

Visual description, image, or sketch:

———— TRAINING ON —————

# SOFT SKILLS & DIVERSITY

————— FOR ACADEMIC COACHING ———

Name:

Please enter your name.

Voiceover and/or other audio:

song playing in background

Interaction, branching, etc:

If learners don't enter their name and instead try to click on the Next button, the "Please enter your name" message will appear to prompt them. They will not be able to move forward until you've provided their name.

This RLO will use Articulate Storyline's default navigation buttons to move forward or back or in some cases the checkmark navigation button to submit answers.

Notes:

Background image of a college building will be on slide (semi-transparent) (image from pixabay.com, copyright free)



Font will be same on all slides: Open Sans (heading) size 22 and Open Sans (body) size 12, color black (#1a1a1a) and white (#f5f5f5)

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

## Course Objectives:

\_\_\_\_\_, in this course, you'll demonstrate appropriate use of soft skills, such as active listening, effective communication, and empathy.

You'll practice these skills in the following situations:

- Given students who may not feel comfortable sharing their barriers and underlying issues, analyze body language and facial expressions to interpret.
- With students who have barriers to success or who are frustrated or experiencing high stress and anxiety over class work, demonstrate active listening and empathy.
- Given challenging students in coaching situations, be able to either modify coaching strategies to de-escalate, seek help, or make referrals to other departments.

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Click-to-reveal for bulleted items.

*Notes:*

Background image of a school (same as title slide)

Font style and colors same as on title slide

*Visual description, image, or sketch:*

School can be a stressful time. Some levels of stress are normal and can lead to growth and change. However, prolonged and extreme stress can be unhealthy. As an academic coach, you'll work with students who may be experiencing stress. It's important to be aware of the signs and symptoms of stress.

## **Signs and Symptoms of Possible Stress in Students**

- Impatience or easily irritable
- Mentioning feelings of being overwhelmed
- Pessimistic or negative attitude
- Difficulty concentrating or remembering
- Mentioning physical and behavioral changes, such as sleeping problems, headaches, or difficulty completing everyday responsibilities
- Expressing anger at school, instructor, peers, self
- Appearing worried or anxious about school or other situations

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Click-to-reveal for signs and symptoms.

*Notes:*

*Visual description, image, or sketch:*

\_\_\_\_\_, you're at work in the academic coaching lab, and a student has just walked in.

Meet Dawson. It's his first time visiting the coaching lab. Keep in mind the signs and symptoms of stress, and see if you can help him.



*This is a happy meter. It tracks your progress with Dawson.*

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

As learners hover over the Next button, the happy meter explanation will appear prior to learners being able to move on to the next slide.

*Notes:*

Stock character from Articulate Storyline for the student, Dawson.


Background image of classroom (semi-transparent) (image from pixabay.com, copyright free):



# Assistant Academic Coach Training

Visual description, image, or sketch:

You greet him and ask how you can help.




Umm.. Is this Academic Coaching? I don't think I need help right now. I just wanted to look around.

Choice 1

Choice 2

Choice 3



Voiceover and/or other audio:

Voiceover of written content

Interaction, branching, etc:

Learners will select a choice and then click on the Submit navigation button to move to the next screen. The happy meter will reflect the choice on the next screen.

Choice 1: Sure, no problem, and welcome! This is where you can get help on assignments and on studying for tests. Our schedule and the list of classes we support is over on that wall. Can you sign in at that computer over there? **(If this choice selected, go to slide 6)**

Choice 2: Yes, this is the Academic Coaching lab. Feel free to look around and let me know if you have any questions. I'll be over here if you need anything. **(If this choice selected, go to slide 9)**

Choice 3: Yes, it is. I'm \_\_\_\_\_, an assistant coach. We coach for a lot of different classes. I'm also a student here. What's your name, and what classes are you taking this term? **(If this choice selected, go to slide 10)**

Notes:

Consideration will be put into a specific pose and facial expression to help cue learners as to what Dawson may be feeling despite his spoken dialogue lines.

