

Online Training Options

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**Supporting classic
Resident Assistant training
through informative,
engaging, online modules.**

**TRAINING.
TAKING IT TO THE LIMIT.
IN PERSON AND ONLINE.
LET'S GO!**

Bronson University Office of Residence Life

1. Residential Curriculum

Who? College students are constantly learning and RAs' programming and engagement support this. Whether the student is a first-year in a traditional residence hall or a fourth-year in an apartment, RAs are directly impacting students everyday, making them a perfect conduit for supplementary curriculum.

Why? All communities are different, and residents are learning everyday a set model, and plan is needed to ensure that RA's are communicating information effectively and educating their students.

How? RAs and students can learn and be successful through interactive training tools, assessment procedures, and identified learning outcomes.



Residential Curriculum Made Easy

1. Interactive video demonstrating learning outcomes, the process of their creation, and instructions for implementation.
2. *Community partners*: Allow RAs to meet with another staff member to create their own learning outcomes and develop programs and conversations with similar topics but for their own communities (accounting for class rank, residential style, other demographics, etc.).
3. Providing an online training for qualtrics available throughout with an open forum the to ensure that RAs have continued access to the information and are able to share feedback, support, and encouragement.
4. Identifying an interested student staff leader to help troubleshoot curriculum issues, answer questions and field comments to see what students are learning and if their intended outcomes are effective (first 2-5 years).

2. Professionalism

Who? Every staff member, from desk assistant to RHD can benefit from increased professionalism. Our RAs will be trained on leading by example, communicating respectfully, and dressing appropriately as a supplement to their Policy and Procedures training.

Why? We have all heard that working in residence life is like being “in a fishbowl,” but how does this extend beyond policy? By helping our student staff see their RA position as a customer service position we can help them feel more empowered in their role and develop their professionalism for future jobs.

How: Regardless of how RAs personally identify they are an elite group of ambassadors for the university. Allowing them to share what they see as appropriate professionalism in their job can help establish ownership over it.

How to Represent your University

Interactive Training: Form Discussion Post and Collaboration

1. RAs will reflect on positive and negative “customer service” experiences they’ve had in an online forum
2. RAs will be asked to respond to another RAs post about how they view that situation and share information about one resource on campus that fosters professionalism (Career Center, Job Fair, etc.)
3. As a community (floor, hall, building), RAs should work with their direct supervisor to establish their professionalism ideal, consistent with the University Housing mission

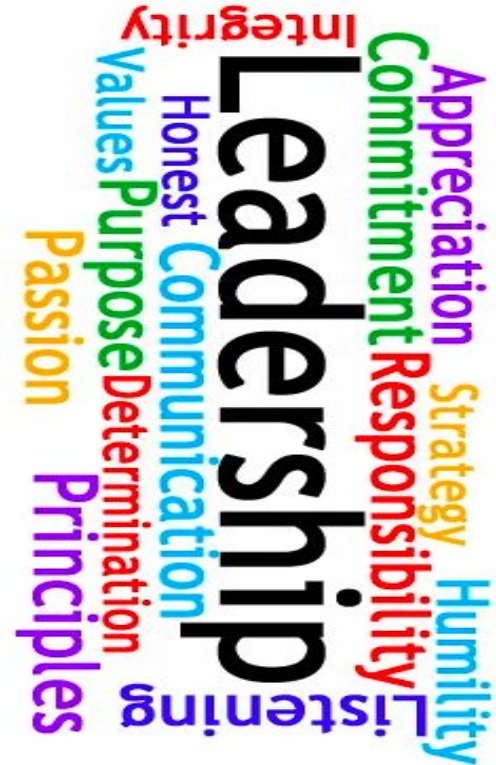
Supports King and Kitchener’s Reflective Judgement Model and will help RAs identify for themselves what is “right” and “wrong” and “absolutely true” within the parameters of policy and authority without taking away their individuality and autonomy

3. Student Leadership: How to Maximize Resident Potential

Who? Any student/resident can become a student leader, part of the RA position is to recognize those unique attributes in residents, foster and maximize them.

Why? Students who engage in leadership development have a greater chance of graduating within four years. Competencies, particularly oral communication and writing skills are vital for future academic and career success (Seemiller & Murray, 2013).

How? Training RAs to recognize potential student leaders within their residences, providing them with resources to help develop those students, and incentivizing that investment.



Maximizing Resident Potential

Online Interactive Training Game

1. A series of questions about leadership will come up, the RA would answer those questions about themselves. It is vital for an RA to see and understand themselves as leaders before recognizing and fostering that leadership potential in others.
2. After answering the series of questions about their own leadership qualities, they will be prompted to move on to three different scenarios that discuss how to recognize, approach, and partner with their students to develop their leadership skills.

4. Self-Care & Mental Health

Who: All students, student staff and professional staff will benefit from self-care and mental training.

Why: Self-awareness is critical to leadership (Seemiller & Murray, 2013) and overall student well-being. As student-staff it is vitally important for RAs to understand the importance of self-care and mental health for themselves and their residents. We identify these two topics together because self-care is the practice of taking action to preserve or improve one's own health.

