Resiliency in Times of Change, Challenge, and Crisis

Achieving the Dream Webinar
Tuesday, July 26 2016
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Introduction to the Northeast Resiliency Consortium

Competency Model Development and Use

LaGuardia Community College

Housatonic Community College

Questions & Answers
SEVEN ACHIEVING THE DREAM COLLEGES
NORTHEAST RESILIENCY CONSORTIUM GOALS

• Accelerate Learning
• Ensure Students Attain Industry – Recognized Credentials
• Foster Innovative Employer Partnerships
• Use New Technologies
• Deploy Robust Student Support Services
Northeast Resiliency Consortium Sectors

Healthcare

Information Technology

Environmental and Utility
Marialuisa Solis

- Student at Passaic County Community College
- Completed Community Health Worker program
- Learn more about Ms. Solis through this video
  - https://youtu.be/zH4bxikI8l0
Why a Competency Model?

- Consortium strategy
- Students exiting community college and in the workforce
Resiliency Competency Model v2.0

Resiliency n. An individual's persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity.

The Northeast Resiliency Consortium Resiliency Competency Model defines resiliency competence for students while taking courses in community college and when exiting the community college to enter the workforce. This model presents five competencies that are critical to student success. In addition to the competency definition, a set of actions are provided to demonstrate some examples of successful student behavior within each competency. Though presented separately in the model, successful students use the competencies in combination to take effective action.

Critical Thinking
Purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.

Example Actions
- Focuses on relevant and unique factors
- Analyzes situations for opportunities and challenges
- Identifies current resources and evaluates the gaps in needed resources
- Proposes alternative options and strategies using analysis and evaluation
- Makes informed decisions

Adaptability
Successful adjustment to a variety of positive and negative conditions and circumstances.

Example Actions
- Demonstrates curiosity, flexibility and openness to change
- Pursues alternative solutions, including effective use of technology
- Acknowledges when change is needed and takes proper action

Self-Awareness
Clear understanding of one's qualities, characteristics, strengths and weaknesses, and how they impact one's self and others.

Example Actions
- Engages in self-assessment and introspection, recognizing one's own emotions
- Identifies potential barriers (e.g., physical, emotional, and psychological)
- Makes confident, committed, and motivated choices
- Asks for support when appropriate

Reflective Learning
Integration and application of prior and current learning to new situations.

Example Actions
- Describes own best learning strategies
- Builds on prior knowledge and experiences with current knowledge
- Determines what learning is needed to move forward
- Learns from the effects of one's actions and makes improvements

Collaboration
Works with others to achieve a goal.

Example Actions
- Initiates giving and receiving information, facilitating communications among the group
- Resolves conflicts by advocating for and engaging in compromise
- Engages in the development of relationships
- Prioritizes group goals while recognizing individual interests
- Demonstrates willingness to come to agreement with others
- Uses technology effectively to foster communication and teamwork

These five competency areas have been developed using multiple methods of systematically collecting and processing stakeholder feedback. Stakeholders included students, faculty, staff, administration, employers and industry groups. Details regarding these methods and their results are available through the Northeast Resiliency Consortium. This version of the model is designed to be used in conjunction with implementation plans for Fall 2015.

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1. Gather background information
2. Determine objectives and scope
3. Develop an action plan
4. Identify samples
5. Determine data collection methodology
6. Data collection
7. Develop a draft competency model
8. Test the competency model
9. Analyze data and refine competency model
10. Validate the competency model
11. Finalize the competency model
<table>
<thead>
<tr>
<th>Learning or Skill Objectives</th>
<th>Course Content</th>
<th>Activities/Assignment(s)/Projects</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific knowledge or skill student must come away with</td>
<td>New information the instructor provides that corresponds to the objective and the activity</td>
<td>What students actually DO in or outside the classroom to meet the objective <strong>CO AD</strong></td>
<td>How that activity is assessed for the designated <strong>CODE</strong></td>
</tr>
</tbody>
</table>
# Resiliency Enhanced Courses

## Information Technology
- Ethical Hacking
- HTML & Dreamweaver
- Intro to Big Data
- Intro to MIS
- Intermediate Algebra with Technology
- IT Problem Solving
- Linux Fundamentals
- Networking II
- Maya Foundations
- Mobile Apps
- SQL Fundamentals

## Healthcare
- Community Health Worker
- Customer Healthcare Technology Specialist
- EMT/Paramedic (Psychological Trauma)
- Phlebotomy
- Writing & Communication Skills for CASAC

## Environmental/Energy
- Building Construction Systems
- Green Ladders

## Student Success
- College/Student Success/FYE
- Resiliency Bridge Training
- Student Orientation
## Professional Development

