

BRONSON UNIVERSITY - OFFICE OF RESIDENCE LIFE

BOBCAT BASICS

LEARN TO BE A TOP CAT
WITH RA BELL THE BOBCAT

FROM UNIVERSITY OF NORTHERN IOWA



** = TEAM LEADER*

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BOBCAT BASICS

LEARNING OUTCOMES (LOs):

- LO 1 - Students will develop skills in time management, personal financial management, and problem solving.
- LO 2 - Students will identify key resources to be utilized in the RA role.
- LO 3 - Students will gain an understanding of the basic emergency response protocols and action plans.
- LO 4 - Students will understand how to create intentional and thoughtful connections and relationships with people in their community.
- LO 5 - Students will be able to recognize differences among others and understand that values and beliefs of others are not wrong, but different.

BOBCAT BASICS

MAIN MENU:



Season 1:
Administrative Tasks
"The Office"



Season 2:
**Staff Dynamic &
Team Building**
"This is Us"



Season 3:
On Call
"A Series of
Unfortunate Events"



Season 4:
**Facilities &
Maintenance**
"Fixer Upper"



Season 5:
Campus Resources
"Where in the World is
Carmen Sandiego?"



Season 6:
Programming 101
"Parks and Recreation"



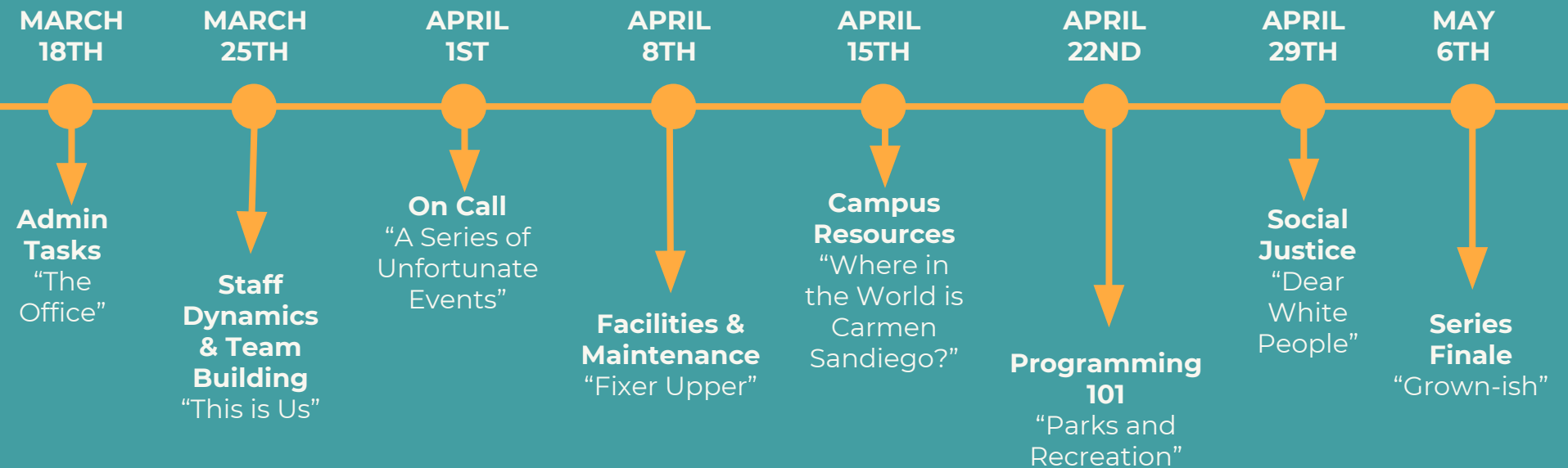
Season 7:
Social Justice
"Dear White People"



Season 8:
Series Finale
"Grown-ish"

