

Managing student mental health challenges in OT/OTA programs.

AOTA ALC Meeting October 13, 2023

Deb McKernan-Ace
dam440@shp.rutgers.edu

Peggy Swarbrick, PhD, FAOTA
swarbrma@rutgers.edu





A Wellness Model for Personal & Professional Practice

Peggy Swarbrick, PhD, FAOTA

swarbrma@rutgers.edu

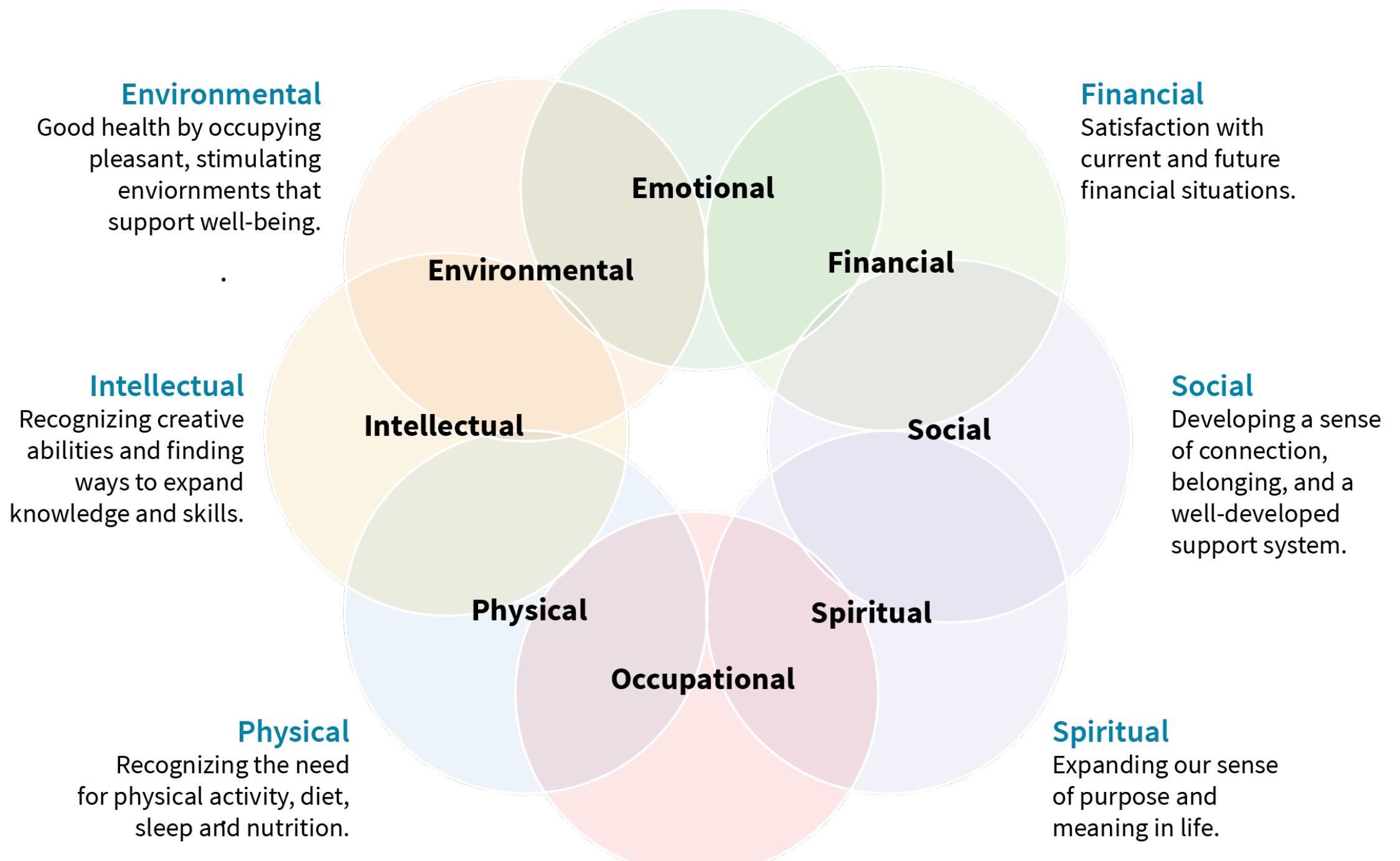


- **Define wellness in 8 dimensions as a framework for self-care**
- **List personal strengths, tools, and strategies to build resilience**
- **Access a range of wellness resources for self and to share with others**



Wellness Self-Care Plan

Wellness is a conscious, deliberate process that involves being aware of and making choices to do activities, habits and routines that enhance wellbeing in 8 dimensions. Wellness Self-Care includes the activities and practices we do on a regular basis to meet our wellness needs and manage stress.



Environmental

Good health by occupying pleasant, stimulating environments that support well-being.

Financial

Satisfaction with current and future financial situations.

Emotional

Environmental

Financial

Intellectual

Recognizing creative abilities and finding ways to expand knowledge and skills.

Intellectual

Social

Social

Developing a sense of connection, belonging, and a well-developed support system.

Physical

Spiritual

Physical

Recognizing the need for physical activity, diet, sleep and nutrition.

Occupational

Spiritual

Expanding our sense of purpose and meaning in life.



**What do you
think of
when I say
Wellness?**

Wellness



Wellness is not the absence of disease, illness, and stress but the **presence of:**

- ◆ Purpose in life
- ◆ Active involvement in satisfying work and play
- ◆ Joyful relationships
- ◆ A healthy body and living environment
- ◆ Happiness

Wellness is a conscious, deliberate process that requires being aware of and making choices for a more satisfying lifestyle.

Dunn, H. L. (1961). High-level wellness. Arlington, VA: Beatty Press. Swarbrick, M. (2012). A wellness approach to mental health recovery. In A. Rudnick (Ed.), *Recovery of people with mental illness: Philosophical and related perspectives* (pp.30-38). New York, NY: Oxford University Press. Swarbrick, M. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29(4), 311-314. doi: 10.2975/29.2006.311.314 Swarbrick, M. (2010). Defining wellness. *Words of Wellness*, 3(7), Freehold, NJ: Collaborative Support Programs of New Jersey Institute for Wellness and Recovery Initiatives.



A wellness lifestyle includes a self-defined balance of health habits such as sleep and rest, eating well, productivity, participation in meaningful activity, and contact with supporters.

Wellness Self-Care

**activities and practices
we do regularly
to meet our needs (in
terms of wellness
dimensions)
and manage stress**



What's your favorite form of self-care?

Costco members respond to our poll, posted to Costco's Facebook page

"Exercise! Being outside taking in all the beautiful sunrises/sunsets and animals is the best mental care for me and really helps me in the winter."

—Ashley Schuler

"Hot dog combo. I shouldn't have to explain why."

—Brody Mullins

"My skin care routine!"

—Robin Pressly

"I work out ... I get a massage ... I take time for me! That makes me a better husband, a better teacher, a better man!"

—Dan Cole

"Swimming or just being in any water."

—Denise Gaviola

"Shopping at Costco for things I didn't realize I wanted or needed."

—Michele Harrington

"Going fishing."

—Chris Yelton

"When I need to decompress I knit. It helps me to center myself and calm my ... anxiety. I have learned it is not the finished project but the actual process that matters. True for life also."

—Laurie Winters

"Nurturing [the] soul with clean habits ... [like] eating the right food, going for a walk amidst nature, getting good sleep, meditating, helping others ... and, most important, trying not to hurt anybody or anything."

—Chandrasekhar Bharathi



LEFT TORIGHE: © KRZYSZTOF WIKTOR; FRESHIDEA | STOCK.ADOBE.COM

Did you know?

From 2013 to 2017, the wellness economy grew by 5.8% annually, a growth rate nearly five times as fast as global economic growth.

Eight dimensions of wellness

How can you optimize your mental and physical health? First developed by Dr. Margaret "Peggy" Swarbrick, the eight dimensions of wellness (Northwestern.edu/wellness/8-dimensions) is an interconnected model used by the U.S. Department of Health and Human Services, among others, to show the framework for mind, body and self health:

- Emotional
- Spiritual
- Intellectual
- Physical
- Environmental
- Financial
- Occupational
- Social

Wellness Lens



Strengths-based

**What we focus on
*expands***



A wellness lifestyle includes a self-defined balance of health habits such as sleep and rest, eating well, productivity, participation in meaningful activity, and contact with supporters.



