

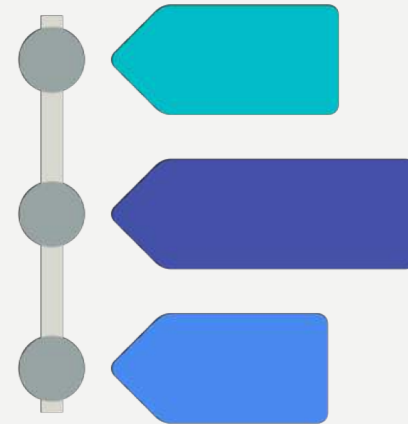
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

**BRONSON
UNIVERSITY
RESIDENCE LIFE
LEADERSHIP
INSTITUTE**

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COURSE STRUCTURE



The training courses will be structured in a 5-week online format during the summer. Resident Assistants will be able to access the course at their own discretion during the time allotted through the online web portal. All online training components will need to be completed by all RAs by the given deadline. The online training will consist of the following topics:

Health and Wellness

Supporting Diverse Learners

Identity Development

Transitions and Retention

Facilities Management

Crisis Management

Leadership and Professional Development

Tough Qs and As.

Each online training session will contain an informational segment that will provide students with important and invaluable knowledge pertinent to the topic at hand and will be presented in different formats, such as written slides and video. Each training session will also include an interactive video component at the end to test the student's knowledge on the information they just reviewed and to see how well they know and retain the material that was presented. Following the 5-week online training courses, RAs will then return to campus for a week-long intensive training that will include face-to-face interactions, scenario skits, Q and A sessions, and much more. The face to face interactive training will be comprised of the "bread and butter" topics already provided as well as additional information that the assessment deemed necessary based on the responses of the students.

Informational Slide & Videos

Every training session will consist of at least 10 to 15 informational slides. The informational slides will contain material such as an overview of what is to be learned in the coming slides, student development theory that is applicable to the topic at hand, application of the theory for the RAs, as well as common best practices pertaining to the topic being covered. The informational videos will give behavioral scenarios with real people of what could happen and the different ways in which an RA can respond within the scenario that are the most efficient and effective.

Interactive Video

At the end of each online training session, there will be an interactive video component that will be used to test the newly gained knowledge of the RAs and to see how much of the information was retained. The interactive video component will consist of five to seven animated scenarios per topic and along with written information about what is happening in the scene. In each scene, the student will be given two options to choose from regarding which course of action they should take for the best outcome of the student within the scenario. Once the student has chosen an answer, the interactive video will let them know if they are right or wrong, and provide a brief informational bubble as to why. This will be the same format for every topic within the online training.

Assessment

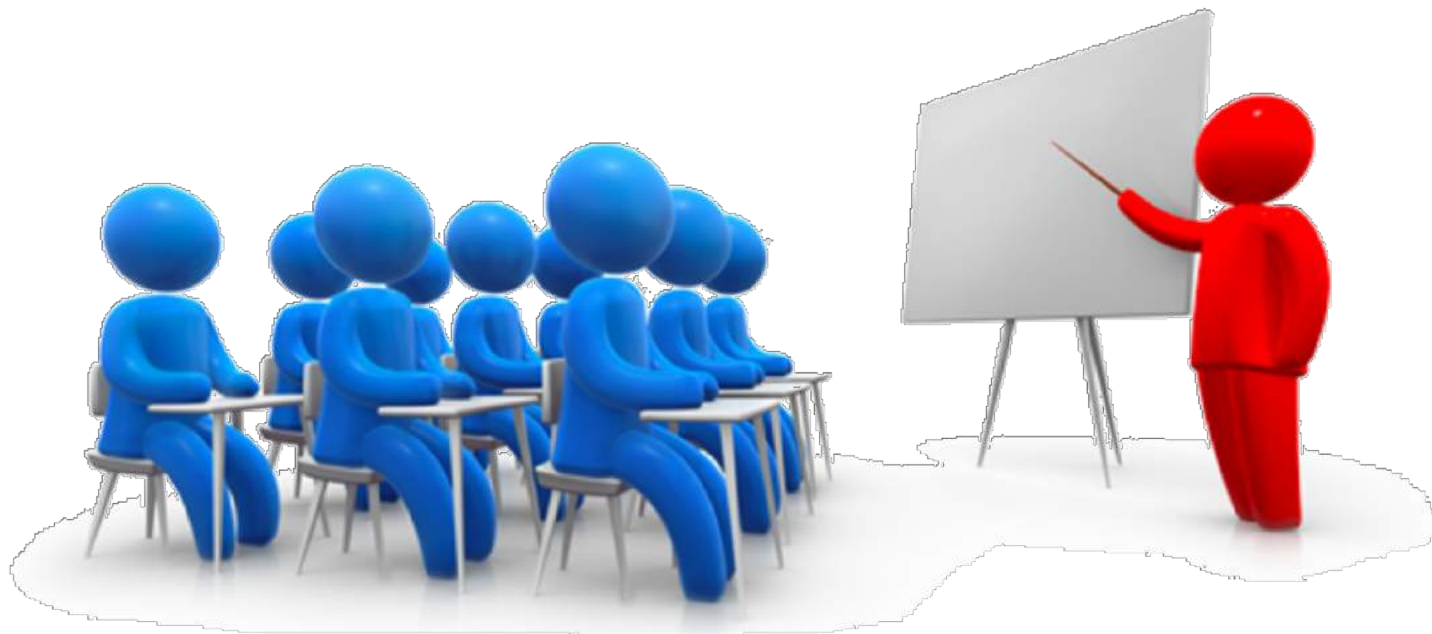
As each student completes an online training topic segment and the interactive video within that training, the online hub will track all of the responses to the questions. The online component will then shoot an email of the results to housing administrators to assess what information was retained and what information was not. The assessment of the interactive videos will provide housing administrators with invaluable and pertinent information as to what topics and information need to be addressed more in-depth during the face-to-face training engagement with the RAs that is set for the week before students arrive on campus.





