



Resident Advisor Online Training Proposal



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HELLO!



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TRAINING OVERVIEW

In an effort to provide a holistic student development experience, we have created a dynamic and engaging online module series that seeks to supplement the in-person Resident Advisor (RA) training.

This online training combines relevant student affairs and cognate literature, contemporary theories, as well as modern activities and resources. The facilitation approach supports the various learning styles, abilities, and diversity of Generation Z.

These modules were developed to highlight underlying aspects of the RA experience that while important are not often addressed through formal trainings. This student centered approach will support the development of both the individual and the RA.

Each module provides a brief explanation of the topic, its relevance to the RA position including learning outcomes, an overview of the training module and delivery method, as well as suggested campus partners and/or completion timelines.

TRAINING MODULES

1

Building Consciousness

- Identity development
- Microaggressions
- Supporting Intellectual Learning Spectrums

2

We Care

- *Sense of Belonging*
- *The Struggle Is Real*
- *Secondary Traumatic Stress*

3

Life Skills

- Financial Management
- Love/Appreciation Languages
- ra, next



IDENTITY DEVELOPMENT

What are your identities?

During this module, RAs will be able to further develop awareness of their identities and explore how aspects of their personal and social identities may intersect with those of their peers.

Why is this important?

RAs work with students who possess different life experiences, backgrounds, and identities. It is important for RAs to be aware of their own identities, biases, and comfort levels in order to increase their knowledge, understanding, and appreciation of others' identities as well.



IDENTITY DEVELOPMENT

Module Outline:

- Watch YouTube video on identity development (i.e. personal and social identities)
- Explore aspects of personal and salient identities by completing:
 - Personal identity wheel activity
 - Social identity wheel activity
- With Resident Director, discuss understanding of identities and how those could impact an RAs biases and comfort levels when working with residents

Training Format: Online video, followed by in person discussion with Resident Director

Recommended completion: Before third one-on-one with Resident Director



MICRO- AGGRESSIONS

What are Microaggressions?

Microaggressions are “the brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation, and religious slights and insults to a target person or group”. (Sue, 2010, p.5)

Why is this important?

Understanding how microaggressions affect students in our buildings (and our RAs) is important in creating an inclusive community. RAs should be able to identify microaggressions and hold those who perpetuate them accountable.



MICRO- AGGRESSIONS

Module Outline:

- Read provided articles to understand what microaggressions are and how they manifest in everyday speech and actions
- Discuss the difference between intent and impact
- Provide sequential reflections on:
 - RA's understanding of microaggressions
 - How this understanding has influenced actions as an RA
 - Examples of how an RA's understanding has allowed them to create a more equitable and inclusive environment

Training Format: Provided literature followed by 3 sequential discussion board posts

Recommended completion: Begin module by Week 2

SUPPORTING INTELLECTUAL LEARNING SPECTRUMS

What does it mean to work with students with intellectual disabilities?

Students with intellectual disabilities are adjusting to college similarly “on such dimensions as self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy” (Hendrickson, Vander Busard, Rodgers & Scheidecker, 2013, p. 186).

Why is this important?

RA's are tasked with supporting students with various needs and identities. RAs will explore and understand how to best support students that have intellectual disabilities to create a supportive and inclusive living environment for all students.



SUPPORTING INTELLECTUAL LEARNING SPECTRUMS

Module Outline:

- Watch YouTube video on learning to identify different intellectual disabilities
- Identify the needs of students with intellectual disabilities such as modeling appropriate social skills and boundaries, assisting residents with expressing themselves, and providing direct and meaningful feedback
- Develop techniques to address the needs of all students
- Complete a reflective activity

Training Format: Online video; Reflection activity

Campus Partner: Center for Students with Disabilities case manager



SENSE OF BELONGING

How do we foster a sense of belonging?

“Research on college student development has found that students are more likely to succeed if they feel that they belong” (Samura, 2016, p. 90). How can we work to foster a sense of belonging with our staff and an RA’s residents?

Let’s explore different strategies and approaches to use in day-to-day resident interactions.

Why is this important?

We want everyone to feel valued, appreciated, and supported as a member of our communities.



SENSE OF BELONGING

Module Outline:

- Read article about creating and facilitating a sense of belonging for students in residence halls.
- Attend an on-campus event to increase your own and others' sense of belonging.
 - Include residents from your building who you might not see everyday.

Training Format: Read provided article; Organize trip to an on campus event

Required completion: First six weeks of the semester

THE STRUGGLE IS REAL

What is burnout?

Burnout is a combination of feeling exhausted, distant, and not working to your fullest potential due to demanding and compounding responsibilities.

(Cushman & West, 2006).

