



Developing Coping and Resilience Skills to Advance Student Success



Grit, Coping, and Resilience in the Headlines

No Shortage of Articles Highlighting Skill Gap Among Current Students



Declining Student Resilience: A Serious Problem for Colleges



Top Students, Too, Aren't Always Ready for College



Students Should Be Taught Resilience, but Educators Struggle With the Best Way Forward



Succeeding in the Global Economy: The Skill Employers Really Want From New Recruits



Homework Therapists' Job: Help Solve Math Problems, and Emotional Ones



The Coddling of the American Mind

Students Struggle to Cope With Day-to-Day Challenges



Students struggle to prioritize their work with a **lack of parental oversight**



Students **clash with new roommates** who they do not know



High-achieving students struggle to persevere after they **fail a test**



Students **blame their professors** when they struggle to learn content

Source: Cross Country Checkup. "Student Should Be Taught Resilience, But Educators Struggle with the Best Way Forward." *CBC Radio*, February 9, 2018; Gray, Peter. "Declining Student Resilience: A Serious Problem for Colleges," *Psychology Today*, September 22, 2015; Lukianoff, Greg And Jonathan Haidt. "The Coddling of the American Mind." *The Atlantic*, September, 2015; Petroff, Alanna. "The Skill Employers Really Want From New Recruits," *CNN Money*, September 23, 2016; Spencer, Kyle. "Homework Therapists' Job: Help Solve Math Problems, and Emotional Ones," *The New York Times*, April 4, 2018; Tuttle Hansen, Elaine. "Top Students, Too, Aren't Always Ready for College," *The Chronicle of Higher Education*, March 11, 2013, EAB interviews and analysis.



Defining Our Terms

A Variety of Concepts That Address These Issues

Grit: Passion and sustained persistence applied toward long-term achievement, with no particular concern for rewards or recognition along the way

Resilience: Ability to face, overcome, and be strengthened by life's adversities and challenges

Growth Mindset: Belief that basic talents can be developed through dedication and hard work – brains and talent are just the starting point

Positive Education: Educational strategy that blends academic learning with an emphasis on wellbeing

“

Same Problem, Different Names

“Today’s students are bright, eager, academically ready, and take direction well. They have lots of good qualities but don’t have the fundamental skills to take agency in their lives. **Call it a lack of coping, resilience, grit, or positive education... they lack the necessary skills to succeed.**”

*Vice President of Student Affairs
Public Research University*

”

Source: Duckworth, Angela. *Grit: The Power of Passion and Perseverance*. New York: Scribner, 2016; Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Random House, 2006; Newman, Tony. *What Works in Building Resilience?* London: Barnardo's, 2004; Seligman, Martin, et al. "Positive Education: Positive Psychology and Classroom Interventions." *Oxford Review of Education* 35:3 (2009): 293-311; EAB interviews and analysis.



Examining the Root Cause

Two Prominent Theories About Why Students Lack Coping and Resilience Skills



Today's Students Are 'Soft'

- "Helicopter" parents contribute to **lack of independence**
- Parents are reluctant to see their children struggle and step in to **shield them from consequences**
- Students **lack experiences and coping skills** that help them to bounce back from challenges
- Failure-averse students **shut down** when they do not succeed



Today's Students Face More Challenges

- Student **feel uncertain about the future** in a charged and tumultuous political climate
- **Social pressures and FOMO** present 24/7 through social media
- **Competitive job** market magnifies student anxiety
- High cost of college and the **burden of student debt** adds to students' stress and anxiety

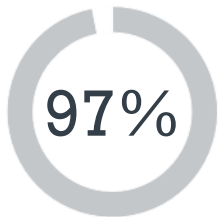




A Top-of-Mind Issue for EAB Members

A Growing Appetite for Preventive Support

Grit and Resilience Hot Topics Across Student Affairs



Of Student Affairs Forum members rated Growing Grit and Resilience as an **important priority**

Selected Presentations from NASPA and ACPA Conferences

- ✓ *Getting Gritty: Teaching Students to Embrace Failure as a Key to Growth*
- ✓ *Reframing Resilience / Failing Brilliantly*
- ✓ *A Question of Resilience*
- ✓ *No Time For That?: Developing Career Resilience in Nontraditional Students*

“

There's an idea that there is something wrong with students today. But that's because people are failing to recognize the normal challenges of jumping into difficult work (leaving home). These changes highlight where the gaps are between people's current skills and their aspirations. **There's not something wrong with the students and there is not something wrong with the college – that's exactly what we're here to do.**

Abigail Lipson
Director of the Success-Failure Project
Harvard University

”



“Every Year is Record Breaking”

Students’ Appetite for Mental Health Support Continues to Grow

Counseling Center Demand Shows No Sign of Slowing



7x

Rate at which demand for counseling center appointments **outpaced enrollment growth**



12 days

Median wait time for individual therapy appointments on campuses that use a waitlist

Low-Risk Students Contribute to Growing Demand

Who are low-risk students?