PROPOSED SPRING TIMELINE

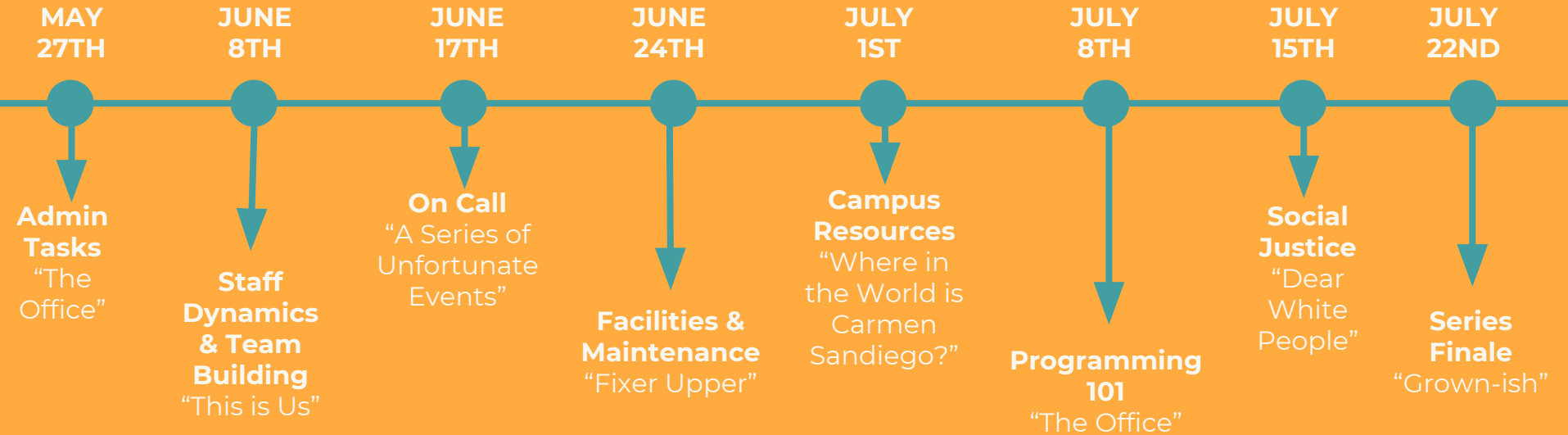
START DATE: **MARCH 18TH** // END DATE: **MAY 6TH** // DUE DATE FOR ALL SPRING SESSIONS: **MAY 17TH**



NOTE: This first session is offered for students who opted into the spring training session. Seasons will be released on the dates listed above. Any students who DO NOT have access to internet over the summer must partake in the spring session before the end of the semester.

PROPOSED SUMMER TIMELINE

START DATE: **MAY 27TH** // END DATE: **JULY 22ND** // DUE DATE FOR ALL SPRING SESSIONS: **JULY 31ST**



NOTE: This second session is offered for students who opted into the summer session over the spring session. Seasons will be released on the dates listed above. Similar to the spring session, seasons will be available to watch at any point once released.



“THE OFFICE”

ADMINISTRATIVE TASKS

OUTLINE:

Ep. 1:
Introduction to RA Role/Training Modules/Overview of LOs (LO 1)

Ep. 2:
Time Management (LO 1)

Ep. 3:
Social Media Usage (LO 1)

Ep. 4:
**Balance Your Budget
(Control your Compensation)** (LO 1)

Ep. 5:
Google Calendar How To (LO 1 & 2)

REASONING:

We chose this session as an online module because for RAs, their ability to manage their time effectively will be important, even in the process of RA training.

By addressing these administrative tasks early, students will be even more successful during the training process.

SEASON 1 ACTIVITY EXAMPLE: GOOGLE CALENDAR

Students will fill out their Google Calendar with classes and co-curricular activities. They will then share it with their supervisor.

We will be assessing their knowledge from season one based off of what their Google Calendar includes. The criteria is as follows:

- Number of hours dedicated to class/homework
- Number of hours dedicated to co-curricular activities
- Number of hours dedicated to RA position
- Number of hours dedicated to investing in self (self care, personal life, etc.)

