- WVU opened its first residence hall for men in 1935—Men's Hall (now Boreman Hall). Out-of-town students packed their laundry into big crates or baskets and sent it home to Mom by train. There were no laundromats, no wrinkle-free clothes, and no one wore jeans and T-shirts to classes.
- In the late 1930s a donor gave several deerskins asking that a buckskin costume be made for the Mountaineer. Prior to that the Mountaineer wore overalls, a flannel shirt, coonskin cap, a sheep or bear skin type vest and carried a rifle.
- In 1942, Betty Head became the first female student body president when Peter Yost enlisted in the Navy. In classes, women often knitted for the war effort.
- During WWII, Dean of Women Edna Arnold (for whom Arnold Hall is named), expected the women students to do their patriotic duty by attending Saturday-night dances at E. Moore Hall to entertain the soldiers.
- In 1941, WVU granted the first graduate degree to the first known African American student. In 1945, Victorine Louistall became the first-known African American woman to earn a graduate degree from WVU when she received her

M.Ed. degree. She later returned to WVU in 1966 to teach library science and was the first-known African American faculty member.

- During the 1950s, freshmen women had a curfew of 7:30 p.m. for the first four nights of the week and 11:00 p.m. on weekends.
- The first two Towers of the Evansdale Residential Complex opened in 1965 and the last two Towers in 1968. The Mountainlair also opened in 1968.
- Notes for New Mountaineers: A Student Handbook, 1961-1962 suggested that, in class, students “Look alert, interested, and cheerful, as if you cared about what’s being said. Don’t slouch and don’t sleep; pay attention instead of reading a newspaper, writing a letter home, knitting, or doing your nails.”
- In May 1970, Ohio National Guardsmen shot and killed four students during an anti-war demonstration at Kent State University in Ohio. In response WVU students joined with students across the country and held a vigil to protest the deaths. The quiet vigil quickly escalated into a full demonstration lasting three days. State police were called in to try to clear the students from the area. However, as soon as the gas disbursed, the students returned to the demonstration.
- In support of the students’ efforts, William Haymond, chair of Philosophy Department, announced that he was canceling finals for his classes and giving all students in his classes “A’s” for the semester. At the end of the term, Haymond was removed as chair of the philosophy department, but continued to teach as a tenured professor. Students who flunked out of school could be drafted into military service and sent to Vietnam.
- The marching band first admitted women in the fall of 1972.
- In 1973, WVU abolished curfews and dress codes for female students and approved a proposal for women’s intercollegiate athletic teams.
- The Coliseum was finished in 1970, the Natatorium in 1975, and Mountaineer Field in 1980. The Personal Rapid Transit (PRT) system was completed in 1979.
- In December of 1984, WVU player Georgeann Wells became the first woman to dunk a basketball in a game.
- Each year, the Festival of Ideas lecture series brings key figures from the fields of sports, politics, business, entertainment, research, scholarship, and culture to Morgantown. Speakers have included Maya Angelou, Homer Hickam, Spike Lee, and John Walsh.

- The Academy of Distinguished Alumni honors WVU graduates who have attained national or international distinction in their profession or discipline. Since 1988, this prestigious award has been bestowed on more than 70 University alumni, including Jerry West, David Selby, “Hot Rod” Hundley, Sam Huff, and General Robert H. Foglesong.
- Membership in the Order of Vandalia is offered to those who have demonstrated extraordinary service, loyalty, and dedication to West Virginia University. New members are inducted during ceremonies held commencement weekend. It is one of the highest honors given by the University.
- Held each spring, the Weekend of Honors proclaims our pride in the students, faculty, staff, and alumni who have achieved special awards and honors. Various campus awards ceremonies, including Honors Convocation, and individual college ceremonies, are held to recognize these outstanding achievements.
- WVU offers 193 degree programs.
- WVU is an international leader in biometric systems.
- The College of Business and Economics is among the top quartile of AACSB-accredited undergraduate programs in the country.
- WVU’s Landscape Architecture program ranks among the top 10 in the country.
- WVU is home to West Virginia’s only law school and the nation’s fourth oldest law review.
- The McNair Scholars program helps low-income, first-generation, or underrepresented students earn doctoral degrees.
- The WVU School of Pharmacy is one of only 12 pharmacy schools in the United States affiliated with a comprehensive academic health center.
- WVU also has two divisions located outside of Morgantown: Potomac State College of WVU in Keyser, W.Va. and WVU Institute of Technology in Montgomery, W.Va.
- Faculty conduct \$177.7 million annually in sponsored contracts and research grants.
- WVU ranks nationally for prestigious scholarships – 25 Rhodes Scholars, 21 Truman Scholars, 33 Goldwater Scholars, two British Marshall Scholars, two Morris K. Udall Scholars, six USA Today All-USA College Academic First Team Members (and 11 academic team honorees), six Boren Scholars, two Gilman Scholars, and one Jack Kent Cooke Foundation Graduate Scholar.
- 18 of WVU faculty members have been named Carnegie Foundation Professors of the Year. 94% of full-time instructional/tenure track faculty have earned doctorates or first-professional degrees in their discipline. 57% of WVU classes are taught by full-time instructional faculty.
- A member of the freshmen class has an average ACT of 23.6 and SAT Math + Critical Reading 1044 and a high school GPA of 3.32.
- Approximately \$8 million a year is awarded by the WVU Scholars Program; more than 5,000 students benefit from this program annually. In addition, there are many different types of scholarships available based on academic record, financial need, group affiliation, or some combination of these factors. Approximately 70% of WVU’s students receive some \$317 million in financial aid annually—average aid per recipient is \$10,178.
- WVU has five library facilities – Downtown Library Complex, Evansdale Library, Health Sciences Library, Law Library, and Libraries Depository—in total they contain 1.7 million volumes, 130 databases and more than 10,000 online full-text

journals, with access to 26 million volumes through a book-sharing consortium. A new WV History OnView web site catalogs thousands of historical photos. Library staff offer in-person and online assistance.

