The Use of Bakhtin's Polyphony to Analyze Peer Relationships

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The Use of Bakhtinian’s Polyphony to Analyze Peer Relationships

Hannah Brunck

Honors Thesis

Undergraduate CDIS Program

May 2013
Abstract

The purpose of this study was to examine how resident assistants integrate training on leadership and ethics with their personal beliefs in their roles as resident assistants (RAs). Data for this study was gathered using an electronic survey. Participants who have between one and four years of RA experience were to participate in this study. An announcement of the study with a link to the survey was sent to the resident director of all dorms on the UA campus with the request that the announcement be forwarded to the RAs. The survey included six questions that provided basic demographic information and training experience. Then the demographics was followed by four scenarios, each having four multiple choice options and two open ended questions about leadership and ethical action. It took approximately 10-20 minutes to complete the survey. Results were analyzed descriptively.
The Use of Bakhtinian’s Polyphony to Analyze Peer Relationships

When a social situation changes we do not morph into different people but instead we shift social languages. Bakhtin describes our way of speaking as a voice or speaking personality, and that individual voice is going to change dramatically from a situation holding a conversation with a person from a different age group or in a different social role. As a resident assistant, conversing with peers is a frequent and a multiple day interaction whether it is with residents or with resident hall staff. Despite frequent interactions, connecting and maintaining a relationship with residents is complex and thus the process of shifting social languages is essential. In certain situations that define a resident assistant, voice shifts are frequently used to perform successfully and hold meaningful relationships that are professional. The fluctuation of social languages can be explained by taking on multiple and dynamic roles such as a mentor, friend, rule enforcer, parental figure, and much more. Bakhtin's semiotic theory provides a way to understand and codify these shifts in discourse.

The purpose of this literature review is to use Bakhtinian’s theory as a lens for the work of resident assistants in the college setting. The review will include an overview of Bakhtin's semiotic theory; the role of polyphony in professional settings and the role of RAs in residence halls.

Social Languages: Defined and Situated

The process of shifting from one social language to another is the act of Mikhail Bakhtinian’s concept of “polyphony” and it is popularly used to investigate the role of the narrator in certain literature. For instance, Sara K. Day from Studies in a Novel at Texas A&M University compares young adult novels and their multivoiced narration to Bakhtin’s idea of
polyphony. She found that the adolescent narrator must recognize their place in the structure of their experiences and as a result will learn that as they advance into adulthood by understanding their role as an “access to power” (p.68). Polyphony is a complex and rhetorical ability that is constructed in the root of our social experiences and form expectations that a social group influences. Clegg (2011) from *Theoretical and Philosophical Psychology* (Gergen, 2009) not only evaluates Bakhtinian’s concept but searches for the root of development of polyphony. Gergen (2009) calls it “mulibeing” and believes it is “socially-embedded” it is adapted through the flow of relationship. He goes on to say that polyphony is “who we become through the relationship” (p.4). Thus, the relationships we maintain are complex and need a diversity of voices to fully understand each other.

**Peer Polyphony and Situational Relationships**

Young adult peer relationships can be complex especially when the relationship is unbalanced due to resident assistant leadership roles. To successfully maintain peer relationships with a leadership role it is important to utilize Bakhtinian’s Polyphony which provides one way to understand the bond between student and student leader relationships. While university rules and handbooks are the sources of job descriptions and relationships, these documents seek to be monologic, i.e. presenting one clear voice that is clear to the residential community with the goal of avoiding scrutiny. The purpose of this study is to determine how successful a young adult could use Bakhtinian’s polyphony in student leadership roles such as a resident assistant. So, Bakhtinian’s Polyphony cannot only be appreciated in literature but should be accepted in a diverse spectrum in our society’s professional roles. The following various helping professions
attempt to demonstrate professional examples of polyphony as well as provide further analysis for student leadership peer relationships.

**Polyphony in the Professional Settings Communication disorders.** Hengst, Duff and Prior (2008) examine how dialogic voicing can be used as a “new tool for clinical research and practice” (p.59). From their perspective, voice is more than a “physiologic production of sound or syntactic/ semantic relationships marking active/passive voice or first person constructions” (p.59). Rather they state that it is “patterns of discourse that signal identity, personality, and stance, patterns that are indexed in particular sociocultural histories of use” (p.59). They also state that their interest in Bakhtinian’s multivoice has the same similarities to their research “examining collaborative referencing between familiar communication partners managing aphasia” (p.59). Due to observing interactions between an aphasia patient communicating with someone familiar they wanted to transition their clinical sessions that would embrace “flexible use of communicative repertories by both the clinician and client” (p.59). In contrast, they believe that “traditional clinical interactions” probe a “narrow range of discourse practices” between the client and the clinician. That is why Hengst, Duff and Prior identify “three key dimensions of dialogic voicing (that are not mutually exclusive to one another): typified social voices associated with social identities, re-/envoicing other’s words and acts, and finally personalized voice, where discourse and cognition, the individual and the social, display continuous processes of learning and development” (p.60-61). The first type of voicing “links a social identity to the typical content [that is being] spoken [or] written about” (p.61). “Social voices may be well established or situationally improvised, maintained over long stretches of discourse or deployed fleetingly, signaled strongly with multiple resources or circumspectly with only a single lexical choice, and realized in writing, speech or gesture” (p.61). The second type
is “re-voicing” and it is stated that this “dimension of voicing” is incased in reported speech which is “well documented in everyday discourse” and it also applies patients with aphasia and amnesia (p.61). However, Voloshinov in 1973 argued that “reported speech is simply a marked face of the dialogic, of the way others’ words are always woven into our discourse through repetition and presupposition, filling it with echoes of prior, projected, and imagined utterances (p.61). While, Goffman (1974) “noted that representing others’ words and acts embeds other times, places and activities into a present utterance” (p.61). The third type of voicing is “personalization” is explained as a “biographical trajectory” and it involves two joined processes of “internalization and externalization” (p.61). According to Bakhtin (1981), “personalization-as-learning involves the movement from authoritative discourse (which is relatively inert, disconnected from other concepts/experiences, and offers little scope for meaning making) to internally persuasive discourse (which is richly connected, open, and central to making and transforming meaning), whereas personalization-as-externalization highlights the ways particular individuals contribute to the formation of authoritative discourses” (p.61).

