



UNIVERSITY OF
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ARKANSAS

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LEARNING OUTCOMES

At the end of training, student staff members will be able to.....

- List and describe important campus resources
- Discover new ways to learn content both new and old
- New RAs will be able to learn content before coming to campus for in-person training
- Returning RAs will hopefully feel like their time is not being wasted relearning information at in-person training



OUTLINE

1. Bystander intervention
2. Conflict intervention
3. Campus resources
4. Self care, time management
5. LGBTQ
6. Religious identity
7. Campus security
8. Crisis management
9. Effective communication



BYSTANDER INTERVENTION

Topic Outline:

1. Identify strategies to intervene for what's best for their style
 - a. Direct
 - b. Indirect
2. Learn how to increase awareness
3. Learn how to be an active bystander

RAs will be able to learn how to become bystanders on campus and how it plays into their role in housing. Pictures and videos will be included to have as a visual aid, but this will also help us utilize the returning staff members' time more appropriately and efficiently.



CONFLICT INTERVENTION

Topic Outline:

1. RAs will know how to facilitate difficult conversations
2. Focus on how to providing solutions or accomodations
3. Learn how to mediate through conflict
4. Learn how to act impartial vs uninvolved

RAs will be able to see various examples of conflict and learn how to approach situations. This session will be provided online and serve as a refresher at training before staff members go through Behind Closed Doors. The challenges that they experience during Behind Closed Doors will be met with support that can sufficiently tolerate the stress of the challenge.



CAMPUS RESOURCES

Topic Outline:

1. Refreshing their memory of campus resources
2. Making it fun and interactive
3. Providing a deeper understanding of what each department does and how it helps the RAs

The RAs should know quite a few of departments on campus. The returning RAs will know which departments or resource should be used in any given situation. Additionally, the RAs will know who to request assistance from should they be uncertain of which resource should be used or where to find it.



SELF CARE & TIME MANAGEMENT

Topic Outline:

1. Give examples of self care
2. Give examples of how to manage time
3. Explain the importance of each
4. Teach how it can be used in the RA position

This is a session that requires self reflection to know how to be successful in these two things. There is no one right way to complete these, so by having them online, we are encouraging the RAs to complete these best for themselves.



LGBTQIA+

Topic Outline:

1. Informing our RAs about this community
2. How to be allies
3. Proper terminology to use
4. How to be inclusive of everyone

This session would allow student staff members to review information and resources to be more inclusive. The training will be online and it will have a review session in person to discuss more in depth the importance of being more inclusive.



RELIGIOUS IDENTITY

Topic Outline:

1. What is religious identity
2. Suggestions for interfaith engagement
 - a. Know yourself
 - b. Use the skills you already have
 - c. Help students build community
 - d. Provide opportunities for interfaith engagement
3. Inclusive programming
 - a. Religious diversity

Living in a residence hall can present challenges due to the lack of awareness and understanding of minority religious traditions and perspectives. By educating and training resident assistants, they will be able to be proactive in serving and supporting students to live and work in a global society (Andrade, 2014). This training will allow RAs to engage in meaningful conversations with students not only to inform their own views about religion but also the inclusion of spirituality in the consideration of a whole person identity (Cady, 2007)



CAMPUS SECURITY

Topic outline

1. Who is campus security authorities?
 - a. What is their role
 - b. Reporting
 - c. Reporting exceptions
2. Building safety
3. Jeanne Clery Act

RAs are often on the frontline when resident students deal with these and other health and safety problems. If the RAs have been properly selected and trained, they can serve as an institution's early warning system, alerting campus administrators to a potential problem before a tragedy occurs.



CRISIS MANAGEMENT

Topic outline

1. What is a crisis?
2. Types of stressors and common responses of students
3. Crisis protocols
4. Confronting residents and incidents
5. Privacy vs confidentiality
6. Appropriate follow up

This online training will provide RA with all the necessary information and resources to ensure that all persons involved are safe, supported, aware of resources and responsibilities.

