

L.E.A.D: Leaders Engaging Active Discussion

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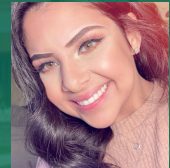
Overview

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 - a. Microaggressions
 - b. Inclusive Language
 - c. Your Name Matters
4. Mental Health & Wellness
 - a. Relationship Boundaries
 - b. Mental Health and Emotional Intelligence
 - c. Time Management
5. Resident Support
 - a. Virtual Behind Closed Doors
 - b. Introverted Residents
 - c. Effective Programming



RA Training Enhancement Committee

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Mission Statement

- The RA Training Enhancement Committee's mission is to enhance RA training through utilizing web-based training about *diversity, mental health and wellness, and resident support*. Through these online modules, we aspire to introduce RA's to foundational concepts, therefore better preparing them to engage with similar material topics when presented in-person. We believe this advanced preparation will lead to more confident and capable RA's, thus more engaged and academically successful students.

RA TRAINING

RA Training
supplemental online
modules to enhance
training experience in
addition to in-person

ENHANCEMENT MODULES

JUNE

Diversity & Inclusion

1. Microaggressions
2. Inclusive Language
3. Your Name Matters

JULY

Mental Health and Wellness

1. Relationship Boundaries
2. Mental Health & Emotional Intelligence
3. Time Management

AUGUST

Resident Support

1. Virtual Behind Closed Doors
2. Introverted Residents
3. Effective Programming

Access

- Students will all be granted access to the modules starting on June 1st via Blackboard (or comparable resource depending on the institution).
 - Institutions using Blackboard will enable RA's to take the training on the go with the mobile app
- Each course within a module will require submission of a brief "reflection journal" which is how we will track student module progress and completion
- Students will have a month per module and will be expected to complete the August section before returning to campus for the Fall semester



Module Overview

We will have RA's completing three separate modules...

1. Diversity and Inclusion

- a. Inclusive Language
- b. Cultural Support
- c. Microaggressions

2. Mental Health and Wellness

- a. Relationship Boundaries
- b. Mental Health and Emotional Intelligence
- c. Time Management

3. Resident Support

- a. Virtual Behind Closed Doors
- b. Engaging Introverted Residents
- c. Programming

Diversity and Inclusion Modules

Modules Goal:

- These modules will consist of inclusive language, cultural support, and microaggressions for providing seamless experiences for international students
- These will be accompanied by videos, tips to succeed, and activities
- RA's have to be able to anticipate resident reactions, so they have an opportunity to be prepared to respond in effective ways
- Identifying situations in which residents are being discriminated against and interrupting/addressing those is critical to building resident trust and ensuring students feel supported and valued by both their RA and the institution

Supporting Research:

- The Privileged Identity Expression (PIE) model helps student affairs educators to understand the need to engage in difficult discussions (Watt, 2007)
- The CECE (Culturally Engaging Campus Environment) model explains ways in which campus environments shape experiences of diverse student populations and emphasizes that this engagement leads to increased success of succeeding in college
- The Cultural Iceberg Model explains that what we see is only a small piece of a larger whole

References:

- Musues, S. D., Yi, V., & Saelua, N. (2017). The impact of culturally engaging campus environments on sense of belonging. *Review of Higher Education*, 40(2), 187-215.
- Watt, S. K. (2007). Difficult dialogues, privilege, and social justice: Uses of the privileged identity model (PIE) in student affairs practice. *College Student Affairs Journal*, 26(2), 114-126.

Part I: Inclusive Language

Overview:

- Educate RA's about value of inclusive language, how to recognize what is inclusive and what isn't, and the potential impact on students
- Web-based, self-guided "re-word" worksheet identifying common inclusive language mistakes and case study examples of impacted students

Students Will Be Able To:

- Recognize commonly used non-inclusive language and phrases as demonstrated by completion of the "re-word" worksheet activity
- Reflect on impact of non-inclusive language use by residents and resident assistants measured through a written reflection at module completion

Value:

The role of a RA is to ensure that members of your community feel as though they are welcomed and encouraged to be authentic with their peers. This activity will practice these language skills

Most frequently, problems with inclusive language arise surrounding a few particular "hot topics"

- Gender
- Race
- Mental Health
- Religion

Most common, by far, are gendered and racial exclusive language.

