Overview of Presentation

Terms to Know

Learning Outcomes

Timeline

Making Modules Applicable

The Modules

Assessment Example

References

Terms we will use	Other Terms Associated
RA (Resident Assistant)	Resident Advisor, Community Advisor, ...
Residence Hall	Dorms, Dormitory, ...
IRs	Incident Reports, ...
Residence Life	Housing, UHDS (University Housing and Dining Services), Residential Education, ...
BSWs	Janitors, cleaning staff, ...
Floor, Community	LLCs (Living Learning Community), FYE (first year experience), TC (themed community), ...

We will seek to avoid the term "Res./Rez Life". "Res/Rez" can be confused with the word reservation which has a negative connotation in some Indigenous circles.

Staff that participate in these online modules should be able to...

Demonstrate
Demonstrate correct emergency, "on-duty", and daily procedures prior to participating in behind closed doors

Implement
Implement personal ethics and leadership skills within a diverse community of residents and fellow staff

Develop
Develop a self care plan and healthy boundaries within their community

Design
Design Social Media and a personal brand that reflect the values of themselves, the department, and the University

Apply
Apply new information from online residential living training to in-person fall training and the everyday tasks of the RA job

01 Hiring Process is Completed

- Notify Staff of Anticipated Modules
- Notify staff of expectations in completing modules - will graduate assistants and professional staff complete them as well?

02 Modules Released after Finals

- This timing will prevent extra stress being placed on staff
- Releasing immediately after finals will allow students with low socioeconomic status enough time to complete the modules between a summer job or other obligations

03 RAs will complete Modules

- This modules will be completed via the provider of choice
- The Institution can select the timeline of how and when the modules will be open

04 In-person training will begin

- Online Modules can be due after the first week, or three days after their arrival
- Should students require alternate accommodations, staff should be flexible to those needs...for example, if a student does not have computer access
- This due date will allow for staff to ask questions in person to their supervisor

05 Revisiting the Modules

- Modules should be consistently revisited when mid-year hires are made
- Could be used as "in-service" or professional development sessions for staff throughout the year

06 Assess and Revise

- Variety of opportunities for assessment
- Move to the Utilization of modules in the future for other staffing like desk assistants if possible
- Modules should be updated as policies and procedures change

Considering Module Costs

$

- These modules will be filmed in house - if using phones the phone needs to be turned horizontally (for best quality)
- Adding more modules - could be more cost effective to reduce in person training time and meal costs
- Delivered through university software (D2L, blackboard, etc.)

$$

- Utilize website services (weebly, wix, etc.) to store the modules.
- Certain modules can be supplemented or removed based on institutional need
- Delivered by Versal (249$ annually)

The Best way to find median options, is to combine options from $ and $$$.

$$$

- The modules will be filmed by using a professional videographer / app developer
- The most expensive option could include incentives for completion and accuracy
- Delivered through software company like EdPuzzle (65$ a month)
- Options to purchase apps based on modules

There are many ways to modules and in person training more affordable. This graphic lists some of the areas where money can be saved and where money can be spent.

Creating Boundaries & Self-Care

In the Module:

- Examples of Situations where students may need to create boundaries and other ethical scenarios.
- Why Creating boundaries as a staff member is beneficial
- Mental Health's importance: students and staff cannot do their best work if they are spread out too thin or burnt out.
- What it means to live inside the fishbowl
- How to set boundaries and care for self, residents, and staff peers

Rationale:

Mental health issues are on the rise with college students. It is important for them to know that yes, this is a job where there are expectations, and learning how to manage those expectations with a position and your own mental health and well-being is one of the central goals of higher education

Resident Assistants have a duty to care for their residents and their fellow staff. This module will discuss the importance of social media- any policies the university may have- and how it is essential for RAs to report what they see on social media.

This module will also discuss great ways to utilize social media to reach out and engage with residents. Especially in terms of advertising and reaching out to more introverted residents.