- ✓ **Not at risk of hurting or harming themselves or others**
- ✓ Developmental challenges
- ✓ General anxiety or stress exacerbated by the academic or political environment
- ✓ Loneliness or social isolation

“Demand for mental health support is rapidly growing ... In response, we have poured more and more resources into clinical support services. **Despite the additional investment, both waiting times and student distress are increasing.**”

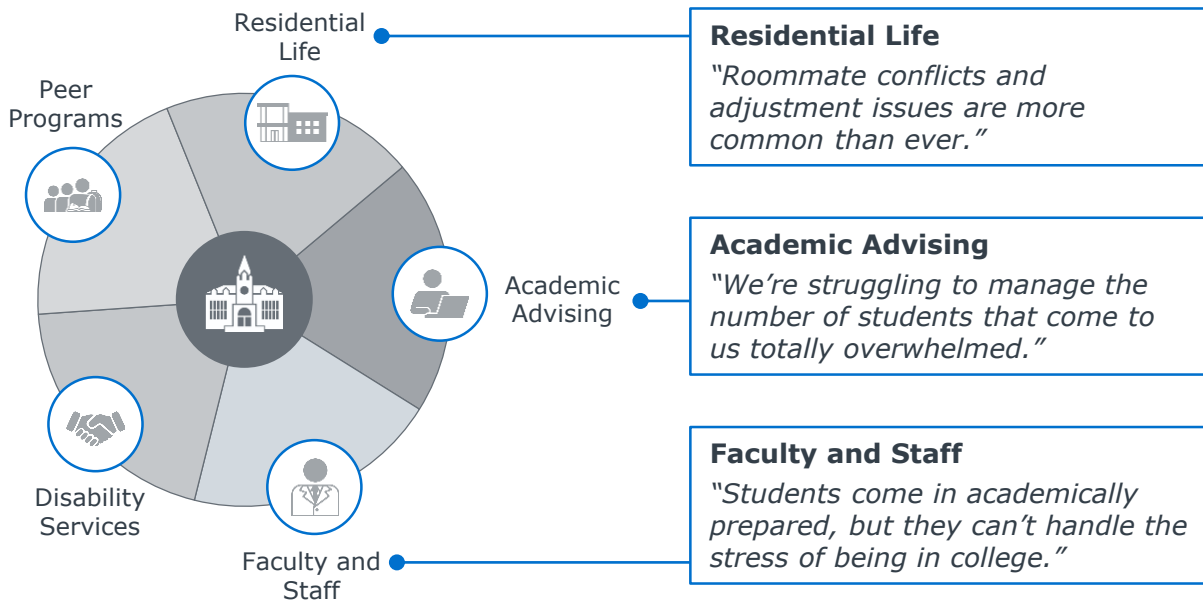
*Vice-Provost and Dean of Students
University of Alberta*



Demand Not Just Limited to Counseling

Increasingly Students Look for Help Earlier and In a Variety of Places

Demand Spills Over to Other Areas on Campus





Early Intervention is Key

Addressing Low-Acuity Concerns Lowers Risk of Escalation

Suicide Increasingly Threatens Young People

#1

Suicide¹ is the **leading cause of death** for young people in England (aged 10-34), per Public Health England

“

There's a misconception that investing in resiliency and coping skills is catering to today's "snowflake" students – but **this really is step one in solving a much more serious epidemic.**

Vice President for Student Affairs, Public College



Suicide Rising Across the US
More than a Mental Health Concern

CDC Recommendations Give Clear Guidance to Colleges and Universities

Ensuring the government, healthcare, education, the media, and community organizations are working together is important for preventing suicide.

What Can Be Done?

Teach coping and problem-solving skills to help people manage challenges

Identify and support people at risk of suicide

Connect people at risk to effective and coordinated mental and physical health care

1) Including injury and poisoning of undetermined intent

Where Do We Go From Here?

Key Next Steps for Student Affairs Leaders

“

Maximize Current Efforts

“One of the things we realized quickly was we can’t solely deliver one-on-one support on this size of a campus. **We needed to figure out a way to scale up support for the masses and maximize our efforts.**”

*Jody Donovan
Assistant Vice President for Student Affairs
and Dean of Students
Colorado State University*

”

“

Strategically Expand Efforts

“We are lucky to have strong support from our leadership for addressing coping and resilience skills. **Our biggest challenge is figuring out what to invest in.** We have to make sure whatever we commit to is responsive to student needs, speaks to their interest, and benefits them in a meaningful way.”

*K.C. Mmeje
Vice President of Student Affairs
Southern Methodist University*

”

Roadmap of our Enquiry

Developing Coping and Resilience Skills to Advance Student Success

Implementing and Refining Resilience Initiatives



Building a Campus-Wide Network



1

Prime Students
Early in the **First
Year**



2

**Target
Interventions**
Beyond the First
Year



3

Leverage **Campus
Partners** to Scale
Reach



4

Coda: Charting
a Path to an
**Institutional
Framework**



Overwhelmed, Stressed, and Anxious

Students Encounter Difficulties Adjusting to College



First-Year Students Face Significant Challenges Right Away...

“Some students lack strategies to deal with small challenges, like disappointment and failure. We notice an increasing number coming to campus with that lack of skills and relying on ideation of hurting themselves as a way to cope. **Early interventions are critical to ensure they do not act on those urges.**”

David Spano

*Associate Vice Chancellor, Student Affairs
University of North Carolina Charlotte*

...And They Can Escalate Quickly

50%

Of first-year students report feeling **stressed** most or all of the time

35%

Of incoming first-year students frequently feel **anxious**

48%

Of students **present at the counseling center for anxiety**, 18 percentage points higher than for depression

Source: LeViness, Peter, Carolyn Bershad, and Kim Gorman. "Association for University and College Counseling Center Directors Annual Survey," 2018; Denizet-Lewis, Beniot. 2017. "[Why Are More American Teenagers Than Ever Suffering From Severe Anxiety?](#)", *New York Times*, 2017; Eagan, M. K., Stolzenberg, E. B., Zimmerman, H. B., Aragon, M. C., Whang Sayson, H., & Rios-Aguilar, C. (2017). *The American Freshman: National Norms Fall 2016*. Los Angeles: Higher Education Research Institute, UCLA; Jed Foundation. [Students Who Feel Emotionally Unprepared for College More Likely to Report Poor Academic Performance and Negative College Experience](#). 2015; EAB interviews and analysis.