**Polyphony and Psychology.** A resident assistant is by no means a psychotherapist professional, but the relationship between a psychotherapist and a client is complex which parallels the complex relationship between a resident assistant and a resident. Also, it is presented that Bakhtinian’s polyphony is used in a variety of professional settings including in psychotherapy.

In a research article, Goncalves and Guilfoyle discern the difference between Bakhtin’s Monologism and Dialogism in psychotherapy. The relationship between the therapist and client is often complex, much like other professional relationships in residence halls. It is the therapist’s responsibility to determine which method should be used which as a result, makes the therapist role powerful. The therapist has the ability to utilize a more monological approach
POLYPHONY AND PEER RELATIONSHIPS

which has a less narrative and more instructional approach or a dialogic approach. Goncalves and Guilfoyle state that “one can think monological human interaction as a restricted mode of dialogical interaction that is never completed” (p.253). They believe that the monological approach can “implicitly instruct” the client but also simplifies the diversity of voices in a therapy session (251). An example when the therapist would need to simplify the voices would be if the client is a passive learner and wishes for the therapist to solve their problem (p.269). However, the possibility to instruct the client still exists and can be harmful due to this approach taking on an “authoritative discourse [that] permits no play with the context framing it” (Bakhtin 1981/2000, p.343). Either the client has to agree with the therapist and adhere their instruction or has to totally reject it.

Dialogical discourse allows a diversity of voices that do not necessarily lead the client and the therapist strives for equality in the therapy session. The therapist would not initiate any discussion based on their opinion and would only comment on the client’s own observations and opinions. No diagnosis is given and often the therapist will give personal experiences to elaborate on the client’s situation in order for the client to analyze what they think is the answer or goal to overcome their problem. However, this approach tends to work only if the client is an active learner not a passive learner; if they are not active the therapist must adjust or suppress their dialogic approach and implement a monological tone to the session.

**Polyphony and Teaching.** Polyphony is also used in teaching. Depalma (2010) analyzes her style of teaching, and investigates methods to implement polyphonic dialogue in her teacher education classes. Over three semesters she taught eight class sections while doing a self study. She found that traditional teaching often initiates a one approach and one idea atmosphere in her classroom which she thought was less beneficial when covering controversial topics among the
social equality spectrum. However, she found that “dialogic teaching goes beyond simply getting to know students to produce dialogic relationship among student’s subjectivities, teacher’s subjectivities and the curriculum” (2010, p. 436).

In order to improve her teaching methods, the three concerns that guided Depalma’s self-study were how to present other viewpoints to the class without “finalizing” them, how to create a conversational classroom, and how to express her own views without the “hegemonic role of classroom instructor” (438). She believed that “providing only one voice and repressing opposing voices provides an oversimplified view of crucial issues in multicultural education [and] to fully understand and legitimately participate in the discussion, students must encounter a broad range of perspectives” or voices (441).

Thus, her first plan of action was to change the tone of the syllabus to first person to signify that the class as a whole will learn (including the teacher) and would not be supported or supplied by one textbook, quizzes or tests; instead it would be a philosophy that they would search together as one unit in other words “transforming personal subjectivities” (439). She believed that instituting second person in her class syllabus and using traditional learning and grading materials proved to enable explicit instruction which was not beneficial for the multicultural curriculum and would only enable “deficits” in her students. Instead grades would be assigned through “WebTalk” discussions where content was not graded (439). Depalma even encourages the students to be completely honest in their postings and reflections and even challenge her and other students’ views that are presented in class (p.443). These assignments allow dialogic interaction with their peers and remove the role of the “hegemonic instructor” (p. 440). Next, to provide more voices in the class she asks several guest speakers to present in class but still allows dialogic interaction while class is in session(p.445). However, she still uses
“academic and professional writings and videos” to keep some traditional teaching structure but instead utilizes them to provide a context for discussion (p.441). Depalma states: “overall I am not rejecting the use of authoritative texts in the classroom, but rather I am trying to organize their introduction in a such a way that invites students to engage with them critically through further dialogue rather than absorbing them and adopt the ‘right’ perspective” (p.442). However, for a student peer with a leadership role adopting the “right” perspective in what defines their role is important for their peers to understand.

**Polyphony and Resident Assistants**

**Living the cohabitation life.** As a student leader for university residential living, Resident Assistants holds a demanding role as a paraprofessional that institutes an around the clock job to maintain a safe and fun living environment for students. Researchers Everett and Loftus (2010) examined rules and roles of resident assistants. They coined the terms “rule enforcers” and “role conflict” to characterized factors that intercedes with their employment.

**RA roles and responsibilities.** Everett and Loftus state that RAs have an “increasingly complex, diverse, and expanded role in campus life” and that they are “role models and mentors who offer counsel”, host programs to “foster a positive living environment, respond to emergencies and enforce rules and perform disciplinary duties” (p.73). The RA role permits authority over their peers which as a result can induce “role conflict when they must discipline their friends for rule infractions” (p.74). They believe that it is not the individual Resident Assistant that promotes issues within their role but rather the “basis of role conflict is organizational structures and processes” (p.74). While in the process of this job there are gray areas and blurred lines between a resident assistant’s job and their social life that can increase stress while implementing regulations among their friends.
However, the RA position not only fosters authority and regulations but it is also an emotionally intensive job. Taub and Servaty-Seib (2010) examined the RA position and how well RAs are trained to handle emotionally overwhelmed students, and how effective they are in referring students to counseling professionals. They state that Blimling in 1993 “identified student mental health problems as one of the six major challenges facing residence life staff” (p.12). More in depth, the American College Health Association performed a National College Health Assessment (NCHA) in 2006 and found “that almost 79% of the participants reported feeling very sad and almost 60% reported feeling hopeless, [and] 42% felt so depressed that it was difficult to function” and lastly, “9.4% seriously considered suicide” (p.11). They also define the RA role as “ubiquitous” and RAs are expected to “interpret and enforce policy, plan and facilitate programming, mediate conflicts, serve as a knowledgeable referral source for campus resources, build community, and provide assistance with various problems” which do frequently persist (p.12).