| | MON 18 | TUE 19 | WED 20 | THU 21 | FRI 22 |
|--------|--|---|--|---|--|
| GMT-06 | | | | | |
| 6 AM | Workout 6 - 7am | Workout 6 - 7am | Workout 6 - 7am | Workout 6 - 7am | Workout 6 - 7am |
| 7 AM | | | | | |
| 8 AM | Intro to Communication Theory 8 - 8:50am | | Intro to Communication Theory 8 - 8:50am | | Intro to Communication Theory 8 - 8:50am |
| 9 AM | | | | | |
| 10 AM | Theory and Practice of Counsel 10 - 10:50am | Psychology Research Methods 9:30 - 10:45am | Theory and Practice of Counsel 10 - 10:50am | Psychology Research Methods 9:30 - 10:45am | Theory and Practice of Counsel 10 - 10:50am |
| 11 AM | Interpersonal Communication 11 - 11:50am | 1x1 with Alex 11am - 12pm | Interpersonal Communication 11 - 11:50am | | Interpersonal Communication 11 - 11:50am |
| 12 PM | Lunch 12 - 1pm | Lunch 12:15 - 1:15pm | Lunch 12 - 1pm | Lunch 12 - 1pm | Lunch 12 - 1pm |
| 1 PM | Homework 1 - 3pm | | Homework 1 - 3pm | | |
| 2 PM | | Gender Studies 2 - 3:15pm | | Gender Studies 2 - 3:15pm | |
| 3 PM | | | Warm Up Wednesday 3 - 4pm | | |
| 4 PM | | | | | |
| 5 PM | House Dinner 5 - 6pm | House Dinner 5 - 6pm | House Dinner 5 - 6pm | House Dinner 5 - 6pm | |
| 6 PM | | | Staff Meeting 6 - 8pm | | |
| 7 PM | | Student Government Meeting 7 - 9pm | | | |
| 8 PM | | | | | |
| 9 PM | | | | | |
| 10 PM | | | | | |



“THIS IS US”

STAFF DYNAMIC & TEAM BUILDING

OUTLINE:

Ep. 1:
Why Take the Enneagram Assessment (LO: 1, 2, 4 & 5)

Ep. 2:
How to Plan a Staff Development Activity (LO: 4)

Ep. 3:
Introductions with Discussion Posts (LO: 4)

Ep. 4:
Collateral Position Explanations & Ranking of Preferences (LO: 1 & 2)

REASONING:

We chose this season as an online module because it prompts students to get to know one another and think about themselves as part of a team before the start of training. The goal is to spend more time during in-person training on team builders than introductions.

SEASON 2 ACTIVITY EXAMPLE: ENNEAGRAM RA POST

Students will take the free Enneagram assessment to find their type and how they relate to their other team members. They will take the assessment by visiting: www.tinyurl.com/RAenneagram

Once they are done with the assessment, they will post an introduction of themselves for their fellow staff team members to see prior to returning to campus.

- From there, once they return for fall training, we will be discussing team dynamics as a staff based on the enneagram.
- This will continue through the semester based on their staff developments and how they work through tasks and conflicts as a staff team.



Hi! My name is Hannah!

I am a junior at Bronson university and majoring in Business Administration and Marketing. I am involved in National Residence Hall Honorary (NRHH) and Dance Marathon. I am excited to be returning as a second year Resident Assistant in Bell Hall and cannot wait to work with all of you! I love working with the transfer community and look forward to helping people transition to college. I am extroverted and will be able to give you pep talks whenever needed.
I am a seven on the enneagram - see more below to learn more!

My Enneagram Synopsis:

Sevens are extroverted, optimistic, versatile, and spontaneous. Playful, high-spirited, and practical, they can also misapply their many talents, becoming over-extended, scattered, and undisciplined. They constantly seek new and exciting experiences, but can become distracted and exhausted by staying on the go. They typically have problems with impatience and impulsiveness.

| | |
|---|---|
| Basic Fear: <i>Of being deprived and in pain</i> | Basic Desire: <i>To be satisfied and content—to have their needs fulfilled</i> |
| At their Best: <i>They focus their talents on worthwhile goals, becoming appreciative, joyous, and satisfied.</i> | Key Motivations: <i>Want to maintain their freedom and happiness, to avoid missing out on worthwhile experiences, to keep themselves excited and occupied, to avoid and discharge pain.</i> |

We've saved the worst for last.



"A SERIES OF UNFORTUNATE EVENTS" ON CALL

OUTLINE:

Ep. 1:
Confrontation vs. Carefrontation (LO 1, 2 & 3)

Ep. 2:
Policy (LO 2 & 3)

Ep. 3:
Incident Report Writing (LO 1 & 3)

REASONING:

On call can be a dense topic and is typically one of the top concerns of RAs coming into the position. By working through policy and the basics of incident report writing over the spring/summer, more time can be spent in training working on details and more practical hands-on experience. This will set students up ahead of time to feel more confident going into training with Behind Closed Doors.