Everyone Faces Challenges in the First Year...



...But Resilience Impacts Student Behaviors and Outcomes

Common Roadblock	<i>"I miss my family and haven't made good friends."</i>	<i>"I failed my first test in a required class."</i>
Student With Low Resilience/Coping Skills	<p>Behavior</p> <ul style="list-style-type: none"> • Stays in room, increases time on social media • Worries that he doesn't belong at this institution • Goes home on the weekends <p>Outcome</p> <ul style="list-style-type: none"> • Does not return for second term • Lost tuition dollars 	<p>Behavior</p> <ul style="list-style-type: none"> • Stops going to class • Worries that she doesn't belong at this institution • Becomes anxious about her other classes <p>Outcome</p> <ul style="list-style-type: none"> • Fails class and is placed on academic probation • GPA jeopardizes scholarship and planned major
Student with High Resilience/Coping Skills	<p>Behavior</p> <ul style="list-style-type: none"> • Talks with RA about ways to get involved • Joins campus group for improv <p>Outcome</p> <ul style="list-style-type: none"> • Makes friends through improv group • Returns for second term 	<p>Behavior</p> <ul style="list-style-type: none"> • Visits TA during office hours • Joins study group and realizes others are also struggling • Takes advantage of tutor offered through campus academic support office <p>Outcome</p> <ul style="list-style-type: none"> • Student passes course • Keeps GPA at 3.0 needed for entry to planned major

The First Year is Critical for Resilience Initiatives



Yet Current Efforts Often Miss the Mark in Timing, Depth, and Reach

Common Pitfalls



Content Overload

"Students are inundated with information at orientation and during the first weeks of classes...we can't compete."



Opt-in Required

"We offer resilience training through the counseling center, but it's hard to get students to attend."



Single Dose Lessons Don't Stick

"We recognize that our 45-minute workshop is not enough to teach students everything they need to be successful."



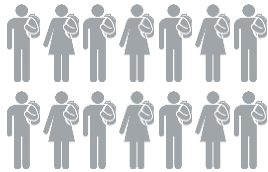
Doesn't Resonate

"Our students were all high performers in high school. They don't think they will be the one to fail or struggle, so they don't care until it's too late."

A Variety of Touchpoints and Messages

CSU Long Beach's College of Natural Sciences and Mathematics

Broad-Based Strategies

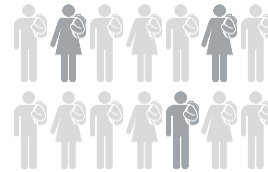


Peer-led "Safari to Success" breakout **orientation session** focuses on growth mindset

Syllabus statements encourage student help-seeking

First-year seminar integrates growth mindset into curriculum

Targeted Strategies



Academic **advisors check in** with first year students who failed midterms to connect with resources

Peer mentors trained to use growth mindset language and recognize academic warning signs

CSU Long Beach's Approach: By the Numbers

400+

First year students complete the **seminar** each year

150+

First and second year students per term receive **peer mentors**

180

First year students attend Safari to Success **orientation program**

CSULB's Multipronged Effort Extends Reach

Resilience Initiatives Engage Students and Staff

“You need to create an environment that includes growth mindset messaging in different contexts across students’ careers... Ours is a **multipronged effort that tries to push different buttons**—students, advising, faculty.”

*Krzysztof Slowinski, Associate Dean
California State University Long Beach*

Keys to Success



Timely

Multiple efforts across the first year reaches students when they need support



Departmentally Supported

Staff, faculty, and upperclassmen engage first year students







Proactive

Advising team identifies at risk students after mid-terms and intervenes

Making It Work on Your Campus



-  Do departments provide guidance or templates for course syllabi? Could a statement about wellness be incorporated?
-  What are other ways to promote statements supporting student wellness?
-  Does your institution have a first-year seminar course that could incorporate resilience concepts?
-  Does your campus use peer mentors? Could growth mindset language be added to their training?

Staying Top of Mind

Programming Insufficient to Maintain Mindshare

Programming is a Great Place to Start...



Introduces resilience as an important concept for college students



Aims to reach students before they encounter major challenges in college



Casts a wide net



Leverages existing channels (e.g., orientation, first-year seminar, common reading programs)

...But Students Have a Lot on Their Minds



Volunteer at 5K fun run this weekend



Two papers due next week



Intramural softball practice three nights this week



Extra shift at work-study job



Residence hall group outing to get frozen yogurt on Friday



Remember to call my family

The Power of Nudges

Facilitating Positive Student Behaviors

What is a Nudge?

A nudge is “any small feature of the environment that attracts people’s attention and alters their behavior but does so in a way that doesn’t compel.”