How? Stressing the importance of self-care and mental health begins in training. We cannot give of ourselves if we have nothing left to give; we must help our student staff develop a self-care practice by a) ensuring our campus resources are easily available and b) practicing what we preach.

5. How to Create a Sense of Belonging

Who? Resident Assistants help create a sense of home and a natural sense of belonging for their residents. This sense of belonging also benefits RA and professional staff and is a good addition to “Diversity and Inclusion Training”

Why?: It is so important for RAs and residents to have positive experiences and interactions in a holistic college experience. Connecting the university community and a housing community is important for student retention, personal, and academic success.

How? Creating programming and offering individualized spaces such as Learning Communities have a major impact on student and RAss experiences.

Support Chickering's Development Theory, especially as he relates it to students becoming more autonomous while also increasing their emotional freedom and developing mature interpersonal relationships.

How to Create a Sense of Belonging on the Internet?

Random Generator: Using a random generator RAs will be paired with an RA from a different community every day of training in order to get to connect with someone new and create community as a staff. This will allow them to discover and develop communication skills and ways to create stronger community on their floors.

Blog Posts: Every RA will be responsible for creating a blog post on a dashboard for RAs to browse where they can share and learn techniques and tools for new and innovative that their peers and residents are connecting with each other and with the community and campus as a whole.

Inclusive Education Module

Videos: Professional staff can film and conduct videos of simulations with students of different abilities that RAs will view during training. This will allow RAs to see tools and procedures first-hand and imagine how they would respond.

Discussion Board: After each video is presented a discussion board will be created in order to post initial reactions, tips, and tools as to how to navigate these difficult conversations and situations. RAs can also post individualized experiences in addition to any strategies that have proven successful for their previous interactions for students with disabilities. This training can be done to support Diversity and Inclusion Training.

7. Serving International Students

Who? Resident Assistants work with diverse student populations everyday. Recognizing that international students face their own unique set of challenges, RAs will benefit from a focused training for working with these residents.

Why? Navigating student visas, fluctuating exchange rates, culture shock and language barriers adds an extra challenge for these students and the RAs who serve them.

How? Specific international student support training will enhance the already present Diversity and Inclusion training and will provide context for focused programming all while increasing global understanding.

Reflects William Perry's Theory of Intellectual Development, particularly the last two stages of problem solving on behalf of the RA and acceptance that within a diverse array of experience sometimes supporting someone, even when it doesn't result in a solution is half the battle

Understanding Acculturated Stress Through Student Narratives

Situation: RAs will be able to read narratives about 3-5 specific international students' experiences before assessing their needs and creating an action plan drawing upon what they know about programming, utilizing on-campus resources, and creating an inclusive community.

Discussion: RAs will be able to post their support plan for one particular student on an open forum and should respond to what other RAs post. Through this, RAs across the department will gain a collective appreciation and understanding of acculturative stress.



8. Communicating with Your Supervisor

Who? Resident Assistants are students who must also enforce policy. They are responsible for administrative and programming responsibilities as well as fostering community. As student-staff they straddle the line between student and professional.

Why? Effective communication and challenging conversations are an important part of maintaining and restoring relationships. Student are encouraged to respectfully question issues that affect themselves and their students in a mature and educated manner

How? Through role-play and practice student-staff will learn how to educate themselves on policy and procedures and will gain communication techniques that will help them approach and maintain a conversation with their supervisor.

Communication Through an Online Interface

1. Students will be presented with potential situations that may require a “tough conversation” with their supervisor and will be asked to write a short reflection on how they would approach the conversation.
 - RAs are being asked to cover for desk assistants when DAs miss their shift, RA compensation will decrease the following year, your supervisor has been “checked out” recently
2. Students will be presented with effective communication tools for talking with their supervisor.
 - Be specific about your concerns, be well researched in your approach, choose an appropriate time and place, practice objectivity while advocating for yourself and others, use I-statements
3. Students will engage in a virtual role-play to practice what they’ve learned.

Supports White & Queener (2013) take on the supervisor-supervisee experience where attachment and intimacy, built through communication, are vital to the success of the relationship.

9. Leveraging Your RA Experience

Who? For many RAs, this position is their first job. Learning how to brand themselves, identify transferable skills, and highlight salient experiences is critical for student staff's professional development and personal growth.

Why? Empowered students empower students! Many RAs go-on to be student leaders elsewhere on campus and beyond their undergraduate career. Their success within their RA position is great for the sustainability and publicity of the Housing Department

How? Goal setting will help RAs envision their job and meet challenges before they arise while reflection will help them contextualize parts of the experience before it occurs.

How to Stay “On Brand” (as our students say)

Situation: This module should take place after “Behind Closed Doors” to provide extra reflection to that experience.

Discussion: RAs will be asked to write a reflection about the skills they have gained in training and how they used those skills in the “Behind Closed Doors.” Students should then write about their desired future career and highlight one skill they have gained during their week of training (conflict management, professionalism, working with diverse populations, programming, budgeting, etc.) and share how it will help them in their future job. Through this, RAs will be able to see the bigger picture in their service to their student and the university

Supports Baxter Magolda’s Theory of Self-Authorship: students don’t know what experiences will help them self-actualize and when that will be but through lifelong reflection and learning it will occur.

**Go into the world and do
well. But more importantly,
go into the world and do
good.**

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