

WILLIAM PATERSON UNIVERSITY

WELCOME

Will. Power.

Building Resilience & Well-Being and Assisting Students in Crisis

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Building Resilience & Well-Being

resilience:

“an ability to recover from or adjust easily to misfortune or change.”

—Merriam-Webster Dictionary



Building Resilience & Well-Being

What is resilience?

- More than simply a passive ability to cope and endure, it suggests the potential to act and redirect change
- Research moved from viewing resilience as a function of intrinsic qualities or traits of the individual (e.g., vulnerabilities) and adjustment, through interactions between the individual and the surrounding environment (e.g., protective factors), to more interactive, systemic, ecological conceptions
- In other words, current thinking suggests that resilience occurs amidst structural changes resulting from the stresses of, and complex interactions within, the environment

Building Resilience & Well-Being

What is well-being in light of resilience?

The Ockanagan Charter, was an outcome of the 2015 International Conference on Health Promoting Universities and Colleges in British Columbia, Canada.

It is an important document for higher education's consideration of well-being, identifying key factors for health-promoting universities:

- mental and physical health
- compassion
- equity
- social justice
- ecological, social, and economic sustainability:

Building Resilience & Well-Being



How does all this relate to us?

It suggests that instilling resiliency in our students requires creating a university environment that supports many aspects of students' well-being, with care and cutting across departmental and divisional lines

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What is one thing you already do to support student well-being and resilience?

Building Resilience & Well-Being



How do ***we*** build out resilience and well-being even further?

Let's first consider what we already do *collaboratively*.

Faculty Initiated Student Referrals to CHWC

March-July 2020

104 Students referred for mental health outreach

Case Review from:

- 35 Students referred via Starfish flags
- 30 Students referred via Dean of Students
- 39 Students referred directly by faculty and staff via email, Phone, and MS Teams

Concerns Disclosed to Faculty By Students	
Academic Distress	88
Quarantine related stress/isolation/grief	54
Possible Covid-19 symptoms	36
dx Covid-19 within household	29
Significant mental health histories	9
Job loss/financial stress	73
Lack of access to stable housing	10
Conflicts with parents/family	15
Primary caregiver duties	52
Death of close family member to Covid-19	11
Death of close family member to suicide	2

Faculty Initiated Student Referrals to CHWC

March-July 2020

Academic Impacts Identified by Students

Missed classes	90
Assignments Overdue	86
Difficulty concentrating or engaging during class	58
Drop in grade performance	41
Difficulties accessing reliable wireless signal	52
Difficulties finding/using technology for class	32
Difficulty communicating with professors/staff	28
No study space at home	78

Requests Made by Students to Faculty for Assistance

Extensions on assignments	44
Requests to excuse absences	81
Ask for personal support and understanding	65
Request an assignment or course modification	14
Requests to reschedule missed exams/assignments	77
Ask for incomplete grades	22

Promoting Student Well-being and Belonging: Creating Connected Communities

Engine Model of Well-being (Jayawickreme, Forgeard, & Seligman, 2012)

- Use a developmental lens: understand the context of student distress, crisis and need to share survival narratives as a means of coping and **meaning making**
- **Engage**, affirm and validate student disclosures right away
- Offer support and referrals, give student control to make choices about what help they are looking for.
- Partner with the student and campus referral networks to increase **belonging**, define immediate needs, academic impacts, and to advocate
- Community Goal: to increase student's sense of self-efficacy, **purpose**, and distress tolerance necessary for adjustment



Promoting Well-Being: Partnering with the Counseling, Health & Wellness Center (CHWC)

- Faculty/Staff are critical partners in promoting a connected community. Student referrals can be made **24 hrs a day via our mental health emergency service 973-720-2257**
- Gather student contact info to report a mental health emergency
- **Our Services:** mental health crisis counseling, information and referral, individual and group counseling, outreach services delivered by **phone, video sessions, and pre-screened in person visits**
- **Consultation and Referral:** we collaborate closely with the Dean of Students, SOC and other student supports to develop comprehensive strategies for student interventions
- We can attend your staff meetings and listen to your concerns

CHWC Services

- Available to any registered student
- Also offer comprehensive medical care including sick, sports medicine, physicals, sexual health and laboratory services.
- Health education
- Insurance billing for health visits only.

- **Non-Emergency referrals** can be made to CHWC when students disclose or demonstrate signs of distress and are open or willing to get help.
- Can use **Starfish Alert** system to notify our department.
 - Use the Wellness Flag and it will be routed directly to administrators. We will reach out to the student to offer our services.
- We will share information with faculty or staff if we have written permission from the student.