Key Elements

1 Make It Easy

2 Make It Attractive

3 Make It Social

4 Make It Timely

How To Nudge Resilience Habits



Online portals related to student mental health and resilience use campus single sign-on



Quiz assesses student’s mindset and recommends resources based on answers



Social media campaign encouraging resilience uses a widely promoted hashtag



Resilience reminders sent around midterms and finals

Focusing on Known Pain Points

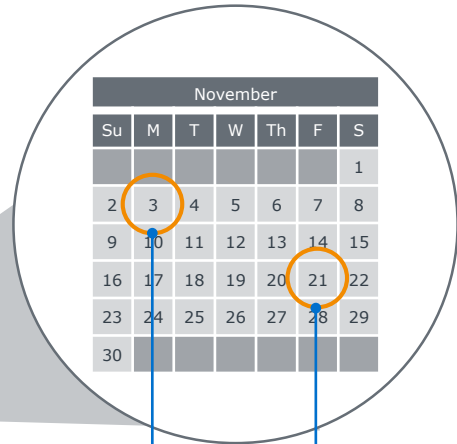
Western University's Calendar-Based Well-Being Messaging Strategy

Central Working Group Drives Content Strategy

- 1 Working group includes communications staff from units across campus
- 2 Group meets monthly to identify ongoing and upcoming student challenges
- 3 Group collaborates on a core calendar that unifies messaging and resource promotion strategy

Content Considerations

- ✓ *What academic deadlines loom this month?*
- ✓ *Are certain populations facing unique challenges?*
- ✓ *Are there external issues causing stress?*



Exam week amplifies student stress. Encourage students to take a study break and attend a mindfulness session in the student union.

Students may **miss their families** around the holidays. Remind students about community-building exercises on campus.

In-the-Moment Support with YOU@CSU Platform



YOU@CSU Promotes Personalized Resources

- 1 Mobile-ready platform accessible through **university app or main student portal**
- 2 Platform uses single-sign on for **seamless access**
- 3 "Reality Check" quizzes **assess current state of well-being** in the areas of Succeed, Thrive, and Matter
- 4 Content tailored to each student's **unique needs**

3 Reality Check Goals YOU | Colorado State University Crisis 2

Home Succeed v Thrive v Matter v Search

4

Career Center
The Career Center is for students to explore different majors, find jobs whether on campus or out of college, and help on creating resumes and nail...

Learning to Juggle
After your tireless hunt for the ideal job is over, it's likely that you'll dive into your work forgetting to come up for air. Whether that's in regar...

Anxiety
Anxiety disorders are the most common mental health disorders for college students. Experiencing anxiety can be one of the most disabling feelings in the world. It's good to identify what causes anxie...

Graduation Countdown
844 Days : 9 Hours : 53 Mins : 55 Secs

Most Viewed Content
Current Events, Tips, & Advice

- Clubs & Organizations
At CSU, there are over 500 ways to get involved - and counting. Capitalize ...
- "Wrong About Addiction"
Human beings and our innate inclination to form bonds go beyond hobbies and...
- Connecting with Alumni
The Ram Network is a group of volunteers committed to fostering relationships...
- Ongoing Health Issues
If you or someone you know has a chronic physical condition and/or mental h...
- Wanna Quit?
The CSU Health Network can help you with the quitting process, when you are...

56,000

Unique visitors since
2016 launch

20,000+

Completed reality
check quizzes

3:30

Average time (minutes)
spent on site per visit

High Utilization and Impact

Self-Directed Approach Proves Successful at Colorado State University

App Promotes Campus Resources and Helps Students Manage Stress¹



92%

Learned something new about their physical and mental well-being



87%

Increased their awareness of campus resources



76%

Reported that YOU@CSU helped them manage stress

Vendor Platform Logistics

Grit Digital Health



\$0.75-2.00

Average cost per student



\$5k-10k

One-time customization fee²



~20

University partners

1) N=350

2) Cost depends on size of institution and degree of customization.

Study Roadmap

Developing Coping and Resilience Skills to Advance Student Success

Implementing and Refining Resilience Initiatives



Building a Campus-Wide Network



1

Prime Students
Early in the **First
Year**



2

**Target
Interventions**
Beyond the First
Year



3

Leverage **Campus
Partners** to Scale
Reach



4

Coda: Charting
a Path to an
**Institutional
Framework**



Simply Having Resources Isn't Enough

Difficulties Abound in Getting Mindshare Among Upperclassmen

A Plethora of Support for First-Year Students...



Orientation
grit inventory



Well-being
tips from peer
mentors



Residence hall
resilience
campaign



First-year
curriculum
infusion

...Dwindles to Self-Serve Resources for Sophomores and Beyond

✗ *Opt-in required*

✗ *"I don't know what help I need, so why bother?"*

✗ *"This content is for first years, it doesn't fit my current situation."*

What Comes Next?

"We spend a lot of energy familiarizing first-year students with these concepts, but **upperclassmen face an abundance of challenges that require resilience.** Right now, we depend on students finding their own help. **We need to be more proactive about connecting students with resources.**"

*Vice President of Student Affairs
Public Research University*

Looking Beyond the First Year

Two Recommendations for Delivering Targeted Interventions

RECOMMENDATION #1

Monitor Warning Signs for Just-in-Time Interventions



Redirect low-risk students on counseling center waitlists



Catch warning signs through a “spot-and-refer” campaign

RECOMMENDATION #2

Provide Proactive Support at High Stress Moments



Embed resilience and coping strategies into career services



Provide prescriptive resilience training and support to readmitted students

“We Know the Symptoms...

...But Aren't Always Proactive with Follow-up Support”

Early Warning Signs Across Campus...