This module will also cover the importance of social media boundaries with students and the use of social media during emergencies.
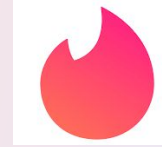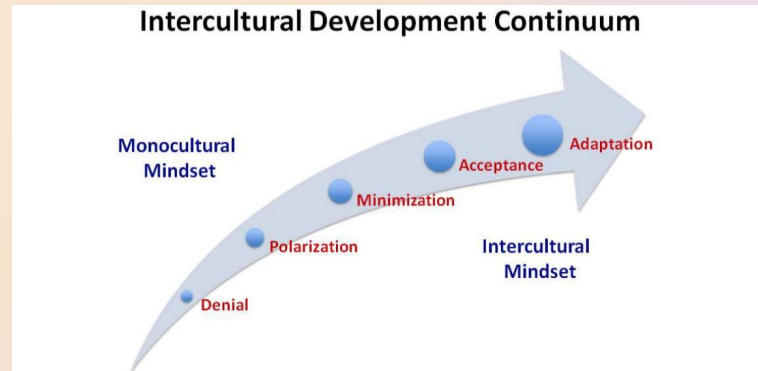
Social Media

Beyond your usual Diversity Training

Content:

- Differences between staff to residents and residents to residents can mean a potential for conflict
- How conflict is not a bad thing, and how to work through conflict with mediation skills

Rationale:

This module is developed to move staff through the Intercultural development continuum from the intercultural development inventory (which could be an option to purchase for each staff member- at a high cost) This model is meant to shift the perspective and behavior from denial of differences to the ability to adapt to various cultures. This model is adapted from the Development Model of Intercultural Sensitivity originally proposed by Milton Bennett.

Intercultural Development Continuum

Monocultural Mindset

Denial

Polarization

Minimization

Acceptance

Adaptation

Intercultural Mindset

Facilities

Topics will Include:

Pests with an emphasis on bedbugs

Building Age

Flooding

Common Plumbing (toilets, sinks, etc.)

Power Outages

Elevators

All topics are based on need

Rationale:

Based on procedures, RAs can often be the first people on scene to various incidents revolving around facilities. Preparing staff for a variety of issues that could come their way at any time is essential.
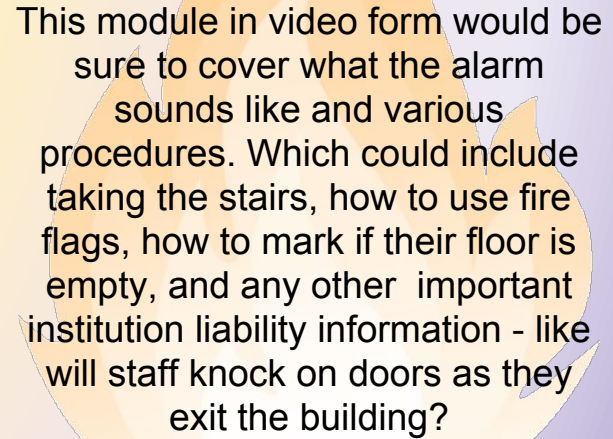
This module also provides staff an inside look into their future home that they may not have lived in before.

76% of Pest professionals consider bed bugs to be the most difficult pest to control

Any bomb threat is a real threat. Staff will be trained on who to call and where to call from and any other institution specific information.

This module in video form would be sure to cover what the alarm sounds like and various procedures. Which could include taking the stairs, how to use fire flags, how to mark if their floor is empty, and any other important institution liability information - like will staff knock on doors as they exit the building?

This module will be heavily influenced by University policy and it will emphasize the importance of remaining calm and always calling up the duty ladder if need be.

Emergency Procedures

Emergency Procedures Continued

ALICE®
TRAINING INSTITUTE

Alert
Lockdown
Inform
Counter
Evacuate

Active Shooter training is becoming increasingly more important and this module can be taken in a multitude of ways - it can be covered by the traditional run, fight, or hide or ALICE training which instead of fight encourages victims to "counter" which means to cause a distraction in sound. Sight, smell, or other means. (this is approximately 30$ a person for the online version or a staff member could become certified for approximately 595$.)

This module can also be adapted based on need and what local natural disasters may be in affect - due to Bronson University's location it would specifically cover Blizzards as well as Tornadoes and severe thunderstorms. The module will also place an emphasis on weather watch vs. weather warning

RUN/ESCAPE
IF POSSIBLE

HIDE
IF ESCAPE IS NOT POSSIBLE

FIGHT
ONLY AS A LAST RESORT

Consent and Sexual Assault

What is Consent? | **Know the Statistics** | **What to Do** | **Resources to Know** | **Know your limits**

- Staff will learn about what it means to give or get consent.
- There are a variety of videos that could be used to help illustrate this module.