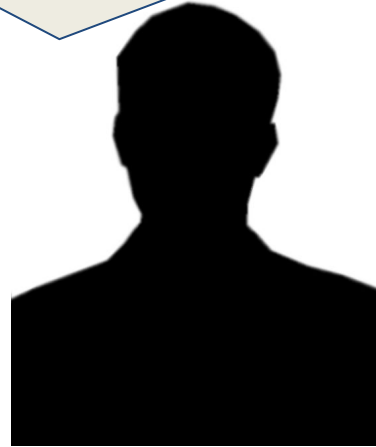
Background image of classroom from previous slide (semi-transparent)

## Visual description, image, or sketch:

Well, I'm not really sure if I'm going to stay. I just have so much homework, and I don't understand how to do it. I just... I feel like I should know this stuff, but it's not making sense. Everyone else in my class.. they look like they know what they're doing. Anyway, I realized that I forgot my textbook at home, so I'll just go.

Choice 1a

Choice 1b



## Voiceover and/or other audio:

Voiceover of written content

## Interaction, branching, etc:

Happy meter will move on this slide based on the learner's choice on the previous slide.

Choice 1a: Sorry to hear that your class isn't going so well. I know that feeling because I'm taking a class right now that's really hard for me too. I'm glad you're here in the coaching lab though. Would it be okay if we go into one of the study rooms here and talk about the class you're in and what you're working on? The library next door also has copies of textbooks we can borrow. Let's see if I can help out in some way. **(If this choice, go to slide 7)**

Choice 1b: It sounds like a stressful situation. I hope you stay, but I understand if you have to go. Just know that we're here in Academic Coaching to help you make it through your classes. Let me get you a copy of our open hours, so you'll know the times to come back. **(If this choice selected, go to slide 8)**

## Notes:

Background image of classroom from previous slide (semi-transparent)

**CHOICE 1 PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

Ok, sure. I've already emailed my instructor too, asking for help, but I haven't heard anything back yet. I'm nervous because it's my first semester in college. I want to do well, but it's been awhile since I've been in school...

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

**CHOICE 1a PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

Thanks for giving me your open hours. Hmm.. maybe I'll stay for a little bit. If not, I'll make it a point to come back.

The slide features a light beige speech bubble with a blue border on the left side, containing the text: "Thanks for giving me your open hours. Hmm.. maybe I'll stay for a little bit. If not, I'll make it a point to come back." To the right of the speech bubble is a solid black silhouette of a person's head and shoulders. At the bottom of the slide, there is a horizontal bar divided into three colored segments: red on the left, orange in the middle with a small black triangle pointing upwards, and green on the right.

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

**CHOICE 1b PATH**



*Visual description, image, or sketch:*

Dawson has decided to leave, since he didn't feel comfortable as a first-time visitor to the coaching lab. Go back to select another choice to see if you can engage him in more conversation to help ease his nervousness.

Back to Choices



*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

Clicking on button will take learners back to slide 5 to try again for a better outcome.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

**CHOICE 2 PATH**

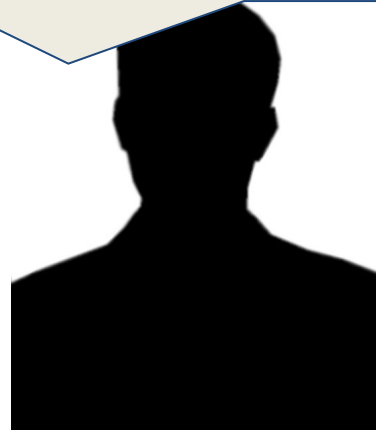
# Assistant Academic Coach Training

Visual description, image, or sketch:

I'm Dawson. I'm taking 3 classes this term. English Comp, Intro to Psychology, and Math & Logic. I think I'm way over my head. I'm so lost in those classes, but I don't want my instructors to know because they might think I'm dumb. I figured I'd come here to see if maybe I can get some tutoring, but I just realized I don't have my textbooks anyway, so I'll go and come back another time.

Choice 3a

Choice 3b



Voiceover and/or other audio:

Voiceover of written content

Interaction, branching, etc:

Happy meter will move on this slide based on the learner's choice on the previous slide.

Choice 3a: Those are hard classes, and I know other students who feel the same way. Have you tried reaching out to your instructors or visiting them during office hours? I bet they'll understand and will be willing to help you. Otherwise, I'm really glad you decided to stop in to see us in the coaching lab. We can definitely help you too. Since you have to go though, let me get you a copy of our open hours, so you'll know the times to come back. **(If this choice, go to slide 11)**

Choice 3b: I can relate to taking a lot of hard classes all at once too. I'm sorry to hear you're feeling lost in your classes, but I'm really glad you're here in the coaching lab. That says a lot about your determination and commitment to stay in there and keep trying. How about we go into one of the study rooms here and talk more about what you're working on for your classes? I can also help you reach out to your instructors for guidance too. They'll be willing to help. **(If this choice selected, go to slide 12)**

Notes:

Background image of classroom from previous slide (semi-transparent)

**CHOICE 3 PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

Yeah, I've emailed my instructors a couple times before. I don't want to keep bothering them though. Thanks for the copy of your open hours for the coaching lab. Hmm.. maybe I'll stay for a little while. Otherwise, I can come back tomorrow.