**Attitude
Balance
Control**

What we focus on Expands



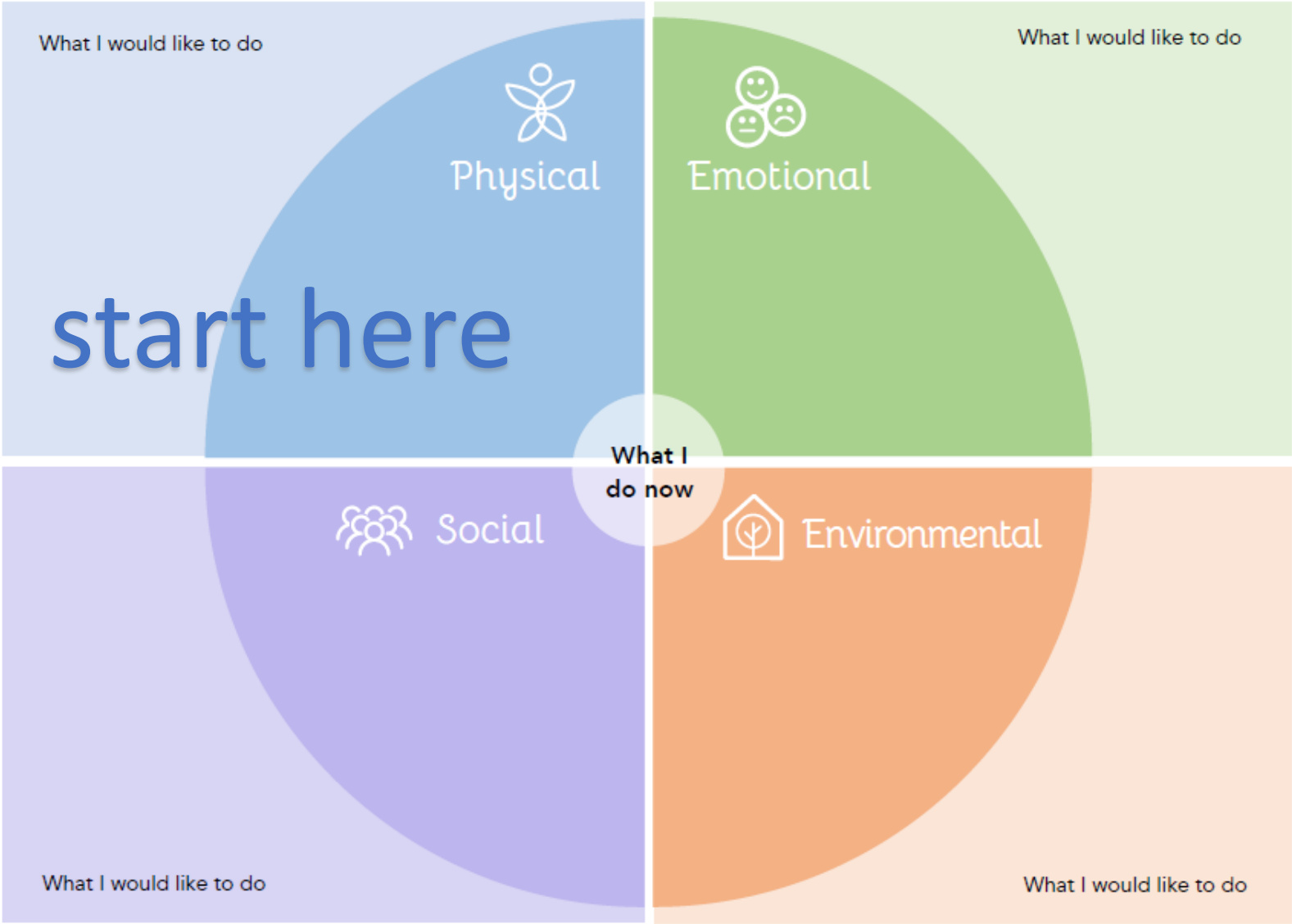
You have strengths

Wellness self care
habits build
wellness self care
habits



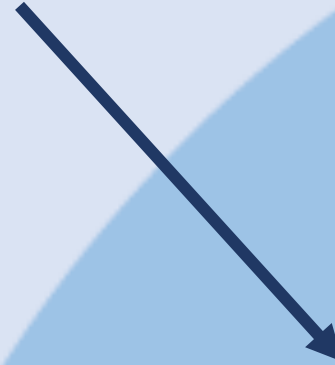
Take your Wellness Pulse:

<https://alcoholstudies.rutgers.edu/wellness-in-recovery/inventory/>



Add:

What I do now



Physical

Add:

