

Virtual Case Study

SPRING 2019

Meet the Team from Shepherd University!



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Goals for Training

- ▶ The following proposed online trainings aim to provide comprehensive education modules
 - ▶ Many of these proposed online training topics build upon existing trainings to create stronger connections between Residence Hall Staff, residential students, and supervisors.
- ▶ Residence Hall Staff will become further educated on diverse themes that may appear in their future endeavors and interactions.

Proposed Modules

❖ Social Media Best Practices

❖ Nutrition

❖ Community Service

❖ Mental Wellness

❖ Resident Connection

❖ Positive Mindset

❖ Conflict Management

❖ Ethical Practices

Social Media Best Practices Training

- ▶ Residence Hall Staff (RHS) will understand how to conduct themselves professionally on social media and recognize the consequences of inappropriate posts. Effectively using social media can help RHS identify publicly posted at-risk behaviors from residential students.
 - ▶ Social Media can effect admission to college or lead to suspension (Jaschik, 2018)
 - ▶ May lead to student conduct issues if conduct violations are posted online
 - ▶ Can create positive role-modeling, or vice versa
 - ▶ Can help identify issues with substance abuse, mental well-being, and student handbook violations (Kacvinsky & Moreno, 2014)

Social Media Training Outline

- ▶ Online training would include:
 - ▶ Interactive "You said WHAT!?" module
 - ▶ RHS will be exposed to several social media posts and asked to determine why, or why not, a post is appropriate to make as staff member of the institution
 - ▶ Interactive "Behind the Screen" module
 - ▶ RHS will be presented a set of questions to consider when making online posts (Kaplan, 2018):
 - ▶ "Is this post necessary?"
 - ▶ "Would I say this on television?"
 - ▶ "Does this post make me look [professional]?"
 - ▶ "Is this funny? Is it offensive? Does it require too much explanation?"
 - ▶ "Does everyone need to read this?"

Example of "You said WHAT?!" Training module



Fig. 1



Fig. 2

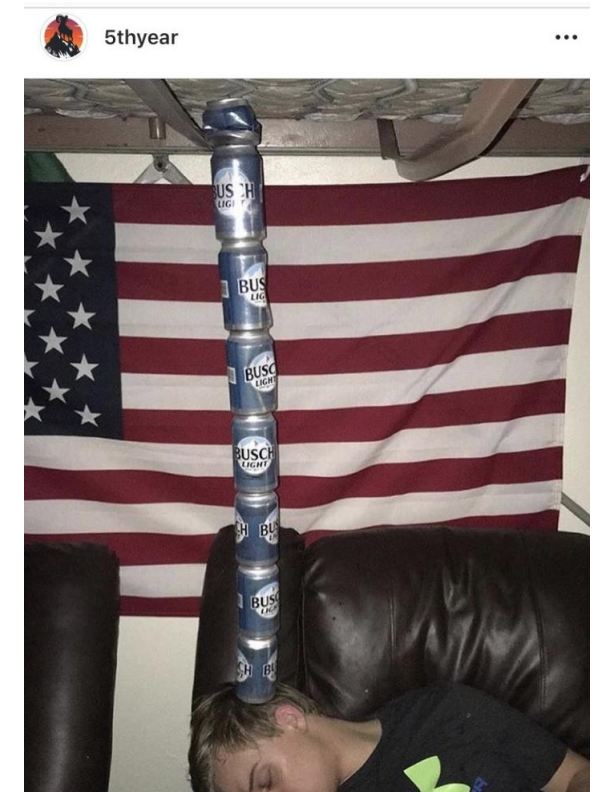


Fig. 3

Nutrition Training

- ▶ RHS will be trained on how to provide information to residents about nutrition and incorporate this information into their programming. Peer educating residents about nutrition will create and promote healthy lifestyles.
 - ▶ Correlation between healthy diet and positive mental health (Nellum, 2015)
 - ▶ Recognition of nutritional needs of residents
 - ▶ Awareness of residents' dietary restrictions and financial constraints to meet residents' needs

Nutrition Training Outline

- ▶ Online training would include:
 - ▶ Interactive "What's on my Plate?" module
 - ▶ Students would select various foods to make a meal that reaches a specific calorie count or nutritional balance
 - ▶ Interactive Food Allergies module
 - ▶ Students would identify top 10 most common food allergies
 - ▶ Introduction of various food related apps to track nutritional intake
 - ▶ MyFitnessPal, Fooducate, MyPlate, Lifesum, Lose It!, etc.



Fig. 4

Community Service Training

- ▶ RHS will be trained on the importance of participating in community service and encouraging students to participate as well.
 - ▶ Participation in community service encourages engagement, academic achievement, multicultural competence, social consciousness & responsibility, and other aspects important to student development (Rockenbach, Hudson, & Tuchmayer, 2014; Einfield & Collins, 2008).
 - ▶ Community service can strengthen unity and create positive relationships between RHS and residential students (Rockenbach et al., 2014).
 - ▶ Partnering mandated service hours with voluntary service hours will increase the likelihood of future participation (Rockenbach et al., 2014).

Community Service Training Outline

- ▶ Online trainings will include:
 - ▶ Module to teach RHS about the different forms of community service and the importance and outcomes of community service. Materials will include videos, articles, and an interactive quiz
 - ▶ "Stronger Together" Module
 - ▶ RHS will be asked to create a mock community service project for their residents. RHS will incorporate what they learned in the previous module



Mental Wellness Training

- ▶ RHS will be trained on trending topics regarding mental health including suicide prevention, substance abuse, and the need for emotional support animals (ESAs). Awareness of statistical trends partnered with trainings on the subjects can help create a more educated residential community.
 - ▶ Suicide is the second leading cause of death among college students; 1:10 college students have seriously contemplated suicide (National Mental Health Association & The Jed Foundation, 2002)
 - ▶ An increase in the number of ESAs requires education about their importance and impact on a residential community (Von Bergen, 2015)
 - ▶ 37.7% of college students reported consuming 5 or more alcoholic drinks in one sitting (National College Health Assessment, 2009).

