Bronson University Online RA Module Proposal

By

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Bronson University

Mission Statement

At Bronson University, students are the hub of our campus. We strive to actively engage students in a global context and prepare them for their future. Bronson University values innovation and creating a welcoming environment where education is easily accessible for students from all walks of life. Welcome Home!

Bronson University Quick Facts

Large Public Liberal Arts University

- Location: Napa, California
- Minority Serving Institution
- Undergraduate and Graduate students enrolled
- Age range of students: 18 - 22 years old
- Student Body Size: 20,000 students
  - 42% are minority students
- International student population: 1,600
- First generation student population: 1,000
- LGBT+ Friendly (estimated population): 1,000

Resident Hall Information

- Primarily residential campus
  - first year students must live on campus to attend
- Upperclass students may live in off campus housing
- Students currently housed: 3,000 students
- 12 Residence Halls
  - Housing options:
    - Gender neutral, single sex, and co-ed buildings
    - Mixture of suite style, traditional hall style, and apartment style set ups

Key for Symbols

Theory		**Assessment**
(appears on each slide labeled Track)		**(appears in bottom right of slides labeled learning objective/ outline)**

↱	Scholossberg's Transition Theory
⭐	Chickering Theory of Identity Development

?	Online knowledge check quiz (embedded in beginning/ end of module)
☁	Reflective paper (uploaded to google drive 24 hours after/ before completing module)
📄	Worksheet (submitted to supervisor after/ before completing module)

Track 1 - Supporting culturally diverse residents

DACA + Multicultural competence

Theory:
Our diverse student body must embrace many changes during their course of study. A new environment may encourage our students to seek new resources and grow their support network. While our students grow during this transitional period, we confidently say they can manage their stress and modify situations to best suit their needs.

Support for Deferred Action for Childhood Arrival (DACA) Students

Reasoning:

As stated on the Department of Homeland Security (DHS) website, DACA began accepting applications in 2012, when some of our freshmen were still in middle school. Applicants under the age of 31 were allowed, so many of our students would have been eligible if they needed to and did apply. Bronson University does not collect data on students' immigration status due to our commitment to non-discrimination based on immigration status; however, as of September 2017 it was estimated that 160,000 DACA recipients were enrolled in college nationwide (Barshay, 2017).

Benefit:

Though DHS is no longer accepting new applications, this training will give RAs an understand of what DACA-recipient students may be facing, what their needs may be, and why. There are many uncertainties still facing DACA recipients and would-be applicants, and this training will help RAs direct students to information and help in a stressful time.

Support for DACA students Cont'd

Learning objectives/Module outline:

1. Understanding effect of DACA changes on students
   a. Brief overview of the history of DACA
   b. What the status of DACA is (as of the beginning of the semester)
   c. Possible changes to DACA that under deliberation
2. Discuss resources available for students
   a. When and where to direct students to for help on campus (Visa office, specific contacts in financial aid, etc.)

Assessment method: ?

Developing multicultural competence

Reasoning:

Multicultural competence is crucial for establishing culturally sensitive and inclusive campuses (ACPA & NASPA, 2015).

McEwen and Roper (1994) were among the first to suggest integrating multiculturalism in student affairs preparation programs by incorporating multicultural content into core courses.

However, few practitioners receive adequate training in multicultural issues (Mueller & Pope, 2001).

Benefit:

Multicultural competence can help RAs understand diverse cultures and communities and enhance their ability to work with people from different cultural background.

Developing multicultural competence

Learning objectives/Module outline:

Based on the tripartite model of multicultural competence created by Pope and Reynolds (1997)

1. ### Multicultural awareness
    a. Evaluating assumptions, stereotypes and biases to determine inaccurate views one holds of a particular culture
    b. Being open to challenging any misinformation
2. ### Multicultural knowledge
    a. Enhancing knowledge about distinct cultural groups and important cultural constructs
3. ### Multicultural skills
    a. Enhancing the ability to effectively communicate across cultural differences
    b. Being comfortable with cultural conflict
    c. Being able to implement culturally accurate interventions

Assessment method:

Track 2 - Supporting our majority residents

Advocacy + Grief and Loss + Safe Space

+ First Generation

Theory:
As new RAs adjust and returning RAs fulfil the role of student advocates, they will aid their peers in identifying their voices and developing their unique identities. Whether it is creating a safe space for a resident to grieve a loved one, explore their sexual orientation, or voice their concerns about attending college, our RAs and students can ignite change on our campus.

Advocacy

Reasoning:

RAs hold the unique role of a student leader.
RAs interact with residents daily, which can help
RAs discover the barriers residents may face.
These barriers stand in the way of having

residents needs met.

Benefit:

RAs will increase awareness and understanding
of the needs and concerns of the student body.
(D'Alessio & Osterholt, 2018)

RAs and residents will understand the
importance of persistence. (D'Alessio & Osterholt, 2018)

Residents can feel as though they:

- Belong and can build a support network
  (D'Alessio & Osterholt, 2018)
- Have a space space to voice their concerns
  or needs

Advocacy Cont'd

Learning objectives / Module outline

1. Learning to use the RA role to provide a voice to residents
   a. Knowing when and how to communicate resident needs to supervisor
   b. Working with supervisor to ensure residents receive the necessary resources from campus professionals
2. Understanding the outcomes from residents' voices are heard
   a. Residents build a support network with residents who have similar concerns (D'Alessio & Osterholt, 2018)
   b. Undocumented residents will proactively seek change (Crawford & Arnold, 2016)

Assessment method:

Grief and Loss

Reasoning:

Student's GPA may significantly decrease during the period of grief and loss, meaning that bereaved students are at risk for declined

academic performance (Servaty-Seib & Hamilton, 2006)

Benefit:

RAs will be able to notice the symptoms of grief and provide appropriate advice and support to the bereaved students.

