

RA Online Training Modules

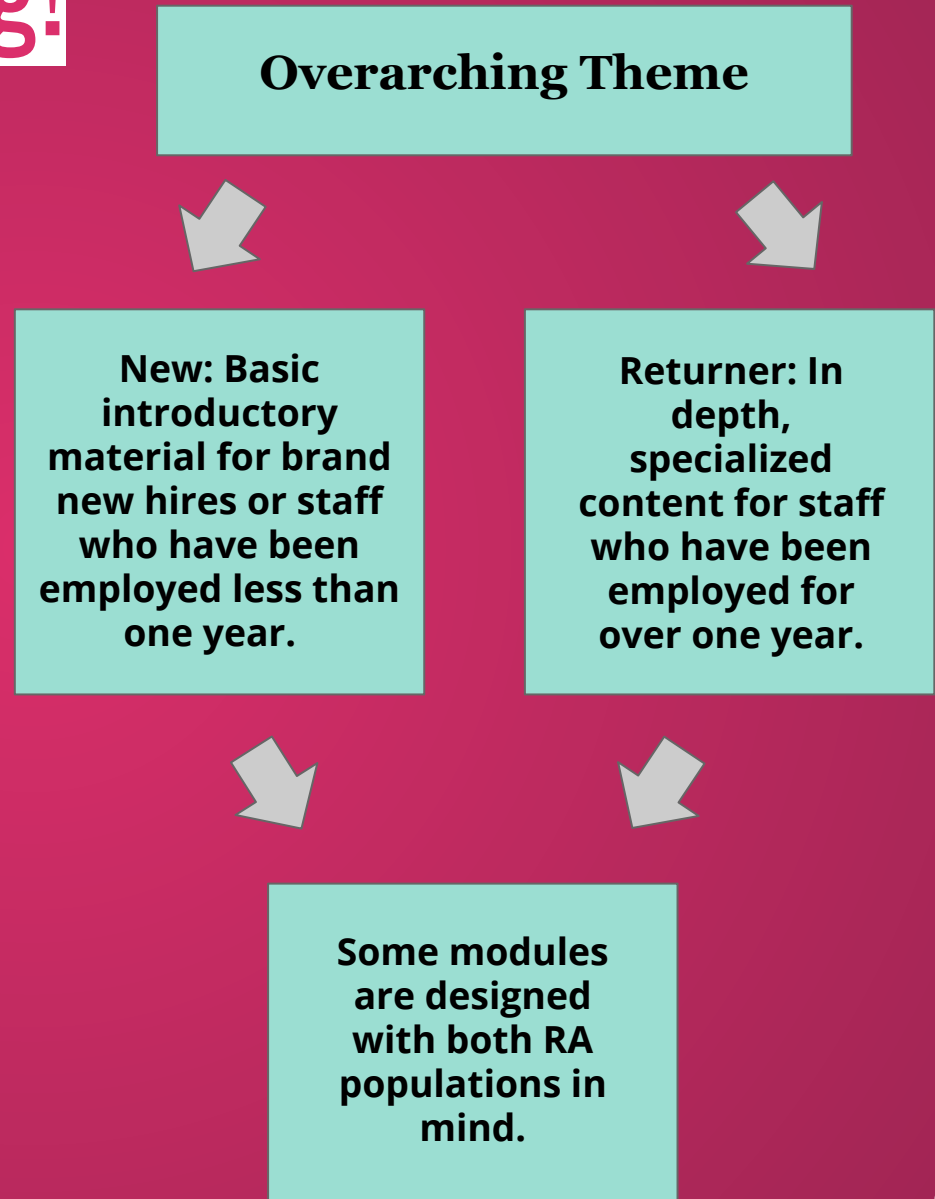
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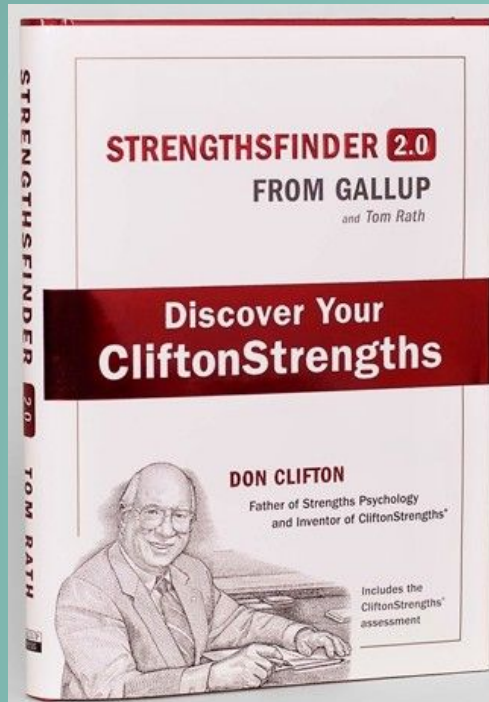
Overview