- WVU Healthcare was named one of the most digital hospitals in the nation by the Healthcare Information and Management Systems Society.
- The Mechanical and Aerospace Engineering Department was ranked 22 by the National Science Foundation for R&D expenditures in fiscal year 2009.
- Dr. Nick Wu, an associate professor in Department of Mechanical and Aerospace Engineering, recently received two National Institute of Health grants to develop nano-biotechnology to diagnose cancer and toxicity of nanoparticles.
- More than two dozen WVU graduate programs were ranked by U.S. News & World Report as among the best in the country: primary care, pharmacy, industrial and manufacturing engineering, rehabilitation counseling, and clinical psychology were among the top 50, with another twelve in the top 100.
- The WVU men's basketball team is among the top ten percent on the NCAA's academic progress rate, a measurement of how players perform in the classroom.
- The WVU Debate Team is ranked 23rd in the nation; WVU is the only Big East school with a team in the top 25.
- The Sport Management Program in the College of Physical Activity and Sport Sciences was rated as one of the top 15 graduate programs in sport management by SportBiz magazine.
- The Five Year Teacher Education Program received a Distinguished Program in Teacher Education Award from the National Association of Teacher Education.
- The Blanchette Rockefeller Neurosciences Institute—the world's first institute devoted to the study of human memory—is at WVU.
- WVU is one of only 11 schools in the country that are land-grant, doctoral research universities with a comprehensive medical school.
- The FBI named WVU its national leader for biometrics research. The partnership identifies WVU as the academic arm of the FBI's Biometric Center of Excellence.
- WVU is one of only three institutions that offer a joint petroleum and natural gas engineering ABET-accredited major.
- Donor pledges and state matches translated into \$6.5 million for WVU research during the first year of the state's Research Trust Fund.
- Forest scientists at WVU have successfully cloned the American chestnut, a species that was almost eradicated by a fungus during the early 1900s.
- An international team led by WVU astrophysicist Duncan Lorimer and Sloan Fellow Maura McLaughlin have discovered a double-star system that represents a missing link stage in what they believe is the birth process of the most rapidly spinning stars in the universe—millisecond pulsars.
- WVU has the largest crime scene training complex in the world (three crime scene houses and a forensic garage).
- WVU was one of 13 institutions recognized for graduating 90% or more of its football student-athletes.
- The College of Creative Arts offers one of only three puppetry degree programs in the country.

WV State Facts

- The Golden Delicious apple originated in Clay County, WV.
- Middle Island Creek running through Pleasants, Tyler and Doddridge counties is the longest creek in the world.
- The world's first suspension bridge was built in Wheeling.
- The first capital of West Virginia was Wheeling; the current capital is Charleston.
- The climate of WV is continental, which means it changes with the seasons.
- Cranberry Glades near Marlinton has plant life similar to the tundra.
- The average rainfall in WV is between 43-46 inches per year.
- If you were to travel around the border of WV you would travel over 1170 miles.
- Weirton is the only city in the nation to span the entire width of a state and touch two other states.
- WV has an average altitude of 1,500 ft, the highest average altitude of any state east of the Mississippi River.
- WV has over 100 different species of trees.
- WV is 41st among the states by size (24,078 square miles).
- WV and latitude / longitude comparisons:
 - Northern most point = to the Statue of Liberty
 - Southern= Yorktown, Virginia
 - Eastern= Rochester, NY
 - West= Point Huron, MI
 - State Capital: Charleston
 - State Governor: Earl Ray Tomblin
 - State Senators: Joe Manchin and *Jay Rockefeller * J.R. will be retiring in 2014
 - State Quick Name: Mountain State
 - State Bird: Cardinal
 - State Flower: Rhododendron
 - State Tree: Sugar Maple
 - State Animal: Black Bear
 - Highest Point: Spruce Knob - 4,863 ft
 - Lowest Point: Harper's Ferry - 489 ft
- From 1849 until 1851, the 1,010 ft Wheeling Bridge was the longest bridge in the world. It was blown down by high winds in 1854. The New River Gorge Bridge near Fayetteville, completed in 1977, is today the longest steel-arch bridge in the western hemisphere.
- The first public spa in the U.S. opened in 1756 in Bath, Virginia (now Berkeley Springs, WV).
- The world's largest sycamore tree is located on the Back Fork of the Elk River in Webster Springs [WVBL].
- WV Land area: 24,078 square miles
 - 75.1 persons per square mile
- Over 200,000 people go whitewater rafting in West Virginia each year.
- Bridge Day Each October several hundred parachutists jump 876 feet from the New River Gorge Bridge near Fayetteville on Bridge Day, West Virginia's largest single-day event, which attracts about 100,000 spectators. Automobile traffic is

rerouted for the event, which has been held since 1980. The bridge is the second highest in the United States, behind the Royal Gorge Bridge in Colorado. Three people have died during Bridge Day jumps, the last in 1987. Bridge Day was canceled in 2001 because of fears of a terrorist attack.

- America's first organized golf club in America, Oakhurst Links, was established in 1884 at White Sulphur Springs, West Virginia. Today, it is one of America's most charming golf clubhouses.
- Nearly 80% of the entire state is covered by forests.
- West Virginia has more than 1,000,000 acres of recreation areas including two national parks, 37 state parks, nine state forests, 47 wildlife management areas and two national forests.
- West Virginia has more than 250 miles of maintained public trails.
- More than 45 percent of the U.S. population lives within a 500-mile-radius of West Virginia.

Programs & Resources

The following pages include a list of many WVU resources, however there are many that are not listed. Please feel free to include others not on the list that you may be particularly knowledgeable or passionate about.

Center for Black Culture and Research

(304) 293-7029

Location: 590 Spruce Street, just a block away from Boreman South.

Hours: 8:15 a.m.-4:45 p.m.

