OLD DOMINION UNIVERSITY

Bethany Williams | Colleen Burke | Michael Doherty | Nikki Elkins

Agenda

Bronson University

Bronson University is a public liberal arts institution in Norfolk, Virginia with a current enrollment of 10,684.

Mission Statement

Bronson University aims to create and advance vital academic initiatives to amplify individual and collective achievement. We strive to identify opportunities, make connections, and maximize resources in order to promote progress and instill in our students an appreciation for the human condition, a concern for the public well-being, and a life-long commitment to learning.

(Mission Statement adapted from the University of California, Berkeley and William & Mary.)

HRL Training Committee

Bethany Williams

Area Coordinator
Housing & Residence Life

Colleen Burke

Office Administrator
Housing & Residence Life

Michael Doherty

Resident Hall Director
Housing & Residence Life

Nikki Elkins

Resident Hall Director
Housing & Residence Life

HRL Training Committee

Committee Mission

This committee aims to enable student staff members to educate themselves about their positions and expectations prior to physically being on campus for training. Utilizing online modules, the committee is proposing to create appropriate and relevant modules for student staff with the goal of expanding knowledge of campus familiarity, procedures and paperwork, expectations, scenarios, key terms and definitions, and the fact that student staff is encouraged to help themselves as well as their residents.

Over time, the committee plans to utilize pre-identified modules concerning the above topics until a Bronson-specific module can be created for each topic. The mission and procedures of the Bronson Housing and Residence Life Department (HRL) will be what the modules are specifically catered to over time, creating the most effective information for staff to be able to perform their duties. These modules are supplemental to both the fall and spring trainings and are intended to not be utilized as the sole training for student staff.

Student Learning Theories

Cognitive Learning Theory

- "Learning through experience" (Sattar, 2017).

- "The knowledge you acquire through reading is also part of cognitive learning" (Sattar, 2017).

- Online modules will expose Resident Assistants to topics through videos, pictures, and texts.

- These modules result in Resident Assistants gaining experiences through observations in a variety of topics without having to be physically present for every situation.

Self-Directed Learning

- "Self-directed learning (SDL) is a "process in which individuals take the initiative, without the help of others" in planning, carrying out, and evaluating their own learning experiences" (Center, 2011)).

- "The benefit of SDL is that learning can easily be incorporated into daily routines and occur both at the learner's convenience and according to his/her learning preferences. It can involve the learner in isolated activities, such as researching information on the Internet; it also can involve the learner in communication with experts and peers, as in a traditional classroom" (Center, 2011).

SWOT Analysis

INTERNAL		EXTERNAL	
STRENGTHS	**WEAKNESS**	**OPPORTUNITIES**	**THREATS**
• Uniformed Information • Mobile • Constant Update • Reviewable • Interactive • Data Assessment & Statistical Analysis • Growth Opportunity • Limits Logistical Training • Assists with Faculty/Staff Turnover • Outside Resources	• Technical Difficulties • Lack of Buy In • Lack of Learning Information • Lack of Accountability • Debriefing & Discussion • Affect Co-Worker Comradery • Subject Error	• Outside Resources • Mobility • Ability for "fun" learning	• Technical Difficulties • Mother Nature • Lack of Technology from Student Staff • Busy Schedules of Student Staff • English as a Second Language Translations for Training Education

Learn On Your Own (*LOYO*) Module Topics

Job Description
An RA does...