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

*Notes:*


Background image of classroom from previous slide (semi-transparent)

**CHOICE 3a PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

You've gone through something similar? Well, I guess I can't be the only one who feels like this, right? Okay, I'll stay for a bit. It's my first semester back in college, and I really want to start off well, but things have changed so much since I was last in school. It's overwhelming...



The image shows a black silhouette of a person's head and shoulders. To the left of the silhouette is a light-colored speech bubble with a blue border. The speech bubble contains the text: "You've gone through something similar? Well, I guess I can't be the only one who feels like this, right? Okay, I'll stay for a bit. It's my first semester back in college, and I really want to start off well, but things have changed so much since I was last in school. It's overwhelming...". Below the main content area is a horizontal bar divided into three colored segments: red on the left, orange in the middle, and green on the right. A small black triangle points upwards from the center of the orange segment.

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

**CHOICE 3b PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

Check the happy meter below. How are you doing with Dawson so far?

Let's summarize and review...

It appears that Dawson is experiencing stress and anxiety over school based on a number of observances. He came to the coaching lab to see about getting help on schoolwork but is also unsure of staying. He seems worried about how others will perceive him, including his instructors, peers, and even you as the coach. He is irritable and overwhelmed, talks about being forgetful, and has body language and facial expressions that suggest he is not feeling good about his school experiences so far. It sounds like he's willing to stay in the coaching lab to work with you, but you'll want to continue being sensitive to what his words and behavior suggest.



*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Click-to-reveal bulleted items.

*Notes:*

Background image of a classroom

*Visual description, image, or sketch:*

Now that we know Dawson is showing signs of stress and anxiety, what can you, as an academic coach, do to help?

Here are some de-escalation strategies to try:

- Reassure that you're listening--"I hear you."
- Check to see that you're understanding his concerns correctly--"It sounds like...Is that an accurate description?"
- Clarify your role and what you can and cannot do for him. This sets boundaries.
- Legitimize and normalize--"I think I can understand why you're feeling that way. Other students have experienced that too."
- Give options--"I'll do my best to help you, but what if you also tried this?"
- Ask guiding questions to help bring self-awareness and coping skills
- Refer him to other departments for further services if needed.

*Voiceover and/or other audio:*

Voiceover of written content

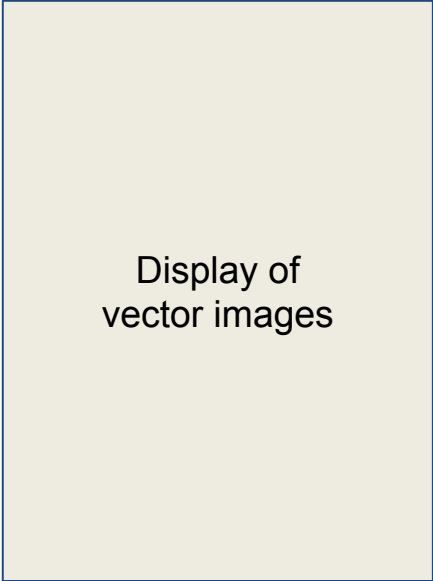
*Interaction, branching, etc:*

Use vectors icons for each strategy and a click-to-reveal or hotspot interaction that will appear and expand to provide information on the strategy.

*Notes:*

Background image of classroom

*Visual description, image, or sketch:*



Display of  
vector images

You and Dawson move into one of the nearby study rooms and begin talking about the assignments for his classes. As he's talking, you realize that he has two issues: he doesn't know how to use Blackboard and therefore doesn't have access to the full class materials or know how to submit assignments online, and he is also trying to balance working a demanding full-time job along with a full school load because he has a young family to support and many bills to pay. The more you two talk, the more it seems Dawson is getting upset over what he perceives are things beyond his control. Use what you've learned about de-escalation strategies to help him.