- **1 in 5** female students and **1 in 20** male students are victimized
- **24%** of trans students had experienced non consensual contact
- **70%** of victims don't inform the police

- **Listen** : Be present and compassionate
- **Believe** : Do not ask questions just believe what they are telling you
- **Give Options**: Let them choose what to do. Know possible resources for them
- **Let go** of any stimas you have on sexual assault

- Counseling Center
- Off Campus Centers
- Legal Protection
- Online
- Title IX Coordinator
- Anonymous reporting

*Campus Resources based on University .

- Self Care
- Recognize when you cannot handle the situation and call a supervisor
- Seek help (counseling center, supervisor, online)
- Take time

Behind Closed Doors

Articles have shown that for some Behind Closed Doors has proven to create hazing like conditions for new resident assistants.

In some situations returning staff will take the opportunity to create tougher situations for staff that are beyond realistic when they remained unsupervised.

This opportunity for online BCDs will help to eliminate the overall sense of fear and potential hazing associated with Behind Closed Doors.

Taking time during online modules will add to the in person form of behind closed doors

- For smaller institutions this could substitute time for in person training by covering more low risk incidents in the online module

Incidents Covered

- Noise Violations
- Roommate Conflict
- Domestic Violence
- Alcohol & Other Substances
- Suicide Ideation
- How to write an incident report
- Other Policy and RA responses as Necessary

BCDs Module Example

BCDs Scenario 1:
You are walking on rounds when you notice this resident peek out and quickly go back inside and slam the door. What do you do?

A: Keep walking! Just residents being residents

B: Knock on the door and state "RA on duty"

You chose: Keep walking! Just residents being residents
This is incorrect. It looks like you missed a major party going on! Later the party will be found and the passed out resident will be taken care of. Make sure to always check in on suspicious residents.

B: Knock on the door and state "RA on duty" Congratulations, this is correct. You have busted a major alcohol party. Make sure to take their ID numbers and information, dispose of the alcohol, and fill out an incident report!
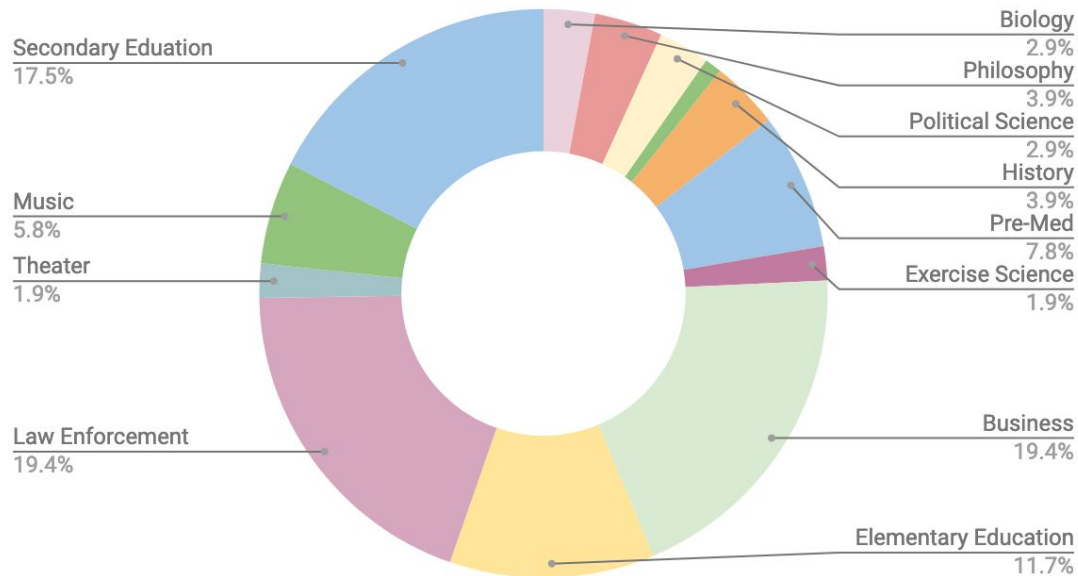
Creating a Brand