Customer Service/Professionalism
Setting the bar for communication

Campus Resources
Information Resource

Duty Processes
Procedures and Helpful Tips

Substance Awareness
Knowledge of State and National Laws

Self-Care
Taking Care of Oneself in a Selfless Setting

Interlocking Identities
Education of Diversity of Residents

Professional Helping Skills
How to Help to your Best Ability

Phases of LOYO Training Modules

Phase 1 – Fall 2019

Job Description

Customer Service/Professionalism

Campus Resources

Duty Processes

Substance Awareness$^\$$

Self-Care

Interlocking Identities

Professional Helping Skills

Phase 2 – Fall 2020

Job Description

Customer Service/Professionalism

Campus Resources

Duty Processes

Substance Awareness$^\$$

Self-Care

Interlocking Identities

Professional Helping Skills

Phase 3 – Fall 2021

Job Description

Customer Service/Professionalism

Campus Resources

Duty Processes

Substance Awareness$^\$$

Self-Care

Interlocking Identities

Professional Helping Skills

Job Description

Learning Outcomes

- Identify the mission of a Bronson University RA (Resident Assistant.)
- Identify the primary responsibilities of an RA.
- Perform the responsibilities and carry out the mission of a Bronson RA.

Module Introduced:

- Phase 1
- Fall Training 2019

- Reading of the mission of a Bronson RA and the primary responsibilities.
- Reading over the student staff contract that was signed when the job offer was accepted.
- Measurement Test: Closed-Ended and Open-Ended Items.

Module Assessment:

- Using the data produced from the measurement test, the team will be able to determine how to better explain the description of a Bronson RA.

Customer Service/Professionalism

Learning Outcomes

- Understand and Demonstrate exceptional customer service and professional communication skills.
- Recognize the differences between communicating with parents, students, and staff.
- Identify unprofessional use of social media and maintain appropriate usage.

Module Introduced:

- Phase 1
- Fall Training 2019

- Provide examples of both professional and non-professional emails.
- Distribute guidelines for business attire and social media presence.
- How to Treat Coworkers and Supervisors
- Show videos of excited students receiving their college acceptance letters to demonstrate the significance of the college experience in the lives of students.*
  - Show interviews with college students about the impact that HRL staff made on their college experience.
  - Customer Service: The Impact You Can Make on Someone's Experience

*This method is used effectively in training of Disney Parks cast members.

Module Assessment:

This module will be assessed by written responses to customer service situations and professional conflicts.

Campus Resources

Learning Outcomes

- Recognize and define campus offices that HRL utilizes the most.
- Identify where the offices are located on campus.
- Demonstrate referral on example cases.

Module Introduced:

- Phase 1
- Fall Training 2019

Provide information about the location, contact information, and roles of on-campus offices as separated into the following units:

Unit 1

CRISIS RESOURCES

- Health Services
- Counselling
- Women Center
- Bronson University Police Department

Unit 2

SUCCESS SUPPORT RESOURCES

- Financial Aid
- Educational Resources
- Student Support Offices

Unit 3

STUDENT GROWTH RESOURCES

- Career Services
- Student Involvement
- Campus Jobs
- Campus Recreation
- Online Systems

Module Assessment:

This module will be assessed by written responses to example student referral cases, as well as multiple choice and matching questions about the location, role, and processes of each office.

Duty Processes

Learning Outcomes

- Identify basic duty processes
- List commonly utilized tools and equipment
- Provide specific examples and scenarios one faces while on call
- Identify reporting procedures and the call-up matrix

Module Introduced:

- Phase 1
- Fall Training 2019

Modules Included:

- Provide an on-call matrix
- List tools and equipment vital to the on-call role and identify their use and when they are required
- Utilize real-life incident reports (IRs)* to provide context and allow staff to see both good and bad examples of reports

Module Assessment:

- A post-module quiz requiring staff to match equipment to its function
- Submit a mock incident report to supervisor requesting feedback

*Incident report (IR) is a form that is filled out in order to record details of an unusual event that occurs at the facility, such as an injury to a patient (Wikipedia)

Substance Awareness

Learning Outcomes

- Recognize the common laws of substances.
- Identify skills of bystander intervention.
- Define common definitions and how to drink responsibly.