What do they do?: The CBC provides critical support to WVU Students, particularly African American students and students of color with issues concerning recruitment and retention. The Center provides an educational, social and cultural support system for African and African American Students, faculty, staff, and community members. They also support the development of the state of West Virginia through education, extension and public service activities and serve as an intellectual source for the study and research of African and African American culture and life.

Career Services

(304) 293-2221

Location: Can be found in the student organizations wing of the Mountainlair, just through the Vandalia Lounge on the main floor.

Hours: 8:15am – 4:45pm

What do they do?: They have a variety of job seeking resources on such subjects as interview techniques, resume writing, and letter writing. In addition they offer online job postings through MountaineerTRAK, virtual e-fairs, and on-campus interviews with prospective employers.

MountaineerTRAK

(304) 293-2221

Location: <https://www.myinterfase.com/wvu/student/>

Hours: All day every day!

What does it do?: The Mountaineer Trak is WVU's personalized version of Monster.com's Monster Trak. It is a personalized space to organize and facilitate all job hunting matters. It has a resume builder, a personal calendar, and several links to employer job postings. It is also possible to upload your existing resume, and make it available to seeking employers.

University College Advising

(304) 293-5805 (Appointments need to be made in advance!)

Location: University College Advising is located in the Student Services Building. The Student Services Building is behind the downtown bookstore, next to the parking garage entrance and across from Oglebay Hall on College Ave.

Hours: Monday thru Friday 8:15 a.m. - 4:45 p.m.

What do they do?: This office offers a GPA calculator on the site, very clear definitions on what is required by the student as far as academics go, and advising for students in what classes to take.

University College

University College (UC) launched on July 1, 2013. In 2013, there were 1,700 students enrolled in UC. 2,500 students are anticipated to be a part of UC in 2014. WVU students are informed at the time of admission if they are a member of UC. UC was developed to help support students who have not yet declared a major – general studies is no longer an option at WVU - (i.e. Undergraduate Studies: exploratory) or for students who have expressed interest in a particular major, but who do not yet have enough credits to declare an official major (i.e. Undergraduate Studies: with an interest in engineering, journalism, business, etc.). The ultimate goal is that UC students declare a major by the end of the fall semester of their sophomore year.

Please emphasize: University College will host a “First Year Academy,” which will be held the first weekend that school begins, and will take place in the Coliseum. Those students who are enrolled in UC should plan to attend. Participation will allow students to learn who their advisor is, and will provide them the opportunity to learn more about UC in general.

Office of Accessibility Services

(304) 293-6700

Location:

1085 Van Voorhis Road, Suite 250. Their office is located near WVU's Parking Authority office, near Applebee's, and near Starbucks Coffee.

Hours: 8:15 a.m.- 4:45 a.m., call for appointment

What do they do?: The Office of Accessibility Services provides whatever WVU students need to succeed. This includes but is not limited to transportation, sign language interpreters, service dogs, enlarged-text textbooks, etc. and is utilized by students and visitors to the university. Their primary goal is to ease the transition from high school to college, helping the student understand their legal rights and preparing them for the challenging academic work college entails.

Financial Aid Office

(304) 293-5242

Location: Second Floor of the Mountainlair, just across from the elevators.

Hours: 8:15 a.m.- 4:45 a.m.

What do they do?: The Financial Aid Office offers applications for a number of grants, loans, and even some places of employment. One thing particularly helpful about the office is that they have experts that will help you fill out your FASFA, and everyone knows that can be confusing. It's a great place to go if you need help paying for your education, need some extra cash, or even if you want to look into some scholarships.

Computer Labs

Locations:

- The Downtown lab is located on the second floor of Hodges Hall, Room 225
- The Evansdale Computing Lab (Evansdale Library G14) is on the ground floor of the Evansdale Library, but accessible through a separate entrance only on the side facing the Agricultural Sciences Building.
- The ERC Computing Lab is in the basement of Bennett Tower in the Evansdale Residential Complex (ERC), also known as "Towers."

Hours:

ERC (BT), Evansdale (EV)
Sunday - 2:00PM to Midnight
Monday thru Thurs - 8:00AM to Midnight
Friday - 8:00AM to 6:00PM
Saturday - 10:00AM to 6:00PM

What do they do?: The computer labs on WVU's campus offer access to computers, printers and scanners for all enrolled students.

Libraries

Downtown Campus Library

(304) 293-4040

Location: Downtown across the street from Colson Hall on University Avenue. In between Clark Hall of Chemistry and White Hall.

Hours:

Monday thru Thursday 7:30 a.m.-2:00 a.m.
Friday 7:30 a.m.-8 p.m.
Saturday 9:00 a.m.- 6:00 p.m.
Sunday 1:00 p.m.- 2:00 a.m.

What do they do?: Houses research materials for majors located on the downtown part of campus. This includes biology, chemistry, history, english, journalism, sociology, psychology, business, physics, etc. The Downtown Campus Library is also home to the West Virginia and Regional History Collection, which is an extensive regional history and genealogical collection. On the ground floor is Media Services, which lends out media equipment, laptop computers, videos, DVDs, class videotapes, and video reserves.

Evansdale Library

(304) 293-4040

Location: On Evansdale drive nestled between the National Research Center for Coal and Energy and the Agricultural Sciences Building. The Evansdale Library is also accessible from the Engineering PRT platform – make a left and follow the sidewalk.

Hours:

Monday thru Thursday 7:30 a.m.- 2:00 a.m.
Friday 7:30 a.m.- 8:00 p.m.
Saturday 11:00 a.m.- 7:00 p.m.
Sunday 12:00 p.m.- 2:00 a.m.

What do they do?: The Evansdale library houses research materials for the majors located on this slice of campus including agriculture, engineering, forestry, art, theater, music, education, patents etc.

Law Library

Location: This library is on the second floor in the West Virginia Law Center.

Hours:

Monday thru Thursday 8 a.m.-12 a.m.
Friday 8 a.m.-10 p.m.
Saturday 9 a.m.-8 p.m.
Sunday 10 a.m.-12 a.m.