In addition to all of the above, RAs are expected to be a well-rounded student and continuously “estab[ish] a sense of community and prov[ide] emotional support” to emotionally overwhelmed residents and be able to identify psychologically at risk students (p.12). “RAs are widely seen by parents, faculty, student affairs professionals, students and RAs themselves as an important part of campus” and they keep students that are “in distress from slipping through the cracks” (p.13). It is out of their “job description and competence to serve as counselors [but] they do serve as skilled listeners for their residents” (p.13). Taub and Servaty-Seib observe that “there is surprisingly little current literature on the prevalence and the effectiveness of RA training concerned with teaching necessary helping skills or knowledge of mental health issues”. So, they believe that RA training should cover “conflict resolution, crisis intervention,
interpersonal skills, disciplinary matters, cultural diversity, consultation, and counseling skills” (p.14).

**Summary and Questions of the Study**

As can be seen from this review of the literature, individuals in leadership roles, such as RAs, as well as other professionals that provide therapeutic services are involved in complex discourses. These are roles with blurred lines that can overlap the social and the professional. Thus, Bakhtin’s notions of voice, dialogue and polyphony are concepts that can contribute to a better understanding of the RA role among peers and how to utilize shifting voices to practice healthy peer relationships as a student leader.

From Day’s research (2010), mastering this social skill can be an “access to power” to successfully represent their multi-faceted role (p.68). Resident assistants could, if aware of the literature, apply Bakhtin’s polyphony to help their specialized area but polyphony has already been widely used by other professionals. Hengst, Duff and Prior (2008) used multivoice in order to create a flexible conversation in therapy sessions with patients with aphasia. However, in psychotherapy the therapist must master the balance of a monologic and a dialogic voice to help avoid the powerful role of the therapist; which also parallel’s Depalma’s research (2010) to transform her curriculum’s goals and objectives to have a dialogic stance instead of a monologic teacher-led classroom learning environment. It is these professional settings that utilize Bakhtin’s polyphony to help the well-being of their client or student that they are working with. It is the power of polyphony that can help shape a confident resident assistant to better understand their voice as a student leader and in their community. The questions of this study, the answer to which can inform this understanding are as follows.
1. Do the new versus the experienced RAs use the standard, professional voice or their original voice to handle difficult situations?

2. Do the new versus the experienced RAs believe they use the standard voice or their original voice to handle certain situations?

Methods

Participants

The participants of this study were self-selected from University of Arkansas resident assistants. The only qualification was that RAs must have had experience or are currently working in freshman dorms. There was no control for years of experience, age, gender, or race.

Materials

A two-part questionnaire was used to gather data. The first part addressed demographics and the kinds of leadership and other training participants have had. The second part was a series of four realistic scenarios each of which were answered by a closed-set and two open-ended questions. The single closed-set question was designed to provide an action decision on the scenario. The two open-ended questions allow participants to provide information about their leadership and ethics as these related to the closed-set action choice. The survey took approximately fifteen minutes to complete.

Procedures

The researcher sent an announcement of the study with a link to resident directors who forwarded this to their staff. The completed surveys are located in the electronic survey cloud. There was no identifying information that links our survey to a particular person.
Results

There were a total of eleven University of Arkansas resident assistants who participated in this survey. Nine of these individuals were female and two were male. Three of the participants were first year RAs while seven had two years of experience and only one had three years of experience.

Table one represents the differentiation of gender between the participants which included two males and nine females.

**Table 1: Sex of the participants**

Nine of the participants were between the ages of nineteen to twenty-two years, while one was between seventeen to nineteen years and the last was between twenty to twenty-five years.

**Table 2: Age of the participants**
In table 3, it is noted that all participants met the same quantity of training experience which included fall and spring semester training as well as the annual Diversity Leadership Institute event.

**Table 3: Training experience of the Participants**

![Bar chart showing training experience](chart1)

Table four represents the years of experience of the RAs. Three of the participants were first year RAs, seven out of the eleven had two years of experience and one participant had three years of experience.

**Table 4: Years of experience**

![Bar chart showing years of experience](chart2)
Table five represents the extracurricular leadership activities the participants are involved in. Four of the participants hold church or religious leadership roles, seven are in separate interest group or club leadership positions and three are involved in community leadership roles.

**Table 5: Other leadership roles**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church or religious leadership</td>
<td>4</td>
</tr>
<tr>
<td>Interact group or club leadership</td>
<td>7</td>
</tr>
<tr>
<td>Community leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Question One**

The first question of this study asked if experienced RAs use the standard, professional voice or their original (personal) voice to handle difficult situations. Data from closed-set items (multiple choice questions) portrayed difficult situations that were used to answer the first question. There were no differences between RAs with various years of experience.
For the closed set items, only one option represented “professional voice” which reflects the voice from their RA training. The other three options were considered “personal voice” which did not represent the voice from RA training. Based on sixteen closed-set items, all of the first year RAs had six personal voice responses and five professional voice responses. For the second year RAs they had sixteen professional voice responses and twelve personal voice responses while the third year RA had two professional voice and two personal voice. (See Table 1)

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Professional</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year RA</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2nd Year RA</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>3rd Year RA</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question Two**

The second question of the study asked if the participants thought they believed they used professional versus personal voice in difficult situations. In order to answer this question, the open-ended items were probed for leadership, which was part of professional training, and also
ethics which reflected personal stance. All participants were forced to answer this question. It was found that 43 of the responses were using the professional voice from their training and 25 were using their personal voice. Responses were also coded for mixed (professional and personal voice) which totaled at three responses and 16 were not coded due to lack of information or relevancy (See Table 2). However, it was also found that there was more use of the professional voice with difficult situations involving alcohol than situations that did not. Professional voice responses involving alcohol for leadership and ethical action were at 28 while personal voice responses were at 13. Other difficult situations involving open flame and visitation hours had less differentiation between professional (16 responses) and personal voice (12 responses). See table 3.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Professional</th>
<th>Personal</th>
<th>Mixed</th>
<th>Not Coded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-ended Responses</td>
<td>43</td>
<td>25</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

Series 1
The purpose of the study was to investigate the possibility whether RAs used the professional voice from their training or their personal voice to handle difficult situations. The participants in this study used the professional voice more frequently than their personal voice in the closed-set questions. Similarly, for the open-set questions they used revoicing of professional training material as well as ethical judgment rather than their personal beliefs to handle difficult situations.

From the literature, it was anticipated that the participants would use their personal voice more than the professional voice to handle all of these difficult situations. However, personal voice was used more for situations not involving alcohol, but situations that were involving alcohol professional revoicing was predominantly used rather than their personal voice. In fact,
one participant stated that “by following the proper procedure for such an event, I demonstrate leadership to my residents and fellow RAs”. Another individual explained that having a party leaves residents at risk and also that “underage drinking is unacceptable especially in a primarily freshman filled campus”. However, for situations involving open flame, personal voice was exceedingly used. Most of the participants were more concerned with telling the resident to blow them out quickly rather than documenting them for a violation since it “didn’t strike [him or her] as a danger or a violation”. Due to the data coded for the open-ended questions, it was found that determining the amount of professional voice and personal voice between years of experience was not beneficial.

