

Virtual Case Study

Southern Illinois University Edwardsville

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Overview

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Program Introduction

- **Our modules** within the program will include information that will **help and support a residential assistant (RA)** in their **interactions** with their **community** and with their **residents**.
- Each module will cover an aspect of the **Wellness Wheel** and include **connecting topics** for the RA to use with their residents and for the development of them self.

Program Introduction (continued)

- Our group believed that it was necessary to expand upon the wheel and include further topics such as **diversity and inclusion** and **professional development**.
- **The Wellness Wheel** that we used from this project is **utilized by the College of New Jersey**. It is important to mention, however, that while we used the idea of the wheel, **the goals and outcomes** as well as **the topics** were **created organically** by our group.

Wellness Wheel



(The College of New Jersey, 2018)

Wellness Wheel Housing Application

- Resident Assistants will be fully **equipped to handle** an array of probable **issues** that may arise in a higher educational residential setting by **providing supplemental online training** that is **formatted through modules** and **connected** to each piece of the **Wellness Wheel**.

Module 1- Academic and Intellectual

Goals and Outcomes:

- **This module** is intended to help the RAs **learn skills** that one may **use in the classroom** and with **homework** in order to teach their residents

Topics within Module:

- Study Skills
- Academic Integrity- Honor Code
- Organization and Time Management skills
- Accommodations to Learning
- Resources to Share: Academic Advising, Writing Center, Tutoring Center, Disability Services

Module 2- Emotional

Goals and Outcomes:

- **This Module** is intended to equip RAs in assisting residents with **mental health** related issues, but also know when to **refer the resident** to a professional

Topics within Module:

- Body Image
- Managing Stress
- Developing Healthy Coping Mechanisms
- Warning Signs of Mental Health Crisis and Referring Students
- Resources to Share: Counseling Center

Module 3- Environmental

Goals and Outcomes:

- **This Module** will enhance the RAs knowledge about creating a **harmonious environment** on campus, promote student **engagement**, and review all **campus resources**.

Topics within Module:

- Managing Conflict
- Conduct and Involving Professional Staff
- Environmentally Friendly
- Student Engagement:
Community Volunteer Groups
- Resources to Share: Briefly Reviewing all
Campus Resources

Module 4- Financial

Goals and Outcomes:

- **This Module** reviews **common student related financial issues, procedures, and possible solutions**

Topics within Module:

- Policy- Tuition, Fees, and Housing
- Budgeting
- Impact of Classism and Socioeconomic Status Differences
- Transportation: On-Campus Resources, Bus, Carpooling, Other Affordable Options
- Resources to Share: Financial Aid

Module 5- Physical

Definition:

- **This Module** will further one's understanding on **providing** for and **taking care** of one's **physical wellbeing**

Topics within Module:

- Life Skills
- Living in a Residential Community vs. Living at Home
- Physical Health
- Sexual Health and Safety
- Resources to Share: On-Campus and Off-Campus Health Centers

Module 6- Social

Definition:

- **This Module** helps the RA develop **social skills** in and promotes **campus involvement** of residents

Topics within Module:

- Communication Skills
- Social Media
- Healthy Relationships vs. Unhealthy Relationships
- Being Team Player
- Learning from Others
- Resources to Share: Student Involvement, Student Organizations and Clubs

Module 7- Spiritual

Definition:

- This Module will promote understanding of **world religions** and **knowing one's identity**

Topics within Module:

- Overview of World Religions
- Values
- Ethics
- Knowing Who You Are
- Resources to Share: On-Campus and Off-Campus Religious and Spiritual Affiliations

Module 8- Diversity & Inclusion

Goals and Outcomes:

- **This Module** works to assist the RA in **educating** the residential community of understanding how **one's identity** is **impacted** by the **-isms**

Topics within Module:

- Intersectionality
- Racism, Sexism, Heterosexism, Ageism, Ableism
- Resources to Share: Diversity & Inclusion Center, Women's Center, LGBTQ Center, and Disability Support Services

Module 9- Professional Development

Goals and Outcomes:

- **This Module** works to highlight **resources** and **opportunities** for both RAs and residents to aid in their **professional knowledge** and **skills**

Topics within Module:

- Reading Articles
- Attending On-Campus Events
- Utilizing Professional Staff and Asking Questions
- Resource to Share: Career Development, Resume, Cover Letter, Co-ops and Internships, Professional Attire

Student Development Theory

- This program would connect to many student development theories as it focuses on each area on the student. A few that we would like to highlight are as follows:
 - **Maslow's Hierarchy of Needs (1954)**
 - We want to make sure that we are **fulfilling the needs** of both our **student leaders** and **our residents**. Therefore, our program will include information on what we as an office can do to impact and support all students, so they are able to achieve their physiological needs, security and safety needs, affiliation/ acceptance , self-esteem, and self-actualization.

(Patton, Renn, Guido, & Quaye, 2016)

Student Development Theory (continued)

- **Chickering and Reisser's Theory of Identity Development Identity Theory (1993)**
 - Our program, in connection to the RA training, would allow our student leaders to **better understand** their **own development** and the **development of their residents**. This would help to establish all vectors within the theory- developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity .

(Patton, Renn, Guido, & Quaye, 2016)

Student Development Theory (continued)

- **Bronfenbrenner's Ecology Theory (2005)**

- This theory would **support our program** because it highlights how **student development** is **connected** from the **individual to the environment to produce outcomes**. For example, this may include how an RA or a resident problem-solves, learns, forms their identity, and creates their behaviors.

- **Abes, Jones, and McEwan's Reconceptualized Model of Multiple Identities (2007)**

- This theory takes into consideration how **students' identities intersect** and allow them to **make** more **meaning of themselves** and their **experiences**. This would connect to our program by provide an awareness to our RAs in a student's contextual influences, how those influences are filtered, and how one establishes how they are.

(Patton, Renn, Guido, & Quaye, 2016)

ACUHO-I Core Competencies

- This program would connect to the ACUHO-I curriculum because it assists not only the institution and professional staff, but it also impacts student leaders and student staff to accomplish the following areas:
 - Crisis Management
 - Equity and Inclusion
 - Ethics
 - Facilities Management
 - Foundations
 - Leadership
 - Res Ed: Academic Initiatives
 - Res Ed: Student Development
 - Res Ed: Residential Education
 - Student Behavior

(ACUHO-I, 2019)

References

- ACUHO-I. (2019). *ACUHO-I Core Curriculum*. Retrieved from URL. <https://www.acuho-i.org/resources/core-competencies?portalid=0>
- The College of New Jersey (2018). *Wellness Wheel*. Retrieved URL. <https://healthwellness.tcnj.edu/wellness-wheel/>
- Patton, L. D., Renn, K. A., Guido, F. L., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3rd Ed.). San Francisco: Jossey-Bass.