Why should I know about burnout?

RAs constantly need to balance requirements for their academic studies, social life, as well as responsibilities of the RA position. In doing so, this might feel overwhelming, leading to potential burnout in one or more ways. It is important for RAs to learn tangible strategies for limiting burnout and finding a balance between all of their responsibilities.

THE STRUGGLE IS REAL

Module Outline:

- Identify areas of potential burnout (i.e. academics, RA position, other leadership positions, supporting family) through completing the activity
- Identify strategies to assist with limiting and recognizing potential burnout

Training Format: Complete the 168-hour time allocation activity; Strategies for limiting burnout handout

- Map out how much time you spend on all weekly activities (class, sleep, studying, duty, eating, etc).
- Recognize areas of high time allocation
- Use the handout to identify burnout-limiting strategies that best suit your lifestyle



SECONDARY TRAUMATIC STRESS

What is STS?

The emotional and psychological toll a person may encounter when supporting someone who has gone through trauma (Lynch, 2017) (i.e. supporting survivors of sexual assault, students going through the student conduct process)

Why is this important?

Supporting residents and listening to their concerns is an important responsibility. Through an RA's work, we want to ensure they have the ability to separate the problems and concerns of their residents from their own life.

SECONDARY TRAUMATIC STRESS

Module Outline:

- Watch the video to learn and understand aspects of the RA position that may bring symptoms of secondary trauma
- Discuss burn out (referenced in earlier module) and compassion fatigue
- Develop strategies to limit taking on other students' problems and experiences
- Complete a reflective activity

Training Format: Online video; Reflection

Recommended completion: After Behind Closed Doors training

Campus Partner: A licensed mental health clinician from counseling and mental health services center



FINANCIAL MANAGEMENT

What's a budget!?

Exactly! Unfortunately, education about managing your finances is limited, and college students nationwide have little understanding about how to manage their money. Let us help!

Why is this important?

According to a survey conducted by EverFi “students preparing to begin college and take more control over their personal finances in many cases lack the skills and knowledge to make responsible financial decisions and repay their student loans” (NASFAA, 2018).

A workshop in financial management will allow RAs to understand the complexities of finances, and will provide tools to help manage their finances now and post-graduation.



FINANCIAL MANAGEMENT

Module Outline:

- Watch video to understand relevant financial components including loans, credit cards, checking and savings accounts, and debt consolidation
- Learn specific suggestions for how you could effectively utilize your RA stipend and other income to suit your financial obligations
- Identify ways you can take a better approach to managing your finances holistically through the use of a financial management worksheet

Training Format: Online video; Financial management worksheet

Campus Partner: Professor of Finance



LOVE & APPRECIATION LANGUAGES

What are Love and Appreciation Languages?

Love and appreciation languages are five potential indicators for how someone would prefer to give and/or receive love and appreciation (words of affirmation, physical touch, quality time, acts of service, and gifts) (Discover Your Love Language, n.d.).

Why is this important?

As a staff, relationship building is critical to the creation and success of a team. It is important to know and share our love and appreciation languages to be able to better advocate for our preferences and support other members of the team.



LOVE & APPRECIATION LANGUAGES

Module Outline:

- Administer online Love Languages Quiz
- Identify and understand the preference of their own love/appreciation languages
- Identify and understand love and appreciation preferences of the team
- Reflect as a group on how to apply love languages to workplace dynamics

Training Format: Online completion of the quiz

Required completion: In-person group share-out by 5th staff meeting



ra, next

What is ra, next?

ra, next focuses on preparing students for the next steps in their future search of academic and professional endeavors.

Why is this important?

There are a variety of skills gained from the RA position that are beneficial to almost any future career. Learning what transferable skills they have gained and how to convey them through their application materials and interviews will be essential in preparing them for future internship, job, and graduate school search. (Peck, et. al, 2015)



ra, next

Module Outline:

- Identify transferable skills gained from the RA position (i.e. communication, problem solving, crisis management)
- Discuss the importance of soft-skills versus hard-skills
- Create resume bullet points outlining skills and experiences gained in the RA position

Training Format: Online video; Resume bullet point worksheet

Campus Partner: A career counselor from the Center for Career Development

ASSESSING TRAINING

Assessment Format for Modules:

Likert-scale: (Strongly Disagree to Strongly Agree)

1. The <name> module taught me something new
2. The <name> module was engaging
3. The <name> module was relevant to my role as an RA
4. After completing the <name> module, I feel that I understand my personal needs and interests
5. After completing the <name> module, I feel more comfortable executing my duties as an RA

Open-ended:

1. In what ways can your RD support you after this module?
2. How can this module be improved for the future?



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