Limitations of the Study

The study was first limited due to a lacking number of participants. The study was also restricted since the differentiation in sex was poor (two males versus nine females), and that there was only one participant with three years of experience.

Future Directions

It is suggested that the pool of participants be expanded to ensure a variation in sex and years of experience. Also, providing more scenarios with situations not involving alcohol would be beneficial to determine a true differentiation as well as not focusing on years of experience but possibly personal values in line with professional voice.
References


"University Housing, Residence Hall Handbook." *University Housing, University of Arkansas.*

Appendix A – Survey Questions

Scenario 1 Question
You, the RA, are on your floor in your freshman residence hall and see a resident intoxicated and stumbling down the hallway.
What would you do?
   a) Tell the student to go back into their room and to not do it again or you will write them up
   b) Turn around and walk the other direction
   c) Write them up and call campus police
   d) Other

Open-ended Question 1
In the previous question above, briefly explain how your behavior demonstrated leadership:

Open-ended Question 2
In the previous question above, briefly explain how your behavior demonstrated ethical action:

Scenario 2 Question
You get a text from a friend who is a resident to come up to his/her room and have some birthday cupcakes. When you enter the rooms there are lit candles in the resident’s cupcakes.
What would you do?
   a) Tell your friend to quickly blow them out because the alarm might go off
   b) Say nothing
   c) Write up your friend for having a fire hazard in the dorm
   d) Other

Open-ended Question 1
In the previous question above, briefly explain how your behavior demonstrated leadership:

Open-ended Question 2
In the previous question above, briefly explain how your behavior demonstrated ethical action:

Scenario 3 Question
You, the RA, are on your floor and it is past visitation hours and you hear a voice of the opposite sex in a resident’s room.
What would you do?
   a) Knock on the door and tell your resident it is past visitation hours and the visitor is not allowed in the building at this time
   b) Walk away and do nothing
   c) Knock on the door and tell you resident it is past visitation hours and ask for both of their student IDs and write them up
   d) Other

Open-ended Question 1
In the previous question above, briefly explain how your behavior demonstrated leadership:
Open-ended Question 2
In the previous question above, briefly explain how your behavior demonstrated ethical action:

Scenario 4 Question
You, the RA, are in your room and you hear loud music and multiple yelling voices. You walk out of your room and find one of your residents is having a party. What do you do?
   a) Knock on the door and tell them they are being too loud and to pour out their drinks
   b) Walk away and do nothing
   c) Knock on the door and tell them the music is too loud and ask for everyone’s IDs and call campus police due to the alcohol in the room
   d) Other

Open-ended Question 1
In the previous question above, briefly explain how your behavior demonstrated leadership:

Open-ended Question 2
In the previous question above, briefly explain how your behavior demonstrated ethical action:

Appendix B – 2012-2013 Residence Hall Handbook

5.1.1.2 Public Intoxication/Entry into Residence Halls

University Housing staff will work with UAPD to determine the degree to which someone is intoxicated and/or a danger to her/himself before allowing a resident to go to her/his room. Nonresidents who appear intoxicated will not be allowed entry into any residence hall.

OVERVIEW OF POLICY

1. Under state law, public intoxication pertains to any person appearing in a public place manifestly under the influence of alcohol or a controlled substance to the degree and under the circumstances likely to endanger himself/herself or other persons or property, or which unreasonably annoys persons in the vicinity, is guilty of public intoxication. Public intoxication is a Class C misdemeanor with a penalty in accordance to state law if convicted.

2. Staff or students who view a person in a state of intoxication as described above should report the person to the RA on duty who in turn will notify the Coordinator for Residence Education on Duty. The Coordinator for Residence Education on Duty will
assess the situation and then notify UAPD and the second level on-call person as necessary.

3. UAPD will determine whether the person is at medical risk and contact EMS or arrest the individual and transport them to Washington County Jail.

**5.1.1 Student Use of Alcohol in University Housing Buildings**

In accordance with Arkansas law, no individual under 21 years of age (legal drinking age) may possess or consume alcoholic beverages in or on University owned or leased property.

Drunkenness (defined as visible intoxication - unable to walk unassisted, unable to speak coherently) on campus, including in the residence facilities, is prohibited. The use of alcohol will not, under any circumstances, be accepted as an excuse for irresponsible behavior.

A keg or kegs of beer or beer ball(s), whether empty, partially or completely filled, are strictly prohibited in residence facilities, regardless of the age of the resident.

**5.1.2 The Burning Of Candles and Other Items in Residence Hall Rooms, Offices and Public Spaces**

**SUMMARY STATEMENT OF POLICY**

The burning of incense, candles, aromatic herbs, or anything with an open flame is prohibited in the residence hall rooms, offices and public spaces.

**OVERVIEW OF POLICY**

1. Incidents that occur involving the burning of incense, candles, aromatic herbs, or anything with an open flame in the residence halls will be handled through the University conduct system and may result in housing contract review with possible termination.

2. No candles, wickless or with a wick, are allowed in any residence hall or University Housing facility, room, office or public space.
5.2 Hall Visitation

### Hall Visitation Hours

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday - Thursday</td>
<td>8am - 2am</td>
<td>Buchanan/Droke</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Futrell</td>
</tr>
<tr>
<td>Friday &amp; Saturday</td>
<td>8am - 3am</td>
<td>Gladson/Ripley</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maple Hill East</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maple Hill West</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maple Hill South</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pomfret</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reid</td>
</tr>
<tr>
<td>Sunday - Thursday</td>
<td>8am - 2am</td>
<td>Gibson</td>
</tr>
<tr>
<td>Friday &amp; Saturday</td>
<td>24 hours</td>
<td>Humphreys</td>
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<tr>
<td></td>
<td></td>
<td>Yocum</td>
</tr>
<tr>
<td>Sunday - Saturday</td>
<td>24 hours</td>
<td>Gregson</td>
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<tr>
<td></td>
<td></td>
<td>Holcombe</td>
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<tr>
<td></td>
<td></td>
<td>Northwest Quad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walton</td>
</tr>
</tbody>
</table>