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

*Notes:*

Background image of classroom from previous slide (semi-transparent)

Display vector images again from previous slide as reminder of de-escalation strategies.

# Assistant Academic Coach Training

Visual description, image, or sketch:

Why do all the classes need to use Blackboard anyway? It's ridiculous that everything has to be submitted online. Even tests are taken online and all of the handouts and assignment instructions are online. It's dumb. I feel like quitting.

Choice 1

Choice 2

Choice 3

Voiceover and/or other audio:

Voiceover of written content

Interaction, branching, etc:

Learners will select a choice and then click on the Submit navigation button to move to the next screen. The happy meter will reflect the choice on the next screen.

Choice 1: Yes, I agree. I think the college needs to change this practice of using Blackboard for everything. Some students learn better by having hard copy handouts and tests given to them in class. I understand that we live in a digital world now, but not everything should be online. **(If this choice selected, go to slide 17)**

Choice 2: I hear you on that. It seems like there might some frustration at this new way of learning. Would you say that that's an accurate description for what you're feeling? If so, it might be a good idea for us to walk through how to use Blackboard before we look at one of your assignments. **(If this choice selected, go to slide 18)**

Choice 3: I hope you don't quit. Think of Blackboard as just a container where everything for your classes are stored. You'll get used to it. Should we look at one of your assignments? Which one is top priority for you right now? **(If this choice selected, go to slide 21)**

Notes:

Consideration will be put into a specific pose and facial expression to help cue learners as to what Dawson may be feeling despite his spoken dialogue lines.

Background image of classroom from previous slide (semi-transparent)



*Visual description, image, or sketch:*

Even though you may agree with him, it's probably best to not join Dawson in venting about having to use Blackboard. Since he's already frustrated, doing so may only encourage him to continue in that mode or even intensify it. Go back to select another choice that will help to de-escalate the situation.

Back to Choices



*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

Clicking on button will take learners back to slide 16 to try again for a better outcome.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

**CHOICE 1 PATH**

Visual description, image, or sketch:

I guess we can, but I feel like I'm losing time on getting my assignments done. I'd prefer to focus on the assignments instead of messing around with Blackboard. I'm working a lot at my job too, and my boss isn't flexible with my hours. I don't have time to waste, you know? I just need to get through classes and get that degree. It's a lot harder than I thought though. To be honest with you, I'm pretty close to quitting school right now, which makes me mad to think that I did everything to get here and then I'm quitting already.

Choice 2a

Choice 2b



Voiceover and/or other audio:

Voiceover of written content

Interaction, branching, etc:

Happy meter will move on this slide based on the learner's choice on the previous slide.

Choice 2a: Hmm... it sounds difficult for sure. I think I can understand why you're feeling that way, but I really think that if you can keep pressing forward, you'll adjust and things will start making more sense.. I'll try my best to help you get headed in the right direction for today, at least with one of your assignments. Does that sound okay? **(If this choice, go to slide 19)**

Choice 2b: Yes, I understand. In the past, how have you typically handled stressful situations? I'm an academic coach and can assist you with homework and computer skills, like how to use Blackboard, but we do have counselors and academic advisors who can help you cope with stress or take a closer look at your class load to see if adjustments can be made. I'll be happy to help you with an assignment today and also show you where the counselors and advisors are located on campus. **(If this choice selected, go to slide 20)**

Notes:



Background image of classroom from previous slide (semi-transparent)

**CHOICE 2 PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

Yeah, that'll be fine. I know I should learn more about how to use Blackboard, but computers have never really been my thing and I don't have the patience for it right now. I have too many other important things to figure out, you know? Like is all this stress of school even going to be worth it? Anyway, yeah, let me show you one of my assignments....



*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

**CHOICE 2a PATH**

## Assistant Academic Coach Training -

*Visual description, image, or sketch:*

Well, in the past, I haven't really felt this awful about anything. I think it's a combination of this demanding job and having a young family to support too. Now with school thrown in there, it's definitely all adding up and taking a toll on me. Okay, let's see which assignment to look at today, and then afterwards, I'll see if I have time to check out the academic advisors and counselors with you...



