

## Difficult Conversations

### Facilitators assigned for development:

**Kim Chapman, Niagara, and Andrew Middleton, Conestoga.**

As faculty we often need to initiate difficult conversations with our students - accessibility/accommodation needs, mental health concerns, academic integrity, poor evaluation results, group work challenges etc. Theory around best practices, role plays to allow faculty to practice these skills

### Learning Outcomes

1. Participants will identify different types of difficult conversations (conflict, crisis, classroom management/academic integrity, and general wellbeing concerns).
2. Recognize your own professional and ethical values that shape how you deal with difficult situations.
3. Participants will create strategies for effectively addressing difficult issues with students.
4. Participants will demonstrate their ability to begin a difficult conversation with students.

### Sources

Ringer, Judy. (date unknown) We Have to Talk: A Step-By-Step Checklist for Difficult Conversations. Retrieved from <http://www.judyringer.com/resources/articles/we-have-to-talk-a-stepbystep-checklist-for-difficult-conversations.php>

Stone, D., Patton, B., Heen, S. (2010) *Difficult Conversations: How to Discuss What Matters Most*. New York, New York: Penguin.