Missing class and/or appointments



Persistent roommate conflicts



Failing early assignments



Dropping courses after the withdrawal deadline



Disengaged from peers and/or instructors

...Are Overlooked, Resulting in Significant Consequences



Behaviors go unnoticed or not flagged for follow-up



Student concerns escalate without appropriate intervention

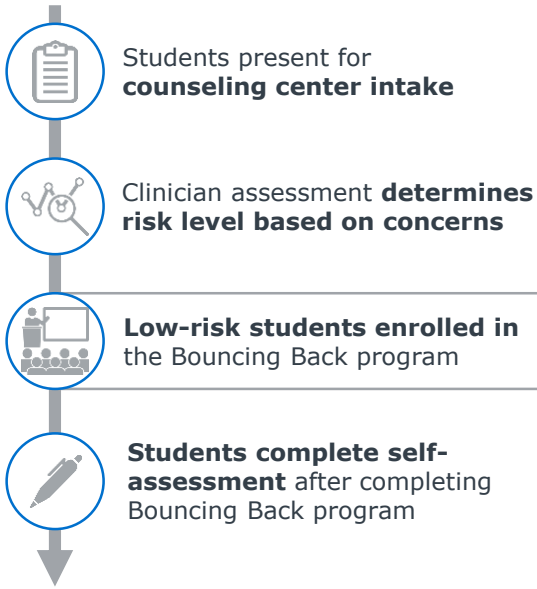


Institutions miss opportunities to help students get back on track

The Bouncing Back Program

The University at Buffalo Surfaces Students Through Counseling Center Intake

How It Works



Bouncing Back Program Logistics

- ✓ 5 weeks, 90 minute sessions
- ✓ 5-8 students per group
- ✓ Led by counseling center clinician
- ✓ Curriculum includes modules on:
 - Goal-setting and purpose
 - Optimism
 - Mindfulness
 - Forming and nurturing relationships
 - Belonging and engagement

An Institution-Wide “Spot and Refer” Campaign

Ryerson ThriveRU Initiative, *Thriving in Action*, Focuses on Warning Signs

1



Attend Program Orientation

Stakeholders receive recruitment email and are invited to program orientation to learn more

2



Highlight Risk Indicators

Indicators include poor grades, missing deadlines, and being disengaged

3



Learn About Referral Mechanisms

Refer via course portal, or provide hard or soft copy of self-serve resources

4



Ask Questions

Stakeholders review resources with ThriveRU experts

5



Receive Follow Up Resources

ThriveRU website provides specific guidance and ongoing resources for stakeholders

6



Make Student Referrals

Stakeholders refer students to Thriving In Action and other ThriveRU resources

Catching Early Warning Signs

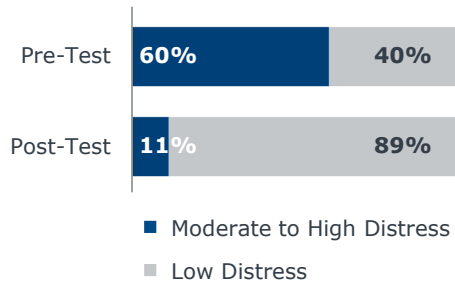
Stakeholders Drive ThriveRU Utilization

“Thriving In Action” Program 2017-18 Results

37% ↑

Increase in participants’ feelings
of belonging at Ryerson

Self-Rated Distress Levels¹



Referrals Come From Variety of Stakeholders

- Student Affairs
 - Disability Services
 - International Student Services
 - Resident Advisors
 - Counseling Services
- Departmental Program Assistants
- Faculty

Stakeholder Participation Key to Success

“These people see students all the time and have built relationships with them. **If your department advisor says, ‘you know, I think this would really help you,’ you’re going to listen to that trusted adult.**”

*Dr. Diana Brecher
Scholar-in-Residence, ThriveRU*

Multifaceted Resources for Targeted Support

Ryerson's ThriveRU Initiative Offers Many Ways to Get Help

ThriveRU's Mission: Provide training and resources to Ryerson students, faculty, and staff in order to teach the skills associated with resilience, well-being and thriving in both an academic and personal context.

Three Components of ThriveRU

1

"Thriving In Action" Program

- Semester-long program with an equity focus that blends holistic learning strategies and thriving skills
- 11-week program starts in third week of the semester
- Intended for undergrads in second semester or higher
- 3 cohorts per semester, 15-30 students per cohort
- Stakeholders refer students via online link to register for the course; students increasingly self-refer

2

ThriveRU Workshop Series

- Four session resilience training program
- Additional one-off workshops offered across the semester
- Topics include optimism, grit and changing habits
- Taught by ThriveRU Scholar-in-Residence

3

Self-Guided Resources

- Weekly workbook
- Resilience flashcards
- Meditation recordings
- Quick tip handouts

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Provide prescriptive resilience training and support to readmitted students

Provide Proactive Support at High-Stress Moments



30

Keep Resilience Top-of-Mind During Key Inflection Points

Meet Students Where They're At With Transition Challenges

“The stress and anxiety from certain transition points can become so overwhelming that they derail every aspect of a student's life. **If we embed resilience into our support and resources around that transition, we can meet them where they are rather than expecting them to find it while in crisis.**”



*Director of Student Success and Retention
Large Public Research University*

Career Planning



- Writing a resume for the first time
- Anxiety about interviewing and networking
- Coping with rejections and/or setbacks

Returning From Leave



- Adjusting to campus life and responsibilities
- Facing overwhelming pressure to succeed
- Navigating administrative hurdles

“We Received Many Qualified Applicants...”

Tufts University Targets Resources to Sophomores in the Career Process

Sophomores Face a Number of Big Picture Decisions



“What should I major in?”



“Should I study abroad?”



“Can I afford to do an unpaid internship?”



“Am I a failure because I didn't get that interview?”