SOC History and Purpose

- Created in response to tragedy at Virginia Tech
- Serve as a central network focused on prevention and early intervention in situations involving students experiencing extreme distress or engaging in harmful or disruptive behaviors
- Develop strategies for and provide consultations to the university community when concerns arise about students' well-being or when there is behavior that is potentially harmful to self and/or others or is disruptive/ threatening
- Regularly assess these situations in the university community and recommend actions in accordance with existing university policies

SOC Committee Membership

- Eileen Lubeck, Assistant Dean of Students- Chair
- Lauren Fowler-Calisto, Dean's Fellow, Arts & Communication
- Martin Gritsch, Interim Associate Dean, Business
- Dorothy Feola, Associate Dean, Education
- Ian Marshall, Interim Associate Dean, HSS
- Melkamu Zeleke, Interim Associate Dean, Science and Health
- Rebecca Baird, Director, Residence Life
- Jill Guzman, Director, Counseling, Health & Wellness
- Daisy Rodriguez, Associate Director, Counseling, Health & Wellness
- Joy Durham, Director, Accessibility Resource Center
- Jennifer Tumlin, Director, Student Conduct
- Ellen DeSimone, Detective Sergeant, Campus Police
- Scott Scardena, Assistant Director, Academic Foundations
- Francisco Diaz, Associate Vice President for Campus Life
- Glen Sherman, Associate Vice President and Dean of Students

Warning Signs that may Indicate Distress

- **Any strange or unusual behavior that induces fear**
 - Depression characterized by sadness, apathy, expressions of hopelessness and despair, dramatic weight change
 - Suicidal ideation expressed either directly or indirectly
 - Violent ideation expressed either directly or indirectly
 - Bizarre speech
 - Marked change in personal hygiene
 - Significant decline in quality of course work or participation in class including increased absences and failure to hand in assignments
 - Alarming sentiments in a student's writing
 - Inability to control anger
 - Refusal to comply with classroom rules or written codes of conduct
- ❖ A more exhaustive list is located on the Student of Concern Information Sheet

SOC Referrals

- Consult as soon as you have concerns about risk of harm to self or others, especially if student is not amenable to seeking help
- **If there is imminent risk, call Campus Police**
- Provide as much information as you can
- FERPA applies in this situation
- Student will be told who made referral



Additional Ways to Build Well-Being

- Support the growth mindset and development of grit (e.g., teaching students to use mistakes/poor grades/even failures to their advantage by allowing revisions for credit)
- Coordinate major exam/due dates across upper-level courses in a major
- Encourage students to participate in yoga, meditation, or exercise classes (at Rec Center)

Additional Ways to Build Well-Being

- Sponsor student well-being group for majors in your department that provides feedback about how students are feeling, perceived obstacles and co-created solutions
- Setting due-times in Blackboard that are earlier in the evening to promote good sleep hygiene (and say that is why you are doing it!)
- Provide a “mindfulness minute” for focusing attention at the beginning of class

Mindfulness: building resilience and well-being

Mindfulness is . . .

paying attention

in the present moment;

being aware of what's happening *as* it's happening.

“the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat-Zinn, 2003)

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144–156.

Mindfulness: building resilience and well-being

Mindfulness occurs when a person steps out of automatic thinking and takes the time and effort to see the world as a new phenomenon or from varied, novel perspectives

A mindfulness state of mind may be cultivated by meditation (and other) practices.

Ultimately mindfulness may provide clear comprehension of the motivations for our actions, their purpose and reasons, contributing to deeper understanding.



Mind Full, or Mindful?

Mindfulness: building resilience and well-being

Do we need it?

Mindfulness supports resilience

Does it have a place in the classroom?

Mindfulness supports the academic mission.

Mindfulness Research

- Multiple meta-analytic studies indicate that college students induced into mindful states demonstrate greater equanimity in the face of emotionally challenging events, as well as greater ability to concentrate and stay on-task in the face of both internal and external distractions.
- Mindfulness enhances focus, concentration, and attention, and reduces mind-wandering.

Brown, K. W., Ryan, R. M., & Creswell, J. D., 2007; Shapiro, S.L., Warren Brown, K., & Astin, J., 2011; Zenner, C., Hermleben-Kurz, S., & Walach, H., 2014; Bamber & Kraenzle-Schneider, J., 2016; Bamber & Morpeth, 2018.

Benefits of Mindfulness

Mindfulness can contribute to improved student focus and attentive behavior in the classroom.

Mindfulness can also lead to greater understanding of others (other perspectives) and compassion.

Teaching mindfulness can be applied regardless of academic discipline.

Take Five: Mindful Breathing

- Breathe normally, paying attention to the feeling of the breath as it fills your lungs and then flows up and back out the way it came.
- Notice when you lose awareness of the breath and start thinking about something else, daydreaming, worrying, or snoozing.
- Return your attention to the breath, with kindness toward yourself and as little commentary as possible.

Reframing

- In its simplest form, Reframing refers to a change in perspective.
- It's not about what happens or is happening to you, but how you frame it. This way of thinking strengthens our resiliency and helps us cope with the challenges of everyday life.
- A practical way of managing thoughts and interpreting events is by transforming negative thoughts or events into potentially positive ones, or at least, thoughts that enhance one's ability to cope with a situation.

Examples:

Frame

I'm stressed about next week's midterm. I'm going to do terribly on that exam.

Reframe

I can study consistently to bring my grade up by doing well on next week's midterm.

Frame

This class is so much work.

Reframe

The work that I am doing now will prepare me to flourish in my chosen career path.

QUESTIONS???

COMMENTS???

THOUGHTS???