

# Supporting Our Students: Recognizing Student Concerns & Next Steps

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## Recognizing Mental Health Concerns

- ▶ Depression
- ▶ Anxiety
- ▶ PTSD
- ▶ Behavioral Changes
  - ▶ Missing class
  - ▶ Changes in work quality
  - ▶ Class demeanor
  - ▶ Participation
  - ▶ Appearance



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## Resources

- ▶ Managing a Mental Health Condition in College (NAMI)
- ▶ Counseling Center – Dave Enters
- ▶ Good Samaritan Team (GST) – Steve Gerner
  - ▶ Behavioral Concerns
- ▶ Falcon Academic Support Team (FAST) – Andy Miller
  - ▶ Academic Concerns



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### Kucirka's Model (2017)

- ▶ Model serves as a guide to address student concerns/mental health
- ▶ Important for faculty to recognize & address issues
- ▶ Often concerns were not identified until student was in crisis
- ▶ Maintain caring attitude while keeping clear boundaries

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    graph TD
      Noticing --> Responding
      Responding --> Experiencing
      Experiencing --> Reflecting
      Reflecting --> Noticing
      Reflecting <--> Responding
  
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### Active Listening Skills

- ▶ Encouragers:
  - ▶ Head nods, "mm-hmm", smiling, repeat key word(s)
- ▶ Open Questions:
  - ▶ Could you tell me more about that?
  - ▶ What would be your ideal solution?
  - ▶ What might you need from me?/How can I help?
- ▶ Reflections:
  - ▶ That sounds difficult...
  - ▶ I'm sorry to hear you've been struggling.
  - ▶ You seem worried, sad, upset, frustrated, etc.

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### Active Listening

- ▶ Non-Verbals
  - ▶ Eye-contact
  - ▶ Calm tone of voice
  - ▶ Undivided attention
- ▶ Body Language
  - ▶ Open, inviting posture
  - ▶ Lean slightly forward
  - ▶ Expressive face - smile or show of concern
  - ▶ Be authentic, be you!

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Case Studies

- ▶ Small Group Discussion
  - ▶ What do you notice about the student and situation?
  - ▶ What would you do to help/refer the student?
- ▶ Large Group Discussion
  - ▶ Share your small group's action plan.
  - ▶ Share questions/insights.

An illustration of two interlocking puzzle pieces, one blue and one red, with the words "Action Plan" written across them in white.

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