TRADITIONAL IN-PERSON TOPICS

ESSENTIAL TRAINING TOPICS
COVERED IN-PERSON



Programming

Diversity & Inclusion

Sexual Assault & Harassment

Campus Judicial Procedures

**Administrative Tasks &
Paperwork**

ONLINE TOPICS

TRAINING TOPICS COVERED ONLINE
DURING THE SUMMER





*THE FOLLOWING LEARNING OUTCOMES WERE
CONSTRUCTED REFERENCING BLOOM'S
TAXONOMY*

INTENTIONAL LEARNING OUTCOMES

Health & Wellness

1. *Resident Assistants will be able to recognize the signs of substance abuse through noticeable physical symptoms and personality attributes.*
2. *Resident Assistants can articulate the importance of sexual health to their students and act as a resource to their floor/hall.*
3. *Resident Assistants recognize the importance of incorporating mental health awareness and self-care strategies into their hall programming.*

Supporting Diverse Learners

1. *Resident Assistants can recognize common learning and social barriers their students may face.*
2. *Resident Assistants can recall effective strategies to assist diverse learners during their student transition process.*

Identity Development

1. *Resident Assistants understand their own strengths and areas of improvement based on personality testing and personal statements.*
2. *Resident Assistants form communication and feedback plans around each team member's strengths.*

Facilities Management

1. *Resident Assistants understand building operations, emergency procedures, and on-call duties.*



Transition and Retention

1. Resident Assistants can identify students who are struggling to acclimate to the university, either academically or socially.
2. Resident Assistants understand their role in the student transition and retention process.
3. Resident Assistants can identify crucial moments in a student's transition process.

Crisis Management

1. Resident Assistants will be able to identify signs of self-harm.
2. Resident Assistants recognize the appropriate next steps in the reporting process.

Professional Development

1. Resident Assistants will be able to articulate the importance of time management.
2. Resident Assistants demonstrate effective group facilitation skills and role modeling behavior.

Tough Questions

1. Resident Assistants can consistently formulate concise and truthful answers to common questions from parents, students, and other stakeholders.



HEALTH & WELLNESS

Overview:

This module will present different situations for RAs (Resident Assistants) to explore as they learn how to address challenging situations related to health and wellness. A large portion of the training will focus on recognizing substance and sexual abuse. Additionally, this module will emphasize incorporating mental health awareness and self-care strategies into hall programming.

Theory:

Fishbein's Reasoned Action Approach theorizes that knowledge alone may be insufficient to increase someone's likelihood to act in an appropriate manner (Fishbein, 2008). This theory also interplays into **Kohlberg's Moral Development Theory**, which emphasizes that being "good" has a positive ripple effect throughout society (Kohlberg, 1976). When RAs face a challenging situation, they should be aware of exactly what steps to take, regardless of personal attitude or what course of action they prefer to take.