Good Door Dec

Bad Door Dec
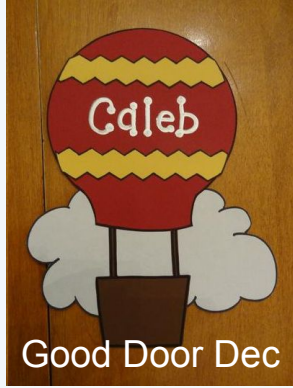
- This module will give a description of what it means to create a brand
  - EXAMPLE:I am good at creating a strong floor community for my residents by implementing monthly bonding events
- The module will also discuss how a personal brand will tie into the type of RA the student can be.
  - It will emphasize the importance of making sure each RA's brand is inclusive: that each door decoration is made or remade with a preferred name.
- Each RA after the module should know how their personal brand will make it easier to create door decorations and bulletin boards (as evidence by the examples throughout the module)
- This module can also discuss basic expectations for the completion of brand items
  - For example: the three layer rule for door decorations (at least two pieces of paper and a name)

Content:

- StrengthsQuest and other like assessments
- How to be a transformational leader
  - Individualized Consideration
  - Intellectual Stimulation
  - Inspirational Motivation
  - Idealized Influence
- 5 Reasons it's important to be consistent
  - Allows for measurement
  - Creates accountability
  - Establishes reputation
  - Makes one relevant
  - Maintains message

Leadership Lessons

RAs by Major

- Biology 2.9%
- Philosophy 3.9%
- Political Science 2.9%
- History 3.9%
- Pre-Med 7.8%
- Exercise Science 1.9%
- Business 19.4%
- Elementary Education 11.7%
- Law Enforcement 19.4%
- Theater 1.9%
- Music 5.8%
- Secondary Eduation 17.5%

Sophomores:	39
Juniors:	44
Seniors:	20

1st year RA:	45
Second Year RA:	38
Third Year RA:	20

Total Resident Assistants: 103

Transferable Skills

In the Module:

- Show RAs the kinds of skills that they'll get from the experience
- Articulate how RA responsibilities relate to central learning outcomes (e.g. conflict resolution, leadership vs. door decs, programming)

Rationale:

Students often leave college without a clear idea of what transferable skills are and how they achieved them. This module will help students see how they are able to apply their RA position into their future careers

The Seven Skills

Technical

Communication

Critical Thinking

Multitasking

Teamwork

Creativity

Leadership

4 Forms of Assessment

Real Time Quizzes

Each Module will come with a quiz inside! Staff must achieve an 80% or higher.

To ensure the learning objectives are being completed.

Activities for In-person training

Throughout the modules there are options for participation, we encourage staff teams to review their personal brands together as a bonding activity as well as talk about and ask questions about the various topics.