What I do now



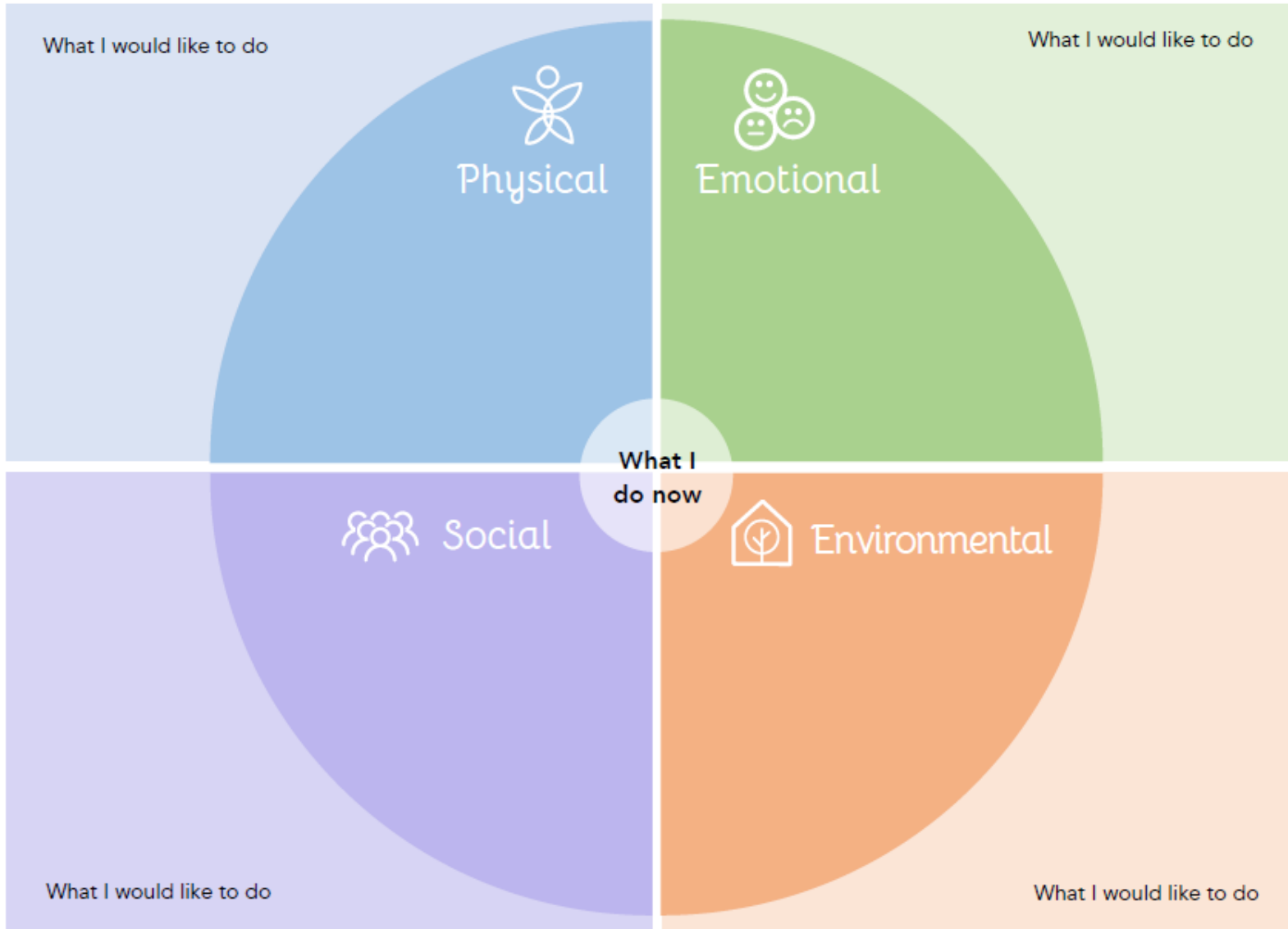
Physical

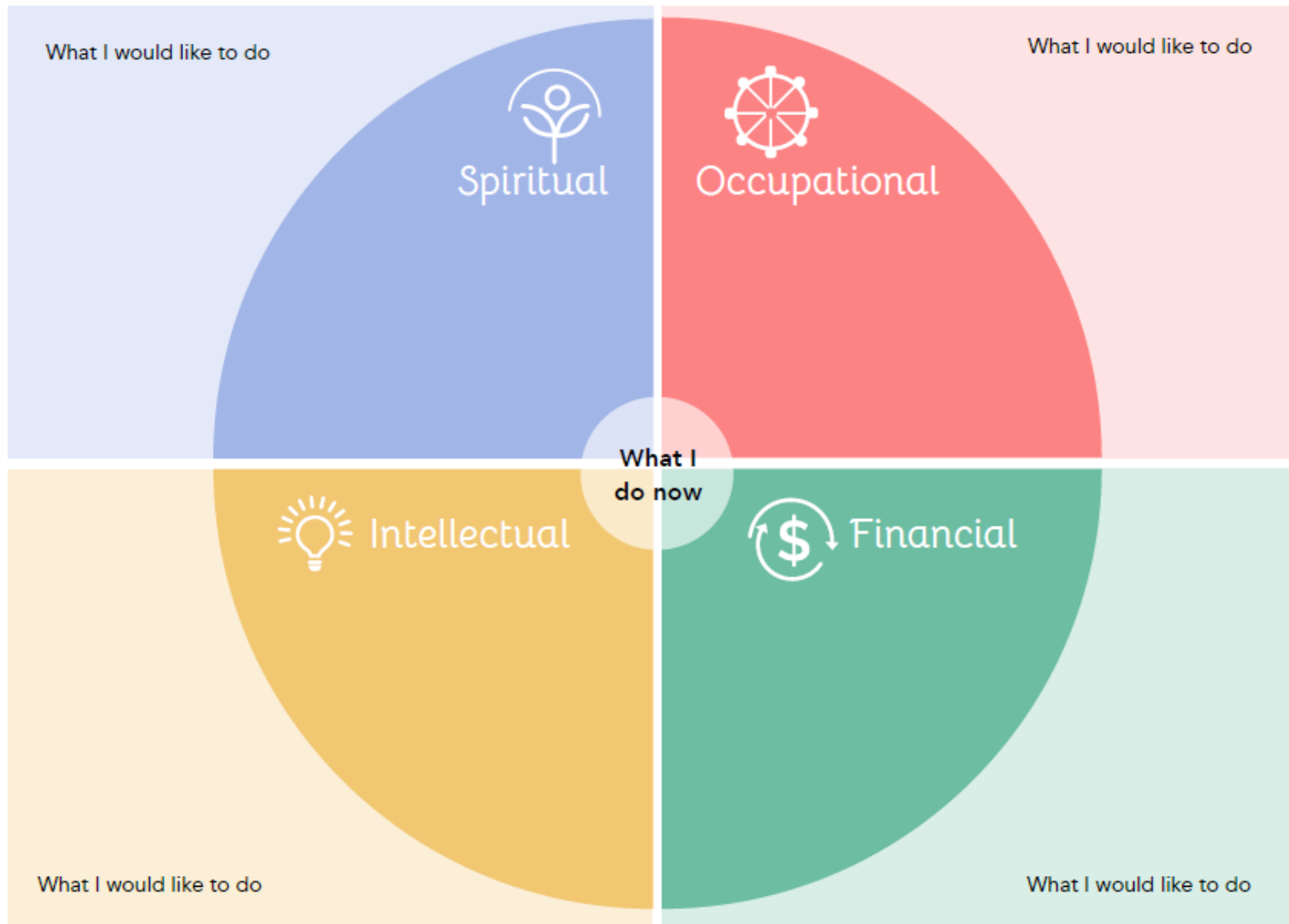
Go to bed and get up at the same time everyday

Walk everyday at least 60 minutes

Write in calendar times to walk /stretch

Take a deep breath when in traffic





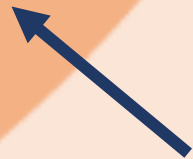


Environmental

Post positive images in my living space

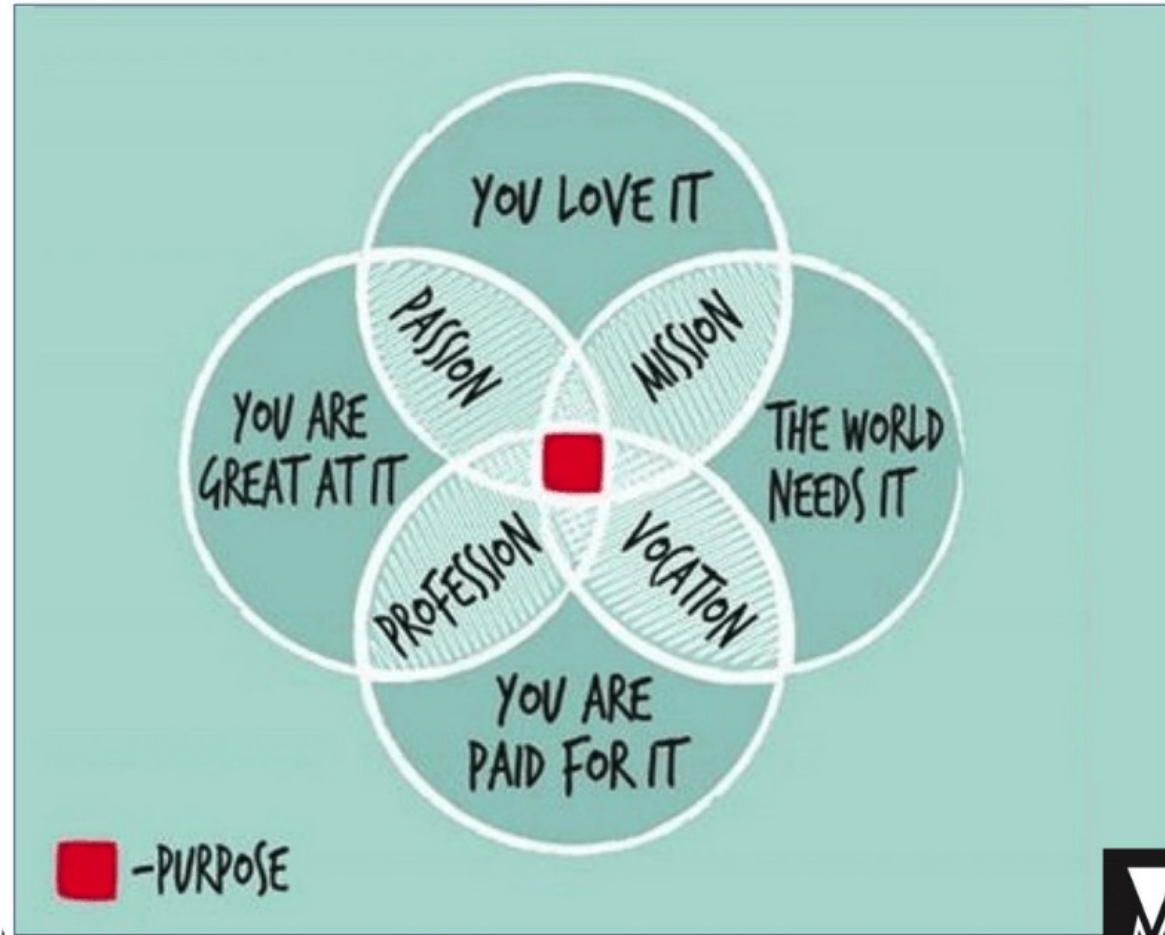
Recycle

Spend time outside at least 10 minutes everyday



What I do now

FINDING PURPOSE





What I do now

Occupational

- Work full and part time – enjoy most days
- Use a calendar to plan my day so I have some balance between work, sleeping and time to do yoga/pilates/stretching