### Curriculum Alignment Table

<table>
<thead>
<tr>
<th>Learning or Skill Objectives (list each in a separate row)</th>
<th>Course Content (instructor delivered)</th>
<th>Activities/Assignments/Projects (assign competency code/s for each activity)</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| **Course Topic(s)**: Gettng to know PCCC | -- Getting to know PCCC  
- Physical layout  
- Student Code of Conduct  
- Student Activities  
- Services for Students with Special Needs  
-- Logging into the MyPCCC Portal Account and Blackboard  
- Panther Alert  
- Office365  
- Campus email | Case studies of common student issues  
- Similar to the “PCCC Game of Life,” students work in small groups to discuss possible college success-oriented solutions for hypothetical students CT AD CO  
- Small groups compete in scavenger hunt to gather materials on a visit to relevant campus locations CT AD CO | COL103 Assignment Scoring Rubric* used to assess:  
- Completeness and accuracy of case study “PCCC Game of Life” and scavenger hunt solutions  
- Completeness and thoughtfulness of “Discovering Your Resources” worksheet  
- Understanding and thoughtfulness of Student Code of Conduct and Academic Integrity |
| **Course Learning Outcomes**:  
- Identify college resources that assist in achieving academic and career goals  
- Utilize college electronic resources  
- Self-identify behaviors and characteristics, both within and outside the classroom, that affect college success | Instructors introduce items in current PCCC Catalog and Student handbook (especially online and linked through COL103 LibGuide and Blackboard shell) | Cornerstones, p.78†: “Discovering Your Resources” worksheet  
- Students complete modified version of worksheet that encourages PCCC-specific responses early in semester RL SA CT AD | Write reflection on Student Code of Conduct and Academic Integrity® RL, SA |
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- S.A.V.E. EMT = Supporting Adults through Vocational EMT Training
- Designed for Non-Traditional Adults, Reading at an 8th Grade Level, Facing Educational/Economic Disadvantages
- Comprehensive Intake and Support, Contextualized Basic Skills Instruction, Team-taught Curriculum
• 15 – 25% of traumatized patients will need long-term care for traumatic stress disorder

• Psychologically sensitive interventions can help patients integrate a traumatic experience in an adaptive way

• Emergency medical personnel are uniquely positioned to prevent P.T.S.D and other trauma related disorders
LaGuardia’s eSCAPE curriculum addresses the effects of trauma in a prehospital care setting

- **S = Social Engagement** combats feelings of isolation
- **C = Choice and Control** combats feelings of helplessness
- **A = Anticipate** combats feelings of fear
- **P = Plan and Organize** combats feeling of confusion and anxiety
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- Students apply eSCAPe principles and concepts in each of Practical Skills session
- Train the Trainer Workshops teach faculty the importance of eSCAPe into their curriculum
- Psychological competency becomes an intrinsic part of their delivery of care
Community Health Worker (CHW)

Program Overview
- 15-week, non-credit program
- 120-hour lecture + 50-hour internship
- Mental Health First Aide (MHFA) certification

CHW Students
- Community members
- Many have never attended college
  - MHFA training, self-care practices, and emotional trauma protection result in successful CHWs
Community Health Worker (CHW)

- Motivational Interviewing, Conflict Resolution, and Communication Techniques
- Roleplay Scenario – CHW and Client
  - Client – provides negative feedback
  - CHW – uses methods to adapt and react

*Competencies = Adaptability (AD), Self-Awareness (SA), Critical Thinking (CT), Reflective Learning (RL)*
Community Health Worker (CHW)

- Graduation Ceremony:
  - Utilize campus and community resources
  - Establish venue, provide food, & coordinate event
    - Goal #1 – Little-to-no cost
    - Goal #2 – Celebrate diversity

- Other Collaborative Activities:
  - Coordinating a Health Fair
  - Developing a Resource Handbook
  - Promoting Awareness Event
New Student Orientation

- Building a culture of resiliency from the start
- Fun, comfortable atmosphere
- How to *adapt* to college life
  - Topics include:
    - Classroom etiquette
    - Study skills
    - Communicating with your professor
Faculty Engagement

- Currently identifying faculty champions
- Professional Development Opportunities
  - Resiliency Training at Professional Day (April 2016)
  - Freshmen Seminar Training (May 2016)
Next in the Achieving the Dream Series

• Webinar: Prior Learning Assessment
  • October 6 from 1-2 pm Eastern

• Webinar: Deep Dive into Resiliency
  • November 30 from 3-4pm Eastern

• DREAM 2017
  o Feb 21-24 in San Francisco, CA
QUESTIONS?

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THANK YOU!

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