- Student staff will complete 4-5 online modules
- Topics determined based on what could be offered online without sacrificing intent and impact
- Modules applicable to specific RA populations
- Complete Qualtrics forms after modules, reflecting content learned and how to apply it.
 - Qualtrics follows specific routing rules
 - Sends student responses to the direct supervisor.

Break from Boring!

- Enhance student learning by utilizing different tracks
 - Returners
 - New Hires
- Meaningful learning leads to anchoring material in long-term memory
- Content will be subsumed, compartmentalized with relevant concepts to which the student was previously exposed (Ivie, 1998).
- Returning staff members will be challenged by material, provided more than a general overview.





- ◇ Purchase book for all RA and Pro staff (\$19.99 each)
- ◇ Hand out at RA Spring Orientation
- ◇ [Click here to learn more & purchase book](#)

- ◇ Step 1: Hour long online assessment
 - Completed by using the access code found in the back of the book
- ◇ Step 2: Read Results and email them to your supervisor (will be used during 1st in hall time)
- ◇ Deadline: Due before the 1st day of Fall RA Training

Module 1: Who are you as an RA

Part 2- New Track

“Different Hats of a RA”

Teachers/ Administrations



- ◇ Educate residents on university and housing policies
- ◇ Hold floor meetings
- ◇ Collaborate with campus partners to lead discussions
- ◇ Implement educational programs
- ◇ Complete University paperwork

Students



- ◇ Academics first
- ◇ Remember you are here to get your degree and graduate
- ◇ Communicate conflicting deadlines with your supervisor

Counselors & Role Models



- ◇ Address resident crises
- ◇ Set standards and expectations for their communities
- ◇ Follow all policies themselves
- ◇ Listen to resident concerns
- ◇ Roommate mediations
- ◇ Problem solve

Assessment

- ◇ Reflection Questions
 - What “hat” surprised you the most & why?
 - Which RA hat do you feel you will have the most success “putting on” ?
 - Which RA hat are you most nervous about “trying on”?
- ◇ Answers will be sent to RA’s direct supervisor.

- **Blimling, G. (1998).**

Module 2:

Tech Savvy or Tech Scary?

New and Returner Track

- ◇ Learning about utilizing technological tools in the RA role.
- ◇ Assessing our digital footprint and the impact it can have.
- ◇ Using our moral compass to guide online activity.



Module 2: Tech Savvy or Tech Scary?

New & Returner Track

What technology should I use?

Step 1: Students would select the technology icon that they would like to learn more about.



Canva would be just one example.

Step 2: Introduction video to using the resources as a RA.



Canva helps RAs make awesome advertisements for programs!

Module 2: Tech Savvy or Tech Scary?

New & Returner Track

Decision-Making Reflection as a Staff Member

Post or Nope! Savvy or Scary?

SAFE. Share the

love!

"I love my job and the people I work with!"

**"I hate living on campus and working in this department. I am overworked!"
-Facebook Rant**

Probably not the best choice!
You represent your department and your school regardless of whether or not you love everything that is asked of you.

***Insert image of you sitting at the bar with a drink in your hand* "Not even legal yet!"**

If there is a chance that your supervisor or students could see you participating in something that is not legal, you are highly discouraged from posting.