What I do now

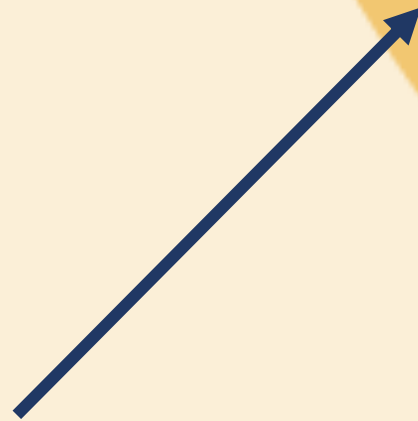


- Set time at least 4x /week to do yoga /stretching
- Go outside everyday /walk w/o phone
- Sit quietly for 2-3 minutes in the morning or when I get home

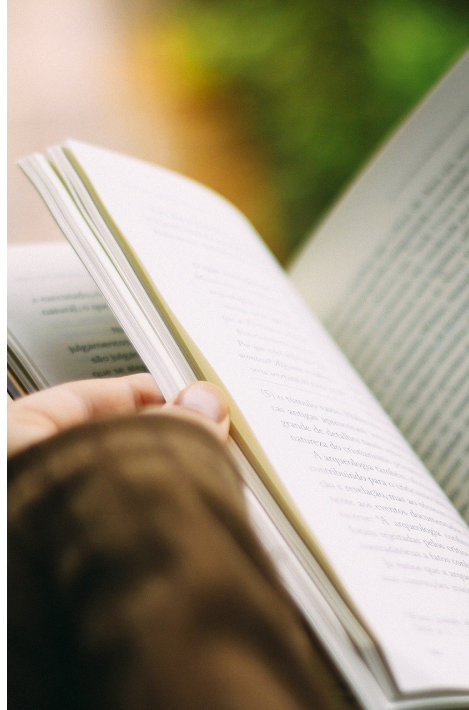
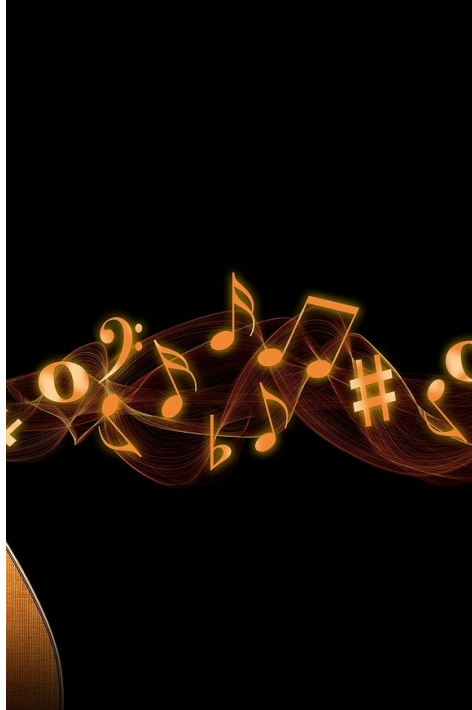


Intellectual

- Create wellness resources/tools for self and others
- Talk to people younger than me to learn about what they are learning
- Work on grants and publications



What I do now



Creative Activities/Hobbies



Financial

- Save /log receipts and record what I spend in a log
- Read circulars to see what is on sale
- Review bank statements at least 2/times month
- Watch spending triggers

What I do now

Wellness Self-Care Plan

Date: _____

Today I will focus on:

- _____
- _____
- _____



Prepare for sleep at: _____

Wake up at: _____

DAILY WELLNESS PLAN



Physical



Social



Emotional



Intellectual



Environmental



Financial



Occupational



Spiritual

TODAY I WAS GRATEFUL FOR:

TOMORROW I WILL:

Environmental

Good health by occupying pleasant, stimulating environments that support well-being.

Financial

Satisfaction with current and future financial situations.

Emotional

Environmental

Financial

Intellectual

Recognizing creative abilities and finding ways to expand knowledge and skills.

Intellectual

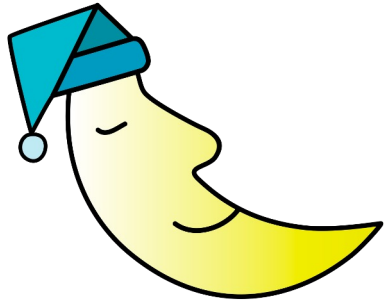
Social

Social

Developing a sense of connection, belonging, and a well-developed support system.