It important to **BE INTENTIONAL** with the language RA's are using around their residents. Be sure to model the way for residents by utilizing inclusive language, and gently suggesting shifts away from the use of exclusive terminology.

Inclusive Language Common Pitfalls

Sample Examples Included In Activity:

- Gendered Language
 - Guys: Using “guys” to address all people is gendered languages that may insinuate that men are the preferred gender at your organization. Instead, use gender-neutral language such as; folks, people, you all, y’all, and teammates.
 - Girl/Girls: For anyone over 18 years old, woman or women is a better choice.
 - Housekeeping: In reference to office work, this language can feel gendered. Suggested alternative: maintenance, cleanup

References:

Green, N. (2018). 70 inclusive language principles that will make you a more successful recruiter (Part 1). In *Medium*.

- Disability
 - Mental Disability: The use of this phrase implies that someone that may struggle or have a psychiatric diagnosis is disabled and unable to do their job. This is likely to make them feel stigmatized and unwelcome in the workplace. Many people that struggle with mental health problems are great at their jobs, despite adversity, and supporting them can make them an even greater asset to your workplace.
 - Handicap: Some disability advocates believe this term is rooted in a correlation between a disabled individual and a beggar, “who had to beg with a cap in his or her hand because of the inability to maintain employment.” Better alternative: Disabled

Part II: Your Name Matters

Overview:

- Practice and awareness with correctly pronouncing difficult names from a variety of cultures
- Specifically helpful for institutions with large international student populations but important at any institution
- Video module and reflection journal

Students Will Be Able To:

- Recognize the necessity of practicing difficult names and learning their residents through exposure to video detailing lived experiences and cultural impact of continued mispronunciation
- Reflect on how they will practice pronunciation skill set and what changes they will make going forward through journal entry at module completion

References:

PBS, NewsHour (2016). Why getting a students name right matters.. Retrieved from <https://www.youtube.com/watch?v=L9uL6bS64f4>

Value:

- Continually mispronouncing names is a form of cultural microaggression and can frequently lead to students drawing away from the unique parts of their culture. RA's need to do everything they can to create a safe home environment for all students, including ones of different cultures and backgrounds.



Part III: The Massive Impact of Microaggressions

Overview:

- Microaggressions can happen to any member of any marginalized group
Students will learn about what microaggressions look like and how to interject
- Students will complete a worksheet detailing microaggression interjection techniques for a variety of cultural groups better equipping them to step in when necessary

Can include...

- LGBTQ students (heterosexism)
- Non-traditional students (ageism)
- Women (sexism)
- Transgender students

Students Will Be Able To:

- Identify common microaggressions and use skill set to interject as demonstrated by activity completion
- Reflect on personal experiences with microaggressions and steps they've taken in the past to support other cultures as demonstrated through a journal entry at module completion



References:

SheKnows. (2015). #HatchKids discuss microaggressions. Retrieved from <https://www.youtube.com/watch?v=8RfwnibEd3A&feature=youtu.be>

The Massive Impact of Microaggressions



References:

- Mccabe, J. (2009). Racial and gender microaggressions on a predominantly-white campus: Experiences of black, latina/o and white undergraduates. *Race, Gender & Class*, 16(1/2), 133-151.
- Woodford, M., Kulick, A., Sinco, B., Hong, J. (2014). Contemporary Heterosexism on Campus and Psychological Distress Among LGBTQ Students: The Mediating Role of Self-Acceptance. *American Journal of Orthopsychiatry*, 84(5),

References cont...:

MTV Decoded. (2016). You can't sound white. Retrieved From: <https://www.youtube.com/watch?v=q275G30mU78&feature=youtu.behttps://www.youtube.com/watch?v=8RfwnibEd3A&feature=youtu.be>

Value:

- In college, instances of microaggressions can appear at **anytime** from **anyone** and it is NOT ok.
 - Friends
 - Classmates
 - Professors
 - Staff members
 - People outside of the university
 - Family

McCabe (2009) presented qualitative data depicted major campus cultural issues on a Predominantly-White campus for students who identified as black or latina/o. McCabe also discussed the lived experiences of women on the campus. From the perspective provided, it is clear that campus microaggressions can have a profound impact on individuals who do not identify with a majority group.

RAs must be educated on what these students are actually experiencing, especially those students who do not identify the same as their RA. In order to provide adequate support, these RAs must be exposed to educational programming surrounding this topic.