### Appendix C – Student Responses

<table>
<thead>
<tr>
<th>Leadership Questions about Alcohol</th>
<th>Re-voicing</th>
<th>Personal Voice</th>
<th>Mixed</th>
<th>Not Coded</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe my action demonstrated leadership in that as the RA on the floor it is my responsibility to make sure that every resident on the floor is safe. Depending on how much the resident was stumbling my action in calling UAPD would vary. I ultimately only call UAPD if I fear the resident is in danger of hurting either his/herself or anyone on the floor.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show the student every action has a consequence, whether good or bad.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Everyone deserves a second chance. The first time is a warning. From that, students learn respect and responsibility.</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>It showed that I cared for their health and wellness.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take control of the situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership is illustrated through the initiative taken to assess the resident's situation and taking the time to handle it properly rather than ignoring it.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did what I have been trained to do and what I am told to do in this case</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would hold the student accountable for their actions and ensure their safety.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Although it is proper procedure to call campus police and perform a write up on the particular resident, I believe that it is important to assess the situation and apply your actions based on that. I think that one of the most important things within being a leader is being able to be adaptable to what no necessarily procedure is but what is in the best interest of that resident.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By following the proper procedure for such an event, I demonstrate leadership to my residents and fellow RAs.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This demonstrates leadership because it is fulfilling my role as a resident assistant. It also shows leadership in that I take the rules seriously and will not tolerate students deviating from the campus policies.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As an RA I am required to enforce the rules and the residents have to understand that that is my leadership role on the floor. That ultimately, I can't control what they do outside of the hall but if they are in the hall they have to follow the rules. And I consistently offer alternative options for ways to have fun around Fayetteville without drinking.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took care of the situation, didn't make a bigger deal of it than it was.</td>
<td></td>
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</tr>
<tr>
<td>I took a stand to knock on my residents doors. Sometimes being that sucky person is part of being a leader. On my hall, my residents know not to have parties in the dorm, therefore, there is no warning but just straight to cops and being written up.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A party in a dorm leaves people at risk, so shutting down the party, collecting ID’s, and having each resident pour out their drinks and place their bottles/cups in a plastic bag and throw it away (without me touching any of the alcohol) is the right thing to do to ensure everyone’s safety. Drinking underage is not acceptable, especially in an all-freshman dorm. | X |

Instead of handing the situation off to the RA on duty or ignoring it, checking on it yourself and taking proper action demonstrates leadership. | X |

I am following my job description and showing them that rules are rules (the are not allowed to party and have alcohol) and rules need to be followed | X |

When alcohol is involved, it must be handled by the book, otherwise you undermine your position. | X |

In this specific situation, it is important to note that there was alcohol presently being consumed and loud yelling. Although I am not a fan of drinking, I find that it is culturally acceptable for some residents that I have and I respect that. However, when the drinking become excessive and it begins to effect others, then I am very strict with it. So being able to make the differentiation on what is best for the overall floor versus that individual person is an important aspect of leadership. | X |

By following the rules. | X |

I wouldn’t call campus police unless they were drunk. I would write them up, though and have them dispose of their alcohol. Again, shows I enforce policies. | X |

| 12 | 7 | 0 | 2 |

**Question About Open Flame**

This shows I am unbiased as to who it is that is breaking the rules. | X |

Telling them to blow the candles out showed them mercy. Since a lit candle is not the biggest incident that could have happened and is actually quite minute, simply giving them a warning and having them blow it out right away would be the best option. It also shows them that I trust them not to light candles in their room again, which can help gain their respect for me as a leader. | X |

Taking charge of situation. | X |
| Since the resident is not doing anything dangerous with the candles I just tell the resident to blow out the candles and remind her that she can't have candles--I am doing my job while still maintaining positive ground. | X |
| Not only would I tell my friend to blow the candles out but I would also confiscate them. It shows that I am doing the right thing but at the same time giving my friend an opportunity to learn that rules apply and somethings are not allowed in the dorm. | X |
| I would tell the resident to blow the candles out and throw them away. This demonstrates leadership in that I have to look after the building safety and make sure there are no fire risks. Writing an incident report for a compliant resident does not seem like the right action to take. | X |
| I would resolve the situation quickly and efficiently. | X |
| It probably didn't. I don't think it would strike me as a danger or a violation. | X |
| It demonstrates that leadership is very much based on not only just "leading" but being a concerned friend. | X |
| Even though the resident is a friend, the rules have been expressed more than once and are easily accessible. That had to result in a citation. | X |
| By taking action to ensure a fire was not started. | X |
| 2 5 3 2 |

**Question About Visitation Hours**

| I think that it shows that I will enforce the rules, even when the rule does not seem that important at the time. | X |
| It didn't | X |
| I asked the opposite sex to leave. This shows that I am enforcing the rules where they need to be enforced. | X |
| Gives the person of the opposite sex the ability to leave without getting him/her in trouble because #1 this might be the first time this has happened and #2 they might have just lost track of time and it might be just slightly past curfew. | X |
| Same | X |
| Once again, by not ignoring the situation through simply walking on by and reiterating the residence hall policies, leadership was demonstrated. | X |
| Again, I followed the direction of my job description. Obviously, if I can hear them they are probably being loud and disturbing the quiet. | X |
As my building does not have visitation hours, this is a moot point. X

It demonstrates that your leadership affects everybody. Although you are assigned a specific floor, your role as a leader can and will affect all those around you. X

By following the rules and demonstrating that to my residents. X

Shows I don't tolerate those who do not follow policy and that I will enforce policies. X

<table>
<thead>
<tr>
<th></th>
<th>Professional voice</th>
<th>Personal voice</th>
<th>Mixed</th>
<th>Not coded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>19</td>
<td>13</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

### Ethical Action

<table>
<thead>
<tr>
<th>Questions About Alcohol</th>
<th>Professional voice</th>
<th>Personal voice</th>
<th>Mixed</th>
<th>Not coded</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that I was hired to be an RA to uphold the rules set by University Housing. Being drunk, in the hallway, as a freshman is against the rules and that is one of the major reasons I was hired – to uphold the rules.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They were endangering their health.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depending on how intoxicated the resident is, my judgement will range from that. If the resident is just a little intoxicated then he or she can get some sleep and think about the consequences in the morning. It’s always fair to give someone a second chance. It’s college and people want to have fun, as long as it doesn’t happen again, I do not see the reason to go ahead and call the police.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>They’re underage and intoxicated so I had to call the police, if not for the fact that they’re underaged but also for their own health and safety.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From my training.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By putting the resident’s safety, along with those around them, first by calling UAPD to handle and care for them, the ethical route was taken.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i am ethically abiding by what I have agreed to do when I signed my contract</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I would uphold my responsibilities while also ensuring the resident’s safety.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Through my actions described in Q12, I believe that it promotes ethics on my floor by showing that I myself am not simply going through the motions of being an RA. It shows that I truly do care for that specific individual. It also shows to what is ethically right based on the situation and the environment of the incident.