Students will identify images/writing that are appropriate for posting or not. RA staff live in a "fishbowl" and their every movement is watched. It is essential for them to make the right decisions in an online world.

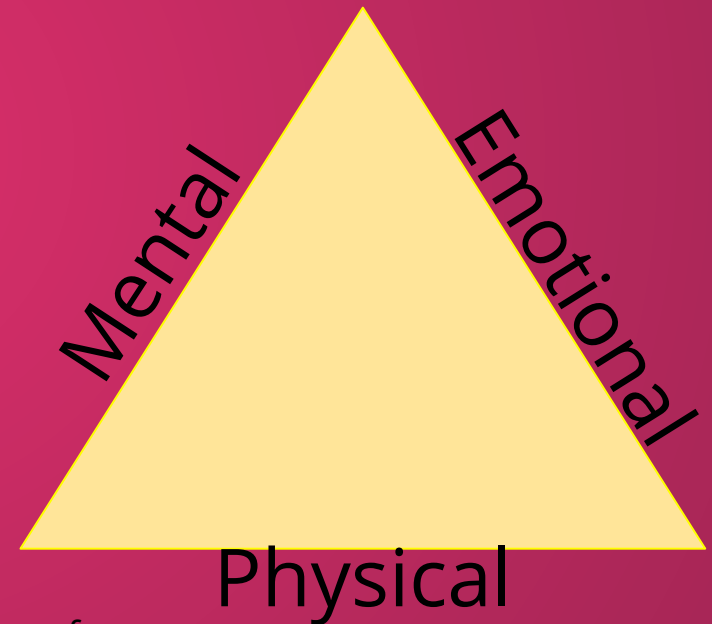
SELF CARE

- Self care includes any intentional actions you take to secure your physical, emotional, and mental health!

It is imperative for a Resident Assistant to have a Healthy and balanced wellness pyramid; which means one is paying equal attention to their mental, emotional and physical health.

In the mist of being a superhero Resident Assistant it is easy to neglect the pyramid of self care

****Although, you are a Resident Assistant, it is okay to to take time for yourself to regroup, and focus!**



Module 3: Part 1: Returner Track

Combating Burnout

SELF CARE

"I'm an RA and I don't know how to put aside time for myself!"

There are a massive amount of ways you can practice self care. Keep in mind, that what works for your colleagues, may not work for you. The important factor is to make self-care a priority on your schedule! Here are some ways to help you navigate what is best fitting for you:



Do something you love to do: Find a hobby, such as reading, exercising, beading. Etc. Hobbies can provide an outlet for measuring stress and increase happiness levels



Practice Mindfulness: Being in the present moment can help to reduce the stress that comes with the role of being an RA. Practice mindfulness by noticing the tasks that you have to complete and accomplish them in an orderly fashion.



Unplug ALL Technology: Technology can be extremely distracting and start to become excessive if you do not allow yourself to take a break from technology. Seclude yourself from the outside world, and try to focus on productivity in your everyday life.



Journaling: Writing can help you organize your thoughts, ignite your creativity, process through your feelings and much more. Take a few moments out of your day to journal.

Module 3: Part 1:

Returner Track

Combating BURNOUT

SELF-CARE

ACTIVITY REFLECTION

As stated previously within module three, Resident Assistants frequently tend to overlook their mental, physical and emotional health. In each box, list the things that stimulate each category. In the “Think Ahead” section, list a couple of steps you will take throughout the semester to ensure you are balancing all three components.