*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

*Notes:*

Background image of classroom from previous slide (semi-transparent)

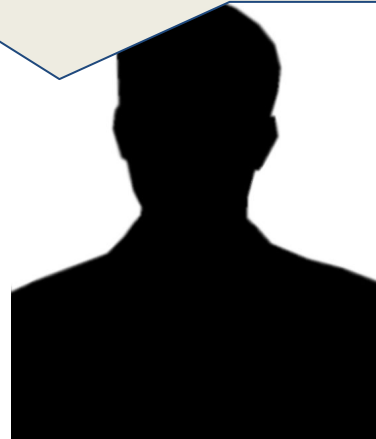
**CHOICE 2b PATH**

## Visual description, image, or sketch:

Well, it would probably be my Intro to Psychology class. Not only do we have a lot of chapters to read out of the textbook, but the instructor also assigns all these writing assignments. I mean, seriously? This isn't a writing class. Why should we have all these mini-essays to write and then even a big research paper towards the end of class? I think it's too much. The instructor's making it harder than it needs to be.

Choice 3a

Choice 3b



## Voiceover and/or other audio:

Voiceover of written content

## Interaction, branching, etc:

Happy meter will move on this slide based on the learner's choice on the previous slide.

Choice 3a: It sure sounds like a lot. How about we focus on one thing at a time? Try not to worry about that big research paper for now. What chapters are due for reading soon or which mini-essay needs to be worked on right now? We can take a look at one of those first. I can also understand the feeling of being overwhelmed with school. How about after we're done here, we take a walk to the library next door? I can introduce you to the librarians who can help you with doing research. It also would be a good idea to stop by the counseling department. I've heard from other students that it's helpful to meet with them to help with adjusting to school again. **(If this choice, go to slide 22)**

Choice 3b: I feel that way about some of my instructors too, but it helps to remember that their job is to challenge us, right? You'll want to stay on your instructor's good side, so I would just keep my head up and keep going. At least that's what I've always done when I find myself in a stressful situation. What about you? How do you get yourself over a difficult situation? **(If this choice selected, go to slide 23)**

## Notes:

Background image of classroom from previous slide (semi-transparent)

**CHOICE 3 PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

*Voiceover and/or other audio:*

Yeah, sure, I can give the librarians and counselors a try later. As for what we're supposed to be doing right now in my psych class, we have to read Chapter 4 out of the textbook. I read it and tried to take notes last night, but there's a lot of information in there, and I don't think I'm understanding what the main ideas are that I should be paying more attention to. I could use some help with that...



Voiceover of written content

*Interaction, branching, etc:*

*Notes:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

Background image of classroom from previous slide (semi-transparent)

**CHOICE 3a PATH**

# Assistant Academic Coach Training

*Visual description, image, or sketch:*

*Voiceover and/or other audio:*

Yeah, I get that the instructors are supposed to challenge us, but sometimes they need to give us a break too, you know? They should understand us since they were once students too. Well, anyway, I usually handle stress decently but I haven't felt this much pressure in a long time. I know I need to find better ways to deal with it...



Voiceover of written content

*Interaction, branching, etc:*

*Notes:*

Happy meter will move on this slide based on the learner's choice on the previous slide.

Background image of classroom from previous slide (semi-transparent)

**CHOICE 3b PATH**

*Visual description, image, or sketch:*

Check the happy meter below. How did your de-escalation strategies work with Dawson?

Let's summarize and review...

Dawson responded better when he could sense that you were listening and empathizing with him. However, it was easy for him to get stuck in a cycle of pessimism and venting if he felt encouraged to do so or if he felt that he had every right to be upset at others for how stressed he was feeling. To de-escalate the situation, it was best to redirect his focus, assist him where appropriate as an academic coach, and refer him to other departments for further help. These were some of the potential de-escalation strategies that would be helpful in Dawson's case.



*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

Click-to-reveal bulleted items.

*Notes:*

Background image of college building from title slide (semi-transparent)



# Assistant Academic Coach Training

*Visual description, image, or sketch:*

Here is your overall result with Dawson:

%

Feedback:

Congrats! You did well by demonstrating good emotional intelligence to identify signs of stress and anxiety in Dawson and using sound de-escalation strategies to help him move past his current state.

You show good potential and were able to identify most of the signs of stress and anxiety in Dawson. You also used some appropriate de-escalation strategies to help him out. Be sure to continue learning and practicing more to hone your abilities even more.

Consider going back to redo this module to see how you improve. The more you practice and review, the better you will do.

*Voiceover and/or other audio:*

Voiceover of written content

*Interaction, branching, etc:*

*Notes:*

Background image of college building from title slide (semi-transparent)