Module Introduced:

- Phase 1
- Fall Training 2019

AlcoholEdu® Offers:

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TRANSLATIONS AVAILABLE

Costs Needed for Contract

1-3 Hours

Program Already Utilized and Maintained by Everfi All Online

Pre and Post-Exams and Behavioral Surveys

AlcoholEdu® Content Covers:

- Overview of Key Definitions
- Myths and Misperceptions
- Alcohol and Motivation
- Standard Drink
- Blood Alcohol Concentration
- Key Strategies for Drinkers
- Key Strategies for Non-Drinkers
- Bystander Intervention Skills
- Academic Brain Science
- Media Literacy and Expectations
- Alcohol and the Law
- College, Drinking and Stress

Substance Awareness

Learning Outcomes

- Recognize the common laws of substances.
- Identify skills of bystander intervention.
- Define common definitions and how to drink responsibly.
- Define and recognize various substances and their paraphernalia.

Module Introduced:

- Phase 2
- Fall Training 2020

In adjacent to with AlcoholEdu®:

- Education of other stimulents and depressants that are not covered in AlcoholEdu®. With the education of substances and the various forms of usage.

Prescription and other form of "capsule" substances

Injection drug use (IDU) and other routes of administration then by mouth

Smoke or Smokeless more commonly known substance use

Module Assessment:

- Measurement Test: Closed-Ended questions that include: definition matching, multiple choice, and fill-in-the-blank.

Self-Care

Learning Outcomes

- Equip student staff with self-care processes.
- Encourage student staff to put their personal needs before those of others.
- Provide examples of what self-care is and is not.
- Enable student staff to admit when they need help.

Module Introduced:

- Phase 1
- Fall Training 2019

Video Module

CC CLOSED-CAPTIONS AVAILABLE   TRANSLATIONS AVAILABLE

TEDx Talk Video

- Guy Winch: Why We All Need to Practice Emotional First Aid

Why this video?

- Speaks on identifying emotional needs and aiming to help them
- Encourages removal of rumination and strengthening of resilience

Module Assessment:

Require student staff to employ the "Two-Minute Distraction" method to assist in alleviating negative thoughts and have them journal how often they need to practice it.

Self-Care

Learning Outcomes

- Equip student staff with self-care processes.
- Encourage student staff to put their personal needs before those of others.
- Provide examples of what self-care is and is not.
- Enable student staff to admit when they need help.
- Identify specific locations on campus designed to help.

Module Introduced:

- Phase 2
- Fall Training 2020

- List common stressors for college students and what they look like
- Identify locations on campus that exist to help students and their functions
- Provide examples of how to help one's self in times of stress or doubt (i.e. "The Two-Minute Distraction")

Module Assessment:

- A post-module quiz that reiterates the topics listed above
- An 80% is required to pass this module

Interlocking Identities

Learning Outcomes

- Learn to identify the types of self-identities students may have.
- Give examples of differing identities present on college campuses.
- Come to understand that residents may be in multiple identity categories.
- Learn to be empathetic to student identities.

Module Introduced:

- Phase 1
- Fall Training 2019

Video Module

CC CLOSED-CAPTIONS AVAILABLE   TRANSLATIONS AVAILABLE

TED Talk Video

- Rebeca Hwang: The Power of Diversity Within Yourself

Why this video?

- Identified which identities are present in her own life.
- How these identities effected her everyday life and beliefs

Module Assessment:

Reflection Paper – Answer the following questions.

- What identities did the speaker identity with?
- How did they effect her life?

- Which identities do you have present in yourself?
- How have they effected your values, beliefs, and lifestyle?

Interlocking Identities

Learning Outcomes

- Learn to identify the types of self-identities students may have.
- Give examples of differing identities present on college campuses.
- Come to understand that residents may be in multiple identity categories.
- Learn to be empathetic to student identities.

Module Introduced:

- Phase 2
- Fall Training 2020

Self-Identity categories with definitions and application examples included, but are not limited to:

Familial Identity	Sexual Orientation	Gender	Race	Religion
Mother Father Son Daughter Aunt Uncle Grandparent Cousin Etc.	Straight Gay Lesbian Queer Bi-Sexual Etc.	Male Female Non-Binary Transitioning Etc.	Black White Latinx Asian Native American Etc.	Christian Jewish Muslim Hebrew Buddhist Etc.