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am obligated in the RA role to follow the rules set by Housing.</td>
</tr>
<tr>
<td>It demonstrated ethical action because I did not ignore my responsibility as an RA to address such incidents. For me to ignore this incident and not respond would be carelessness and not ensuring residents’ safety.</td>
</tr>
<tr>
<td>Once again, it is my role to make sure the rules are being kept.</td>
</tr>
<tr>
<td>Took care of this situation. UAPD doesn’t need to be called for every violation. If the resident has had several, then UAPD would need to become involved.</td>
</tr>
<tr>
<td>Underage drinking is against the law. My residents might hate me but its the rules and they broke them.</td>
</tr>
<tr>
<td>My behavior could have potentially saved resident’s lives. They could have been drinking heavily all night and since I caught them and took disciplinary action right away it kept them from getting completely out of hand and drunk enough that people would be in danger.</td>
</tr>
<tr>
<td>Calling UAPD due to alcohol in the room also allows for a safety check and consequences given to those responsible for the party, illustrating ethical motives.</td>
</tr>
<tr>
<td>ethically I am doing my job</td>
</tr>
<tr>
<td>As they were disrupting people and not being safe, something had to be done.</td>
</tr>
<tr>
<td>It demonstrates that it is intolerable and unacceptable to let ones poor choices effect the well being of others.</td>
</tr>
<tr>
<td>By following the rules.</td>
</tr>
<tr>
<td>responsibility, following policy/protocol</td>
</tr>
</tbody>
</table>

Questions about Open Flame
<table>
<thead>
<tr>
<th>Topic</th>
<th>X</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It was ethical because blowing the candle out and having the resident throw away the candle creates a safe environment for the whole residence hall.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m not being too harsh, but I’m also expressing that candles are not allowed in the dorm. Everyone can remain happy at the end of the day.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>I didn’t simply ignore the lit candle. Giving them a warning and telling them to blow out the candle would have been the fair thing to do.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Training.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Small lit candles can cause mighty big problems, hence, the rule. The ethical action was achieved by correcting the situation to abide by the rule.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>I am ethically responsible for the safety of the building and I am doing that by having her blow out the candles. According to the rules I should write up the resident for having candles but I don’t feel ethically responsible because she isn’t being overly dangerous and she is attentive to the candles.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>While it is a technical violation, this can be resolved quickly with reporting it as long as the resident is aware of the problem.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Although technically, this was a breach in safety, it was unnecessary to perform a write up and disciplinary action. This shows that you are not just being a stuck up leader, but one who is a good friend.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>It probably isn’t ethical not to write them up.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Shows I still take my job seriously and will fulfill my responsibilities and duties in the RA position regardless of who is involved.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Question About Visitation Hours</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>It is ethical because it follows the rules of University Housing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It didn’t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules are rules and having someone of the opposite sex in the building after hours is breaking the rules. I was fair with the resident because I didn’t write him or her up but asked that person to leave. If they refuse to leave than I would then write them up.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
It shows them respect and gives them the benefit of the doubt. They really might have just lost track of time, and me acknowledging that I knew of their act lets them know that I will be watching the resident more closely to be sure that this incident does not happen again and if it does I will take disciplinary action and write both of them up.

<table>
<thead>
<tr>
<th>Same</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might have been a harmless visit from the opposite sex could have turned into an uncomfortable and dangerous situation for the resident/s if not approached, illustrating an ethical action.</td>
<td>X</td>
</tr>
<tr>
<td>ethically I did what I am supposed to do</td>
<td>X</td>
</tr>
<tr>
<td>Same.</td>
<td>X</td>
</tr>
<tr>
<td>Upon this policy of visitation, it is specifically placed in order to keep the residents themselves safe. So it is important to explain to the residents that this is for their own good and you are not just doing this to show your power as an RA.</td>
<td>X</td>
</tr>
<tr>
<td>It would be unethical for me to disregard the rule and allow the opposite sex guest to stay past visiting hours</td>
<td>X</td>
</tr>
<tr>
<td>Shows I’m responsible.</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>1</th>
<th>1</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>24</td>
<td>12</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
The University Institutional Review Board recommends policies and monitors their implementation, on the use of human beings as subjects for physical, mental, and social experimentation, in and out of class. . . . Protocols for the use of human subjects in research and in class experiments, whether funded internally or externally, must be approved by the (IRB) or in accordance with IRB policies and procedures prior to the implementation of the human subject protocol. . . . Violation of procedures and approved protocols can result in the loss of funding from the sponsoring agency or the University of Arkansas and may be interpreted as scientific misconduct. (see Faculty Handbook)

Supply the information requested in items 1-14 as appropriate. Type entries in the spaces provided using additional pages as needed. In accordance with college/departmental policy, submit the original and one copy of this completed protocol form and all attached materials to the appropriate Human Subjects Committee. In the absence of an IRB-authorized Human Subjects Committee, submit the original of this completed protocol form and all attached materials to the IRB. Attn: Compliance Officer, ADMI 210, 575-2208. Completed form and additional materials may be emailed to irb@uark.edu. The fully signed signature page may be scanned and submitted with the protocol, by FAX (575-3846) or via campus mail.

1. Title of Project: The Use of Bakhtinian’s Polyphony to Analyze Peer Relationships

2. (Students must have a faculty member supervise the research. The faculty member must sign this form and all researchers and the faculty advisor should provide a campus phone number.)