Physical

Spiritual



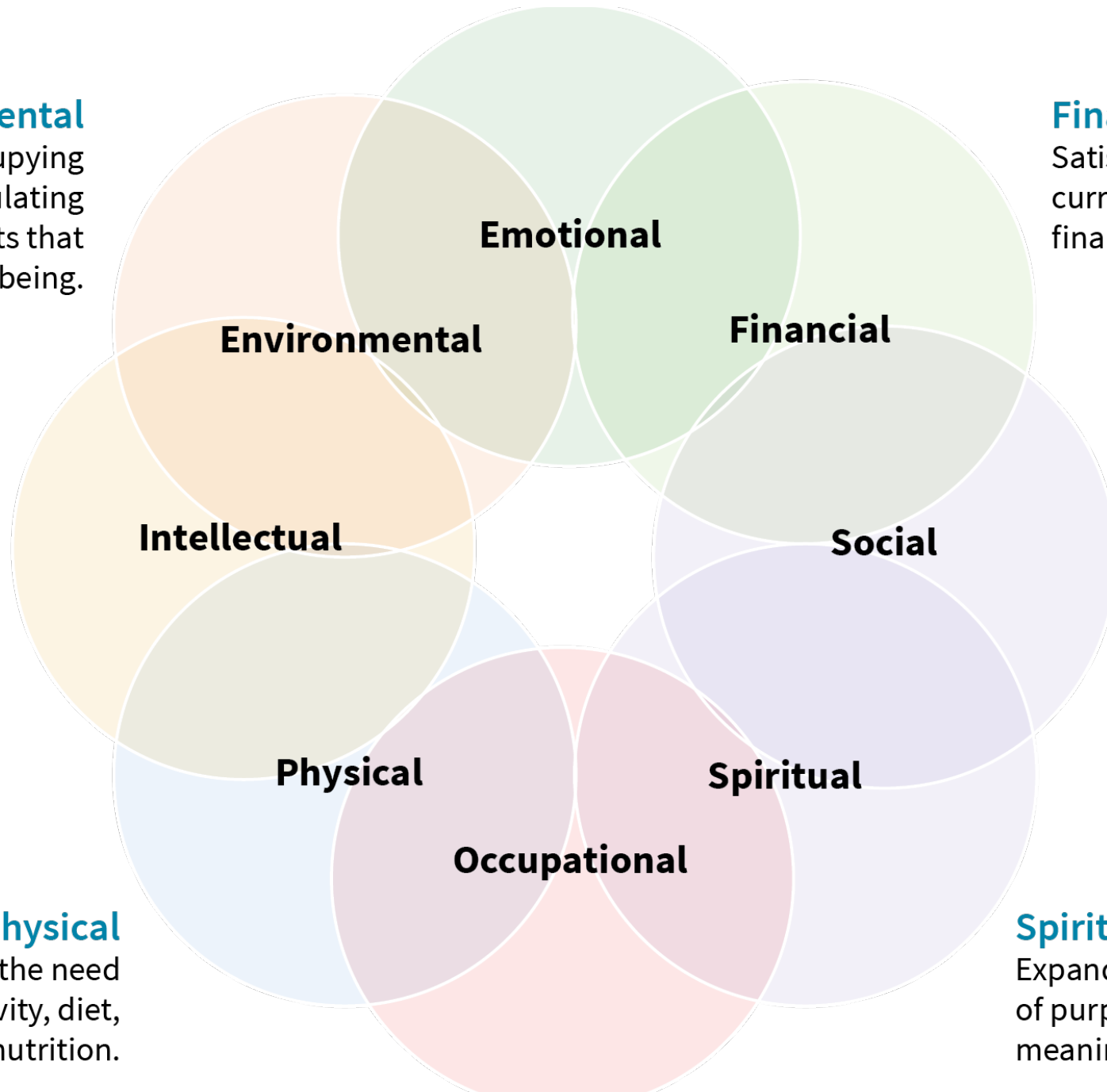
Physical

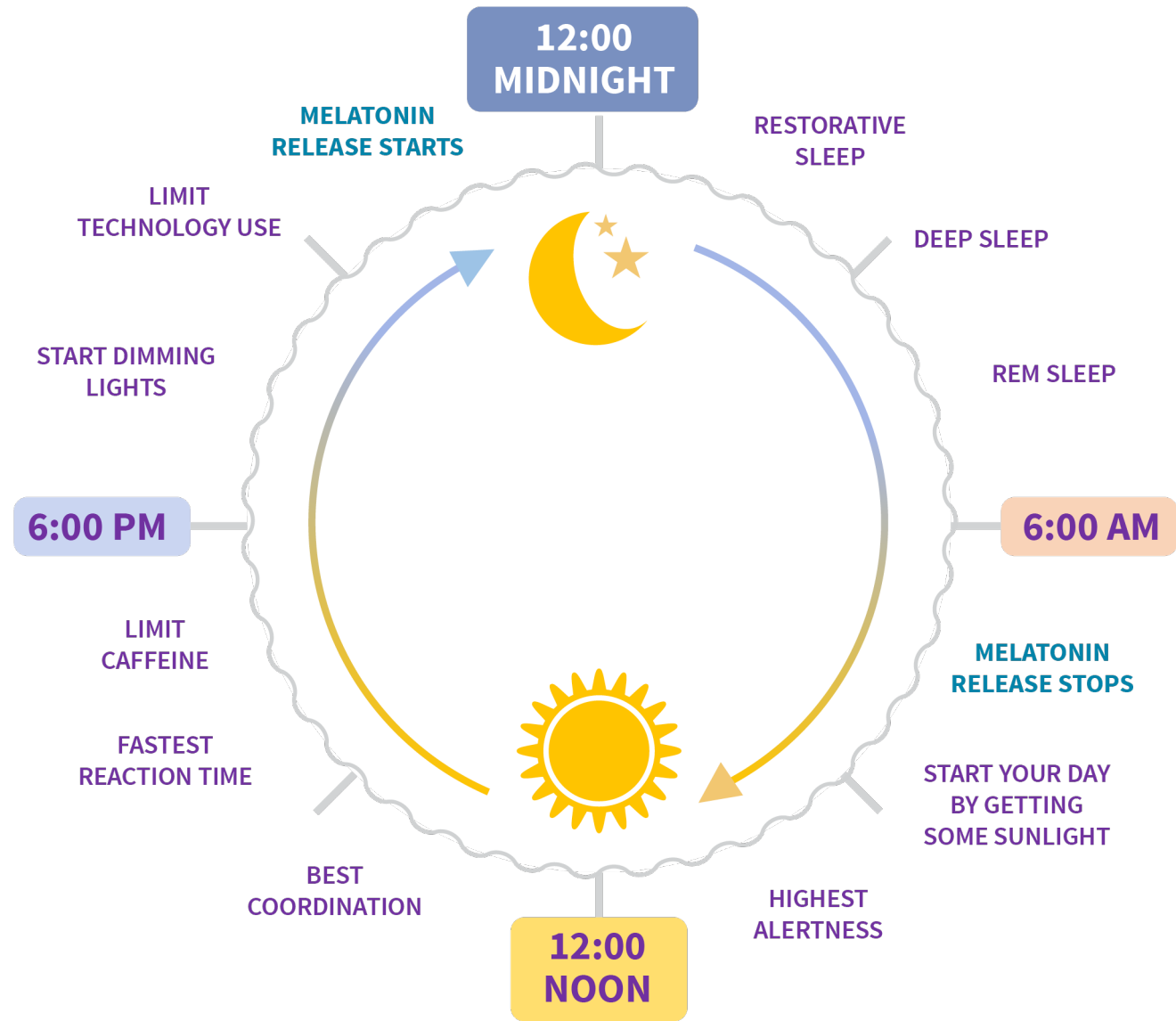
Recognizing the need for physical activity, diet, sleep and nutrition.

Occupational

Spiritual

Expanding our sense of purpose and meaning in life.







Movement



- . Regular movement boosts mood and improves physical health
- . Gentle movements also can reduce tension
- . Mindful movement is especially beneficial
 - . Plan short movement **snacks** throughout the day
 - **Even 3-4 minutes stretch can help**
 - **Set you timer to get up and walk at certain intervals throughout the day**

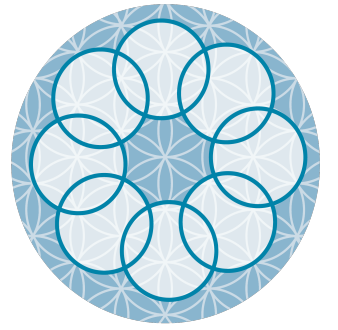
Music

Listening to music has many wellness benefits. It can uplift by improving mood, alertness, and energy. It can calm, reducing anxiety, blood pressure, and pain. your favorite songs that uplift or are calming

- . ***Create playlist of these favorite songs so you can readily access***



Nature



The sights, sounds, and smells of the natural world contribute to wellness in many ways. Spending time outside can reduce stress, calm the mind, and restore a sense of balance.

- **When and where can you go outside even for a few minutes**
- Getting outdoors at any time especially the morning for a short walk can be very helpful for physical and mental health
- **Listening to the sounds of the birds, or other wildlife can be very calming.**

Physical

- **Choose nourishing foods**
- Sleep enough to have energy and stamina
- **Do small things to relax**
- Do positive activities to relieve stress
- **Move mindfully each day, like stretching or walking**

Financial

- Be mindful of spending habits by saving and reviewing receipts
- **Make educated spending decisions**
- Record income and expenses and review often
- **Stay within a budget**
- Have money on hand to meet current expenses
- **Notice spending triggers**





Environmental

- **Clean and organize personal spaces**
- Spend time in places that feel good
- **Go outside, even for short periods of time**
- Go to places and spaces that feel safe
- **Be in nature and listen to the sounds**

Emotional

- Do activities or practices that relieve stress and tension
- **Do enjoyable activities**
- Reflect on your feeling and express through talking or engaging in activities
- **Laugh often**



Spiritual

- **Reflect on personal values and beliefs**
- Do activities and rituals that align with values and beliefs
- **Express gratitude for the good things going right in your life**
- Reflect quietly each day, even for short moments
- **Do activities of daily living with mindful intention**

Occupational

- **Create structure and routine**
- Do activities that feel most productive
- **Balance your daily activities to best meet your needs and daily rhythms**
- Do things with other people you care about who uplift you



Intellectual

- Talk to people and ask questions to learn new things
- **Look up information that you don't know from credible sources**
- Take a few moments to pause reflect and unplug during the day
- **Learn something new**
- Do activities that draw on talents and creativity, like music, art, journaling
- **Practice and build skills in areas that are interesting and important to you, like cooking, hobbies, meditation**

Social

- **Give others support for emotional or practice needs**
- Seek support for emotional or practical needs
- **Be with or reach out to other people who validate and appreciate you**
- Limit contact with people who drain you physically and emotionally
- **Communicate with a variety of people to learn from them and share your support**



<https://alcoholstudies.rutgers.edu/wellness-in-recovery/wellness-self-care/>



Take your Wellness Pulse:

<https://alcoholstudies.rutgers.edu/wellness-in-recovery/inventory/>

For more info, contact

Peggy Swarbrick, PhD, FAOTA

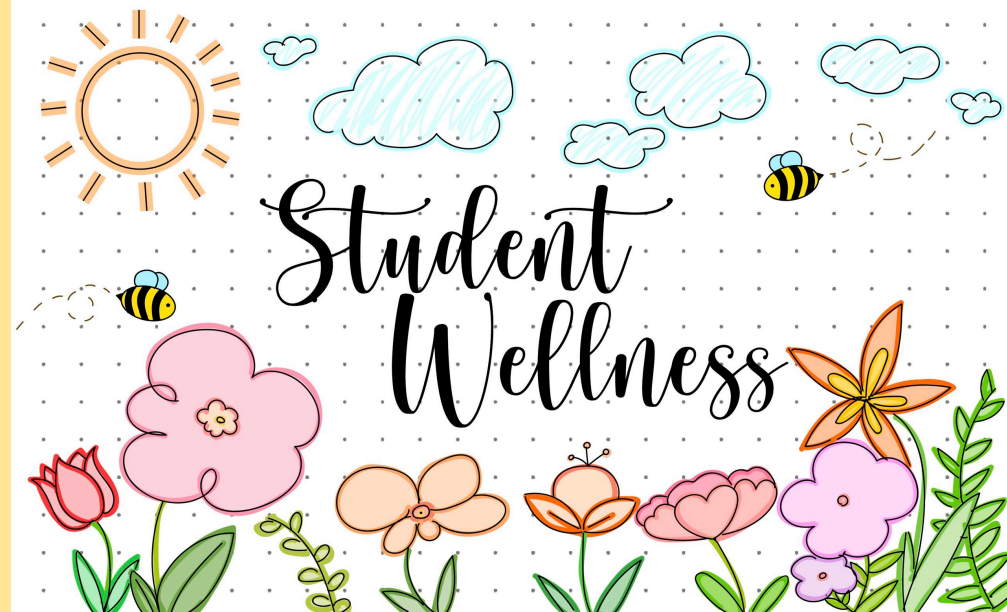
swarbrma@rutgers.edu



Resources

- Swarbrick, M., Kuebler, C., DiGioia-Laird, V., Estes, A., Treitler, P, Moosvi, K., & Nemec, P. (2023). Co-Production: Journey to Wellness Guide. *Journal of Psychosocial Nursing and Mental Health Services*.
- Swarbrick, M. (2022). *Journaling: A Wellness Tool*. Collaborative Support Programs of New Jersey Wellness Institute.
- Swarbrick, M., Cook, J. A., & Jonikas, J. A. (2022). *Wellness Activity Manual - Revised*. Freehold, NJ: Collaborative Support Programs of New Jersey Inc., Wellness Institute.
- Swarbrick, M. (2012). A wellness approach to mental health recovery. In *Recovery of People with Mental Illness: Philosophical and Related Perspectives*. Abraham Rudnick,(ed). Oxford Press.
- Swarbrick, M. (2010). Defining wellness. *Words of Wellness*, 3(7), Freehold, NJ: Collaborative Support Swarbrick, M. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29, (4) 311- 314.
- Swarbrick, M. (1997). A wellness model for clients. *Mental Health Special Interest Section Quarterly*, 20, 1-4.

Rutgers OTA Program Considerations for Student Wellness



Past/Present Use of Program & Institution Resources

- Formal advising every semester
- Informal advising when change in behavior/participation/quality of work is identified
- Regular check-ins with faculty and/or program director
 - Academic options when life situations warrant- ie., Incomplete, In progress, LOA
- Encouraged to establish a 'study buddy'
- Guest speaker from Student Wellness
- Referral to Student Wellness for individual support
- Referral to ODS if symptoms are debilitating

Past/Present Use of Mental Health Course Curriculum/Tools

Previously:

- Guest speaker from Student Wellness
- Use of parts of the WRAP- Wellness Recovery Action Plan
 - Previously required as part of MH course (2nd semester-early in the semester)
 - Students expressed appreciation for identifying their 'triggers' and 'toolbox' strategies they have used or should use
 - However, in reality, students did not circle back to use this resource- no accountability moving forward

Currently:

- Introduced a weekly **Participation/Professional Development Note**
 - Instructors agreed that weekly accountability/self 'check-in' would benefit students

Preparation



4

Completed all reading
Reviewed all CANVAS course materials
Finished pre-assignments
Wrote notes, comments, questions for class

3

Completed all reading
Reviewed all CANVAS course materials
Finished pre-assignments

2

Completed some reading
Reviewed some CANVAS course materials
AND/OR
Finished some pre-assignments

1

Did not complete reading
Did not review course materials
AND
Did not complete pre-assignments

Attendance



4

**Arrived to class on time
AND
Stayed until class was dismissed**

If Zoom session, was on camera throughout class

3

Arrived to class on time
AND
Left before class was dismissed

2

Arrived after class had begun

1

Did not attend class but did contact faculty in advance

Rating of 0 if student did not attend class and did not inform faculty in advance

Participation



4	3	2	1
<p>Engaged and attentive Volunteered relevant, insightful, and constructive comments (for example, referred to reading) Asked relevant questions Shared relevant experiences, when applicable to content Took notes during class, as relevant AND Focused on in-class tasks and activities</p>	<p>Contributed without prompting at times AND Comments or questions were relevant to topic</p>	<p>Rarely answered questions or contributes unless prompted OR Some comments and questions were not related to topic OR Participated frequently but tended to dominate</p>	<p>Did not respond to questions <i>Rating of 0 if student did not attend class</i></p>

Professional Behavior



4	3	2	1
<p>Treated others with respect (for example, listened attentively while others were speaking)</p> <p>Consistently used appropriate terminology</p> <p>May have challenged ideas, but not people</p> <p>AND</p> <p>Supported peers as needed with encouragement or information</p>	<p>Treated others with respect (for example, listened attentively while others were speaking)</p>	<p>Emphasized own ideas and opinions without reflecting others'</p> <p>OR</p> <p>Comments about others' ideas were judgmental or ill-informed</p>	<p>Inattentive, distracted (for example, uses devices to chat, text others, or search an unrelated website)</p> <p>OR</p> <p>Frequently spoke while others are speaking (for example, in side conversations)</p> <p><i>Rating of 0 if student did not attend class</i></p>

Wellness Self Care Goal



My Wellness Self-Care Goal is:

- Describe your progress towards your goal, including a summary of strategies used, actions taken, and positive outcomes. Include your subjective experience, any objective achievements, a general assessment of progress, and your plan for next steps.

Examples of Student Goals

- “My self-care goal is to go for a 30-minute walk at least three times this week. By choosing three days, I am allowing myself to account for inclement weather, a busy day, or a lack of motivation. I also know that a walk to the park by my apartment, one lap, and back home takes just over 30 minutes. Having a preplanned route will make it feel easier to achieve”.
- “This week I reached new goals in my wellness plan as I started a new gym with my father and wrote out a diet plan to follow. This weekend I made it important to practice “unplugging” and downloaded a meditation/stretch app to do before bed. Unfortunately due to stress my sleep and wake schedule is still not where I want it to be, but I acknowledge it and am working on ways to incorporate more hours of sleep into my nightly schedule”.

Examples of Student Goals by Dimension of Wellness

- Sleep: I struggled to go to bed on time 5 out of 7 days. One day was at midnight and other days was 11 or 11:30pm. I thought of doing my language lessons at night but it would take me longer than expected. I still got 8 hours of sleep everyday because tried to compensate by waking up later. I could adjust my sleep schedule, but I would prefer to consistently wake up at 7:30 since I already have to on Wednesdays and to keep my dog on a regular schedule as well since that's what the dog behaviorist recommended. I also feel like I can get more done in the day if I wake up early. I'm going to make a slight change in my schedule and do my language lesson by 8pm instead of 9pm.

Examples of Student Goals by Dimension of Wellness

- Physical: “This week I was consistent and did the 18-minute exercise video after taking my dog out in the morning on Monday, Tuesday, Thursday, and Friday. No changes are needed”.
- Intellectual- “I had two family events this past weekend so it was hard studying with a shorter amount of time. I was able to do all the readings for my classes except for one. What was also different this week was that I tried taking notes to retain the information better, but it took up so much time and it was still hard to remember during class. I also tried studying in 30-minute intervals with breaks in between, which helped me to stay focused and comprehend what I was reading. The recall is something I hope to improve on”.

Student Comments

- “Yes, I found the weekly Professional Participation Rubric valuable to my learning. I enjoyed tracking my Wellness Goal. The Professional Participation Rubric helped me prepare for the week”.
- “I found the wellness plan to be the most valuable portion of the weekly participation worksheet. The rest became a bit repetitive and felt very homework-like. Instead of rating ourselves, maybe we can incorporate questions about the readings, especially the topics we will be learning for that week”.

Student Comments

- “I only found the wellness section of the professional participation rubric valuable. It was a good insight of what it would be like from the client's perspective of filling out a wellness reflection weekly. It was tiresome, but insightful of knowing my own habits and routines. I actually felt motivated to take care of my own wellness which is essential as a professional and as a person as a whole. You need to take of yourself first to be able to care of others effectively”.

More Student Comments

- “It definitely held me accountable and influenced by self-care this semester. Knowing that someone is reading my reflections and cheering me on, motivated me to keep persevering in my goals”.
- “I was surprised in myself that I was consistent with my physical wellness throughout this semester. Usually, I make excuses or give up exercising halfway through. My social wellness also improved because I had always declined going out with friends because of school, but I learned that it's super important for my mental and emotional wellness”.