SEASON 3 ACTIVITY EXAMPLE: ON CALL INCIDENT VIDEO

Students will watch the attached video and write their first Incident Report (IR) for the incident shown. We will provide IR writing resources for them to practice completing this RA task and have feedback for them to improve.

We will be assessing how they followed instructions and paid attention to details within the video for completing their Incident Report.

- Once returning to campus, we will continue assessing how they have improved after writing an incident report after participating in Behind Closed Doors as part of fall training.

Click below to watch incident video:



When shared with RAs, this video will include subtitles for accessibility purposes.



“FIXER UPPER”

FACILITIES & MAINTENANCE

OUTLINE:

Ep. 1:
Facilities Repair Request
(LO: 2 & 3)

Ep. 2:
Fire (LO: 2 & 3)

Ep. 3:
Heating and Cooling
(LO: 2 & 3)

Ep. 4:
Bodily Fluids (vomit, feces, blood) (LO: 2 & 3)

REASONING:

Most facility repair request training is typically done through videos. Instead of having an in person training session, we have decided to move the videos online and save time on campus for other important topics.

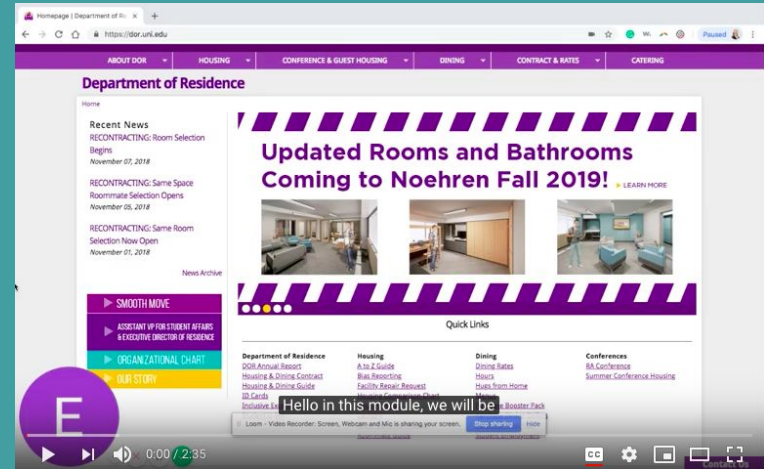
SEASON 4 ACTIVITY EXAMPLE: FACILITY REPAIR REQUEST HOW-TO

Students will watch the attached video on how to complete a Facilities Maintenance Request and submit one for practice with specific guidelines.

We will be assessing their knowledge gained from watching videos on fire safety and bodily fluid cleanup. Due to these being linear processes, we will be administering a quiz after this season. We will assess their knowledge based on scoring a certain percentage and if this is not obtained, they will retake the quiz after rewatching the season.

- Follow up for this season will happen during fall training when they take the step to have fire extinguisher training with local law enforcement in our city.

Click below to watch facilities request video:



When shared with RAs, this video will include subtitles for accessibility purposes.



“WHERE IN THE WORLD IS CARMEN SANDIEGO?”

CAMPUS RESOURCES

OUTLINE:

Ep. 1:
Where to Find Campus Resources on Campus Map (LO 4)

Ep. 2:
What Main Services are Provided (LO 2)

Ep. 3:
Accessibility (LO 2)

- Emotional Support Animals
- Dietary restrictions (meal plans, campus dining, program planning, etc.)

Ep. 4:
Annual/Popular Events from Offices (LO 2)

REASONING:

Being aware of resources available on campus can be a long in person session, especially depending on how large your campus is. By putting this module online, students can learn about these resources in a more interactive way. This knowledge will supplement their learning during the on campus activity.