<table>
<thead>
<tr>
<th>Campus Phone</th>
<th>Name</th>
<th>Department</th>
<th>Email Address</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Researcher:</td>
<td>Hannah Brunck</td>
<td>RHRC</td>
<td><a href="mailto:hbrunck@uark.edu">hbrunck@uark.edu</a></td>
<td>UAF</td>
</tr>
<tr>
<td>Co-Researcher</td>
<td></td>
<td>RHRC</td>
<td><a href="mailto:hagstrom@uark.edu">hagstrom@uark.edu</a></td>
<td>UAF</td>
</tr>
<tr>
<td>Co-Researcher</td>
<td></td>
<td>RHRC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Researcher</td>
<td></td>
<td>RHRC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Advisor:</td>
<td>Dr. Fran Hagstrom</td>
<td>RHRC</td>
<td><a href="mailto:fhagstrom@uark.edu">fhagstrom@uark.edu</a></td>
<td>UAF</td>
</tr>
</tbody>
</table>

3. Researcher(s) status. Check all that apply.

- [X] Faculty
- [ ] Staff
- [ ] Graduate Student(s)
- [X] Undergraduate Student(s)

4. Project type

- [ ] Faculty Research
- [ ] Thesis / Dissertation
- [ ] Class Project
- [X] Independent Study / Educ. Spec. Project
- [ ] Staff Research
- [ ] M.A.T. Research
- [X] Honors Project

5. Is the project receiving extramural funding? (Extramural funding is funding from an external research sponsor.)

- [X] No
- [ ] Yes. Specify the source of funds
6. Brief description of the purpose of proposed research and all procedures involving people. Be specific. Use additional pages if needed. (Do not send thesis or dissertation proposals. Proposals for extramural funding must be submitted in full.)

Purpose of research:
The purpose of this study is to examine how resident assistants integrate training on leadership and ethics with their personal beliefs in their roles as resident assistants (RAs).

Procedures involving people:
Data for this study will be gathered using an electronic survey. Participants who have between one and five years of RA experience will be asked to participate in this study. An announcement of the study with a link to the survey will be sent to the resident director of all dorms on the UA campus with the request that the announcement be forwarded to the RAs. Participants asked to complete the survey, which includes six questions that provide basic demographic information and training experience followed by four scenarios that each have four check and two fixed open ended questions about leadership and ethical action. It will take approximately 10-20 minutes to complete the survey.

7. Estimated number of participants (complete all that apply)

   □ [ ] Children under 14  □ [ ] Children 14-17  □ [ ] 50 UA students (18 yrs and older)  □ [ ] Adult non-students

8. Anticipated dates for contact with participants: present through October 31, 2012

   □ [ ] First Contact 11-01-2012  □ [ ] Last Contact 11-01-2013

9. Informed Consent procedures: The following information must be included in any procedure: identification of researcher, institutional affiliation and contact information; identification of Compliance Officer and contact information; purpose of the research, expected duration of the subject's participation; description of procedures; risks and/or benefits; how confidentiality will be ensured; that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled. See Policies and Procedures Governing Research with Human Subjects, section 5.0 Requirements for Consent.

   □ [ ] Signed informed consent will be obtained. Attach copy of form.
   □ [ ] Modified informed consent will be obtained. Attach copy of form.
   □ [ ] Other method (e.g., implied consent). Please explain on attached sheet.
   □ [ ] Not applicable to this project. Please explain on attached sheet.

10. Confidentiality of Data: All data collected that can be associated with a subject/respondent must remain confidential. Describe the methods to be used to ensure the confidentiality of data obtained.

This survey will be completely anonymous, and the answers will not be traced back to or associated with participants. No names will be requested on the questionnaire, and all answers will remain strictly confidential to the researchers for the purpose of the study. Results will be reported as aggregate data in reports and publications.

11. Risks and/or Benefits:
   Risks: Will participants in the research be exposed to more than minimal risk? □ Yes □ No  Minimal risk is defined as risks of harm not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. Describe any such risks or discomforts associated with the study and precautions that will be taken to minimize them.

   There are no anticipated risks for the participants in this study.
Benefits: Other than the contribution of new knowledge, describe the benefits of this research.

Participants may gain additional understanding about their approach to working in a professional role with their peers through their involvement in this study.

12. Check all of the following that apply to the proposed research. Supply the requested information below or on attached sheets:

☐ A. Deception of or withholding information from participants. Justify the use of deception or the withholding of information. Describe the debriefing procedure: how and when will the subject be informed of the deception and/or the information withheld?

☐ B. Medical clearance necessary prior to participation. Describe the procedures and note the safety precautions to be taken.

☐ C. Samples (blood, tissue, etc.) from participants. Describe the procedures and note the safety precautions to be taken.

☐ D. Administration of substances (foods, drugs, etc.) to participants. Describe the procedures and note the safety precautions to be taken.

☐ E. Physical exercise or conditioning for subjects. Describe the procedures and note the safety precautions to be taken.

☐ F. Research involving children. How will informed consent from parents or legally authorized representatives as well as from subjects be obtained?

☐ G. Research involving pregnant women or fetuses. How will informed consent be obtained from both parents of the fetus?

☐ H. Research involving participants in institutions (cognitive impairments, prisoners, etc.). Specify agencies or institutions involved. Attach letters of approval. Letters must be on letterhead with original signature; electronic transmission is acceptable.

☐ I. Research approved by an IRB at another institution. Specify agencies or institutions involved. Attach letters of approval. Letters must be on letterhead with original signature; electronic transmission is acceptable.

☐ J. Research that must be approved by another institution or agency. Specify agencies or institutions involved. Attach letters of approval. Letters must be on letterhead with original signature; electronic transmission is acceptable.

13. Checklist for Attachments

The following are attached:

☐ Consent form (if applicable) or

X. Letter to participants, written instructions, and/or script of oral protocols indicating clearly the information in item #9.

☐ Letter(s) of approval from cooperating institution(s) and/or other IRB approvals (if applicable)

X. Data collection instruments

14. Signatures

I/we agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects/respondents are protected. I/we will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review.
I/we agree to request renewal of approval for any project when subject/respondent contact continues more than one year.