Survey on satisfaction

This portion of assessment is for the staff that competes the training, do they recall information? Did they enjoy the format? As well as any other suggestions.
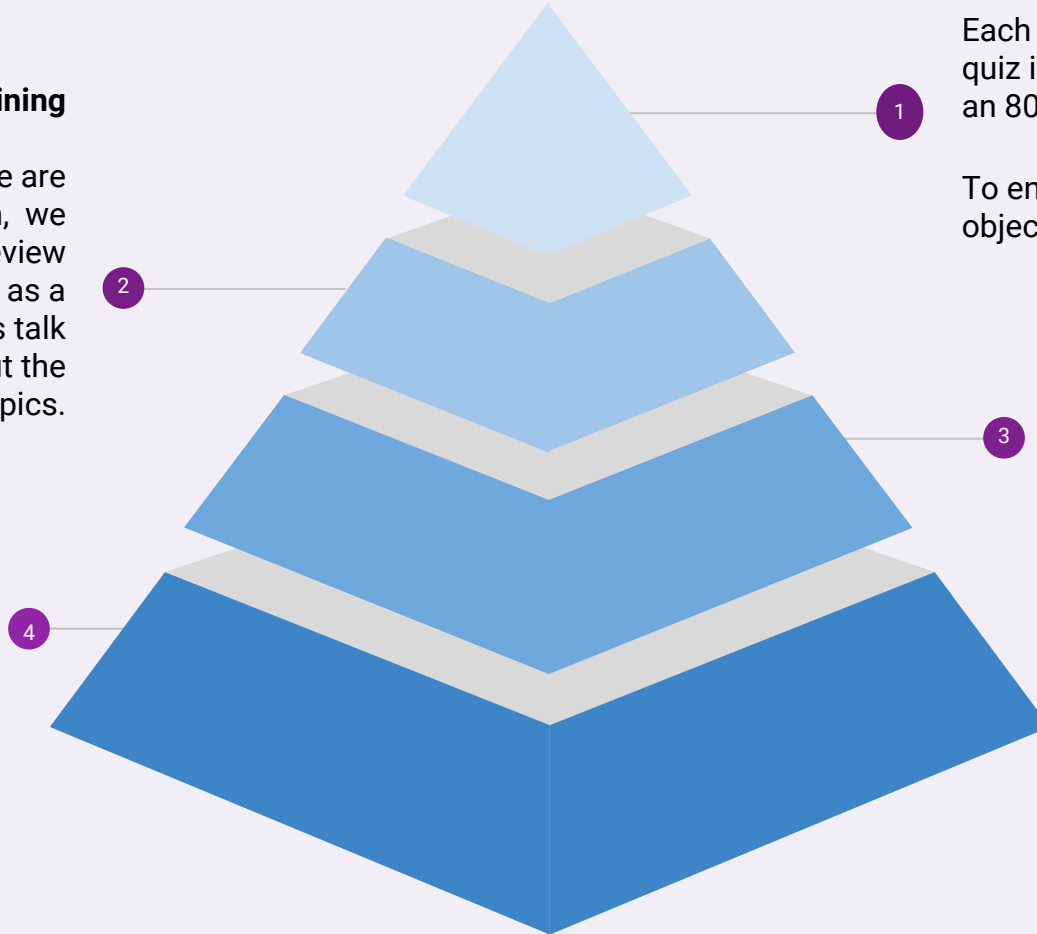
Focus Groups

This portion can happen post in-person training, creating a personal connection to learn about the staff's experience and debrief as a group.

1

2

3

4

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Virtual Case Study Competition

Western Illinois University

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Introduction [Slides 1-6]

For this proposal, we have made the choice to detail the content of the proposed online module topics for Residence Assistant (RA) training in our PowerPoint slides. Much of the theory that informs the choices we made is contained in this supplemental written paper. In our PowerPoint, we first provide an outline of the proposal to orient the professional staff receiving the proposal to what the online training modules for RAs could look like. Secondly, learning outcomes for the proposed training modules are listed so as to both communicate to the audience what behaviors each of the modules are expected to produce in RAs at the conclusion of training and also to more easily assess the program once implemented (Henning & Roberts, 2016). Thirdly, we provide the audience with a proposed timeline for implementation, as it can be helpful for individuals tasked with managing the change to see a proposed outline of the stages of implementation. Fourthly, we discuss how different institutional types might apply these modules depending on their specific needs. To achieve this, we provide examples of different activities/interventions for each module at different price points. Because we do not know where Bronson University is located nor its culture, we wanted to provide a variety of choices in educational interventions that could be used to convey the content of each module topic we selected. This way, Bronson University can have more flexibility in the educational interventions it employs in its training depending on its needs, which may change from year to year or vary due to its location in the country. Lastly, we provide a glossary of "terms to know" to recognize regional, industry, and institutional jargon and create a shared language. In the following sections, we detail the rationale for including the particular modules selected. Our proposal ends with an example of how Bronson University Office of Residence Life can implement assessment to gauge the effectiveness of the program's implementation.

Creating Boundaries/Self-Care [Slide 7]

Having employment responsibilities in the same physical space as where one lives can bring its own set of challenges. Part of the founding philosophy of the student affairs profession is to care for both the physical and mental health of students (American Council on Education [ACE], 1937). With mental health concerns on the rise across the nation, it is important to familiarize students with their own mental health status as well as educating them in how to exert healthy boundary management. The RA position is an extra responsibility that students choosing to fulfill the role have to manage with their other, sometimes competing, priorities. For this reason, it is imperative to expose new RA staff to ways that help them in this developmental challenge, by brainstorming ways that they can exert boundaries in their RA

role to take care of their mental health. It is our view that students cannot do their best work if they are burnt out.