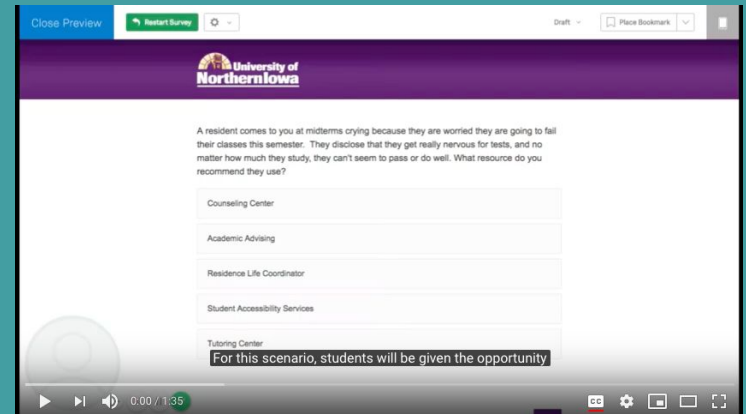
SEASON 5 ACTIVITY EXAMPLE: CHOOSE YOUR OWN ADVENTURE

Students will complete a "Choose Your Own Adventure" type quiz to pick resources for students in certain situations.

We will be assessing this season based on what the RA feels are the best steps to take in a situation. They will be given a story with options of what resources to use, and will assist students based on the choices they made. They will work through situations and be able to go back if they hit a dead end allowing them to learn about campus resources across campus.

- Follow up will include further exploration of a scavenger hunt at a nearby campus for RAs to remember what it is like to be a new student on campus again. We will also include an Emotional Support Animal situation in Behind Closed Doors during fall training.

Click below to watch campus resources adventure quiz video:



When shared with RAs, this video will include subtitles for accessibility purposes.



“PARKS AND RECREATION” PROGRAMMING 101

OUTLINE:

Ep. 1:
Advertising How To (social media, print, emails, etc.)
(LO 1 & 2)

- Accessibility

Ep. 2:
ResEd Curriculum Explanations/Examples (LO 2)
• Learning Outcomes

Ep. 3:
Campus Resources Involvement
(LO 2)

Ep. 4:
Student Development Theory 101
(LO 4 & 5)

REASONING:

We chose to do these introductory sessions prior to fall training because it scaffolds learning for new RAs who may not have programmed or have a concept of what educational programming looks like. By teaching a couple basic student development theories, and explaining the residential curriculum, students will develop a baseline knowledge to go deeper on campus.

SEASON 6 ACTIVITY EXAMPLE: SOCIAL ADVERTISING PLAN

Students will create an advertisement plan for their first social of the semester. This will allow them to think beyond the average 8.5x11 poster on the wall to advertise events by utilizing:

- 8.5 x 11 Poster
- Social Media Post
- Large Scale Poster OR Door Hanger

We will be assessing the “Parks and Rec” season by having students create an advertising plan for their first floor social of the semester.

- Follow up for this season will include the implementation of this program during the fall semester.





“DEAR WHITE PEOPLE” SOCIAL JUSTICE

OUTLINE:

Ep. 1:
Privilege 101 (LO 4 & 5)

Ep. 2:
Inclusive Language (LO 4 & 5)

Ep. 3:
Campus Resources and Organizations (LO 2 & 5)

Ep. 4:
Bias Incident Reporting
(LO 1, 2 & 3)

REASONING:

It is important to educate RAs on diversity and inclusion. This season will only scratch the surface to get students to think about their personal identities and how they will impact their environment. Once they return to campus, we will dive in deeper to other topics on identity and how to build inclusive communities.

SEASON 7 ACTIVITY EXAMPLE: IDENTITY REFLECTION: YOUR IMPACT PRINT

Students will fill out a worksheet and watch a video from YouTube:
www.tinyurl.com/ImpactPrint

We will be assessing this season by educating RAs on the basis of difference. They will watch a video by Chescaleigh and have a worksheet online for them to fill out afterwards helping them reflect on how their identities affect their RA role.

- Students will need to fill out the worksheet and watch the video
- Upon completing the worksheet, they will post their Impact Print on their Staff's Discussion Board
- Once other staff members have posted, students will need to read and reply to others' posts and comment with which identity they are more excited to learn about with their peers





“GROWN-ISH” SERIES FINALE

OUTLINE:

Ep. 1: Series Recap
Important points of each season
(LO 1, 2, 3, 4 & 5)

CLOSING ACTIVITY:

Resident Assistants will write a one-page reflection paper addressing this prompt:

What is one word that describes how you are feeling about being a Resident Assistant after completing all of the training modules?

Expand on the word you chose by discussing your strengths and weaknesses and how they will contribute to your role as an RA.

