

Destination Wellness

Faculty & Student Wellness:
Helping Viterbi *Thrive*

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Viterbi Director of Student Wellness

Remember...

You don't need all the
answers. Students
benefit from knowing
you care.

There are resources and
support for you and the
student.

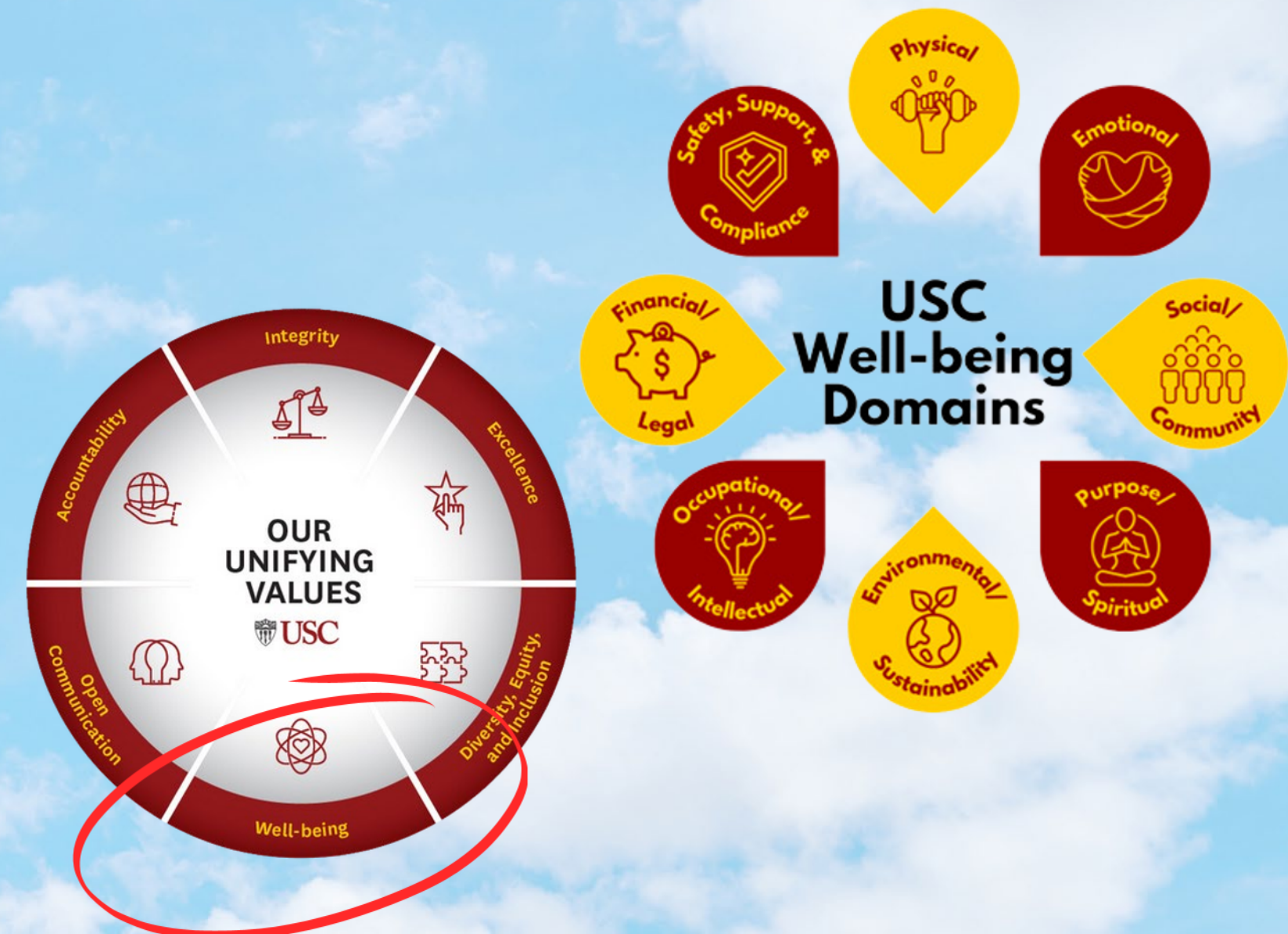


Well-Being @USC

We create a caring culture that fosters our ability to **thrive** in mind, body and spirit as essential to the sustainable pursuit of USC's mission.

Includes:

- a sense of personal safety and security,
- emotional support and connection,
- mechanisms to cope with stressors, and
- access to services when appropriate for short- and long-term care.



Pleasant



Uncomfortable



Unmanageable



Mental health is NOT about feeling good or being happy all the time but about having feelings that fit the moment even if the feelings are unpleasant.

-Dr. Lisa Damour

GUEST EDITORIAL

The Time is Now to Build a Culture of Wellness in Engineering

Karin Jensen

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The Field of Computing Needs to Take Care of Its Mental Health

Ann E. Jeffers , University of Michigan, Ann Arbor, MI, 48109, USA



NATIONAL CONVENING ON THE

STATE OF MENTAL HEALTH IN STEM

 <https://www.mentalhealthinstem.org>

 stemmentalhealthconvening@gmail.com

 [tingurl.com/bn3h5j6s](https://www.linkedin.com/company/tingurl.com/bn3h5j6s)

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ORIGINAL ARTICLE

JEE
Journal of Engineering Education

Engineering stress culture: Relationships among mental health, engineering identity, and sense of inclusion

Karin J. Jensen¹  | Kelly J. Cross² 

2018 COLLABORATIVE NETWORK FOR
ENGINEERING AND COMPUTING DIVERSITY



Paper ID #24138

Characterizing Mental Health and Wellness in Students Across Engineering Disciplines

Why?