Mental Wellness Training Outline

- ▶ Online training would include:
 - ▶ An informational module including videos, facts, and a quiz to educate RHS on mental health trends
 - ▶ A review of campus policy regarding ESAs with a quiz to make sure RHS understand their role in creating a welcoming environment
 - ▶ Introduction of apps such as 'BACtrack' to teach RHS and students about their body's reaction to substances and their responsibility in preventing substance abuse



Fig. 5

Resident Connection Training

- ▶ RHS will be trained on making connections with their residents while continuing to maintain their professional and personal relationships.
 - ▶ Focus on the first two weeks of the semester to make a lasting impact
 - ▶ Focus on being real with the residents and not putting on a "face" so they feel comfortable coming to the RHS when there is a problem
 - ▶ Focus on talking and making a relationship with every resident whether RHS are in a first-year traditional hall or an apartment setting
 - ▶ Focus on developing appropriate boundaries between personal and professional relationships

Resident Connection Training Outline

- ▶ Online training would include:
 - ▶ "Break the Ice" Module
 - ▶ Each RHS will have to develop an interactive ice breaker that they will then use with their residents within the first week. The RHS will emphasize connecting residents to each other and identify themselves as a campus resource.
 - ▶ Scenario Module
 - ▶ The RHS will be given scenarios that would occur in a residence hall. The RHS will have to determine what their responses would be and how they would maintain professionalism during the situation.

Positive Mindset Training

- ▶ RHS will be trained to understand growth mindsets, strengths-based learning, and the importance of resilience in college success.
 - ▶ Growth mindset learning focuses on the potential for change over time as related to failure. The belief that someone can change increases the likelihood that they will rebound from failure (Mindset Works, Inc., 2017).
 - ▶ Strengths-based learning assumes that all individuals have certain abilities that they are better at than others. Applying these strengths is beneficial to creating self-authorship, personalizing learning, and developing authentic motivation when completing tasks (Lopez & Louis, 2009).
 - ▶ Students who are taught that intellectual abilities can be developed show higher achievement across school transitions, such as moving to college after high school. Students that are taught the same about social abilities show lower levels of aggression and stress (Yeager & Dweck, 2012).

Fixed

Mixed

Growth

Positive Mindset Training Outline

- ▶ Online training would include:
 - ▶ Strengths-based inventory, such as the Clifton Strengths Finder, followed by interpretation of results
 - ▶ Allows RHS to explore and develop personal strengths
 - ▶ An interactive module, "Are you strong enough?"
 - ▶ RHS would be given several statements by students and will be asked to identify if the statement demonstrates growth mindset
 - ▶ RHS will be asked to reflect on how they can use their strengths in connection with other trainings provided. For example, "How can your strengths help you make connections with residents? How can you use your strengths to develop a community service project for your building?"

Conflict Management Training

- ▶ RHS will be trained on methods to handle conflict with residential students, supervisors, staff, and parents/legal guardians.
- ▶ “Highly effective leaders identify, understand and develop swift and smart resolutions to workplace conflicts, most of which demand some level of confrontation.” (Berger, 2017)
 - ▶ Conflict resolution is a key leadership skill. Therefore, leaders who find themselves in conflict, no matter the type, should consider a quick three-step approach (Suarez, 2015):
 - ▶ 1) Prepare
 - ▶ 2) Practice
 - ▶ 3) Communicate

Conflict Management Outline

- ▶ The online training would include:
 - ▶ RHS will watch a video to understand the basics of conflict
 - ▶ Conflict Navigation
 - ▶ An online “Behind Closed Doors” module that presents RHS with conflicts they could experience with supervisors, staff, residents, or parent/legal guardians. RHS would decipher how to “prepare” for the conversation, “practice” how to begin/handle the intense dialogue, and then demonstrate “communication.”
 - ▶ This could consist of a video with a variety of options each leading to an outcome. Students would not move on from the section without ending with a correct “communication” path.

Ethics and Legalities

- ▶ RHS will be trained on ethical practices as they pertain to their position
 - ▶ RHS will be able to define the difference between ethics and morals
 - ▶ RHS will be trained in their role in CPR and other life-saving interventions to understand whether they are protected by law
 - ▶ Create stronger work dynamics between RHS
 - ▶ Learning legalities provide a stronger understanding of conduct protocols and expectations

Ethics and Legalities Outline

- ▶ Online training would include
 - ▶ Match Game module
 - ▶ RHS would match definitions of legal terms in a flash card style game
 - ▶ An interactive quiz with videos of scenarios to determine whether they are ethical or moral concerns
 - ▶ An introduction on the procedures for life saving interventions on campus and what RHS are legally expected to do
 - ▶ Includes a forum for RHS to discuss their opinion on their level of responsibility

Conclusion

- ▶ As a result of these proposed trainings, RHS will be able to identify the diverse themes and modules that they were educated on. RHS will be able to apply these topics to their interactions with residents and their campus community.
- ▶ Many of the outlined topics focus on continuing the holistic development of RHS, especially focusing on developing interpersonal relationships.
- ▶ With an unlimited budget, these topics can come to life to create an interactive learning experience for all participants.

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Figure References

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