



Virtual Case Study 2019

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Team Leader: Melissa Moss

Team Members: Irene Beltran, Jasmine Marchbanks & Rita Shaw

Learning Outcomes

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- Students will be able to apply asynchronous learning and identify its role in Bronson RA Training
 - Students will gain advanced professional skills through online modules in the following areas:
 - Mental Health and Wellness
 - Advanced Competencies
 - Campus Community Engagement

Department Rationale

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- We respect your (the RAs) time and busy schedules. Returners this means we see you! We know that you don't want to sit through the same sessions over and over again! We also know you want to learn more and new things!
 - Online trainings will ensure everyone has the same foundations and learning opportunities
 - Robust training that allows you to learn at your own pace
 - Create networks and relationships with Residence Life and Housing professionals from peer institutions to offer high impact practices for training

Terms & FAQs

Q: What is asynchronous learning?

A general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction.

Q: Why are we adding this online component to RA training?

To provide a robust training opportunity for RAs to learn at their own pace and ensure everyone is up to speed.

Q: How long will students have to do the training?

Online RA training will be offered from July 5 to one week prior to RA Move-In Day.

Terms & FAQs

Q: How do we log-in to complete the training?

The RDs will email you a link to complete the training with login information.

Q: Who are the other professionals that we will be learning from?

Pre-selected professionals from peer institutions around the country who specialize in issues related to housing and residence life.

Q: What is a high impact practice?

Empirical teaching and learning practices that lead to increased student engagement and retention rates.

Q: Does this training trade off with other trainings? Also, what if I don't 'pass' the training?

The online training is to enhance existing training.

Training cannot be failed. Each modules

Online Training Methodology

Online training begins July 5 and end one week before RA Move-In Date, with the exception of the modules that specify “On going”

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- Residence Directors confirm online training completion; if RAs have not completed training, they will be contacted to complete training two days before RA Move-In date
 - 10 interactive online modules include guided narration with additional videos to assess situations related to the respective topic which is concluded with a quiz . During the Summer, RA Training will feature a debrief of the online training modules.
 - Online trainings will be designed to help RAs discover, inquire, and elaborately learn as active individuals

Online Trainings

Mental Health & Wellness

*“Mapping Out Spaces of
Violence: Creating a Safe
Space in the Halls”*

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- **Training Description:** Module will center the promotion of hospitality in housing spaces and on campus for different students groups. Participants will be asked to time to walk the campus and photograph places that can present microaggressions, trigger emotional or psychological discomforts, make any group of students feel excluded, unwelcomed, and/or counter intuitive to group culture development.
 - **Training Rationale:** Instill awareness of space and equity in RAs to help them to better relate to students, aid in program development, and general education.

Theoretical Frameworks: Critical Race Theory, Intersectionality, Queer Theory, Ability Studies

Mental Health & Wellness

*“When Conflict Goes Viral:
How to Resolve Conflict
Beginning on Social Media”*

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- **Training Description:** This module will include scenarios identified by Public Relations professors on campus, based on experience and research, on how to conduct oneself on social media. The module will contain various interactive scenarios where students are given a prompt and choose the answer they think is best while learning about censorship, free speech, and anonymous posting.
 - **Training Rationale:** Provide an understanding of how to best conduct oneself on social media and the implications and permanence that come with posting and being written about online.

Theoretical Framework: Black Feminist Epistemology

Mental Health & Wellness

*“Reframing Anxiety to
Strengthen Resilience”*

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- **Training Description:** This module will introduce Resident Assistants to confidential resources on campus and focus on mindfulness as a way to reframe anxiety. Students will learn about the sympathetic nerve and how to calm one’s body during stressful situations through regulating breath.
 - **Training Rationale:** Mindfulness practices regulate the body and provide self awareness. RAs will be able to transform anxiety and become more focused and productive.

Theoretical Frameworks: Critical Race Theory, Intersectionality, Mindfulness

Mental Health & Wellness

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Theoretical Frameworks: Intersectionality, Ability Studies, Mindfulness

Mental Health & Wellness

*“Navigating Trauma
Narratives”*

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- **Training Description:** RAs will learn about ACEs, resilience, and identifying triggers. RAs will develop systems that enable them to thrive, adapt and cope despite trauma they have experienced.
 - **Training Rationale:** It is important for RAs to identify how to navigate through their own trauma and the trauma of others so not to be triggered or trigger others.