Tufts Career Center Provides Resilience Skill Building Support



Sophomore Career Summit

One-day event features panel on managing expectations and **cop**ing with stress



Career Exploration Course

Curriculum includes strategies to **build and apply resilience** in career development



Resilience One-Pager

Quick tips to promote resilience, cope with rejection, and connect with on and off-campus resources

Resilience and the Job Search

Tufts Career Center's Resilience One-Pager

Applying to jobs or grad/professional school goes hand-in-hand with developing resiliency – the ability to bounce back and keep going after life's inevitable stumbles. The Career Center is here to support you as you face these challenges and work to build your resiliency.

3 Things to Remember When Facing Rejection

- 1. It's okay to be disappointed.** Feeling disheartened or losing confidence after rejection is natural. Believe it or not, these feelings say something good about you! They mean you care about what you're doing.
- 2. Everyone – and we mean everyone – faces rejection during the job search and/or grad school application process.** Whether it's sending an application that disappears into the void, failing to receive a call-back after an interview, or getting all the way to the final round and then hearing a 'no,' you are not alone in facing the challenge of rejection. See below for stories from individuals who have managed similar feelings/situations.
- 3. Your self-worth is not tied to a single (or even several!) rejections.** While rejection is difficult, it doesn't diminish all you've accomplished thus far, nor does it predict your ability to succeed in the future.

5 Ways to Build Resiliency

- 1. Evaluate your belief system:** In the big picture, how do you think about the stress of rejection? Are there ways you could you perceive it differently, i.e., in more helpful and productive terms?
- 2. Be self-aware:** Reflect on your levels of resiliency for different areas of life, e.g., personal relationships, academic life, career-related plans. Are you more resilient in some areas and less so in others? Can you apply some of the things that make you more resilient in particular areas to this situation?

Investing in Better Supports



Two Early Programs Focused on Returning Students



Highlight Resilience Skills

"Fresh Start" Readmit Program

- ✓ Required 8-week course to help readmitted students develop success skills and get back on track
- ✓ Successful course completion required to secure full re-admit status at the institution
- ✓ ThriveRU is brought in to lead resilience workshop to help returning students develop strategies to overcome barriers
- ✓ Students are invited to participate in Thriving In Action



Provide Wrap-Around Advising

Roadways Initiative

- ✓ Non-profit community partner grant provides money for re-admits to overcome hurdles around returning to college
- ✓ Advisor reaches out to re-admits to learn about their challenges and help them navigate roadblocks (especially financial hurdles)
- ✓ Advisor brokers connections to various campus resources to help readmitted students succeed and graduate

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Beyond the Student Affairs Division

How Can We Leverage Campus Partners to Extend Reach and Impact?

Current Student Affairs Initiatives Only Go So Far



"We don't have the **staff or budget** capacity to expand programming."



Pool of faculty and advisors represents a big group of stakeholders



"We have **limited influence** on students' experiences inside the classroom."



Create additional touchpoints inside the classroom



"We need to prioritize responding to **immediate student crises.**"



Equip faculty and advisors to talk through early challenges that surface in their work with students

Building a Campus-Wide Network of Support

Two Important Steps for Scaling Resilience Messaging and Programming

Common Roadblocks We Heard In Our Research



“Why should I care about helping students build coping and resilience skills? My job is teaching history.”



“I can’t add something to my plate. I already have a robust syllabus and no time to develop additional content.”



STEP 1

Educate

Generate buy-in on campus



STEP 2

Modularize

Make It Easy to Say Yes



CASE STUDY

Curricular infusion at Georgetown University

Building a Campus-Wide Network of Support

Two Important Steps for Scaling Resilience Messaging and Programming



STEP 1 Educate

Generate Buy-In
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STEP 2 Modularize

Make It Easy to
Say Yes



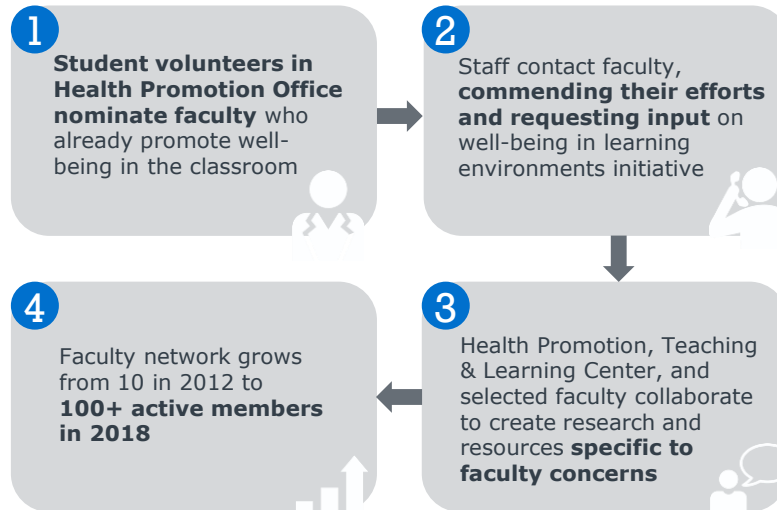
CASE STUDY

Curricular Infusion at Georgetown University

Asking Students “Who Does This Well?”