Social Media [Slide 8]

With the rise of Facebook, YouTube, Instagram, and Snapchat, more college students are flocking to social media to find out information about college. A study completed by the Pew Research Center found that students are moving towards Snapchat and Instagram more than Facebook, although Facebook is still a popular source for students (Anderson & Jiang, 2018). With social media on the rise, particularly with current college students, it is important to include a section that educates future RAs with both social media etiquette and also the content of posts. We chose "duty to care" as our first item because it highlights the fact that RAs are now employees of the university and thus are mandated reporters. The second concept related to social media etiquette is reaching residents through social media. The last concept that we wanted to talk about was getting information out to residents especially during emergencies. Inside Higher Ed has recently reported how more and more people are going to social media to get information about time sensitive information including emergencies on campus, weather, and changes regarding the housing schedule. Educating RAs on how to use social media in this final and third way would help building directors focus on the more pertinent details.

Beyond the Usual Diversity Training: Building Connections [Slide 9]

One of the core values in student affairs and driving the growth in higher education is an effort to make higher education more accessible for a greater diversity of students (Dungy & Gordon, 2011). Unfortunately, the term "diversity" has become synonymous with racial diversity. This module hopes to move beyond racial diversity and get students thinking about other types of difference that they may encounter on their residence floor, including but not limited to: ability, age and/or generation, gender, ethnicity, immigration, nationality, neural, race, religious affiliation, socioeconomic status (SES), and sexual diversity. The American Association of Higher Education (AAHE), American College Personnel Association (ACPA), and NASPA–Student Affairs Administrators in Higher Education (NASPA) together created a mandate for the shared responsibility of learning, stating that in order to make and maintain connections, a necessary component of learning, faculty and staff should design experiences that "expose students to alternative world views and culturally diverse perspectives," as well as "give students responsibility for solving problems and resolving conflicts" (1998, p. 3). We suggest that Bronson University frames the concept of diversity as environments holding the potential for conflict, and conflict negotiation as a component of the RA role. As a result of the training, students should understand how different life experiences can cause someone to view

the same situation differently, and therefore hold the potential for conflict. RA training should focus highlight building connections across difference.

Facilities [Slide 10]

Buildings represent hundreds of thousands, if not millions of dollars of investments to the university. It is important that RA staff are trained to know not only potential crises that can happen in any building (e.g., bed bugs, floods, power outages), but moreover, how to calmly respond to such challenges through the use of the institution's established procedures. Understanding appropriate procedures for facilities' more common challenges represents both an essential building block to developing effective crisis management skills for RAs and also represents a significant risk management strategy to the university (Miller & Sorochty, 2015).

Emergency Procedures (Fire, Active Shooter, Bomb Threat) [Slide 11 and 12]

RAs are generally perceived as role models and in the case of an emergency, can be a source of calm if they are knowledgeable of emergency protocol. The effective response to emergencies by RAs represents a risk management strategy that universities ought to employ (Miller & Sorochty, 2015). An RA familiar with protocol in an emergency increases the likelihood that the RA will remain calm, and calmly managing crises will increase the likelihood of a favorable outcome, a tenant of crisis management (Bernstein, 2011). Throughout the slides, we listed three emergencies virtually any institution could experience. We included other examples of potential emergencies that could be incorporated into the RA training depending on the location of the institution and we also gave options for other opportunities to train staff like ALICE or Run, fight, hide.

Consent and Sexual Assault [Slide 13]

Sexual assault is a growing area of conversation in the current higher education climate. Experts in the area of sexual assault on campus state that an increase in reported assaults on campus is not a reflection of an increase in occurrence, but rather, an increase reflects a decrease in the degree of stigma associated with reporting assault (Freyd, 2014). Destigmatizing the reporting of sexual assault is important because it allows students to feel as though they have an avenue of recourse after they have been harmed. Due to the close, personal proximity to residents, RAs might be the first line of contact for a student who has experienced an assault, therefore, training them to respond to cases of assault is beneficial. Another aspect of this training is consent. Training RAs in how to model and have conversations surrounding consent achieves another aspect of boundary management, whereby students learn about respecting the boundaries of others. Title IX should also be considered in relation to sexual assault.