What do they do?: The George R. Farmer, Jr. Law Library at WVU Law is the largest public law library in West Virginia. We offer more than 300,000 volumes and volume equivalents, as well as access to several online databases.

Health Sciences Library

(304) 293-1933

Location: This library can be found in the Health Sciences Learning Center on the main and first floor of Health Sciences North (HSN)

Hours:

Monday thru Thursday 7:30 a.m. – 12 a.m.

Friday 7:30 a.m.-8 p.m.

Saturday 10 a.m.-6 p.m.

Sunday 2 p.m.-12 a.m.

What do they do?: The Health Sciences Library houses all of the research materials for the School of Medicine, School of Dentistry, School of Nursing and School of Pharmacy.

Tutoring Centers

*There is no cost of tutoring offered by the university.

General Tutoring

Downtown Library

Hours: Sunday-Thursday 6:00PM-10:00PM

Brooke Tower

Hours: Sunday-Thursday 6:00PM-10:00PM

WVU All Night

Hours: Thursday-Saturday 6:00PM-10:00PM

Specific Subject Tutoring:

Math Learning Center: (304) 293-2011

Hours: Monday –Wednesday 7:00-10:00PM

Location: 301 Armstrong Hall

Chemistry Learning Center: (304) 293-3435

Hours: Mon.-Fri. 9:00am-5:00 P.M., Mon., Tues., Wed. 7:00-10:00PM

Location: ground floor of Chemistry Research Laboratories (CRL)-next to Clark Hall

WVU Writing Center: (304) 293-5788

Hours: Monday - Thursday 10:00 A.M.-5:00 P.M. and Friday 10:00 A.M.-3:00 P.M.

Location: G02 Colson Hall

What do they do?: Tutors at this center provide constructive and encouraging feedback. The writing center will help students develop and fine-tune all skills needed to become a better writer, and all the services are free!

Term Paper Clinic: (304) 293-3640

Hours: request a time to meet with a librarian- usually between the hours of 8:30am and 4:00pm

Location: Downtown or Evansdale Library

Philosophy Learning Center: (304) 293-3641

Hours: Mon., Wed., Fri. 11am-3pm, Thurs. 9am-11am

Location: 231 Stansbury Hall

Mountaineer Information X-press (MIX)

(304) 293-4444 (Office of Information Technology)

Location: Anywhere with internet access - mix.wvu.edu

Hours: All day every day!

What do they do?: This is a WVU student website where you access your school email address, schedule your courses, pay bills, and receive information about personal and campus news and events. Professors will contact you through your MIX account. MIX also includes an academic calendar that announces academic, athletic, and other events, as well as class cancellations.

Office of International Programs

(304) 293-6955

Location: 336 Stansbury Hall. From the Beechurst PRT station: Exit the platform, face the street below you (Beechurst Avenue), and walk across the pedestrian overpass to Stansbury Hall.

Hours: Monday thru Friday 8:15 a.m. to 4:45 p.m.

What do they do?: The Office of International Programs gives students the opportunity to study abroad. Their mission: to promote the internationalization of teaching, research and service at West Virginia University. At the core of this mission is to globalize the curriculum at WVU through the promotion of study abroad and collaborative international research.

Personal Rapid Transit (PRT)

(304) 293-5011

Location: Five stops across campus (Hospital, Engineering, Towers, Beechurst and Walnut) and one control center located at the bottom of Eighth Street on Beechurst Avenue.

Hours:

Monday thru Friday 6:30 AM- 10:15 PM

Saturdays 9:30 AM- 5:00 PM

Closed Sundays

What does it do?: The WVU PRT (Personal Rapid Transit) has been in Morgantown for over 30 years and is the main means of transportation for WVU students. Since 1975 the PRT has carried an estimated 60 million passengers. That's about 15,000 riders a day during the school year. In total the PRT consists of 8.2 miles of track. The PRT's transportation is included in undergraduate fees.

Student Recreation Center – Be sure to highlight the Outdoor Rec Center!

(304) 293-PLAY

Location: Evansdale Campus

Hours:

Monday-Thursday 6 a.m. – Midnight

Friday 6 a.m.-10 p.m.

Saturday 8 a.m. – 10 p.m.

Sunday 10 a.m. – 10 p.m.

What do they do?: Child Care, Lockers, Towel Service, Equipment Checkout, Lost and Found, Outdoor Recreation Center, Climbing Wall, Recreation Pool, Lap Pool,

Weight room, Nautilus Room, Elevated indoor track, Racquetball and Squash courts, free group exercise classes and 7 basketball courts that are also assessable for badminton and volleyball.

Residence Hall Coordinators (RHC)

What do they do?: The Residence Hall Coordinator is a full-time Residential Education employee who supervises the RAs. They assist students by assuming the responsibility for making sure residential needs, in terms of quality of life in the hall and so forth, are met. They make sure that student's buildings are quiet when they need to be, and they oversee student conduct (policies, rules, and regulations) in each hall. RHCs/RAs are trained in counseling, safety and security, student development and conduct, and emergency response. They are there to help ensure that a student's residence hall experience is positive and enriching

Mountaineer Maniacs

Location: Student Organizations wing of the Mountain Lair

Hours: 9 a.m. - 3 p.m.

What do they do?: The Mountaineer Maniacs is an organization at WVU that supports Mountaineer athletic teams and promotes good sportsmanship as well as spirit, pride, and tradition. Mountaineer Maniacs have priority seating for football games, and regularly attend many athletic events such as wrestling meets, men's basketball games, and women's soccer games. The Mountaineer Maniacs take their spirit and pride wherever they go, even to away games.

WELL WVU: The Students' Center of Health

Student Health

(304) 285-7200 (Medical Appointments)

Location: Student Health is located on the ground floor of the Health Science Center South and can be accessed via the medical station PRT.