Grief and Loss Cont'd

Learning objectives/Module outline:

1. Knowing the symptoms of grief
2. Understanding the grieving process
   a. Becoming familiar with Kübler-Ross model also known as "five stages of grief" (Kübler-Ross, 1969)
   b. Far-reaching effects of grief
3. Discussing services available for students
   a. When and where to direct students to seek support or professional help on campus

Assessment method:

Ally/Safe Space (LGBTQ+)

Reasoning:

Our university is committed to diversity and supporting students from all walks of life. This module will not substitute for the university's Safe Space training, but will touch on important information and may help encourage students to get certified.

Benefit:

Given the constraints on time during the mandatory diversity training in the required RA programming, it is not possible to delve into more specific but useful knowledge about different groups. This module allows RAs to get a better understanding of a community of students that they serve. It will also introduce and/or give a better understanding of how to be an ally and support the university's commitment to diversity.

Ally/Safe Space (LGBTQ+) Cont'd

Learning objectives/Module outline:

1. Increased understanding of LGBTQ+ community
   a. Complete listing of groups within this community (asexual, pansexual, agender, etc.)
   b. Individual explanation of groups and terms
2. Introduction to being an ally
3. Detailed knowledge of resources available to LGBTQ+ students
   a. What and where offices, organizations, etc., for these students can be found

Assessment method:

First Generation College Students

Reasoning :

First Gen Students have to change their mindset and adapt to a new way of life. (Inkelas, Daver, Vogt, & Leonard, 2007)

First Gen College Students rates have dropped to 20% in the US. (Cataldi, Bennett, & Chen, 2018)

However, Bronson University is incorporating Living and Learning Communities of First Gen Students into more of our Halls.

- Our first year was incredibly successful. This recruitment tool piqued students interests.

Benefit:

- Increased awareness and understanding of the needs a portion of the student body at the University.
  - Develop empathy towards First Generation Students. This will allow RAs to better connect with each student.
- Ability to problem solve and correctly refer students to the proper resource.

First Generation College Students Cont'd

Learning objectives / Module outline

1. Learn to build a community with residents while focusing on the needs of First Generation Students.
   a. Certain critical periods where consistent contact is needed
   b. How to balance family commitment with school work
   c. Recognize financial struggles associated with being first generation.
2. Discuss resources for First Generation Students.
   a. Ex: departments, college officials, and spaces on campus to find support

Assessment method:

Track 3 - Be the best you, you can be!

Self Care + Professional Development

⭐ **Theory:**
Returning RAs are developing their professional identity as they prepare for graduation and the transition to the working world or graduate school. All RAs are also students who are learning to balance their work and personal lives as their own personal identities develop.

Self Care

Reasoning:

According to data collected from the Anxiety and Depression Association of America, college students are increasingly reporting feeling stressed and overwhelmed. It can be hard to learn how to balance school work and personal lives, and students can always benefit from discussions on taking care of their mental health. Depression, burnout, and anxiety also negatively impact academic and work performance.

Benefit:

This module will support the development of the RA as a student, helping to negate negative effects of stress and burnout on academic and work performance. It will help them be able to recognize the signs of stress and burnout in themselves, as well as others in their hall. It will also give them tools to help live a healthier life and take care of their mental health.

Self Care Cont'd

Learning objectives/Module outline:

1. Understanding stress and burnout
   a. How to recognize stress and burnout
      ■ Steps to address it in residents
   b. Effects of stress and burnout
2. What is self care?
   a. Introduction to the concept of self-care
   b. Examples, tips, and ideas for self-care
   c. Information on how to create a self-care plan

Assessment method:

Professional Development

Reasoning:

The university is committed to supporting the student through their academic career and beyond. This module builds on and expands the benefits of working as an RA by helping the student understand professional development.
We realize that our RAs may not have had the resources or support to develop a professional resume. We want to give them time to prepare for the future while they have immediate access to career coaches, professors, and professionals.

Benefit:

This module helps RAs to translate their experience to help them pursue post-graduate opportunities. This will give them a better understanding of the value of conferences and acquire valuable information for networking/interviewing from the Career Center. It will assist in preparing RAs for the transition from college to the working world.

Professional Development Cont'd

Learning objectives/ Module outline:

1. How to create and edit a resume
   a. Examples and recommendations provided by the Career Center
   b. Emphasize the transferable skills from the RA position to future careers
2. Information on interviewing
   a. What to expect, how to dress, and other tips from the Career Center
3. Benefits of conferences and networking
   a. Listing of major conferences of interest by major/subject
   b. How to register for conferences and what to expect
   c. Networking etiquette

Assessment method:

Final Recap

- 3 track (8 module) program
  - Module topics designed with supporting our values of diversity and student success
    - DACA, multicultural competency, advocacy, grief and loss, Ally/SafeSpace, first generation students, self care, and professional development
- Pre- and post- assessments administered via knowledge quiz, worksheet, and/or reflection paper

Thank you for attending our proposal on online RA training! We aim to receive feedback from current RAs and campus partners during the spring of 2019 to improve and further enhance these modules.
We are eager to implement these modules during the August 2019 RA training to prepare our new and returning RAs for the 2019 - 2020 academic year. The success of these modules be will determined via an online survey at the conclusion of Behind Closed Doors in August and exit surveys in May.

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