Plan for Future

- Continue using the Participation/Professional Development Note with minor changes
 - Have students focus on a specific area of wellness
- Continue with all advising, referral for support services etc.
- Introduce a 'Wellness Wednesday' activity over lunch period 1x/month



RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

Supportive Communication to Enhance Learner Well-being and Success

Chantal Brazeau, MD

Assistant Dean for Faculty Vitality, NJMS and RWJMS

Chief Wellness Officer, RBHS

Chantal Brazeau

chantal.brazeau@rutgers.edu

Peggy Swarbrick, PhD, FAOTA

Research Professor and Associate Director,

Center of Alcohol and Substance Use Studies, Graduate School of Applied and Professional Psychology

swarbrma@rutgers.edu

- **Chantal Brazeau, MD:** Professor of Family Medicine and Psychiatry, New Jersey Medical School (NJMS), Assistant Dean for Faculty Vitality, NJMS and Robert Wood Johnson Medical School, Chief Wellness Officer, Rutgers Biomedical and Health Sciences
chantal.brazeau@rutgers.edu
- **Margaret (Peggy) Swarbrick, PhD:** Research Professor and Associate Director, Center of Alcohol and Substance Use Studies Rutgers Graduate School of Applied Psychology
swarbrma@rutgers.edu
- **Manasa Ayyala, MD:** Assistant Professor of Medicine, NJMS, Department of Medicine, Division of General Internal Medicine.
manasa.ayyala@njms.rutgers.edu
- **Ping-Hsin Chen, PhD:** Associate Professor, Research Director, Family Medicine, NJMS.
chenpi@njms.rutgers.edu
- **Norma Hernandez, BS:** Program coordinator
norma.hernandez@rutgers.edu

***We gratefully acknowledge:* Grant Funding Support from All IN: WellBeing First for Healthcare**

The pandemic brought attention to health professional well-being

And we learned more about each other



A Culture of Support in Academic Environments

- For faculty: Their own well-being, also as role-models
- Peer supporters:
- Peer discussion groups:
- For students/residents/learners: Our future care-givers

ONE 2 ONE 2 CARE

Colleagues **A**ligning to **R**espond with **E**mpathy

CIRCLE

Peer Talk and Text Groups

Colleagues **I**nvolvement in **R**eaching **C**olleagues through **L**istening and **E**mpathy

Objectives

- Explain the need for supportive communications with learners
- Describe key communication techniques to support learner well-being
- Identify common scenarios in which supportive communication approaches can be used

Overview of Session



Background, Context, Need

Supportive Encounter Approach /Flow

Applications

Mental Health problems are increasing



In 2020–2021, >60% of students met criteria for one or more mental health problems, a nearly 50% increase from 2013.

Mental health worsened among all groups over the study period.

Sarah Ketchen Lipson, Sasha Zhou, Sara Abelson, Justin Heinze, Matthew Jirsa, Jasmine Morigney, Akilah Patterson, Meghna Singh, Daniel Eisenberg, Trends in college student mental health and help-seeking by race/ethnicity: **Findings from the national healthy minds study**, 2013–2021, *Journal of Affective Disorders*, Volume 306, 2022, Pages 138-147, ISSN 0165-0327, <https://doi.org/10.1016/j.jad.2022.03.038>. (<https://www.sciencedirect.com/science/article/pii/S0165032722002774>)

Student mental health is in crisis. Campuses are rethinking their approach.

Amid massive increases in demand to support student mental health there is a need to embrace a broader culture of well-being and better equipping faculty to support students in need.

Abrams, Z. (2022, October 12). Student mental health is in crisis. Campuses are rethinking their approach. *Monitor on Psychology*, 53(7). <https://www.apa.org/monitor/2022/10/mental-health-campus-care>

Creating a Culture of Wellness through Supportive Encounters



This increase in demand challenges us to think holistically and take a multifaceted approach to supporting students



We all have a responsibility to create a wellness culture

Common situations

A learner comes to you stressed or distressed

You notice that a learner doesn't seem like their usual self

As you give feedback to a learner, you uncover a challenging situation

Supportive Communication Flow

If learner seems stressed or in distress (*they seek your support, or you notice*), or you uncover personal/family/cultural issues while giving feedback

- **Make the student at ease**

Actively listen * *note listening blocks*

- **Open ended question**
- **Embrace Silence**

Reflective responses

- **Reflective responses to demonstrate understanding**
- **Convey empathy and encouragement**
- **Explore a focus on past successes and successful coping strategies**

Closing and Summary/ link to resources if relevant/

Set next time/date to talk if relevant

Feedback should be Supportive and Include Listening

Ask: Tell me how you did

Listen

Tell: I *observed* that... behavior focused, non-judgmental, brief, specific

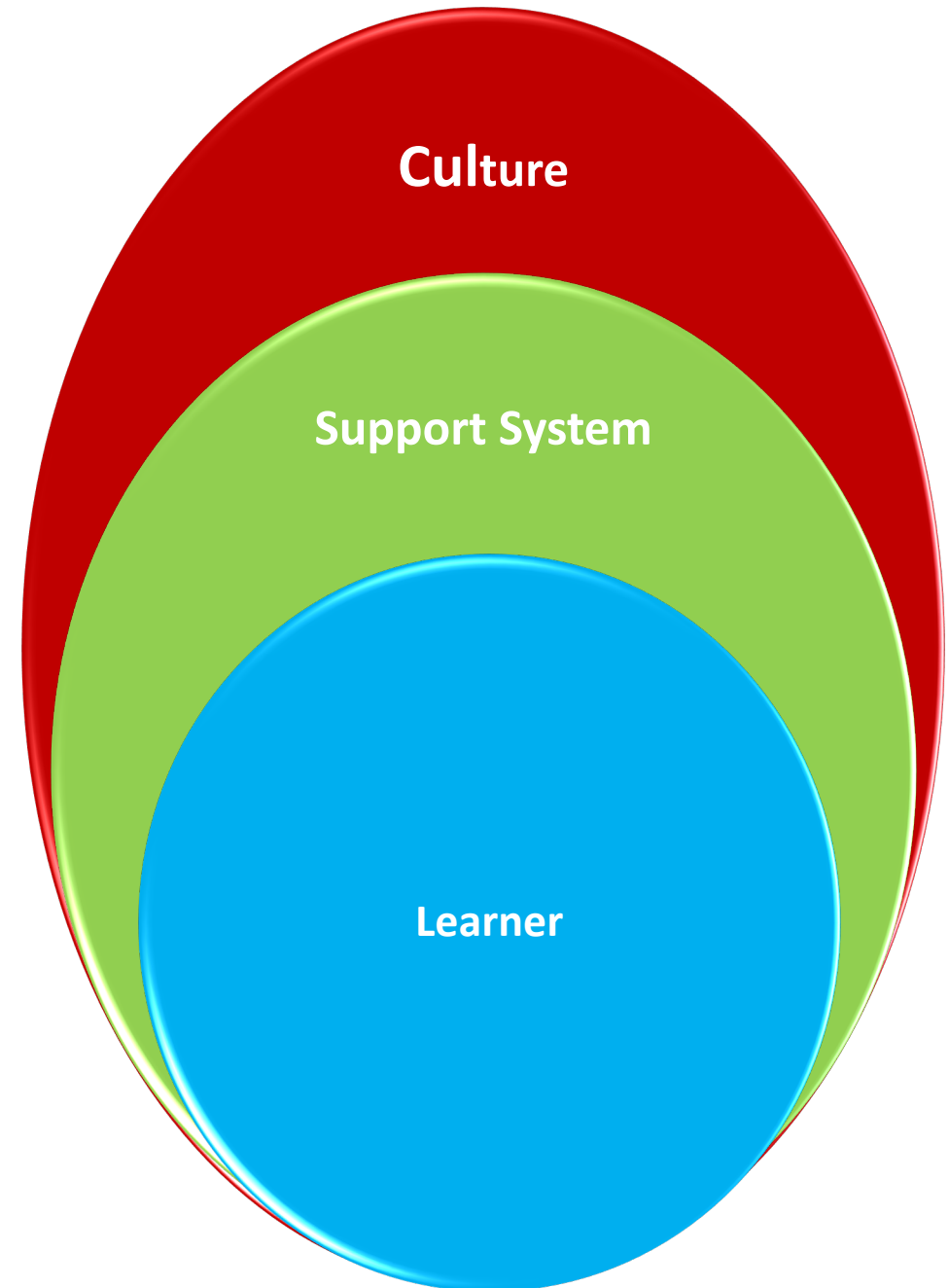
Ask: What are your thoughts about that? What can you do differently from now on and in the future?