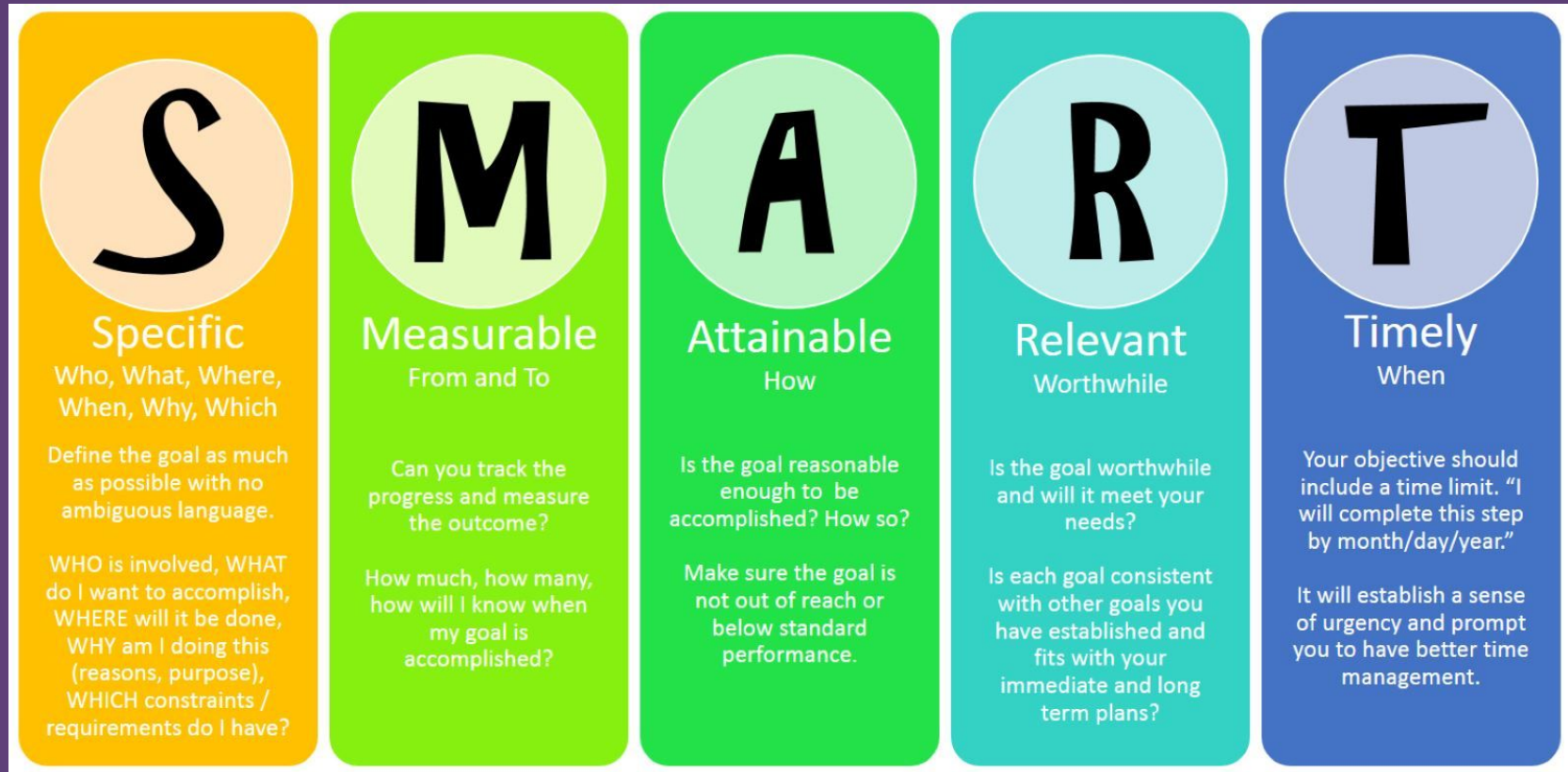
_____**S SELF-CARE PLAN**

Mental	Physical	Emotional

Think Ahead!

You will have a chance to review your self-care plan with your supervisor during your 1 on 1 meetings

Module 3: Part 1 New Track Combating Burn Out SMART GOALS



Reflection: Create your own SMART Goals for the RA position!

- 5 Open Ended text boxes labeled by each SMART goal topic

Smallwood,
2016

Module 3: Part 2: New & Returner Track

Combating BURNOUT

Time Management

ARE YOU ABLE TO KEEP UP?

