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2019 Student Affairs Virtual Case Study



Resident Assistants (RA) Training Curriculum

THEME OF TRAINING:

Developing Diverse
Student Leaders

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Personality Types

- Setup: This online module will allow Resident Advisors to take either the Jung Personality Test or the Myers-Briggs Personality Test.
- Rationale: Working in higher education, Resident Assistants communicate with many diverse individuals and have to make many decisions on a daily basis. It is important for these Resident Assistants to learn more about themselves in order to become effective leaders.
- Targeted Outcomes: Resident Assistants will have a better understanding of their own personalities, decision making skills and thought processes. At the end of this module they should feel more confident taking on a leadership role and working with a diverse population.

Personality Types

•Further Outcomes: According to Borzumato-Gainey (2017) these tests can also be used for program planning, leadership training, relationship building, personal growth, conflict resolution, and advising. These tests can also be used throughout the year to help the Resident Assistant with many other tasks.



Greek Life- The Art of Hazing

Facts:

- 95% of students don't report hazing to campus officials
- 60% of college students have been hazed

Hazing includes but is not limited to: drinking games or consumption of large amounts of alcohol until ill, singing/chanting in public, association with specific people and not others, sleep deprivation, screaming, yelling and cursing by current member.

haz·ing

/ˈhāzɪŋ/ 

noun NORTH AMERICAN

noun: **hazing**; plural noun: **hazings**

the imposition of strenuous, often humiliating, tasks as part of a program of rigorous physical training and initiation.

"army cadets were hospitalized for injuries caused by hazing"

- humiliating and sometimes dangerous initiation rituals, especially as imposed on college students seeking membership to a fraternity or sorority.

"seven officers of the fraternity were charged with hazing"



Greek Life- The Art of Hazing

Ways that you can prevent or detect hazing within your Residence Halls:

First, as a Resident Assistant (RA), establish a great relationship with your residents. Get to know their likes and dislike, their style and way of being, and their daily routine.

If a resident is being hazed, their way of being and daily routine will change. This is why getting to know them is important, you will notice these changes.

Look for particular things:

- Change of attitude
- Change in friend groups
- Running around at random hours of the day.
- Wardrobe change
- Limited interactions
- Seems tired because of lack of sleep

**SEE • SAY • DO
SOMETHING**

Students on the Autism Spectrum

- Setup: This online module will help educate Resident Assistants about students who are on the autism spectrum and what they can do to help them transition to college life and help them become successful.
- Rationale: According to VanBergeijk, Klin and Volkmar (2008) The Center for Disease Control estimates that 1 out of every 166 children in the United States has an ASD. This translates to over 500,000 Americans having an ASD. If one were to examine the segment of the population potentially preparing to enter college estimated that in 2002 there were between 284,000 and 486,000 individuals with the broader diagnosis of pervasive developmental disorder under the age of 20 years old alone. In order for Resident Assistants to be effective leaders they must be well versed with students who have an ASD.

Students on the Autism Spectrum

- Target Outcomes: Upon completion of the module, Resident Assistants should have the confidence and competence to work with students with ASD. Resident Assistants should have an understanding of Autism and how working with students on the spectrums differs from students who are not.
- Training Topics to Include:
 - Transition to a university
 - Counseling support
 - Modifications in the classroom
 - Evaluation and testing
 - Social functioning/social inclusion
 - Living arrangements



Academic Accommodations



Setup: This learning module will be a video presentation training. The session will inform student employees at Bronson University about the process of requesting services. It will also include an indepth look at what types of services we offer to our wide range of clientele.

Application Component: Student will walk others through the process of applying.

Rationale: Employees of the university should have knowledge of on-campus resources. Specifically which office students can go to if they are in need of academic assistance.

Targeted Outcomes: Increase awareness of the process of applying as well as dispelling myths associated with the office.

Academic Accommodations Continued

Sub-topics of discussion:

- Various populations of students we serve.
- Types of accommodations the office offers.
- Process of applying
- Approved documentation
- Time requirements

	SEM/YR	SEM/YR
DISABILITY	Fall/16	Spr/17
DEAF/ HEARING	16	16
BLIND/ VISUAL	26	22
ADD/ADHD	91	78
LD	103	97
MOBILITY	7	9
HEALTH & MEDICAL	46	42
MENTAL HEALTH	44	53
PROVISIONAL	24	14
TBI	5	4
FACULTY/STAFF	0	2
TOTAL	362	337

	SEM/YR	SEM/YR
DISABILITY	Fall/17	Spr/18
DEAF/ HEARING	19	16
BLIND/ VISUAL	19	10
ADD/ADHD	98	75
LD	106	92
MOBILITY	11	8
HEALTH & MEDICAL	51	45
MENTAL HEALTH	67	76
PROVISIONAL	17	20
TBI	5	1
FACULTY/STAFF	2	3
TOTAL	395	346

Reaching out on the Down Low (Undocumented Students)

Resident Assistant will be trained adequate on ways to tailor to undocumented student and how ro get them involved:

- Programming- Providing special programs thats are both useful and appealing
- Safe space- Creating a safe environment where they feel comfortable being themselves and can let their guard down.
- Resources- Make RAs aware of available resources to delay.
- Similar peers- get them in contact with peers that are in the same situation and help them establish those relationships.