Intentional Learning Outcomes:

1. *Resident Assistants will be able to recognize the signs of substance abuse through noticeable physical symptoms and personality attributes.*
2. *Resident Assistants can articulate the importance of sexual health to their students and act as a resource to their floor/hall.*
3. *Resident Assistants recognize the importance of incorporating mental health awareness and self-care strategies into their hall programming.*



SUPPORTING DIVERSE LEARNERS

Overview:

The purpose of this training session is two-fold. First, this module will provide RAs with an overview of Autism Spectrum Disorder and other learning disabilities commonly seen in college students. Secondly, this training will introduce the necessary skills needed for RAs to engage with diverse learners and equip their residents with institutional knowledge that can offer meaningful support.



Theory:

Gibson's Disability Identity Development Model recognizes that students with disabilities form a unique identity. Gibson's model allows for fluidity between different stages, recognizes that society impacts disability identity, and focuses on both individual and group identity (Gibson, 2006). RAs will be able to recognize the different stages that a diverse learner may undergo as they come into acceptance with their disability (Gibson, 2006). Specifically, the training will discuss and give examples of Passive Awareness, Realization, and Acceptance stages (Gibson, 2006).

Intentional Learning Outcomes:

- 1. Resident Assistants can recognize common learning and social barriers their students may face.***
- 2. Resident Assistants can recall effective strategies to assist diverse learners during their student transition process.***

IDENTITY DEVELOPMENT

Overview:

This training module will help RAs better explore the complexity and intersectionality of student identity. During this segment, RAs will also take both the True Colors personality profiling test and StrengthsQuest. After these assessments, they will communicate the outcome with the staff and form a communication and feedback plan based on personal preference. Moreover, this section will promote a conversation about the residential staff's personal experience and background and help RAs create more effective hall program.

Theory:

This module will utilize **Abes, Jones, and McEwen's Reconceptualized Model of Multiple Identities**. RAs will examine how students can simultaneously embody multiple aspects of their identity (Abes, Jones, & McEwen, 2007). Specifically, this training will focus on the contextual influences, meaning-making filter, and self-perceptions of multiple identities in order to better prepare the staff to "meet students where they are". (Abes et al., 2007).

Intentional Learning Outcomes:

1. *Resident Assistants understand their own strengths and areas of improvement based on personality testing and personal statements.*
2. *Resident Assistants form communication and feedback plans around each team member's strengths.*



FACILITIES MANAGEMENT

Overview:

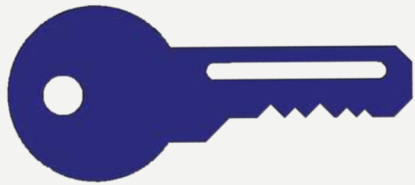
This training will provide RAs with the necessary knowledge to effectively navigate all residential facilities. The training will provide the RAs with the knowledge to assist with the basic operation of all residential facilities. This module will also explain all emergency procedures and protocols including but not limited to, location of all exits, fire extinguishers, and first aid emergency medical kits. In addition, RAs will be taught how to properly respond in the event of a natural disaster. Furthermore, the student staff will learn how to effectively and efficiently respond to all on-call issues, incidents and responsibilities.

Theory:

Maslow's Hierarchy of Needs stress the need to be free of physical danger and the fear of loss of a job, property, food, or shelter (Maslow, 1954). RAs will recognize maintenance/facilities issues and will have the ability to report to the proper department to improve the efficiency of the facilities. In addition, **Astin's IEO (Input, Environment, and Outputs) Model** recognizes that environment refers to the various programs, policies, faculty, peers, and educational experiences to which the student is exposed (Astin, 1993). Inconvenient events that occur within our facilities can hinder a student's success when our facilities are not appropriately maintained.

Intentional Learning Outcomes:

1. **Resident Assistants understand building operations, emergency procedures, and on-call duties.**



TRANSITION & RETENTION

Overview:

This training will equip RAs with the necessary knowledge and tools to assist all students with their transition into and through college. The training will provide RAs with an overview of the stages of transition, the different challenges that students may face during transition, the necessary skills needed to identify those challenges, and the importance of their roll in the transition and retention process of our students. This training will also provide RAs with ways in which to effectively engage students at any stage within the transition process as well as effective strategies when the student is ready to depart.

Theory:

Schlossberg's Transition Theory (1995) describes appropriate strategies to assist students during a transition in their life. According to Schlossberg's, transitions are defined as "Events or non-events resulting in changed relationships, routines, assumptions, or even roles" (Sasso, 2017). RAs will become familiar with the various stages of student transition and utilize those strategies when appropriate.