Time Management Assessment

On a piece of paper, write down if you *agree* or *disagree* with each of the 12 statements

1. I tend to be on time for classes and appointments.
2. I set aside time to study for exams.
3. I set aside time to study or read my textbook even if I do not have an exam to prepare for.
4. I regularly take part in social activities despite the fact that I have studying to do.
5. I usually cram for exams.
6. I usually feel prepared on the day of exams.
7. With everything I have to do, I find it hard to complete assignments and projects on time.
8. I do not experience "burn out" anytime between midterm and final exams.
9. I write down the things that I need to do.
10. I have enough time to get done what I need to, but I still find it hard to finish everything.
11. I hardly ever feel pressured to get things done.
12. Dealing with extenuating circumstances such as sorting out financial aid, getting extra tutoring, or seeing a professor during office hours seriously disrupts my daily or weekly routine.

Are you able to keep up? Reflect and answer the following questions about your current time management skills . Once completed, your scores will add together. Your score reflects your current ability to time manage.
****Note: Your score will be sent to your supervisor, and you will have a chance to review.**

Students will be able to assess their current ability to manage their time, and will look for ways to improve in the future.

Module 3: Part 2 New & Retuner Track

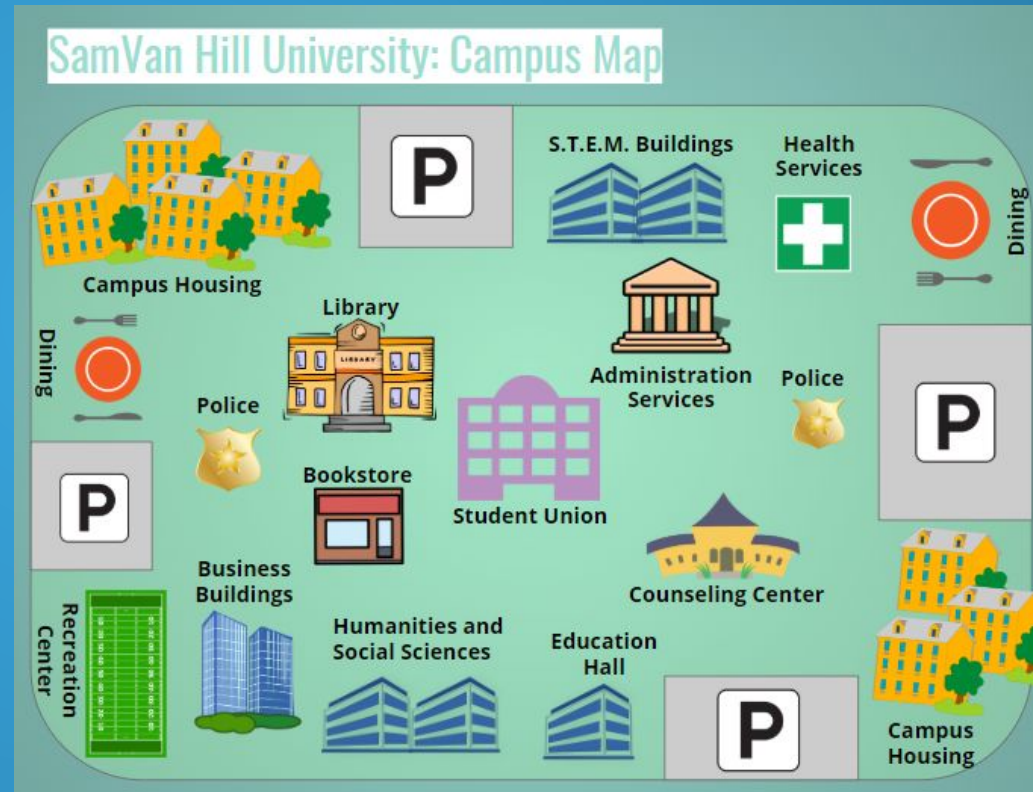
Combating Burnout

Time Management

- Establish routines and prioritize your work.
- Plan your day and your week. Planning ahead allows you to focus more and stress less.
- Limit your distractions
 - Less screen time
 - Close your door when working
 - Find the perfect productivity place for you!

Module 4: Who You Gonna Call...Campus Resources! New and Returner Track

RA staff frequently respond to a variety of crises in their roles. Additionally, they act as referral agents and liaisons between campus partners and students. This module will introduce important offices, their personnel, and primary functions in an interactive way! Check out our campus map!