REASONING:

This one episode series finale recaps the main points from each of the previous seasons. It addresses that we cannot train RAs for everything via these modules or even on campus, but the RAs can come in with skills and abilities they have to succeed. As this will be a transition to fall training, whether students choose the spring or summer session, we will ask them to watch series finale the week before returning in August.

REFERENCES

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THEORIES (found in narrative):

- Patton, L. (2016). *Student development in college: Theory, research, and practice* (Third ed.).

VIDEOS:

- Soller, E. L., [Courtney Stuck]. (2019, February 13). *Facilities Repair Request*. Retrieved from <https://tinyurl.com/yxbo45h4>
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Introduction

For this case study, we created an outline of training modules that are similar to a Netflix series to be used for resident assistant (RA) training at Bronson University (BU). We based all our decisions off of BU being a public, regional comprehensive, mid-size institution. Later in this paper, we will discuss how the training modules can be implemented at other institution types as well. Additionally, at the University of Northern Iowa, we do not currently have online training for our RAs, so all ideas and training content in this case study are our own.

We chose to use a Netflix theme for the training modules to better connect with the current generation of RAs. We are using a different popular Netflix series to represent each of our training seasons to better engage our audience and catch their attention. The training series is called ‘Bobcat Basics’ and is meant to teach the basics of some important training topics alongside Bell the Bobcat, BU’s mascot. The process we used in planning for these topics was to determine important topics that would typically take a large portion of time during RA training and find a way to streamline the information into online mini-seasons with a shorter on-campus follow up during the fall training.

Structure & Timeline of Modules

This is an eight season training, with episodes grouped by common theme or topic. The themes we chose include: (1) “*The Office*” Administrative Tasks, (2) “*This is Us*” Staff Dynamic and Team Building, (3) “*A Series of Unfortunate Events*” On Call, (4) “*Fixer Upper*” Facilities Repair, (5) “*Where in the World is Carmen Sandiego?*” Campus Resources, (6) “*Parks and Recreation*” Programming, (7) “*Dear White People*” Social Justice, and (8) “*Grown-ish*” Series Finale. Each season has between three and four smaller videos to watch, an activity to assess knowledge, and a follow up activity for when everyone is on campus for fall training.

We have identified five learning outcomes (LOs) for this series, which can be seen on slide two of the presentation, and each video and activity addresses one or more of those learning outcomes. For example, in the social justice season, there are four episodes that hit all five learning outcomes. Bias

incident reporting addresses LOs 1, 2 and 3, Campus Resources and Organizations addresses LOs 2 and 5, Inclusive Language addresses LOs 4 and 5, and Privilege 101 addresses LOs 4 and 5. Not every season will address every learning outcome, however, once the entire series is completed, each LO is addressed at least five or more times.

We have structured these seasons to be released weekly, over eight weeks. The RAs must complete them in order, but may start and finish them at any point after the season has been released, with the suggested timeline being that they are completed the week they are released. We have also included a spring or summer option to consider people who may not have internet access over the summer break period.

Fall Training Integration (Campus Follow Up Activities)

Once the RAs return to campus they will continue on with their training. Although a lot of it will be online, there will be follow up activities and sessions in person to ensure that RAs are retaining the information and are able to put their knowledge into practice. For each season we have planned one follow up activity to do in person.

One of these activities includes an Enneagram Workshop to follow up from the Enneagram assessment that they should have previously taken in season 2, Staff Dynamic and Team Building, and will further expand on the different Enneagram possibilities and incorporating into their team building. Another on-campus activity is fire extinguisher training. Although it may be beneficial for some to watch a video on how to use a fire extinguisher, we believe it is important that everyone receives hands-on training using a fire extinguisher as a follow up to the Facilities & Maintenance season. Behind Closed Doors will be a portion of the in-person training to follow up the On Call season, as we understand that these scenarios can be difficult and nerve-wracking for the RAs.

Additionally, to follow up for the Campus Resources season there will be a Campus Resource Scavenger Hunt at a nearby community college. This scavenger hunt allows for RAs to realize how difficult it can be to find your way around a new place and puts in perspective for them how important it is

to be clear when directing and sometimes literally walking residents to resources on campus. Our Social Justice season will be followed up with an in-person activity taking a deeper look into privilege and other social identities.