According to Woodford, Kulick, Sinco & Hong (2014), “overall heterosexism—both blatant and subtle—as well as subtle discrimination alone can lead to psychological distress, which may be mediated by self-acceptance” (p.527).

Mental Health and Wellness Modules

Modules Goal:

- These modules will consist of relationship boundaries, mental health and emotional intelligence, and time management
- They will be accompanied by tips and tricks, role playing, activities, and videos
- Resident Assistants should know where the University Counseling Center is, as well as information regarding student care teams

Supporting Research:

- Maslow's hierarchy of needs talks about how to achieve self-actualization. To do this, one must first meet the psychological, safety, love and belonging, and esteem needs.
- The 6 dimensions of wellness are physical, emotional, spiritual, intellectual, environmental, and social. By embracing all dimensions together, we are better equipped to manage the complexities of life.
- The "W" Curve includes the initial period of excitement when arriving, followed by a period of discomfort in a new environment, often accompanied with crisis. After this comes a period of adaptation and adjustment followed by loneliness and missing one's home. Awareness of these stages occur in most first-year students leaving home for the first time.

References

Zeller, W. J. & Mosier, R. (1993). Culture shock and the first-year experience. *Journal of College and University Student Housing*, 23(2).

Part 1: Relationship Boundaries

Overview:

- Being a Resident Assistant is a position that has the potential to sometimes be difficult when overseeing residents that are also your close friends or classmates
- Demonstrate helpful techniques to prevent resident assistants from running into the problem of relationship boundaries through role playing activity

Students Will Be Able To:

- Establish their leadership skills with residents and learn the line between appropriate relationships through participation in the role playing activity
- Reflect on their perspective of what they deem to be too-close a relationship with a resident and how to set necessary boundaries if issues arise through journaling after module completion

Value:

- Balance the fine line between your friendships and your position can be dicey, which is why we implemented a tips and tricks and a role playing aspect to our training
- Residents/friends/classmates will be more likely to respect the rules and regulations of the building because they understand its importance to their resident assistant

Relationship Boundaries Continued

Our virtual training aims to accommodate to all the different learning styles of the resident assistants in training. Thus, we decided it was important to incorporate a visual method of learning through our role playing aspect.

ROLE PLAYING: This section of the training will allow resident assistants to see scenarios that involve their position and their relationships with their peers. We found this section be beneficial because they are likely to encounter it in both obvious and nonchalant ways. The RA will watch a short clip that demonstrates an RA having to choose between following what is expected of them as a resident assistant or dealing with a resident that has a relationship with the RA whether it be significant other, friend, classmate, or even acquaintance.

EXAMPLE: The RA on duty is doing their final round of the night when they see one of their underage friends walking in the hallway with an open container of beer. The RA approaches the friend and the friend instantly says “Sorry, I was just coming from my friends room on the 2nd floor. It’s almost finished anyway, no big deal right?”

PROTOCOL: Tell your friend it is not personal but you have to fulfill the duties of your position. Follow through with the proper protocol and check-up on them the next day to ensure there is no tension between the two of you.

EXAMPLE: The RA on duty has received noise complaints from one of the suites in the building and upon knocking the door opens and the room is filled with underage students playing beer pong and the RA recognizes a bunch of other people present from their classes. One of the students shouts “Phew, it’s just you, don’t worry everyone they’re cool, I know them!”

PROTOCOL: Since it is a party, feel free to call in a co-RA to help you assess the situation. Follow through with the proper protocol and inform the party goers that your decision was not personal but that you are required to follow the student code of conduct.

Part II: Mental Health/Emotional Intelligence

Overview:

- Educate RA's about the signs of anxiety, depression, and eating disorders in their residents, as well as themselves
- Activity about stressors to learn new ways to cope with stress

Students Will Be Able To:

- Utilize new techniques to cope with stress and identify stressors in their residents through participation in the module activity
- Engage with the lived experiences of speakers on mental health topic through panel video
- Reflect on what behaviors they will improve in their own lives going forward to prevent burnout and psychological distress in everyone involved as measurable in a journal after module completion

Value:

- Build a stronger staff by helping them learn how to strengthen themselves mentally despite their weaknesses
- Teach RA's to manage their own mental health in addition to identifying stressors in their residents so they are able to address situations early and provide emotional support
- Reduced stigma about mental health issues- it is important to RA's to be non-bias and supportive when resolving conflicts related to mental health

Mental Health/Emotional Intelligence Continued

Mental Health Panel:

- Have a panel where RA's can ask questions LIVE in real time about mental health and emotional intelligence to mental health professionals
- This can be a video-series OR a live chat with these professionals

Activity:

What stresses you out? What are ways you plan to alleviate your sources of stress? Create lists answering both questions and post to an online discussion board. Compare stresses and resolutions to help learn new ways to cope with stress.