Hours: Monday – Friday 8:00 a.m. - 6:00 p.m. during summer sessions, semester breaks, and spring break. Student Health is closed on official university holidays.

WVU Urgent Care, located at the Suncrest Town Centre, is open every day (except for Thanksgiving and Christmas) from 8:00 a.m. – 8:00 p.m.

The Jon Michael Moore Trauma Center (Emergency Department) at Ruby Memorial Hospital is always available for care.

Costs incurred at WVU Urgent Care of the Emergency Department are the responsibility of the student.

What does Student Health do?: For a \$15 dollar co-pay, Student Health offers help with the following: treatment for general medical needs, Allergies, Health Education, STI screening, Immunizations, Sexual Assault, Family Planning / Sexual Contraception / OBGYN needs, and Tobacco Cessation. Referrals can be given for alcohol or substance abuse concerns.

Carruth Center for Counseling and Psychological Services

(304) 293-4431

Location: Carruth Center is in the Student Services Building on the third floor. This building is located to the left of the Mountainlair on the downtown campus.

Hours: Monday thru Friday 8:15 a.m. to 4:45 p.m.

What do they do?: The services provided by the Carruth Center are to help the 'emotional wellbeing' of WVU students. They offer these services to any undergraduate or graduate student whether they are full-time or part-time. This can include testing to learn interests related to potential jobs, and counseling for difficulties adjusting to college. You may see a clinician for up to 12 sessions without incurring further cost. After 12 sessions, if further treatment is clinically indicated and approved, a \$15 service fee is assessed for each session. Referrals can be given for alcohol or substance abuse concerns.

Staying Healthy During College

Students often express concern about the dreaded “Freshman 15”. This section provides some information regarding weight management during the college years.

Unwanted Weight Gain

- What does the term “freshman 15” mean?
 - Average weight gained during the first year of college.
- What are some reasons for this weight gain?
 - Unlimited quantities in dorm cafeterias
- Decrease in physical activity (not as much organized sports and activities)
- No one to nag you about your eating habits (no parents)
- Skipping breakfast or other meals
- BEER! (lots of empty calories with no nutritional value leads to weight gain)

Prevention - (Exercise)

- Get Active!
- Walk or ride a bike to class
- Visit the Rec center at least one or two times per week
- Join a fun, FREE exercise class at the Rec (Zumba, Spinning, Pilates, Yoga). Monthly schedules can be found online.
- Get involved outdoors. Consider joining the OAC (Outdoor Adventure Club) or sign up to participate in a trip through the ORC. You can also rent lots of equipment at the ORC if you would like to organize something yourself.
- Make an effort to be active for at least thirty minutes a day!

Prevention - (Food)

- Eat Healthy & Eat Breakfast (this is the most important meal of the day)
- Eat a variety of foods (college is all about new experiences, try new foods!) Places to try: Black Bear Burritos, Mother of India, Yama, Zen Clay Café, etc.
- Practice Moderation (You can't eat pizza everyday! Any food can fit in your diet if you practice balance and moderation)
- Add a little green to your plate
- Eat at least 5 servings of fruits and vegetables daily “Freggies!”
- Fruits and veggies are full of nutrients and low in fat and calories
- Check out the “Healthy U” options in the dorm cafeterias

Prevention - (Sleep)

- Avoid stimulants like caffeine and nicotine. The stimulating effects of caffeine in coffee, colas, teas, and chocolate can take as long as 8 hours to wear off fully.
- Have a good sleeping environment. Get rid of anything that might distract you from sleep, such as noises or bright lights.
- Stick to a sleep schedule. Go to bed and wake up at the same time each day, even on the weekends.
- Avoid pulling an all-nighter to study.

Stump The Statistics!

- Make healthy goals for yourself and keep with them
- Find a friend or two who can hold you accountable and encourage you to take care of yourself
- DON'T diet! Staying healthy and fit has everything to do with making lifestyle changes. Diets are often unhealthy and a person will eventually gain the weight back. 95% of all dieters will regain their lost weight within 5 years
- Good Health is not something that you can achieve and stop trying; it requires constant work!
- Benefits:
 - Weight management
 - Better sleep
 - Stress relief
 - Improved immune function
 - Increased energy

Eating Disorders

Although they are often overlooked, eating disorders are a very common occurrence on many college campuses today. They arise from a variety of physical, emotional and social issues, all of which need to be addressed.

General Information

- There are 3 identifiable types of eating disorders:
 - Anorexia: characterized by self-starvation (eating very little food or very restrictive diet (ex: eating only celery and water)) which results in excessive weight loss
 - Bulimia: characterized by bingeing (eating large amounts of high calories foods) followed by purging (various methods used: vomiting, laxatives, or excessive exercise). The purging is an attempt to prevent weight gain.
 - Binge Eating Disorder (BED): characterized by recurrent binge eating without the purging
- According to the Renfrew Center Foundation for Eating Disorders, up to 24 million people of all ages and genders suffer from an eating disorder in the U.S.
- According to the National Association of Anorexia Nervosa and Associated Disorders, 86% report onset of eating disorder by age 20; 43% report onset between ages of 16 and 20.
- Women are much more likely than men to develop an eating disorder. Only an estimated 5 to 15 percent of people with anorexia or bulimia are male. However, men are less likely to seek treatment for eating disorders because of the perception that they are "woman's diseases."
- 25% of college-aged women engage in bingeing and purging as a weight-management technique

Discussion (Eating Disorders):

- What do you think are some of the reasons that college students develop eating disorders?
 - There are so many avenues to developing an eating disorder is no one single cause but rather a complex interaction between the biological issues, such as genetics and metabolism, etc., psychological issues, such as, skills,

personality factors, family issues, and social issues, such as a culture that promotes thinnessmedia that transmits this message.