There are some topics that are not discussed in the online training modules like mental health, sexual assault, and deeper conversations about social justice. We recognize that these topics are important and are better discussed on campus and in person. That way, additional resources and support can be provided in case any of the mentioned topics trigger any emotions for the RAs in training.

Theoretical Basis

With theory being a large portion of our graduate program, we know that it is continually informing our practice. We identified several student development theories that played important roles in how we structured the series.

The first theory we considered was Kolb's Learning Styles. We recognize that not all of our RAs are going to learn successfully the same way. To address the divergers, assimilators, convergers, and accommodators, we wanted to include a variety of teaching methods as well as assessment. For example, our divergers will probably enjoy the programming module where they are able to utilize creativity in their activity, while our convergers will probably prefer the campus resources module because of its interactive nature and focus on problem solving.

We also considered Bloom's taxonomy because it is important that our RAs are going beyond regurgitating the information. They must also be applying it. For example, each module will have resources to read, videos to watch, opportunities for reflection, and an activity that applies the material and assess their understanding further. Because these are introductory modules, we felt it most appropriate that our modules elicit baseline thinking such as remember, understand, and apply. With this scaffolded strategy, the RAs will be prepared to jump in with the higher order thinking right away when arriving on campus and while engaging in the in-person training activities.

What Would This Look Like at Different Institutions?

As mentioned earlier, we looked at Bronson University as a public, midsize, regional comprehensive university. However, we believe that ‘Bobcat Basics’ can be implemented at many different institution types. The different topics discussed can easily be adapted to meet the different protocols and expectations of differing institutions. Depending on the amount of time allotted for fall training there is flexibility in how many topics need to be covered during the spring/summer online training. Other institutions can easily add and subtract to the current seasons to fit their institutional needs. The most difficult roadblock for an institution may be finding a platform to launch the training. Some institutions use systems like Desire2Learn or Blackboard that could host the online training, whereas other institutions may not have similar technology and may have to find a new way to implement the training online.

Accessibility Within Modules

Accessibility was a major component for us when planning our modules. Accessibility took many forms in our planning process. First off, we wanted to address our incoming RA’s access to the internet while completing this part of their training. While we are aware certain students may hold summer employment such as working at a summer camp or going abroad and not have access to the internet, we wanted to provide the option for them to complete these first steps of training during their spring semester while still having the resources that campus has to offer.

When choosing our topics, we also wanted to focus on the reflection and retention piece for RAs. We wanted them to have resources while they were going through the modules that would answer their questions. While we provided that for the modules chosen, we would not have been able to provide it for all topics. This being said, there were certain topics that we did not utilize in the modules due to the lack of resources they had in the moment. For example, situations such as sexual misconduct or higher level of social justice due to the RAs not being able to process with peers or a supervisor in the moment. Our team wanted to focus on these topics along with more specialized topics such as students with autism, when

RAs arrived to campus because we want to connect them to campus resources to best answer their questions.

For those who may be hearing impaired or may benefit from having words on a screen while watching a video, all of the videos for the RA modules training will have captions. This was something very intentional in our planning as we assessed the needs of all of the RAs on BU's campus. For those who may still have difficulty following along and understanding the content, our Accessibility Services Office on campus would allow us to provide additional accommodations as needed such as Read and Write Gold or PDF Aloud. While looking at RA learning styles, we understood that not all RAs on our campus would benefit from the same items in each session within the module.

We wanted to be accommodating to a variety of learning styles within our training. This being said, we have certain modules that were more visual based through the videos while some were more hands-on through the activities. Within each module, we also provided resources to be read by RAs if they would gain more from reading rather than viewing. For example, we provided a PDF of the on call scenario for them to read through if that was easier to follow along while also providing incident report writing examples for reference. We wanted to utilize Sanford's theory of challenging our RAs to utilize all resources while supporting them in what learning style suits them best.

Conclusion

The 'Bobcat Basics' series is meant to be supplemental to RA fall training. The topics covered over the spring or summer training will prepare RAs for more hands-on activities and deeper conversation once they are back on campus in the fall. The topics were chosen carefully to ensure that RAs would receive a balanced in-person, online, hands-on, and reflective approach to their training while reaching the learning outcomes that we set for the curriculum. We hope that RAs can find this new training to be not only helpful and engaging but just as exciting and binge-worthy as their latest Netflix favorite.