

Future of Housing Work Group

Live-in Student Staff (RAs, CAs, etc.) Training Checklist

At this stage of the COVID-19 virus, many campuses are focused on how to most effectively and safely prepare staff (both student and professional) for the upcoming term. This checklist will specifically address considerations for training undergraduate live-in student staff (e.g., RAs; CAs; etc.).

1. Determine the viability of online training for summer or portion(s)/all of fall.

- ACUHO-I RA 101 course
- ACUHO-I RA 201 course
- Generate a list of training topics that can be adequately covered in an online format versus face-to-face.
 - Consider covering important items that staff members need to start the year and then providing others as on-going training items throughout the semester.
- Identify a location for hosting campus created modules.
 - Campus learning management system (Blackboard, Canvas, Moodle, etc.).
 - Google Docs, Google Classroom, Microsoft Teams, etc.
 - Articulate 360, Thinkific, etc.

2. Model different fall training options and considerations (will vary by institution).

- Options currently being considered by professionals in the field include but are not limited to:
 - All face-to-face training in one location that incorporates physical distancing.
 - Mostly face-to-face training that includes remote presenters.
 - Hybrid of face-to-face and online/remote training sessions.
 - Entirely remote/virtual training completed individually or in staff teams with physical distancing.
 - Separating student staff by staff teams (neighborhoods, areas, etc.) to allow for physical distancing with remote presenters.
 - Separating student staff by staff teams (neighborhoods, areas, etc.) to allow for physical distancing with in-person presenters rotating to the teams.
 - Covering basic and opening related training sessions virtually and bringing the team together after about a month to complete some face-to-face training or incorporating on-going training for other items throughout the semester.
- Identify campus locations to hold training that allows for physical distancing according to local state guidelines for any face-to-face or staff team building activities.
- Identify methods of cleaning and sanitizing training spaces throughout the day as they are used.
- Consider the length of sessions necessary to avoid "Zoom fatigue" and screen fatigue.
 - Are on-demand or self-paced sessions an option?
 - Can you schedule half the day virtually and the other half with live/in-person options?
- Don't forget to identify accommodations that may be necessary for individual staff members.
 - Ex. Do adjustments need to be made for assistive technology?

3. Consider options if staff members are unable to return to campus for training due to travel restrictions.

- Are online training options available?
- Can information or slide decks be made available ahead of training?
- Can staff call or remote in to training sessions?
- Is it possible for staff to complete a condensed training schedule once they arrive on campus?

4. Evaluate available training resources.

- Consider campus personnel or resources available to assist with training sessions instead of off-campus or national presenters who may not be able to make it to campus.
- Identify online tools available to provide virtual training to staff before or when they return to campus.
 - Campus learning/educational management system (e.g., Blackboard, Canvas, Moodle, etc.)
 - Zoom (with meeting rooms for break-out sessions/conversations)
 - Google Classroom, Google Hangouts, Google Meet

- Microsoft Teams
- Go To Meeting
- WebEx
- Crowdcast
- Loom with PowerPoint
- Banner Collaborate
- Virtual Behind Closed Door options
 - Pre-recorded scenes on YouTube
 - Live mock conversations via an online meeting platform (e.g., Zoom, Microsoft Teams, Google Meet, etc.)
 - Case studies
 - Virtual scenarios (H5p.com or roomescapemaker.com)
- Consult with your campus IT department or faculty technology use department on other tools that could assist with training modalities.

5. Consider new/developing areas to be included in the training.

- How to assist residents with stress, anxiety, depression, etc. related to COVID-19.
- Proper methods for cleaning (what, where, when, how) and PPE usage/disposal.
- Social distancing policy/procedures and expectations of enforcement within the residence halls.
- How to program, develop community, engage with residents while maintaining physical distancing (& identify tools available to student staff to assist with these efforts).
- Duty expectations and policy enforcement while maintaining physical distance from residents.
- Changes in departmental (or campus) policies/procedures related to COVID-19.
 - Social or physical distancing expectations, use of face coverings, etc.
 - Expectations related to programming or community development within their communities.
 - Guest or visitor restrictions
 - Limitations on numbers of people in common areas (lounges, laundry rooms, kitchens, elevators, etc.)
 - CPR/medical response
- COVID-19 symptoms, monitoring, and quarantine/isolation procedures

6. Consider options for staff to access highly used areas during training.

- Scheduled craft/resource room time to decrease numbers and allow for physical distancing.
 - Identify methods to clean spaces between individuals or staff teams.
 - Consider creating a standard door decoration for everyone to use.
 - Reduce floor decorating requirements to decrease time spent in craft/resource rooms.
- Scheduled meal times for staff to reduce the number in the dining areas at one time.

7. Identify alternative methods to participate in team-building activities and development of staff teams.

- Are virtual options available to bring larger groups together?
 - Ex. Tik Tok challenges, virtual escape rooms, tinycampfire.net, etc.
- Can activities take place later in the semester when group gathering numbers may have increased?
 - Consider adding additional team building activities during spring training.
- Can activities be done in smaller groups that mix staff members from multiple staff teams together?

In addition to considerations for working with COVID-19, departments should incorporate intentional diversity, equity, and inclusion efforts (e.g., anti-racism training) into their training regimens. They should also consider developing a space for the staff of color to meet (in person or virtually) to gather, process, and discuss any challenges or concerns that they have about the return to campus, and particularly given the current climate. Finally, as this is an election year, training on how to assist community members with managing divergent opinions related to candidates or election outcomes, should be considered for inclusion.