Simon Fraser University Crowdsources a Network of Faculty Partners

How SFU Builds a Group of Champions



Why It Works

- ✓ **Warm Referrals Surface Best Partners**
Better response rate from faculty than cold outreach
- ✓ **Increased Credibility**
Faculty are more likely to respond to research, resources, and outreach from their peers
- ✓ **Alignment With Faculty Needs**
Group explores supporting well-being in academic contexts with faculty in mind



Targeted Training and Resources for a Key Group



Teaching Assistants at Simon Fraser Reinforce Well-Being in the Classroom

Graduate Teaching Assistant (GTA) Well-Being Project



Program Recruitment at Orientation

Health promotion staff present at graduate student orientations



Well-Being Workshop

GTA's learn about program and available resources/strategies



Just-in-Time Tips

GTA's receive weekly emails with resources and well-being exercises to try in class



Promising Momentum

87 graduate students participated in 2017-18

2017-18 By the Numbers



91%

Learned strategies for enhancing well-being in the classroom

7 in 10

Have seen positive benefits to their students

“Training graduate teaching assistants helped us **amplify the concepts of cultivating well-being in the classroom** by providing resources and activities for them to use with their students.”

*Alisa Stanton
Associate Director, Health Promotion
Simon Fraser University*

Building a Campus-Wide Network of Support

Two Important Steps for Scaling Resilience Messaging and Programming



STEP 1

Educate

Generate Buy-In
on Campus



STEP 2

Modularize

Make it Easy to
Say Yes



CASE STUDY

Curricular Infusion at Georgetown University

Make It Easy to Integrate Into Daily Interactions

Ryerson University's Facilitator's Guide Lowers Barriers to Participation

ThriveRU

Initiative providing training and resources to teach resilience and well-being skills

Key Elements

Wide variety of resources for students, faculty, and staff:

- Workshops
- Flashcards
- Weekly workbook of resilience exercises

Facilitator's Guide

Accompanies the weekly workbook and equips faculty and staff to discuss common challenges with students

Excerpt: ThriveRU Weekly Workbook
Week 3 Exercise – Cultivating Optimism

Why is this Important to Students Now:

By the third week of the term the workload is beginning to sink in and some of our **students may start to question their academic choices and ability to deliver** on the expectations their instructors have for them.

Leading the Exercise:

Ask yourself when something good happens:

- (1) What role did I play in making this happen?
- (2) ...

Ask yourself when something bad happens:

- (1) How can I keep this temporary?
- (2) ...

Try asking these questions as part of project debriefs during student-staff meetings or during 1:1s. If they struggle to answer the questions, offer alternative views they may not have considered.

Creating Plug-and-Play Lessons

UNC Charlotte's Video Modules

Easy-to-Use Videos



- Popular workshop on resilience converted into a series of 5 videos
- Videos are 5-6 minutes long and can be watched individually or at once
- Topics include challenges and stressors, warning signs, and strategies for resilience

2017-18 Pilot Program



20

Participating seminar sections

500+

Students reached

Ready-to-Go Videos Integrate Resilience Skills Into the Classroom



Discussion prompts built into videos to promote meaningful engagement with content



Optional meeting for faculty and CAPS staff to review content, strategize discussion points, and address questions



Flexible format allows faculty to choose their level of investment



Videos incorporated into all first-year seminar courses in the College of Health and Human Services

Centralize Resources for Faculty Use

Simon Fraser University's Digital Toolkit

SFU's Ten Conditions for Well-Being in Learning Environments

Positive Classroom Culture

Civic Engagement

Social Connection

Services & Supports

Real-Life Learning

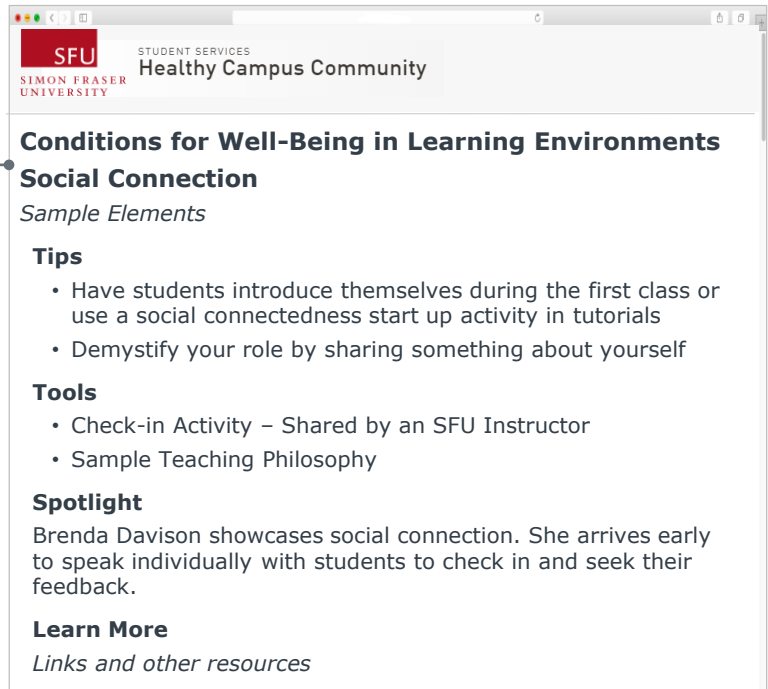
Inclusivity

Personal Development

Flexibility

Instructor Support

Optimal Challenge



STUDENT SERVICES
 Healthy Campus Community

Conditions for Well-Being in Learning Environments
Social Connection

Sample Elements

Tips

- Have students introduce themselves during the first class or use a social connectedness start up activity in tutorials
- Demystify your role by sharing something about yourself

Tools

- Check-in Activity – Shared by an SFU Instructor
- Sample Teaching Philosophy

Spotlight

Brenda Davison showcases social connection. She arrives early to speak individually with students to check in and seek their feedback.