References:

Bradberry, T. (2017). The power of emotional intelligence. Retrieved from <https://www.youtube.com/watch?v=auXNnTmhHsk>

Part III: Time Management

Overview:

- Educate RA's about time management techniques, tips, and myths
- RA's will participate in activity that assess how they spend their own time and how their time management could be improved

Students Will Be Able To:

- Utilize improved time management techniques as discussed and practiced in the activity
- Reflect on ways in which they could better spend their time in the future and what changes they would like to make as measured by their journal completion at end of module

Value:

- RA's have to balance working constantly, going to school, succeeding academically, and a healthy social life
- Time management helps you reach your goals, be more productive, reduce stress, and increases the quality of your work
- Time management can increase overall life satisfaction and wellness if done correctly

Tips:

- Make a list of your top priorities that need to be completed each day
- Map out schedule and see what really needs to be accomplished and when that can occur each week
- Use calendars, apps, and more for yourself then provide this information with residents
- Separate the urgent and the important
- Set personal deadlines

Common Myths:

- Time management is just common sense
- I get everything done, so I must be managing my time effectively
- No matter what I do, there is not enough time in the day



Time Management Continued

Self Monitoring: Managing your time more effectively starts with discovering where all your time goes.

Keep a daily activity log for 3-7 days.

From the time you get up to the time you go to sleep, record your activities, the time you started and finished and the amount of time each activity consumed.

At the end of each day reflect on your use of time with these questions:

- What activities were high, medium or low priority?
- Did I accomplish what was most important to me?
- At what time of the day was I most/least productive?
- How happy am I with the way I used my time?
- Is there anything I need to change?
- Where could I save some time?

Once you know where your time is going, you can use scheduling and planning strategies to manage your time. Do this before school starts and when school starts to make the most of it.

References:

McCarthy, D. (2018). 10 top time management techniques. Retrieved 20 February, 2019. Retrieved from <https://www.thebalancecareers.com/time-management-techniques-2276138>.

Resident Support Modules

Modules Goal:

- These modules will consist of virtual behind closed doors, engaging with introverted residents, and effective programming
- They will be accompanied by example scenarios, videos, and activities

References:

Walker, M. (2008). Working with college students & student development theory primer. Retrieved 20 February, 2019.

Supporting Research:

- Tinto's theory says that students enter a college/university with varying patterns of personal, family, and academic characteristics and skills. Intentions and commitments are modified and reformulated on a continuing basis through interactions between the individual and structures and members of the academic and social systems of the institution.
- Astin talks about the importance of student involvement in college. Student involvement refers to the physical and psychological energy that the student devotes to the academic experience. The more involved the student is on campus, the more they persist in terms of academic success and satisfaction with the campus climate.
- Behavior is a function of the person and environment ($B_f = p \times e$) and the total campus environment of the student is educational and must be used to help the student achieve full development. The personal and social development rests within the students and the resources available to them.

Part I: Virtual Behind Closed Doors (BCDs)

Overview:

- This activity is timed- it gauges how RA's will respond with the proper protocol for the scenario given to them
- Rounds will vary in difficulty and scenarios will include conflicts that RA's face throughout their position, as well as situations that typically do not arise, but still must be trained for

Students Will Be Able To:

- Navigate a series of difficult situations that are foreseeable to encounter in their role as an RA as measured by their timed participation of the behind closed doors activity
- Reflect on the way they problem solved under pressure and what led to the choices they made within a journal at module completion

Value:

- Knowing who to call for the appropriate circumstances is crucial for properly resolving the issue at hand
- The module is timed to imitate the time sensitive nature of these events occurring in-person with their residents
- It is important for RA's to understand that they won't always know how to resolve all issues, however, they do need to know who to partner with for support

Virtual Behind Closed Doors (BCDs) Continued

Some of the scenarios would require the resident assistant in training to participate in a scavenger hunt.