Anxiety and Depression

Anxiety and depression, along with other forms are mental illness, are very real and concerning issues. Many college students will experience symptoms of both anxiety and depression at some point in their college career. The important thing to note is that students are not alone in this struggle. Help is ALWAYS available. The Carruth Center or some form of outside support should be encouraged as a resource for any students who wish to find guidance in working through their struggles. Also, students can be provided with the number for the National Suicide Prevention Lifeline: 1-800-273-TALK.

General Information

- According to the Anxiety Disorders Association of America, anxiety disorders are one of the most common mental health problems on college campuses. Forty million U.S. adults suffer from an anxiety disorder, and 75 percent of them experience their first episode of anxiety by age 22.
- A 2008 Associated Press and MTV U survey of college students found the following:
 - 80 percent say they frequently or sometimes experience daily stress
 - 34 percent have felt depressed at some point in the past three months
 - 13 percent have been diagnosed with a mental health condition such as an anxiety disorder or depression
 - 9 percent have seriously considered suicide in the past year

Discussion (Anxiety and Depression):

- What do you think are some factors that contribute towards a student experiencing anxiety or depression?
- What are some ways that you as students can keep yourself healthy and provide the best defense against anxiety and depression?
- Some causes of depression:
 - Dealing with the loss of the familiar
 - Handling rigorous academics
 - Negotiating a new social network
 - Access to alcohol or drugs
 - Lack of mental health information

Drugs

Although they may be less visible and possibly less common than alcohol, drugs are also a part of the landscape of college campus. Serious consequences are tied to the possession and use of drugs and students need to be aware of the risks surrounding drug use. Addiction is a very real risk as well as legal consequences that could permanently impact the future of their careers.

According to the National Survey on Drug Use and Health, the rate of current use of illicit drugs overall among 18 to 22 year olds who were in college full time increased from 20.2 percent in 2008 to 22.7 percent in 2009.

Illicit drug use includes off-prescription use:

- The chart below shows some commonly abused prescription drugs and the risks associated with misuse.

The Drugs	The Risks	Still More Risks
OxyContin, Vicodin and other painkillers	Highly addictive. Crushing pills for snorting or injecting can lead to respiratory failure, overdose and death.	Use with alcohol and other drugs increases chances of respiratory failure, overdose and death.
Valium, Xanax and other tranquilizers and sedatives	Can be highly addictive. Discontinuing without a doctor's supervision can bring on life-threatening withdrawal symptoms.	Use with alcohol and other drugs can lead to severe breathing problems, overdose and death.
Ritalin, Adderall and other stimulants	Highly addictive when used for performance enhancement and weight loss.	May cause dangerously high body temperatures, seizures and serious cardiovascular problems.

Some Drugs to Note:

- K2/Spice: Just because it is legal, doesn't make it safe! Don't put yourself at risk! Synthetic marijuana is a mixture of dried herbs, spices and flowers sprayed with synthetic or chemical compounds similar to the THC found in marijuana and sold as incense. It is often sold under the brand names K2, Spice, Genie & Fire n' Ice.
 - Possible harmful effects of herbal incense include increased agitation and vomiting, serious damage to the lungs, addiction and withdrawal symptoms, hallucinations, loss of consciousness and even psychosis.
 - Since the start of 2010, the American Association of Poison Control Centers has received almost 2,000 reports of people who became ill after smoking K2 compared to a dozen in 2009.
 -
- Caffeine and Nicotine. The stimulating effects of caffeine in coffee, colas, teas, and chocolate can take as long as 8 hours to wear off fully
 - AVOID ENERGY DRINKS! They can have up to four and a half times the amount of caffeine as regular sodas and can also have some really nasty side effects.
 - Caffeine is known to have both laxative and diuretic effects on the body, which means you often lose the stimulant through excess urination and are left dehydrated.
 - Caffeine also increases your heart rate and body temperature. Too much of this stimulant, as is the case with energy drinks, can cause an irregular heartbeat, excess sweating, jitters and anxiousness.

Coca-Cola Classic 12 oz	35 mg
Full Throttle 16 oz	144 mg
Monster Energy 16 oz	160 mg
Red Bull 8.5 oz	80 mg

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Nicotine	Found in cigarettes, cigars, bidis, and smokeless tobacco (snuff, spit tobacco, chew)	Not scheduled	Smoked, snorted, chewed

Tobacco

Acute Effects - Increased blood pressure and heart rate

Health Risks - Chronic lung disease; cardiovascular disease; stroke; cancers of the mouth, pharynx, larynx, esophagus, stomach, pancreas, cervix, kidney, bladder, and acute myeloid leukemia; adverse pregnancy outcomes; addiction

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Alcohol (ethyl alcohol)	Found in liquor, beer, and wine	Not scheduled	Swallowed

Alcohol

Acute Effects - In low doses, euphoria, mild stimulation, relaxation, lowered inhibitions; in higher doses, drowsiness, slurred speech, nausea, emotional volatility, loss of coordination, visual distortions, impaired memory, sexual dysfunction, loss of consciousness

Health Risks - Increased risk of injuries, violence, fetal damage (in pregnant women); depression; neurologic deficits; hypertension; liver and heart disease; addiction; fatal overdose

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Marijuana	Blunt, dope, ganja, grass, herb, joint, bud, Mary Jane, pot, reefer, green, trees, smoke, sinsemilla, skunk, weed	I ?	Smoked, swallowed
Hashish	Boom, gangster, hash, hash oil, hemp	I ?	Smoked, swallowed

Cannabinoids

Acute Effects - Euphoria; relaxation; slowed reaction time; distorted sensory perception; impaired balance and coordination; increased heart rate and appetite; impaired learning, memory; anxiety; panic attacks; psychosis

Health Risks - Cough, frequent respiratory infections; possible mental health decline; addiction

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Heroin	<i>Diacetylmorphine</i> : smack, horse, brown sugar, dope, H, junk, skag, skunk, white horse, China white; cheese (with OTC cold medicine and antihistamine)	I ?	Injected, smoked, snorted
Opium	<i>Laudanum, paregoric</i> : big O, black stuff, block, gum, hop	II, III, V ?	Swallowed, smoked