This online training will be online and it will provide videos of different scenarios and possible responses to various crisis, including university protocols for specific crisis (Letarte, 2013)



EFFECTIVE COMMUNICATION

Topic outline:

1. Active listening
2. Confrontation styles
3. Communication skills
 - a. Verbal
 - b. Non-verbal

This online module will prepare RAs to deal with different constituent groups in the course of their job. They will gain greater understanding of communication competencies (active listening, conflict resolution, multicultural self awareness, communication skills)



CONCLUSION

- Training our staff to become effective and active leaders in housing and residence life
 - Online modules to supplement in-person topics
- Developing a well-rounded, action-oriented staff through online modules that address both popular and pressing issues and topics in higher education
- Representing the mission and values of Bronson University and its Office of Residence Life



REFERENCES

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Hello everyone! I would like to thank everyone for coming to our presentation. I believe introductions are in order and I will begin by introducing you to our task committee. Our committee is led by Whit Ables, Bertita Barrientos, Douglas Robinett, and Sydney Welch. As we all know, RA training is close to beginning and we began to collectively think of ways to make the training more efficient, devoting our limited time in person with our staff to the most crucial topics and highlights. Because of this limited face-to-face time, our team was tasked with suggesting topics and points that we cover in RA training that could be translated into an online module. Because we have quite a bit to cover today, we will be starting right away.

We have listed several learning objectives that we hope that our student staff members will be left with after completing our online modules. We want our student staff members to not only be familiar with on-campus resources but we also want them to know which resource to use in a given situation. Our student staff members will be able to look at situations from an individual perspective in order to maximize their helpfulness and customer service while maintaining proper protocols, standards, and conduct. Our student staff are still students and nothing is more important to students than consistently and continuously learning. We want to let our student staff members to learn content in an effective manner. We do not believe that this process should be exclusive to new RAs. Although there is much excitement in learning new content and material, we believe that returning RAs should be given the same opportunity for excitement in re-familiarizing themselves with previous content. We can accomplish this by allowing new and returning student staff members discover ways to both learn and re-acquaint themselves with our student staff training materials.

After careful thought and deliberation, we have outlined several topics that we believe are both essential to the growth and understanding of our student staff members as well as the issues that are prevalent to the needs our residents. We have outlined several pressing and important issues and topics that would help our student staff members become competent professionals. You can see a full list on Slide 3 of our presentation.

Our first topic is bystander intervention, the concept that an individual should take the first step to either prevent a harmful action or begin a helpful action (Darley & Latane, 1968). Bystander intervention is an essential key to shifting the mindset of our students from inaction to action. Researchers (Bennett, Bandyard, & Garnhart, 2014; McMahon & Banyard, 2012) reported that bystander intervention assists students on college campuses combat and prevent sexual assault as well as assisting in emergencies either by direct or indirect method. We want our student staff members to be active to step forward when presented with dire or harmful situations. In our module, we will be showing videos on bystander intervention in addition to testing at the conclusion of the module to assess understanding of the topic.

Along the same lines, conflict intervention reflects the actions of an active participant of potentially difficult situations. College-aged students in housing comprise a group of individuals who are a part of one of the most important personal development stages in their lives (Erb, Renshaw, Short, & Pollard, 2014); in addition, research indicates that these students value closeness in their relationships with others, such as their roommates, above most other values based on Erikson's (1968) stage theory of psychosocial development (Erb et al., 2014). Therefore, our student staff must be properly equipped to handle difficult conversations and situations with not only their residents but also with their fellow staff members and supervisors.

[Campus resources have been explained earlier and slides. Slides are well-explained with references. Advance to conclusion]

Again, by using these modules, we are giving our student staff members, whether they are new or returning, the opportunity to engage in learning opportunities that will both help them excel in their job and also assist them to develop as a profession and as people in general. By selecting the topics we have covered, we will be creating active and engaging leaders in our residence halls who will serve as role models to both our residents and each other. I do not believe that there is a better way in which we can serve Bronson University's mission statement and values than to give our institution the most well-equipped and well-rounded student leaders we can offer. Thank you for your time!

References

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