Learn More

Links and other resources

Building a Campus-Wide Network of Support

Two Important Steps for Scaling Resilience Messaging and Programming



STEP 1

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CASE STUDY

Curricular Infusion at Georgetown University

Integrate Wellness Into the Classroom

Curricular Infusion Bridges Gap Between Student and Academic Affairs



Georgetown's Engelhard Project

Faculty link academic course content to health and well-being topics through readings, presentations, and reflective writing assignments.

Three Elements of Curricular Infusion



Targeted readings or writing assignments that link course content with infusion topic



In-class discussions and/or presentations from campus resource professionals



Community partnerships that encourage students to reflect on lived experience

Sample Courses

DEPARTMENT	COURSE TITLE	WELL-BEING TOPIC
<i>Anthropology</i>	<i>Disability and Culture</i>	<i>Mental Health, Relationships</i>
<i>Economics</i>	<i>Healthcare Systems Economics</i>	<i>Stress and Coping Skills</i>
<i>German</i>	<i>Witches</i>	<i>Societal Stigma, Mental Health</i>
<i>Mathematics</i>	<i>Introduction to Math Modeling</i>	<i>Healthy Relationships With Food and Exercise</i>
<i>Physics</i>	<i>Dynamic Processes in Biological Physics</i>	<i>Biology of Depression</i>
<i>Philosophy</i>	<i>Introduction to Philosophy</i>	<i>Human Flourishing</i>
<i>Psychology</i>	<i>Cultural Psychology</i>	<i>Contemplative Practices for Well-Being</i>

A Success Story

Georgetown Embeds Well-Being Into Campus Culture and Curriculum

10+ Years of Growth at Georgetown



40

Engelhard courses
offered **each
semester**



Once Engelhard modules were put in place in this course, I couldn't imagine doing without them. I trust that through these experiences, **students leave my class more prepared to address life's challenges** and more willing and capable of understanding the challenges that others face."

*Biology Professor
Georgetown University*

Over a Decade of Extending Reach on Campus

2005-2018

120+

Faculty members
taught courses

600+

Courses offered

22,000+

Students reached in
courses¹

1) Duplicated headcount – some students take more than one course

Study Roadmap

Developing Coping and Resilience Skills to Advance Student Success

Implementing and Refining Resilience Initiatives



Building a Campus-Wide Network



1

Prime Students
Early in the **First
Year**



2

**Target
Interventions**
Beyond the First
Year



3

Leverage **Campus
Partners** to Scale
Reach



4

Coda: Charting
a Path to an
**Institutional
Framework**



Rise of Senior Wellness Positions

Institutions Seek Experienced Leaders to Integrate Work on Campus

Apply Now: Chief Wellness Officer

Reports To: Chief Student Affairs Officer

Job Responsibilities

- Leads all aspects of integrated student health and wellness programs and initiatives across campus
- Responsible for long-term strategic vision for holistic campus well-being
- Oversees the work of:
 - Counseling and Psychological Services
 - University Health Services
 - Wellness Promotion
 - Campus Recreation

Qualifications

- Minimum of master's degree in health, counseling, or wellness; preference for credentialed clinicians and/or MD, PsyD, or PhD
- Significant experience in health policy, planning, or administration
- 7-10 years progressively higher responsibility in higher education

Early Adopters



Chief Wellness Officer



Associate Vice President for
Community Health and Well-Being



Associate Dean of Health and
Wellness



Director of Wellbeing

Getting Everyone on the Same Page

Western University Adopts Comprehensive Plan for Mental Health and Wellness

Vision for Student Mental Health and Wellness




“**To create a university campus that is resilient and cares about mental health and wellness**, where students receive support as needed, where talking and learning about mental health reduces and eliminates the stigma surrounding mental health issues, and where we build a more supportive and inclusive campus environment **to enhance all students’ potential for success.**”

Western’s Student Mental Health and Wellness Strategic Plan

Key Goals

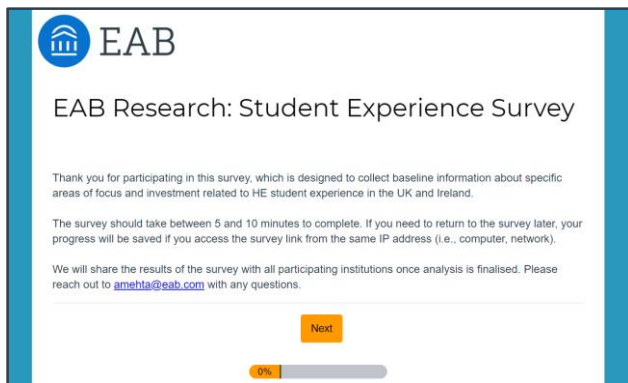
- ✓ Cultivate institutional commitment for student mental health at all levels of the university
- ✓ Sustain and strengthen student resilience
- ✓ Advance practice and policy that promotes resilience and wellness

Key Action Items

-  Increase data collection and assessment of key indicators of student mental health and wellness
-  Increase and enhance training and supports for student helpers, leaders and mentors across campus
-  Establish a Wellness Innovation Fund to support programs and services that promote wellness on campus

EAB's Student Experience Survey

5-Minute Survey Arriving in Your Email Inbox Today



Sample Questions

- Areas of focus for student experience initiatives
- Methods for tapping into the student perspective
- Remit of student experience task forces/working groups
- Metrics to track and measure process against goals
- Overall satisfaction with student experience programmes

Survey analysis will be shared with all participating institutions this fall