WHY: The ideology behind this is to incentivize the RA to be knowledgeable of the campus and its resources.

Also, through the implementation of the scavenger hunt, the RAs have a competition aspect of their virtual training, which tends to increase motivation to learn information.

EXAMPLE: The scenario: Tim (student) has been struggling academically all semester and has finally decided that he needs help to successfully complete the semester so he has turned to his RA for guidance. What should you do to help Tim?

PROPER PROTOCOL: You should ask Tim why he thinks his grades are slipping because there could be a variety of reasons and depending on his response it could alter what he should do next. For instance, it could be due to a roommate conflict, mental health issue, lack of time management, or a difficult transition from high school to post-secondary education. Tim tells you it's because his professors think he has poor grammar and that is why he keeps scoring so low on his assignments. Now, is when you implement the scavenger hunt and inform Tim on where the tutor centers are located on campus, as well as the study rooms in the library. Additionally, it would be beneficial to know the hours of operation of both locations. You could even volunteer to accompany him there once so that he could be more inclined to actually go and seek help.

Part II: Introversion as a Strength

Overview:

- RA's will watch TED Talk about introversion to learn more about introversion/extraversion and how it impacts their residents
- Complete the "What's in Your Suitcase" activity to examine personal values

Students Will Be Able To:

- Identify value of introverted residents and confront potential extravert bias as demonstrated through the TED Talk discussion
- Assess personal values and the impact they have through participation in suitcase activity
- Pinpoint differences between introverts and extroverts and the need to adapt a wide range of activities for all residents to promote engagement as demonstrated through journal reflection

Value:

- Introverted residents are frequently perceived to be disengaged, uninterested in activities, or simply non-friendly- it is critical for RA's to reach out to these residents and provide activities that promote their engagement and involvement on campus
- The extravert bias is one that runs deep in the U.S. Culture- the students who frequently need the most support are the ones that are unwilling or too uncomfortable to speak up about it
- Demonstrating to residents that they are valued and heard is an important first step to helping introverts feel comfortable in new and difficult situations, such as college living situations
- Introverts, who require time alone to unwind, may struggle more than their extraverted peers in a dorm setting because of the lack of privacy- keeping this in mind is important for RA's who want to support all residents

References:

Bessette, L. S. (2014, 06). Consider the strength of introverts in higher ed. *Women in Higher Education*, 23, 1-3.

Engaging Introverted Residents

Activity:

“What’s In Your Suitcase?”

- Students will paste pictures of what would be in their theoretical suitcase into a word document
- Each item should have a corresponding value and rationale for its inclusion listed below

Introverted Resident Engagement & The Extravert Bias

- Reflection Journal Questions:
 - Do you consider yourself to be an introvert? Extravert? Neither? Why.
 - What types of activities do you feel would promote engagement from more introverted residents
 - Why is this important?



References:

Cain, S. (2012). The power of introverts. Retrieved from https://www.youtube.com/watch?time_continue=1&v=cOKYU2j0TM4

Part III: Effective Programming

Overview:

- Review of expectations including programming, activities, and boards with a provided step-by-step guide to facilitating effective programs and developing creative and inclusive activities
- RA's will develop their own virtual board using Canva, and post it on a shared discussion board with their peers and will be required to provide and receive feedback for their topic and presentation

Value:

- The programming and activities RA's facilitate is critical to the development and engagement of their future residents
- Ensuring their facilitations are inclusive while including a wide variety of interests and activities will help RA's build relationships with their residents and act as a trustworthy resource
- Practicing creating an effective board online is not only a fun way to engage more creative RA's, but also a learning opportunity to provide and receive peer feedback

Students Will Be Able To:

- Create and post an example board using Canva as demonstrated through their discussion post and visual example
- Provide feedback to peers as demonstrated through activity on discussion boards
- Reflect on future programming topics and ideas as demonstrated through journal at module completion

References:

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.

Conclusion

- There is no replacement for the valuable and essential in-person RA training, however, we believe our enhancement modules will better prepare RA's to arrive on campus ready to thrive in their role and better understand these key topics

*“Unless someone like you cares
a whole awful lot, nothing is
going to get better. It's not”*

-The Lorax