



# 2019 CASE STUDY

University of Central Arkansas

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# Our proposed modules:

1. Conflict Resolution
2. Creating Effective Boundaries
3. Using Social Media
4. Students on the Autism Spectrum
5. Bystander Intervention
6. Campus Partners
7. Mental Health
8. Vulnerable Student Populations

# Our Framework:

## 1. Bloom's Taxonomy

Reason: By building the students' understanding of our topics they will do more than just remember information, and hopefully begin to find ways to apply that information by reaching the creative phase and developing programs using the provided information.

## 2. Gardner's Theory of Multiple Intelligences

Reason: The modules will be aimed at the various ways students may learn as no one way has been proven to be beneficial to all students.





# Assessment

We will utilize Google Classroom as our assessment software.

At the completion of each module the student staff will be given an assessment that includes:

1. Fill in the blanks
2. Multiple Choice Questions
3. Short Answer
4. Matching Answers
5. Critical Thinking Response (in this stage the students will respond to a situation where they will need to implement information they have learned from the module).

For a student staff member to have completed each module they must score at least an 85% on each module assessments.



# Managing Conflict

## Learning Outcomes

- Student staff will be able to facilitate difficult conversations among roommates.
- Student staff will be able to identify issues roommates have encountered with each other in an unbiased manner.
- Student staff will be able to focus on providing solutions or accommodations with roommates.
- Student staff will be able to co-create a plan with roommates to ensure the boundaries are respected.
- Student staff will be able to keep the process simple and short, too many meetings just prolong the pain and disagreements between residents.
- Student staff will be able to act impartial but not uninvolved.

## Content:

- Learning how to start a difficult conversation
- Knowing what language to use to facilitate an end to conflicts
- How to be objective in conflicts
- How to guide a conflict mediator
- How to make sure all persons in a conflict come to a mutual agreement.



# Creating Effective Boundaries

## Learning Outcomes:

- Student staff will be able to build relationships with residents while understanding and presenting their boundaries.
- Student staff will be able to establish connections with their residents, not only those who have problems. Residents won't come to you with a problem if you haven't already connected with them.
- Student staff will be able to comprehend that not every resident will like them, and vice versa. They are there to do their job and the relationship between the student staff and the resident should not affect how they handle the situation.
- Student staff will be able to give examples of what a positive relationship with residents look like
- Student staff will be able to recognize when relationships/conversations with residents are no longer appropriate

## Content:

- Professionalism vs Friendship with Residents
- How to not over share information with your residents.
- What information you can share with residents and what information you should not
- How to deal with residents who do not engage with you



# Using Social Media

## Learning Outcomes:

- Students will examine the impact of social media and how it can affect campus communities.
- Students will learn the importance of developing a positive social media presence.
- Students will begin to utilize social media to begin creating a positive presence.
- Students will evaluate social media posts and determine whether or not the post is detrimental.

## Content:

- What to do when students add you on social media (Reference policy)
- Using social media pages and messaging apps to build community
- Taking all things posted as serious
- Knowing that you are a role model and how perception of activities shared on social media effects relations with students
- If it's posted online it can live forever
- Promoting programs & student staff recognition



# Customer Service

## Learning Outcomes:

- Student staff members will learn how to ensure a positive relationship with their residents in a positive way.
- Student staff members be able to develop great customer skills in a variety of situations.
- Student Staff will be able to learn essential listening skills that will help them better communicate with each other.
- Students will learn clear communication skills, knowledge of the university/res hall or res college.
- Students will have the ability to use "Positive Language/ Positive Attitude".
- Students will learn the ability to "Read" customers/be able to know who they're talking to and adjust accordingly.

## Content:

- Good vs Bad Customer Service
  - Smiling
  - Positive body language
  - Tone
  - Listening
  - Validating the customer's concerns
- Video examples that show student staff how to appropriately addressing customers:
  - Parents calling about student's roommate issues
  - Roommate conflict
- Describe examples of when to refer to supervisor





# Bystander Intervention

## Learning Outcomes:

- Students will be able to identify strategies of intervention that work best with the individual staff member's personality (i.e. direct, distract, delegate).
- Students will be able to develop both direct, and indirect, interventions skills.
- Students will be able to increase awareness about the cause of sexual misconduct.

## Content:

- Why bystander intervention is important
- Actions that you can take to intervene:
  - Direct
  - Distract
  - Delegate
- Video scenarios to which students apply these strategies:
  - A drunk friend trying to leave with a stranger
  - A student being cornered by other students
  - A student being sexually harassed by another student



# Campus Partners

## Learning Outcomes:

- Students will become familiar with campus resources and their locations.
- Students will understand the services that are provided by various campus partners.
- Students will develop a program that utilizes the various campus partners.

## Content:

- List of various resources available on campus
- How to utilize resources through programming and through referring students
- How to approach faculty and staff in order to collaborate or to gain information



# Mental Health

## Learning Outcomes:

- Students will learn about various paths of self care.
- Students will recognize the difference between referring and diagnosing.
- Students will understand the problems that come with the various stigmas that surround mental health.
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## Content:

- Know Your Role: Referring vs Diagnosing
- Taking Care of Yourself: Knowing when to step back.
- How to identify warning signs in student staff, oneself, and supervisors.
- Importance of self care
- Cultural stigmas surrounding mental health
- Channels through which student staff can communicate students of concern



# Vulnerable Student Populations

## Learning Outcomes:

- Students will be able to identify the types of vulnerable student populations on campus.
- Students will know and be able to locate pertinent resources on campus.
- Students will learn the appropriate ways to advocate for students in need.

## Content:

- Populations covered:
  - Students with disabilities (visible and invisible)
  - LGBT+ students
  - DACA students
  - 1st generation student
  - Students of low socioeconomic status
  - International students (where applicable)
- Resources for vulnerable students on your campus
- Advocacy vs. Allyship: Knowing When to do what.

Questions?