Undocumented students are school-aged immigrants who entered the United States without inspection or overstayed their visas and are present in the United States with or without their parents. They face unique legal uncertainties and limitations within the United States educational system.



Commuters Still Need a Home Too.

Resident Assistant will watch a screen recording online teaching them about the following topics:

- Programing- Advertising is mainly online, email and school student portal (Blackboard, D2L, Canvas).
- Hangout area for commuters to study and hang in between classes.
- Opportunity to join Hall Council or create a council of their own.
- Will follow Residence Learning Community Guidelines.

Upon completion resident will have a quiz to take to test their abilities.



Commuter Student Assistant Program Participant Form

If you are an incoming new commuter student for the fall 2019 semester (and have less than 30 hours in college credit) you are eligible to participate! The form will be available in April 2018 for new participants.



Become a Commuter Assistant

The application deadline for the 2019 Commuter Assistants is February 1, 2019 at 5:00pm. Please email commuter@uh.edu with any questions.



Commuter Assistant Program

The Commuter Assistant Program assists first time in college (FTIC) commuter students' transition, and ultimately persistence, at the University of Houston

Safe Space Training



- **Setup:** This would be an online training done by Campus Pride at no cost; student employees will go through the training and at the end receive a certification.
- **Rationale:** As a student worker/leader it is important for students to feel they have a place where they can talk freely and be comfortable in the environment without judgement.
 - According to a study published in 2012 by the American College Health Association, the number of college students identifying as LGBTQ has almost doubled. This survey of 90,000 students from across the country, of both genders, all races, and all nationalities revealed that 17% identify as being other than heterosexual. (Campus Pride 2019)
- **Target Outcomes:** Student employees will gain a greater understanding of this community and appropriate terminology. They will also absorb another perspective; while critically thinking how they can change and create an environment that is safe and accepting of all students.

Safe Space Training



Training topics to include:

- Explain the difference between sexual orientation, gender identity and gender expression.
- Define terminology that describes sexual orientation, gender identity and gender expression.
- Identify ways to create an inclusive residence hall for LGBTQ students.
- Learn and understand key moments in the LGBTQ civil rights movement.



Drug and Alcohol Awareness Training



Module set-up: This module will be an online training session. The training will be split up into 3 hour and a half sessions dealing with alcohol, drug substances, and drug and alcohol abuse. Sessions will be timed and Resident Assistants will switch out of each session.

- RAs will watch scenario videos dealing with students abusing/ consuming alcohol and/ or drugs.
- The RAs will also be shown pictures of illegal substances so they know what to look for when confronted with a sensitive situation.

The Resident Assistants will be split up into groups (A, B, and C). The RAs will then reflect and have a discussion within their groups. There will be an assessment that will range from agree, highly agree, disagree, to strongly disagree.

Objective: Resident Assistants will take the knowledge they have attained in this training and apply that knowledge in a particular situation.

Drug and Alcohol Awareness Training continued...



Topics of Discussion:

- What are some of the signs of an intoxicated resident?
- How could you be able to tell if a resident is high?
- What are some procedural steps that you would take in the case of a resident that is under the influence?
- Is there a certain way of confronting a resident under the influence?
- What are some of the resources that would be available for residents?

Topics of Assessment:

- Be able to handle a drug/ alcohol situation under pressure.
- Be able to recognize illegal substances.

Question, Persuade, and Refer Training (QPR)

Module set-up: This module will be set up as an online training session. This session will have RAs “skyping” each other in separate groups (A, B, and C). We will be using our online class system called Desire to Learn, that has a section within the system where people can video chat. Each group will have a mentor Hall Director that will ask assessment questions.

Activities:

- **Question and Discuss:** Students will be given a QPR situation using our Desire to Learn system. RAs will be able to talk to each other over video chat. They will think about what action they would take as an RA and share their thoughts on the QPR situation.
- **Solving the Maze:** show your Resident Assistants a picture of a maze. Time students for about 2-3 minutes to solve the maze. After time is up, a message would pop up explaining to them that the maze is unsolvable. The maze was to be used as a metaphor for someone who has conflicting feelings about themselves and life. This activity is meant to put the RAs in the residents shoes, so to speak.

Question Persuade and Refer Training continued...

Topics of Discussion:

- Recognizing the signs of someone going through a QPR situation
- How to communicate with someone who is going through a QPR situation.
- Knowing what resources are available to potentially suicidal residents.
- Being aware of how to approach a resident who is going through feelings of a suicidal nature.



Working 1st Generation Students

- **Setup:** In this module students will watch a video by Scott Jaschick. The video link is below:
<https://www.insidehighered.com/audio/2015/06/17/evolving-learning-new-digital-era>
 - Students will then have to interview a 1st generation student and ask them questions.
- **Rationale:** 48% of first-generation students are enrolled in a two-year school, compared with 32% of students whose parents had at least a bachelor's degree. (PNPI 2018)
- **Targeted Outcome:** Student employees at Bronson will have a greater understanding when working with 1st generation students. They can adjust their approach to successfully help the student.

Working with 1st Generation Student

- 1st generation student expert will discuss the perspective of this student group.
- How to provide support academically and in co-curriculars.

Questions

- What has the process of college been like for you?
- What does your family support look like?
- When deciding to attend college what factors did you consider?
- Who helped navigate you through the process?



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