Opioids

Acute Effects - Euphoria; drowsiness; impaired coordination; dizziness; confusion; nausea; sedation; feeling of heaviness in the body; slowed or arrested breathing

Health Risks - Constipation; endocarditis; hepatitis; HIV; addiction; fatal overdose

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Cocaine	<i>Cocaine hydrochloride</i> : blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, toot	II ?	snorted, smoked, injected
Amphetamine	<i>Biphetamine, Dexedrine</i> : bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II ?	swallowed, snorted, smoked, injected
Methamphetamine	<i>Desoxyrn</i> : meth, ice, crank, chalk, crystal, fire, glass, go fast, speed	II ?	swallowed, snorted, smoked, injected

Stimulants

Acute Effects - Increased heart rate, blood pressure, body temperature, metabolism; feelings of exhilaration; increased energy, mental alertness; tremors; reduced appetite; irritability; anxiety; panic; paranoia; violent behavior; psychosis

Health Risks - Weight loss, insomnia; cardiac or cardiovascular complications; stroke; seizures; addiction

Also, for cocaine – Nasal damage from snorting

Also, for methamphetamine – Severe dental problems

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
MDMA (methylene-dioxy-methamph-	Ecstasy, Adam, clarity, Eve, lover's speed, peace, uppers	I ?	swallowed, snorted, injected

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
etamine) Flunitrazepam **	<i>Rohypnol</i> : forget-me pill, Mexican Valium, R2, roach, Roche, roofies, roofinol, rope, rophies	IV ?	swallowed, snorted
GHB **	<i>Gamma-hydroxybutyrate</i> : G, Georgia home boy, grievous bodily harm, liquid ecstasy, soap, scoop, goop, liquid X	I ?	swallowed

Club Drugs

Acute Effects, for MDMA - Mild hallucinogenic effects; increased tactile sensitivity; empathic feelings; lowered inhibition; anxiety; chills; sweating; teeth clenching; muscle cramping

Also, for Flunitrazepam - Sedation; muscle relaxation; confusion; memory loss; dizziness; impaired coordination

Also, for GHB - Drowsiness; nausea; headache; disorientation; loss of coordination; memory loss

Health Risks, for MDMA - Sleep disturbances; depression; impaired memory; hyperthermia; addiction

Also, for Flunitrazepam - Addiction

Also, for GHB - Unconsciousness; seizures; coma

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Ketamine	<i>Ketalar SV</i> : cat Valium, K, Special K, vitamin K	III ?	injected, snorted, smoked
PCP and analogs	<i>Phencyclidine</i> : angel dust, boat, hog, love boat, peace pill	I, II ?	swallowed, smoked, injected
Salvia divinorum	Salvia, Shepherdess's Herb, Maria Pastora, magic mint, Sally-D	Not Scheduled	chewed, swallowed, smoked
Dextromethorphan (DXM)	Found in some cough and cold medications: Robotripping, Robo, Triple C	Not Scheduled	swallowed

Dissociative Drugs

Acute Effects - Feelings of being separate from one's body and environment; impaired motor function

Also, for ketamine - Analgesia; impaired memory; delirium; respiratory depression and arrest; death

Also, for PCP and analogs - Analgesia; psychosis; aggression; violence; slurred speech; loss of coordination; hallucinations

Also, for DXM - Euphoria; slurred speech; confusion; dizziness; distorted visual perceptions

Health Risks - Anxiety; tremors; numbness; memory loss; nausea

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
LSD	<i>Lysergic acid diethylamide</i> : acid, blotter, cubes, microdot yellow sunshine, blue heaven	I ?	swallowed, absorbed through mouth tissues
Mescaline	Buttons, cactus, mesc, peyote	I ?	swallowed, smoked
Psilocybin	Magic mushrooms, purple passion, shrooms, little smoke	I ?	swallowed

Hallucinogens

Acute Effects - Altered states of perception and feeling; hallucinations; nausea

Also, for LSD - Increased body temperature, heart rate, blood pressure; loss of appetite; sweating; sleeplessness; numbness, dizziness, weakness, tremors; impulsive behavior; rapid shifts in emotion

Also, for Mescaline - Increased body temperature, heart rate, blood pressure; loss of appetite; sweating; sleeplessness; numbness, dizziness, weakness, tremors; impulsive behavior; rapid shifts in emotion

Also, for Psilocybin - Nervousness; paranoia; panic

Health Risks, for LSD - Flashbacks, Hallucinogen Persisting Perception Disorder

Category & Name	Examples of Commercial & Street Names	DEA Schedule	How Administered*
Anabolic steroids	<i>Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipose</i> : roids, juice, gym candy, pumpers	III ?	Injected, swallowed, applied to skin
Inhalants	<i>Solvents (paint thinners, gasoline, glues); gases (butane, propane, aerosol propellants, nitrous oxide); nitrites (isoamyl, isobutyl, cyclohexyl)</i> : laughing gas, poppers, snappers, whippets	Not scheduled	Inhaled through nose or mouth

Other Compounds

Acute Effects, for Anabolic steroids - No intoxication effects

Also, for Inhalants (varies by chemical) - Stimulation; loss of inhibition; headache; nausea or vomiting; slurred speech; loss of motor coordination; wheezing

Health Risks, for Anabolic steroids - Hypertension; blood clotting and cholesterol changes; liver cysts; hostility and aggression; acne; in adolescents—premature stoppage of growth; in males—prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females—menstrual irregularities, development of beard and other masculine characteristics

Also, for Inhalants - Cramps; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; unconsciousness; sudden death

Sexually Transmitted Infections (STI's):

Along with many other topics covered under this discussion, this is an area that many students remain oblivious to. Looks are deceiving and STI's run rampant at WVU. There has been a steady STI increase in college students because of drug and alcohol use. Some STI's are curable while others are not. The only sure fire way to prevent STI's is to practice abstinence. If abstinence is not a reality (which will be the case for many students) it is imperative that students know how to keep themselves safe.