Principal Researcher: [Signature]
Date: 10/18/12

Co-Researcher: [Signature]
Date:

Co-Researcher: [Signature]
Date:

Co-Researcher: [Signature]
Date:

Faculty Advisor: [Signature]
Date: 10/18/12
PROTOCOL APPROVAL FORM
(To be returned to IRB Program Manager with copy of completed protocol form and attachments)

**Human Subjects Committee Use Only** (In absence of IRB-authorized Human Subjects Committee, send protocol to IRB.)

**Recommended Review Status**

9 Human Subjects Committee can approve as exempt because this research fits in the following category of research as described in section 9.02 of the IRB policies and procedures *(Cite reasons for exempt status.)*:

Printed Name and
Signature of the HSC Chair ___________________________ Date

**

9 Expedited Review by a designated member of the IRB because this research fits in the following category of research as described in section 9.03 of the IRB policies and procedures *(Cite reasons for expedited status.)*:

Printed Name and
Signature of the HSC Chair ___________________________ Date

***

9 Requires Full Review by the IRB because this research fits in the following category of research as described in section 9.04 of the IRB policies and procedures *(Cite reasons for full status.)*:

Printed Name and
Signature of the HSC Chair ___________________________ Date

**IRB/RSCP Use Only**

Project Number __________________________ Received RSCP

Sent to: __________________________ Date:

**Final Status**

9 Approved as **Exempt** under section 9.02 of the IRB Policies and Procedures *(Cite reasons for exemption.)*:

9 Approved as **Expedited** under Section 9.03 of the IRB Policies and Procedures because *(Cite reasons for expedited status.)*

Printed Name and
Signature: ___________________________ Date __________________________

IRB (for the Committee)

9 Approved by **Full** review under Section 9.04 of the IRB as meeting requirements of the IRB Policies and Procedures.
INFORMED CONSENT

Title: The Use of Bakhtinian’s Polyphony to Analyze Peer Relationships

Researcher:
Hannah Brunck, Undergraduate Student
Fran Hagstrom, Ph.D., Faculty Advisor
University of Arkansas
College of Education and Health Professions
Department of Rehabilitation, Human Resources and Communication Disorders
GRAD 106
Fayetteville, AR 72701
479-575-2070

Administrator:
Ro Windwalker, CIP
Institutional Review Board Coordinator
Research Compliance
ADMIN 210
University of Arkansas
Fayetteville, AR 72701
Phone: 479-575-2208
irb@uark.edu

Description: The purpose of this study is to examine how resident assistants integrate training on leadership and ethics with their personal beliefs in their roles as resident assistants (RAs). An electronic survey will be used to gather the data for this study. This will include six questions that provide basic demographic information and training experience followed by four scenarios that each have four check and two fixed open-ended questions about leadership and ethical action. It will take approximately 10-20 minutes to complete the survey.

Risks and Benefits: There are no anticipated risks to participating in the study. Participants may gain additional understanding about their approach to working in a professional role with their peers through their involvement in this study.

Voluntary Participation: Your participation in the research study is completely voluntary and does not require any payments to complete the questionnaire.

Confidentiality: This survey will be completely anonymous, and your answers will not be traced back to or associated with you. Your name will not be requested on the questionnaire, and all answers you choose to give will remain strictly confidential to the researchers for the purpose of the study.

Right to Withdraw: You are free to refuse participation or to withdraw from this research study at any time, and your decision to withdraw will not in any way penalize you.

Implied Informed Consent: By completing the questionnaire and returning it to the researcher you are implying that you are willing to participate. It also means that you understand the description of the research, including risks and benefits, confidentiality and the right to withdraw.

[Link to Survey]
Script for Email to Resident Directors

My name is Hannah Brunck and I am a senior honors student completing a degree in communication disorders at the University of Arkansas in Fayetteville. As a portion of my honors requirements, I am conducting an electronic survey designed to investigate how resident assistants integrate training on leadership and ethics with their personal beliefs in their roles as resident assistants (RAs).

I would appreciate your forwarding the link for this survey to the resident assistants in your hall. Their participation would be confidential and anonymous. There are no anticipated risks to the study. This study has been approved by the University of Arkansas Institutional Review Board.

Please contact me or my research mentor should you have questions. Thank you in advance for assisting me with this distribution of the link.

Hannah Brunck
hbrunck@uark.edu

Research Mentor:
Fran Hagstrom
fhagstr@uark.edu
Telephone: 479-575-4910
Instructions: Please check the best answer for each of the following question. Some questions can be answered with wording of your choice.

Survey: Demographics

Sex: [ ] M [ ] F

Age: [ ] 17-19 [ ] 20-22 [ ] 22-25 [ ] over 25

Years of RA experience: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Required Training: (circle all that apply)
[ ] Fall training [ ] Spring training
[ ] DL1

Other leadership training:
[ ] Church leadership roles [ ] Community leadership roles [ ] Club leadership roles

Check all halls that you have worked in as an RA.
[ ] Buchanan-Droke [ ] Yocum [ ] Northwest Quad
[ ] Gladson-Ripley [ ] Holcombe [ ] Pomfret
[ ] Gibson [ ] Futrall [ ] Reid
[ ] Gregson [ ] Walton [ ] Humphreys
[ ] Maple Hill

Questionnaire: Scenarios

1. You, the RA, are on your floor in your freshman residence hall and see a resident intoxicated and stumbling down the hallway.
What would you do?
[ ] Tell the student to go back into their room and to not do it again or you will write them up.
[ ] Turn around and walk the other direction
[ ] Write them up and call campus police
[ ] Other
How did your behavior demonstrate leadership? 
How did your behavior demonstrate ethical action?
2. You get a text from your friend who is a resident to come up to his/her room and have some birthday cupcakes. When you enter the room there are candles on the resident’s cupcakes.

What would you do?
[ ] Tell your friend blow them out quickly because the alarm might go off.
[ ] Say nothing
[ ] Write up your friend for having a fire hazard in the building
[ ] Other

How did your behavior demonstrate leadership? ________________
How did your behavior demonstrate ethical action? ________________

3. You, an RA, are on your floor and it is past curfew and you hear a voice of the opposite sex in a resident’s room.

What would you do?
[ ] Knock on the door and tell your resident it’s past curfew hours and the visitor is not allowed to be in the building at this time.
[ ] Walk away and do nothing
[ ] Knock on the door and tell your resident it is past curfew hours and ask for both of their student IDs and write them up.
[ ] Other

How did your behavior demonstrate leadership? ________________
How did your behavior demonstrate ethical action? ________________

4. You are in your room and you hear loud music and multiple yelling voices. You walk out of your room and find one of your residents is having a party.

What would you do?
[ ] Knock on their door and tell them they are too loud and to pour out their drinks
[ ] Walk away and do nothing
[ ] Knock on their door and tell them they are too loud and ask for everyone’s student IDs and call campus police.
[ ] Other
How did your behavior demonstrate leadership? 

How did your behavior demonstrate ethical action?