Vincent Tinto's Theory of Student Departure (1993) examines what causes college students to depart institutions. RAs will understand the importance of assisting students with their integration into formal and informal academic and social systems (Tinto, 1993). Moreover, the relevance of effective programming, intentional interactions, and providing resources to residents will be discussed.

Intentional Learning Outcomes:

1. *Resident Assistants can identify students who are struggling to acclimate to the university, either academically or socially.*
2. *Resident Assistants understand their role in the student transition and retention process.*
3. *Resident Assistants can identify crucial moments in a student's transition process.*



CRISIS MANAGEMENT

Overview:

This training will equip RAs with the necessary knowledge and tools to prevent a crisis, engage and assist students during an emergency, and damage control before and after a crisis. The training will provide the RAs with the knowledge to identify signs of self-harm, the knowledge of the proper chain of command in reporting a crisis, the ability to identify self-destructive, harmful and potentially dangerous behavior of students. This training will also provide RAs with ways in which to respond and engage with students in specific crisis scenarios, such as fraternity and sorority binge drinking, hazing, physical/mental/verbal abuse, and even death.

Theory:

Maslow's Hierarchy of Needs also recognizes safety concerns pertaining to both the body and mind within an environment (Maslow, 1954). Students are unable to thrive if they feel threatened. Therefore, RAs will be taught how to identify self-harm, both physically and mentally, among their residents.

Sanford's Psychosocial Development Model (1966) recognizes that must be supported after they have been challenged. These challenges may be external or from student affairs/academic staff, however, without proper support, students will most likely not succeed (Sanford 1966). RAs will learn how to properly and effectively challenge and support their students. In addition, RAs will become well versed in supporting their students after an external challenge or crisis occurs.

Intentional Learning Outcomes:

1. Resident Assistants will be able to identify signs of self-harm.

2. Resident Assistants recognize the appropriate next steps in the reporting process.



PROFESSIONAL DEVELOPMENT

Overview:

This training will provide RAs with the tools and resources to learn, cultivate and develop their leadership skills that they will utilize in their daily roles and tasks. The training will help them to identify notable and invaluable networking opportunities, professional workshops, conference funding, program implementation/execution, and presentations. The RAs will be able to take the skills they acquire through this training and assist in the development of students professionally, personally and as leaders, both on campus and in the surrounding communities.



Theory:

Baxter-Magolda Theory of Self Authorship (2001) found that the influence of interpersonal relationships during college, primarily formed through participation in co-curricular activities, greatly influenced student sense of self (Sasso, 2007). The opportunities implemented by the institution gives the RAs the experience to develop a network and enhance their leadership skills to develop a sense of Self Authorship as a student leader and professional. The skills developed will enable the RAs to assist with the development of the students, both professionally and as student leaders.

Intentional Learning Outcomes:

1. *Resident Assistants will be able to articulate the importance of time management.*
2. *Resident Assistants demonstrate effective group facilitation skills and role modeling behavior.*

TOUGH QUESTIONS

Overview:

The Tough Questions and Answers training will teach RAs how to critically approach, think about, and respond to tough questions posed by students, parents and university stakeholders. It will also provide RAs with the knowledge about what questions can be answered by them in their position and which questions must be directed to a senior staff administrator or other university staff.

Theory:

Kolb's Theory of Experiential Learning (1984) states that knowing how one learns is a pertinent part within one's self development. If RAs are aware how they learn best they will be able to acquire indefinite growth as well as the ability to adapt to other ways of gathering knowledge and retaining information. According to the theory, when one uses the different personality types and ways to learn, they become more self-aware and willing to learn in different ways. If RAs are able to engage with and observe students effectively and the way in which they learn best, they will be able to format presentations and programming to engage with students in a way that provides the best outcome and participation.

Sanford's Psychosocial Development Model (1966) encompasses tough questions RAs can potentially encounter. The challenge is for both the RA and the student/resident proposing the question. The RAs responsibility is to accurately *support* the growth of the student as well as their own. If there is sufficient support for the challenge, the growth of the student and RA will increase. If there is a lack of support for a significant challenge, growth will be stagnant. Furthermore if there is too much support for an insignificant challenge, growth will be stagnant. RAs will understand the influence they have of their own growth and the growth of residents.

Intentional Learning Outcomes:

1. **Resident Assistants can consistently formulate concise and truthful answers to common questions from parents, students, and other stakeholders.**





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