

H2H: FROM HAZING TO HEALTH

Association of Fraternity Advisors
Annual Meeting

Thursday, December 4, 2008



“Thrice: From Hazing to Health” is a program of RISE Partnerships Inc,



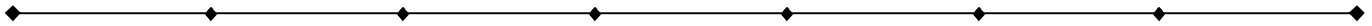
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Hazing, like insanity, is a legal term. As practitioners of student development, we need a more clinical way to identify, intervene and correct unhealthy dynamics before they rise to the level of hazing behaviors. What are the underlying patterns and beliefs that precipitate hazing? We also need a clear, simple definition that provides an internal, self-interested motivation to confront hazing. What better motivator than the health and success of your own chapter? Five simple tests shed light on what, why and how we can move from hazing to health.

Such unsoundness of mind or lack of understanding as prevents one from having the mental capacity required by law to enter into a particular relationship, status or transaction, or as removes one from criminal or civil responsibility



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Why?

Why?

Why?

Why?

Why?

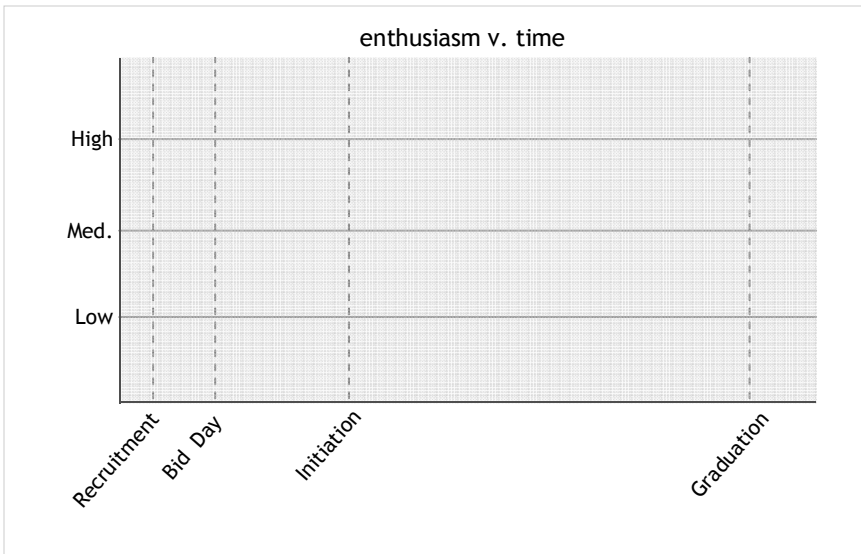


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The Barrier Test

The Expectation Test





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The Consequence Test

The Harm Test



The Methods Test





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Pop Quiz!

If an activity fails any of the 5 Tests, check the box in the respective column(s).

	Barrier	Expectation	Consequence	Harm	Methods	Alternatives
Pledge books / Signatures						
Chores						
Wearing Specific Attire						
Line-up						
Presence of Alcohol						
Wearing a Pin						
Memorizing the Creed						
Confinement / Harsh Conditions						
Class Project						
Scavenger Hunt						
Humiliation / Embarrassment						

References

Association of Fraternity Advisors (2005). Issues in Focus: Hazing on Campus

Ellsworth, C. (2005). Learning Opportunities: Understanding Students' Definition of Hazing. Perspectives, Winter 2005, 6-9.

Fromm, E. (1956). The Art of Loving New York, NY: Harper Collins.

Greenberg, J. (2005). Managing Behavior in Organizations Upper Saddle River, NJ: Prentice Hall.

McRee, M. (2004). That's Fratastic!: Debating Idiot Fraternity and Sorority Logic. Perspectives, Winter 2004, 17-22.

Mish, F. C. (Ed.). (1995). Merriam Webster's Collegiate Dictionary (10th ed.). Springfield, MA: Merriam Webster.

Senge, P. (2006). The Fifth Discipline: The Art and Practice of the Learning Organization United States: Random House.

Stolovitch, Harold D. & Keeps, Erica J. (2002). Telling Ain't Training. Baltimore, MD: ASTD Press.



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Application Questions

Select one question below for which you have a great answer, and select one question you find most difficult. Find a partner and exchange advice.

Interactions: What does this look like in conversations with students?

Programs: How does this change hazing education?

Grassroots: How do we empower students and volunteers to use this model?

Institution: What impact does this have on institutional monitoring, reporting, intervention, enforcement?

Resources

Gladwell, M (2002). The Tipping Point: How Little Things Can Make a Big Difference New York, NY: Little Brown & Company.

HazingPrevention.org

Heath, C. & Heath, D (2007). Made to Stick: Why Some Ideas Survive and Others Die New York, NY: Random House

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It's time to