Theoretical Frameworks: Critical Race Theory, Intersectionality, Black Feminist Epistemology, Queer Theory, Ability Studies, Mindfulness, Adverse Childhood Experiences (ACE) Pyramid

Building Advanced Competencies

*“Beyond Substance Use,
Identifying Coping Signs:
Mental Health Related and
Self Care”*

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- **Training Description:** Module will include scenarios identified by counseling authorities on campus, based on experience and research, that can be red flags for RAs when interacting with their residents. Outlines process for reporting to their supervisors and resources for critical situations.
 - **Training Rationale:** Equip RAs to be vigilant observers of their residents’ habits and understand campus policies and procedures for resource and referrals.

Theoretical Frameworks: Critical Race Theory, Intersectionality, Queer Theory, Ability Studies, Mindfulness

Building Advanced Competencies

“Going Beyond “Welcome to America” - Supporting International Student Identities and Culture”

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- **Training Description:** This module will engage RAs to design programs and interact with international students beyond routine acculturation to the United States. RAs will be challenged to think through the programming model through the lens of international students (especially those who have been in the U.S. for more than one year).
 - **Training Rationale:** International students are an increasingly large population in higher education. RAs have a unique responsibility to support them as developing members of the campus community everyday, not just when they begin their education in the U.S.

Theoretical Frameworks: Discovery Based-Learning, Inquiry Based-Learning, Situated Cognitive Theory, Critical Race Theory

Building Advanced Competencies

*“Accessibility in Program
Design”*

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- **Training Description:** Module will introduce RAs to ways that information can be presented to students with divergent neurological and physical needs. Placement of marketing, information delivery, best ways to be inclusive, and having conversations with residents that have accessibility needs.
 - **Training Rationale:** College students do not have to disclose disabilities, but living in residence halls bring on a whole set of requirements that RAs need to be prepared to at the very least learn how engage in conversation about.

Theoretical Frameworks: Discovery Based-Learning, Inquiry Based-Learning, Situated Cognitive Theory, Intersectionality, Ability Studies,

Engaging the Campus Community

*“ Professional Staff and RAs:
Communication, the Good,
the Bad, and Let’s Never Get
Ugly”*

ONGOING

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- **Training Description:** This module will be an introduction to the professional structure of the department, who to contact for different resources and referrals, and the communication culture of the department. Scenarios from this module will include scenarios on communication etiquette. Additionally, students will be required to engage with professional staff in a variety of tasks from: requesting meeting times, interviewing, professional guidance and experiential inquiries.
 - **Training Rationale:** Set boundaries and expectations, and challenge RAs to develop professional communication.

Theoretical Frameworks: Discovery Based-Learning, Inquiry Based-Learning, Situated Cognitive Theory, Intersectionality, Black Feminist Epistemology, Queer Theory

Engaging the Campus Community

*“Building Relationships with
Campus Safety and Facilities
Staff”*

ONGOING

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- **Training Description:** This module will introduce RAs to Campus Safety and Facilities staff (maintenance and custodial) through video statements. RAs will learn about staff members’ personal experiences, day-to-day actions, and ambitions. RAs will be asked to create individual action plans for building ongoing relationships with Campus Safety and Facilities staff introduced in the modules.
 - **Training Rationale:** RAs work with Campus Safety and Facilities everyday. It is critical that both groups know each other and be able to work in a positive manner that prioritizes mutual respect and effectiveness.

Theoretical Frameworks: Intersectionality and Black Feminist Epistemology

Engaging the Campus Community

“Peer to Peer Support”

ONGOING

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- **Training Description:** An ongoing discussion board for RAs to post questions or scenarios and engage in discussion and solutions. This board will be monitored by professional staff, but meant to develop peer to peer network, support, and build community.
 - **Training Rationale:** Validates RAs’ experiences, encourage communication, community building and varied student support.

Theoretical Frameworks: Discovery Based-Learning, Inquiry Based-Learning, Situated Cognitive Theory, Intersectionality, Black Feminist Epistemology, Queer Theory, Mindfulness

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