Listen

A Feedback Session can Uncover Challenges

- Different learners will be challenged depending on:
 - **Cultural factors:** their own and our professional culture
 - **Support system:** family, friends, socioeconomic
 - **Specific skills** that result from their own experiences, beliefs about self.

Listen for those challenges when you engage learners in feedback



Supportive Communication Flow

If learner seems stressed or in distress (*they seek your support, or you notice*), or you uncover personal/family/cultural issues while giving feedback

- **Make the student at ease**

Actively listen * *note listening blocks*

- **Open ended question**
- **Embrace Silence**

Reflective responses

- **Reflective responses to demonstrate understanding**
- **Convey empathy and encouragement**
- **Explore a focus on past successes and successful coping strategies**

Closing and Summary/ link to resources if relevant/

Set next time/date to talk if relevant

Empathy is

seeing with the eyes of another,
listening with the ears of another,
and feeling with the heart of another.

Open Ended Question



Formats for open-ended questions and indirect leads:

Tell me about (the problem behavior, event, or situation).

What are some things you like/dislike about (topic)?

What would I see if you were able to do that skill well?

It can be hard to (.....).What makes it hard for you?*

Give me an example of a typical day (event, or situation).
What exactly happened?

Walk me through what usually happens when (behavior, event, situation) occurs.

Describe someone who is really good at that, so I know what you mean when you say..."

Summarizing Steps



1

Listen

Actively listen for content (what is being said) and feelings (how is a person feeling due to what is being said)

2

Wait

Wait until the person is done speaking

3

State

State exactly what you heard
Do not add any new content
Use your words, do not “parrot”

Silence



- **Allows you to hear, listen, and understand** the full meaning of what someone is saying/ how they are feeling
-
- **Listening Blocks** get in the way of silence
-
- Results in others **expressing themselves more fully**



Blocks to Listening



Distraction

Comparing

Judging

Mind-
reading

Identifying

Advising

Placating

Filtering

Rehearsing

Derailing

Common Listening Blocks



Which ones apply to you?

Distraction: e.g., Technology; phone, computer

Comparing: Self-dialogue that competes with the speaker. e.g. “He has it harder than I do”; “Why can’t I be that smart”; “I’m glad I’m not in his shoes”.

Judging: Putting labels or judging people before or when they are speaking.

Mind-reading: Cutting off the speaker to speed up the process or get to the “truth of the matter”; predicting what people will say.

Filtering: You only hear part of the message because you are only listening for certain things. e.g. daydreaming.

Common Listening Blocks



Which ones apply to you?

Rehearsing: Reviewing and creating your response before a person is done speaking.

Derailing: Changing the subject because you are bored or uncomfortable with the subject.

Identifying: Focusing on your own experiences while someone is talking; getting too caught up in how you felt.

Advising: Wanting to “solve” someone’s problems and listening only until you can tell them what to do.

Placating: Agreeing to get approval. True listening is not agreeing or disagreeing; it is reflecting, like a mirror.

Focus on Past Successes & Coping Strategies

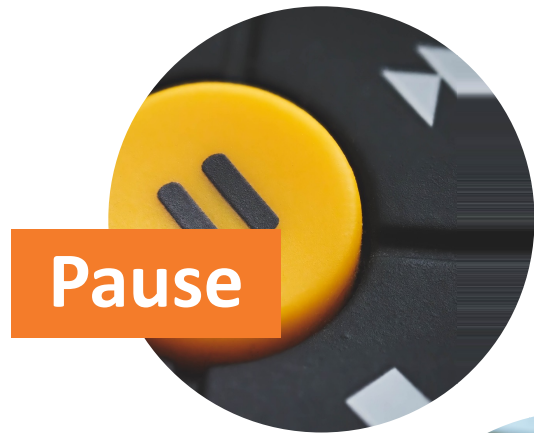


Acknowledge all positive steps taken

Encourage the use of past successes and strengths in resolving future challenges and opportunities

Focus on self care and coping: what they are doing or have done in the past

Elicit Coping Skills



Closing and Resources

Set a follow-up time

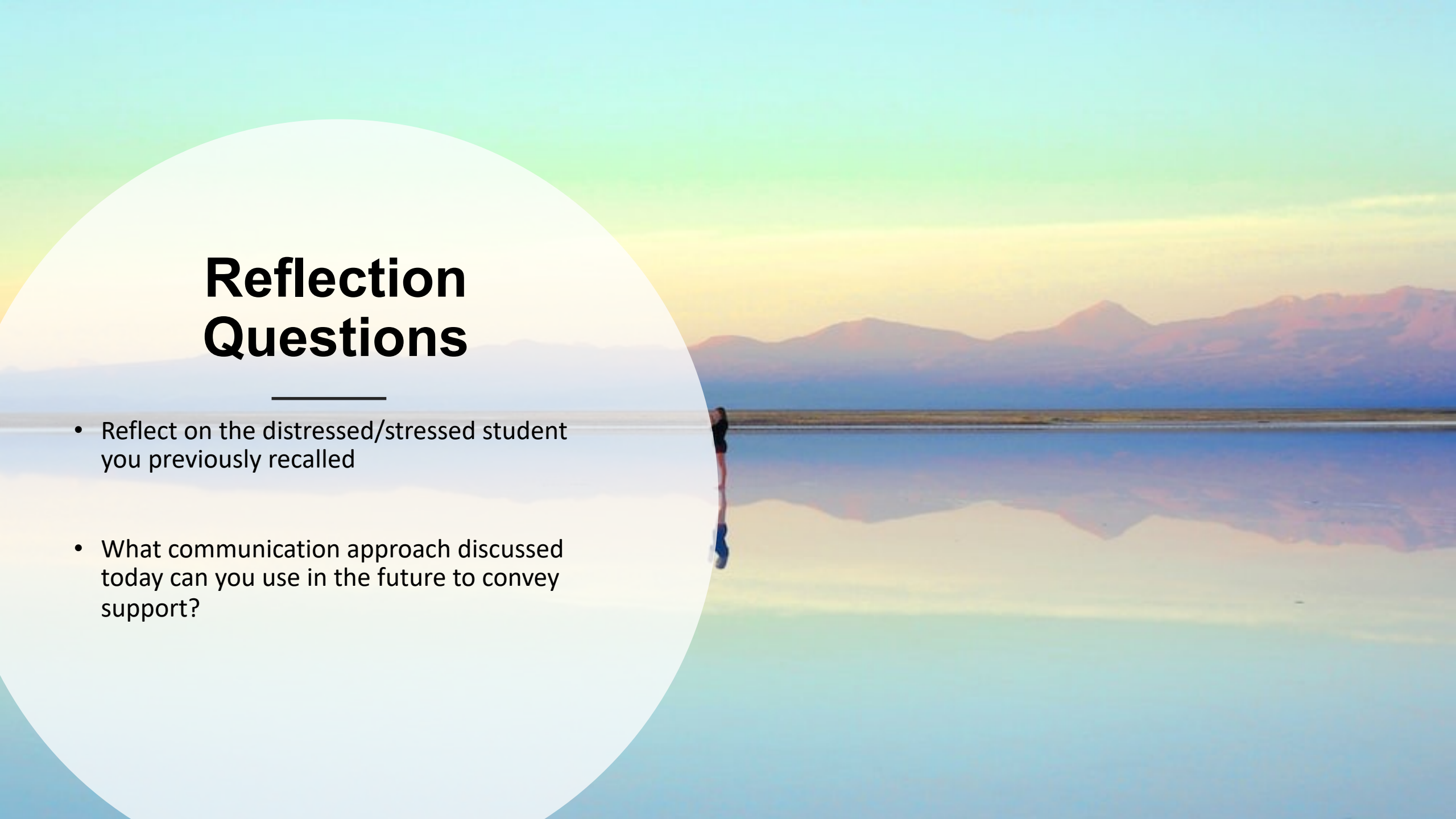
If someone needs extra help...

Student Affairs
Student Wellness
Residency EAP

Can break confidentiality if harm to self or other is possible

Reflection Questions

- Reflect on the distressed/stressed student you previously recalled
- What communication approach discussed today can you use in the future to convey support?



Create a Culture of Support

Even short connections can be powerful “claiming the moment”

Skills are transferable!