Module 4: Who You Gonna Call? Interactive Map Example New and Returner Track

**Step 1: Select the icon
you wish to learn about.**



**Photo or video and a
description will
automatically appear for
student learning!**



**Call us at 555-UPD-SVHU
Programming requests can be
submitted online.
Download our LiveSafe App!**

Hello! My name is Kaitlyn and I am a Dispatcher for SamVan Hill University's Police Department! Our officers are ready to assist you as you respond to incidents within your halls. We also offer the opportunity to collaborate on programs such as Coffee With A Cop! We love getting to know students and supporting you to the best of our ability. Come visit us in either our main UPD building near the Recreation Center, or our hub by Counseling and Administrative Services!



Module 4: Who You Gonna Call?

Interactive Map Reflection

New and Returner Track

What resource did you learn the most about?

Which office would you potentially partner with for a program? Describe the program you would host.

List three campus partners and share where each of them is located. It is important that we know how to access the resources that we often refer our students to.

→

What resource did you learn the most about?

Which office would you potentially partner with for a program? Describe the program you would host.

List three campus partners and share where each of them is located. It is important that we know how to access the resources that we often refer our students to.

A quick reflection survey will ask RAs to assess their new understanding of campus offices, their locations, and how they can be utilized for programming.

Module 5: New & Returner Track

Conflict Resolution Skills & Navigating the Roommate Contract

Conflict Resolution

- ◇ Communication
- ◇ Remain unbiased
 - Do not pick a side
- ◇ Patience is Key
- ◇ Know our policies
- ◇ Do not make promises
- ◇ Look for middle ground
- ◇ Use your Resident Director if you need support

Roommate Contract

- ◇ Usually done in the first 3 weeks of the fall semester
- ◇ COMPLETE WITH THE ROOMMATES
- ◇ Help facilitate the conversation
- ◇ Pro Tip: Always bring with you to a roommate mediation

Assessment

- ◇ Watch a video that shows a roommate conflict
- ◇ A mock roommate agreement will also be available as a resource
- ◇ RA's will be required to explain the steps they plan to take to solve this conflict through an open ended text box

Module 6: Facilitating Difficult Dialogue

New and Returner Track

Key concepts to consider and understand:

Dialogue vs. Debate - see Dialogue vs. Debate in additional resources

The Value of Dialogue - see Examples of Racial Reconciliation From Across the Nation in additional resources

Role of the Facilitator - See Role of the Facilitation in additional resources

Possible Structures of a Dialogue - see A Sample Small Group Dialogue & Example Structure and Questions to foster and Facilitate Dialogue

Review Possible Challenges in a Dialogue - see Possible Challenges in a Dialogue in additional resources

ACTIVITY:

Think back to the facilitation they thought of at the beginning of the session. With your online partner, discuss the following outline:

What is the challenge you experienced?

How did this affect the dialogue?

What were some underlying dynamics that created this situation?

How would you describe the feelings or “vibe” in that moment?

What do you think contributes to this challenge?

What strategies could you use to overcome this challenge?

What could the group have done to support the facilitator?

The goal of this session is that returning RAs can feel confident in their skills to lead guided discussions and/or dialogues with their residents in both formal and informal settings, even regarding issues that may potentially be triggering or divisive for some students. During this session, RAs will identify and reflect on times that they have facilitated difficult group discussions or dialogues.

WAYS TO FACILITATE:

Remember

- Be honest and open – this communicates courage, validates feelings, and legitimizes the dialogue

Preparing for Difficult Dialogues:

Mentally prepare – Difficult Dialogues may advance learning objectives, or may emerge spontaneously

Facilitating Difficult Dialogues: Don't avoid it – Be aware of the message that avoidance may send This is an opportunity to explore differing views and encourage critical thinking• Do you need to exert your status in the classroom? If so, how? Have the students do the work

- **Tools for Facilitating Difficult Dialogues:**

- **Pause** the conversation periodically
- o Validate the dialogue
- o Reinforce ground rules for respect
- o Ask students what they are learning from the moment

References

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