Behind Closed Doors [Slides 14 and 15]

We created a module to scaffold the in-person Behind Closed Doors in an effort to reduce any fear associated with participating. We encourage the use of both in person and online BCDs give the most preparation to staff as they move through training. We also provided an example of what the Behind Closed Doors module could look like. RAs would be provided a scenario, and then are asked to select from possible responses how they might approach a situation.

Building a Personal Brand [Slide 16]

Knowledge of one's personal brand is a way to give individual ownership and to bring authenticity to the work RAs do. It gives a critical insight into how that person operates and establishes credibility. Knowledge of one's personal brand relates to a central objective of colleges and universities: helping students to "discover [one's] abilities, aptitudes, and objectives" (ACE, 1937, p. 3). RA's will need to create a personal brand using the formula: what they are good at + who they serve + how they will do that uniquely. In an article written by Emma Sandler, she quoted Tyra Banks as once saying, "it is important to understand the value of a brand - that it is about setting yourself apart in a way that enabled you to attract better capital, talent and eventually be more successful at achieving your goals" (2017).

Defining Your Leadership Style [Slide 17]

The role of an RA is different from that of a regular resident. An RA has been given a title along with certain responsibilities that confer some degree of social power, in the form of what is known as legitimate power, "a socially sanctioned right" to impose a degree of leadership in a community (Forsyth, 2014, p. 252). Using this legitimate power, it is part of the role expectations that RAs both create conditions for community and enforce community standards. Generally, it is the aim of the RA position that RAs will develop their leadership style through active experimentation and reflection, based upon experiential learning theory (Kolb, 1984). Prior to beginning their roles, it can be helpful for RAs to complete some sort of leadership assessment (e.g., StrengthsQuest, True Colors) to use as tool(s) in understanding oneself (AAHE, 1949). These assessments can promote RA's engagement with their work and positively impacts their relationship with others (Schubring, 2013). We acknowledge that not all institutions can afford the StrengthsQuest tool, and a tool should fit with the institution's culture and needs; we have listed alternative/additional leadership assessment tools that can be used to reflect this. They will learn the Bass model of Transformational Leadership. We chose transformational leadership because we believe it to be the most holistic leadership style focusing not only on the leader but also those that they are leading. We also believe it to be the most transitional type of leadership as it can follow the students after graduation. The four elements of transformational leaderships

teach RAs to recognize that each resident will have different needs and challenge residents to try new things, thus playing an integral role in their personal development, motivate them to be their best, and build strong relationships built on trust. The last item that we wanted to highlight was why it is important to remain consistent when it comes to being a leader. Although we recognize that it can be difficult to remain consistent there are five reasons that an RA should remain consistent that we found it was important for them to know.

Transferable Skills [Slide 18 and 19]

The aim of this module is to address that concern and to expose students to transferrable skills that are useful in many contexts, that they can begin working on during their tenure in the RA position. RAs will first be introduced to the statistics of the staff, seen on slide 18 and how the RA team is comprised of people representative of a variety of majors at Bronson University. This slide also displays the retention of the RAs over multiple years and how students can remain on the team, continuing to build upon their skill set in subsequent years. Then, RAs will see a list of skills and ways they could develop these skills through the RA position. The recognition of skills that could be applied to one's own life is based off of the framework of Bloom's taxonomy, specifically the level of "understanding" [Bloom, 1956]. The recognition of skills learned through the online modules could then be paired with in-person training. RAs could be asked to create a plan of how they will use the RA role to develop particular skills outlined on the slide, which is associated with a higher level of understanding in Bloom's taxonomy, demonstrating deeper learning. Coch & French (1948) suggest that asking individuals to take an active role in building a plan increases the likelihood of commitment to their decision. Having RAs reflect on their prior experiences, create a plan for skill development, giving them a place to actively experiment their skills (the RA role), and then providing regular supervisory feedback, models Kolb's Learning Cycle, a theory that describes how the learning process occurs (Kolb, 1984).

Four Forms of Assessment [Slide 20]

Assessment is an incredibly important part of any program. It allows us to gain insight on what is working and what is not (Henning & Roberts, 2016). This slide allows a university to determine their level of assessment and what will work for them. We ensured a variety of options for a school to use when assessing the modules effectiveness. This includes surveys, quizzes, and activities. A university should focus on how assessment can assist in making training a better and more educational experience for RAs.