10 Different Types of STIs:

- Chlamydia
- Genital Herpes
- Genital Warts/HPV (Human Papilloma Virus)
- Gonorrhea
- Hepatitis A
- Hepatitis B
- HIV/AIDS
- Scabies & Public Lice/Crabs
- Syphilis
- Trichomoniasis

You may also want to cover the following:

- Birth Control does NOT protect females from acquiring STI's
- The most common STI among college students is HPV which can cause genital warts and cervical cancer. However, HPV can be deceiving because there are often no symptoms. HPV is an INCURABLE virus that is transmitted through sexual skin to skin contact.
- The second most common STI among college students is Chlamydia. It is transmitted through vaginal, anal or oral sex and if left untreated can cause permanent damage to both men's and women's reproductive organs. If Chlamydia is caught early enough, it can easily be treated using antibiotics. GET TESTED!!!!
- The third most contracted STI among college students is Genital Herpes. It is spread the same way as Chlamydia only there is NO CURE. That is why Herpes has often been referred to as "the gift that keeps on giving."

Ways to stay protected from STIs:

- Abstinence
- Don't believe everything you hear. People may tell you that they "don't have anything," but how can you be sure.
- Reduce the number of sex partners that you have
- Use a latex condom CORRECTLY every time you have sex. Condoms can be purchased for 25 cents a piece on campus through the condom caravans. Condoms and lube are also available FREE of charge from Caritas House located on Scott Ave in Morgantown
- If you are a female age 26 or younger, get an HPV vaccine to help prevent cervical cancer
- GET TESTED REGULARLY: Early detection can be key in treating STI's.

- Be aware that using alcohol and other drugs make it more difficult to make informed decisions about having sex.

****STI TESTING IS AVAILABLE AT STUDENT HEALTH. GET TESTED****

Discussion (STI's):

- What are some myths that students had believed about STI's prior to this discussion?
- What are some "healthy decisions" can make to keep themselves safe?

Sexual Assault Prevention:

Circle of 6 App that identifies 6 trusted friends that can bail you out of a bad situation. The app also has pre-programmed hotlines and other information.

- WHAT IT DOES:
 - You're out late and you lose track of your friends. Use Circle of 6 to send your circle a "come and get me" message- with a map using GPS to show your precise location.
 - You're on a date that starts to get uncomfortable. You need a polite way to excuse yourself. Use Circle of 6 to alert your circle to call you and interrupt the situation.
 - You're seeing someone new, but you have some doubts about how things are going. Use Circle of 6 to access a wealth of online information about healthy relationships.
 - In critical situations, use Circle of 6 to call two pre-programmed national hotlines or a local emergency number of your choice.

The Mountaineer Creed

As a Mountaineer, I will:
Practice academic and personal integrity,
Value wisdom and culture,
Foster lifetime learning,
Practice civic responsibility and good stewardship,
Respect human dignity and cultural diversity.
In order to become a meaningful member of
West Virginia University and the society in which I live, I dedicate my energy, my talents, and my
intellect to these standards of excellence.

Alma Mater

Alma, our Alma Mater,
The home of Mountaineers
Sing we of thy honor
Everlasting through the years
Alma, our Alma Mater,
We pledge in song to you.
Hail, all hail! Our Alma Mater,
West Virginia U.

– **Composed by Alumnus Louis D. Corson, '37**

Traditionally the alma mater is sung prior to each home Mountaineer football game and during commencement ceremonies.

Hail, West Virginia

Let's give a rah for West Virginia
And let us pledge to her anew,
Others may be black or crimson,
but for us it's Gold and Blue.
Let all our troubles be forgotten,
Let college spirit rule,
We'll join and give our loyal efforts
For the good of our old school.

It's West Virginia, It's West Virginia
The Pride of every Mountaineer.
Come on you old grads, join with us young lads,
It's West Virginia now we cheer!
Now is the time, boys, to make a big noise
No matter what the people say,
For there is naught to fear; the gang's all here,
So hail to West Virginia, Hail.

Words by alumnus Fred B. Deem ('15), Composition by alumni Earl Miller('15) and Ed McWhorther ('16).

Traditionally, only the second verse of Hail West Virginia is sung.

Country Roads

Almost heaven, West Virginia
Blue ridge mountains
Shenandoah river –
Life is old there
Older than the trees
Younger than the mountains
Growin' like a breeze

Country roads, take me home
To the place I belong
West virginia, mountain momma
Take me home, country roads

All my memories gathered round her
Miners lady, stranger to blue water
Dark and dusty, painted on the sky
Misty taste of moonshine
Teardrops in my eye

Country roads, take me home
To the place I belong
West virginia, mountain momma
Take me home, country roads

I hear her voice
In the mornin hour she calls me
The radio reminds me of my home far away
And drivin down the road I get a feelin
That I should have been home yesterday, yesterday

Country roads, take me home
To the place I belong
West virginia, mountain momma
Take me home, country roads

Country roads, take me home
To the place I belong
West virginia, mountain momma
Take me home, country roads
Take me home, now country roads
Take me home, now country roads

Words and music by Bill Danoff, Taffy Nivert and John Denver

The following information is from the fall of 2012.

Enrollment by Gender

- Male: 15,458
- Female: 14,249

Enrollment by Geographic Region

- Top U.S. States
 - West Virginia: 15,388
 - Out of State: 12,660, of which 10,479 are from the following:
 - Pennsylvania: 3,350
 - Maryland: 2,028
 - Virginia: 1,701
 - New Jersey: 1,512
 - New York: 963
 - Ohio: 925

International Students: 1,647

Enrollment by Race

- American Indian/Alaskan Native: 68
- Asian: 522
- Native Hawaiian/Pacific Islander: 22
- Black/African American: 1,180
- Hispanic: 765
- Two or More Races: 612
- White: 24,702
- Unknown: 367