Module Assessment:

- A Post-Module Quiz identifying possible student self-identity categories.
- Needs an 80% to pass this module.

Professional Helping Skills

Learning Outcomes

- Learn basic strategies to communicate with different populations of students.
- Identify student needs through intentional conversations.
- Learn about communication needs of students with disabilities.

Module Introduced:

- Phase 1
- Fall Training 2019

Video Module

CC CLOSED-CAPTIONS AVAILABLE   TRANSLATIONS AVAILABLE

TEDx Talk Video

- Alix Generous: How I Learned to Communicate My Inner Life With Asperger's

Why this video?

- Shares her story about how she learned to communicate despite her disability.
- Shares tools to help students with disabilities communicate their thoughts and needs.

Module Assessment:

Reflection Paper – Answer the following question.

- How can an RA use the communication tools outlined in the TED Talk here at Bronson?

Professional Helping Skills

Learning Outcomes

- Learn basic student distress counseling strategies.
- Identify high risk/stress situations to apply strategies.
- Successfully learn how to calm down residents and parents.

Module Introduced:

- Phase 2
- Fall Training 2020

Helping Skills Strategies:

- Student-to-Student
- Student-to-Staff
- Staff-Parent

Situations Requiring Strategies:

- Roommate Conflicts
- Disagreements with Staff
- Disagreements with Supervisors
- Conversations with Parents

Resident Assistant will be taught how the following strategies will be employed in each of the three types of confrontations.

- How to employ patience.
- How to have intentional conversations.
- What information to provide during each confrontation.
- Empathy strategies.
- Active listening strategies.

Module Assessment:

- A Post-module Quiz 3 scenarios with short answers where Resident Assistants select the appropriate strategies to use in each situation.

Phases of LOYO Training Modules

Phase 1 – Fall 2019

Job Description
HRL Module

Customer Service/Professionalism
HRL Module

Campus Resources
HRL Module

Duty Processes
HRL Module

Substance Awareness
AlcoholEdu$

Self-Care
TEDx Talk

Interlocking Identities
TED Talk

Professional Helping Skills
TED Talk

Phase 2 – Fall 2020

Job Description
HRL Module

Customer Service/Professionalism
HRL Module

Campus Resources
HRL Module

Duty Processes
HRL Module

Substance Awareness
AlcoholEdu$ & HRL Module

Self-Care
HRL Module

Interlocking Identities
HRL Module

Professional Helping Skills
HRL Module

Phase 3 – Fall 2021

Job Description
HRL Module

Customer Service/Professionalism
HRL Module

Campus Resources
HRL Module

Duty Processes
HRL Module

Substance Awareness
AlcoholEdu$ & HRL Module

Self-Care
HRL Module

Interlocking Identities
HRL Module

Professional Helping Skills
HRL Module

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Case Study: Bronson University Resident Assistant Modules

Colleen Burke, Nicole Elkins, Michael Doherty, and Bethany Williams

Old Dominion University

Bronson University

Mission Statement

We decided to begin our presentation with the Bronson University mission statement. Our mission statement is what we aspire to be as a university, and therefore should inform the training of all university staff.

Committee Mission

Our committee mission statement envelops what we are here to do. Our main goal is to provide the Resident Assistants (RAs) with the resources, information, and confidence to take on their job and all of the responsibilities by providing supplementary information to traditional RA training.

Student Learning Theories

We will be utilizing the Cognitive Learning Theory and the Self-Directed Learning Theory, as well as Chickering's Seven Vectors theory. According to Sattar's (2017). description of the Cognitive Learning Theory, the online modules will fit the theory by exposing Resident Assistants to topics through videos, pictures, and texts. These modules result in RAs gaining experiences through observations in a variety of topics without having to be physically present for every situation.

The Self-Directed Learning theory, as described by Center (2011), is related to how RAs will complete the modules at their own pace and in their own chosen location. These modules will be completed in the month before RAs return to Bronson University for their traditional residence life training. We will utilize the seven vectors theory when developing the interlocking identities module, as this theory deals with different identities held by students and how they interact with each other according to Chickering (1969).

SWOT Analysis

Our training committee performed a SWOT (strengths, weaknesses, opportunities, and threats) analysis on the online module plan that we developed. While our plan has some weaknesses and threats, we are confident that the plan's strengths and potential opportunities will outweigh them.

Phases

We will be rolling out phase one for fall 2019 RA training. During this phase, we will have Bronson University modules for the first four. The other four modules will use TED Talks or pre-made off-campus resources, in addition to some Bronson additions to those modules.

By fall 2020, we will be in phase two and unveiling all eight Bronson University modules for RA training. For phase three, we will be using statistics and feedback from the previous two years to improve the modules and release updated modules based on the collected information. These statistics and feedback will include completion time, the average amount of assessments made before the student passed the module, performance on the assessments, and comments from both RAs and professional staff about the training from a training survey sent out mid-semester. In short, we are releasing the modules in phases to minimize the potential threats to our online training system.

Learn on Your Own (LOYO) Modules

The training process will begin with an overview of their role as an RA at Bronson University. They have read the job description, but we feel that it is to remind them of the significance of their role and the high value of their presence in the lives of their residents while at our university.

Our second module is about customer service and professional behavior in the workplace because they are important skills for soon to be college graduates to have when entering the

workforce. Professional communication will help all processes run more smoothly. Along with professional protocol and expectations, this module will also demonstrate the important role that the RAs can have on the lives of their residents by showing videos of excited students receiving their college acceptance letters to demonstrate the significance of the college experience in the lives of students, and showing interviews with students about the impact that Housing and Residence Life (HRL) staff made on their college experience. This is a method adapted from the Disney Traditions training to communicate to staff that they truly matter in the experience of the people they interact with every day.

The third module is about the various resources on Bronson University's campus. This university has many different offices and services that are available to students, but many students do not know they exist. As an RA at Bronson University, one of their job duties is to point their residents in the right direction in order to find the help they need. We have separated the resources into the following units based on the severity of the topics that the offices cover.

The first unit resources are put first because a resident that requires any of these offices' services might need urgent care, while the other offices are not as urgent. The second unit will be for student success services because they are vital to the ability to remain at the university and the success of the students that the RAs will be in contact with on a daily basis. The third unit will be about resources for student growth. These resources will be used when a student is doing well academically, and therefore can take on more responsibility or activities.

We have included our fourth module focusing on duty processes because training sometimes lacks vital logistical information. This module will provide the RAs with information and the ability to handle various duty situations with confidence.

Module five concentrates on substance awareness beyond the general university policy-based training. This portion of the online system will focus on important topics like how much of

each alcohol equals one drink and bystander intervention. These are things that every college student should know but are often ignored in traditional residence life training.

High achieving college students, like RAs, often do not take time for themselves. They cannot help their residents to the best of their ability if they are not the best versions of themselves, which is why we are including self-care as module six. This module is designed to help high achieving students to take a break or time for themselves.

The students on our campus are diverse and present many different identities at once. These identities are important for RAs to understand so they can approach situations with their residents in a helpful way. Therefore, a module about understanding these different identities and how they interact, both in their residents and in themselves is vital to ensure that the RAs are going into the school year as prepared as possible.

Our eighth, and final, module will focus on professional helping skills. This module was chosen to teach Resident Assistants how to confront difficult conversations within a variety of populations, such as student to student, student to Staff, and staff to parent. The RA will gain the necessary knowledge to a few comfortable having intentional conversations with these populations in a variety of crisis situations. RAs will benefit from learning and seeing through videos on how to properly handle these difficult conversations with their residents or their residents' parents. We believe that these modules will help RAs to be more prepared for their responsibilities in their positions.

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