An acknowledgment

“We’ve designed academia to be a place that prioritizes your productivity,” said Rosie Perez, a professor at the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

“When faculty are doing their annual evaluations, nobody is going to ask me, ‘How many students have you supported with their mental health struggles?’ And it is a lot—it’s a lot. But they are going to ask me, ‘How much money did you bring in? How much did students like your course? How many papers did you publish?’ Caring for students is invisible labor that is asked for and is needed. At the same time, there’s no acknowledgment that you’re doing it.”

Greenberg, S.H (2022). Training faculty to help students in mental distress. Inside Higher Ed.



USC Resources that Promote Well-Being



USCHospitality

Healthy Dining on Campus

A guide to healthy eating at USC
Brought to you by USC Hospitality in partnership with USC WorkWell Center



Mindful USC



Viterbi Well

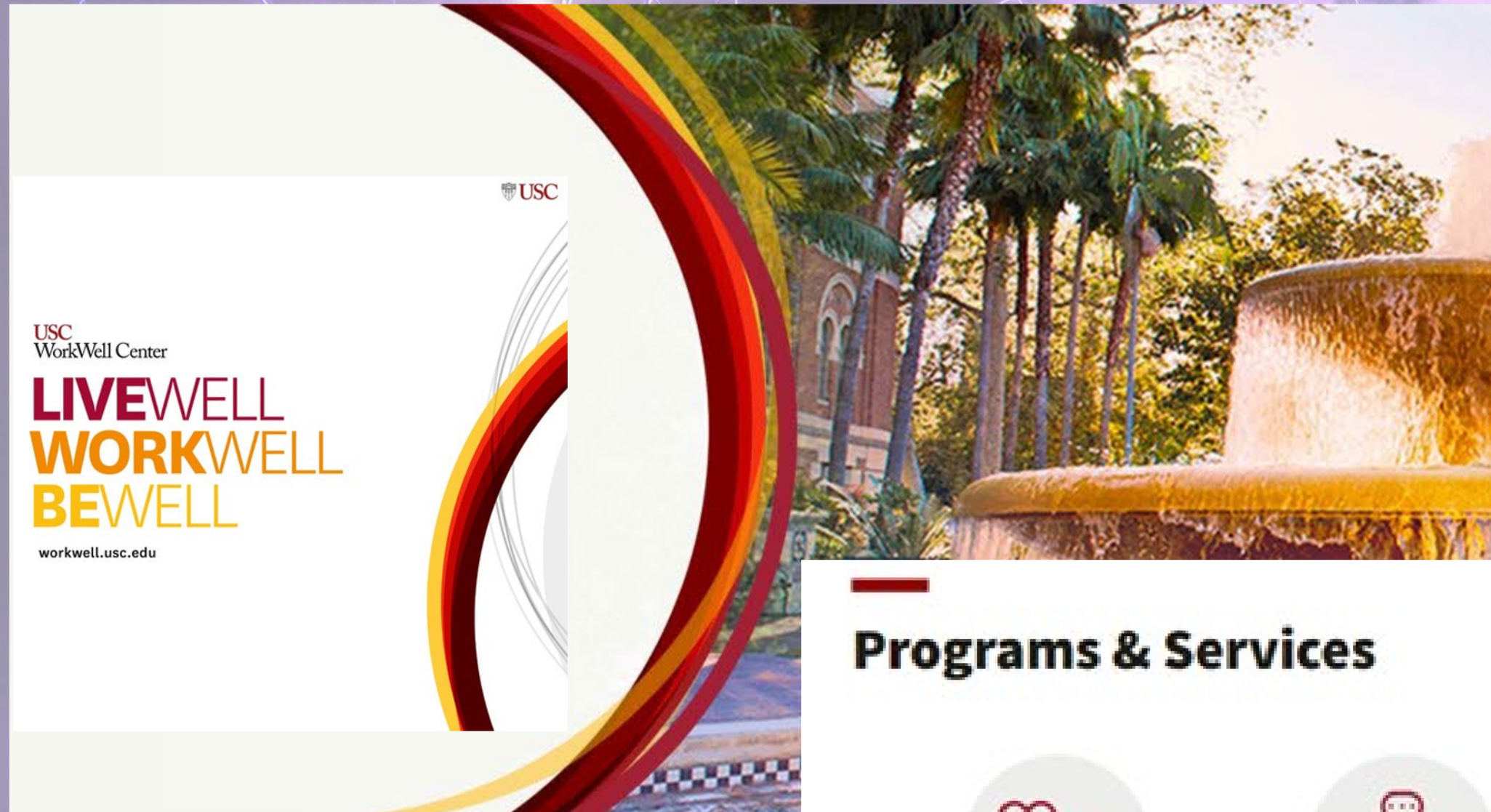


When you need help...

workwell.usc.edu

213-821-0800

workwell@usc.edu



Programs & Services



Health & Well-being



Counseling



Coaching



Consulting



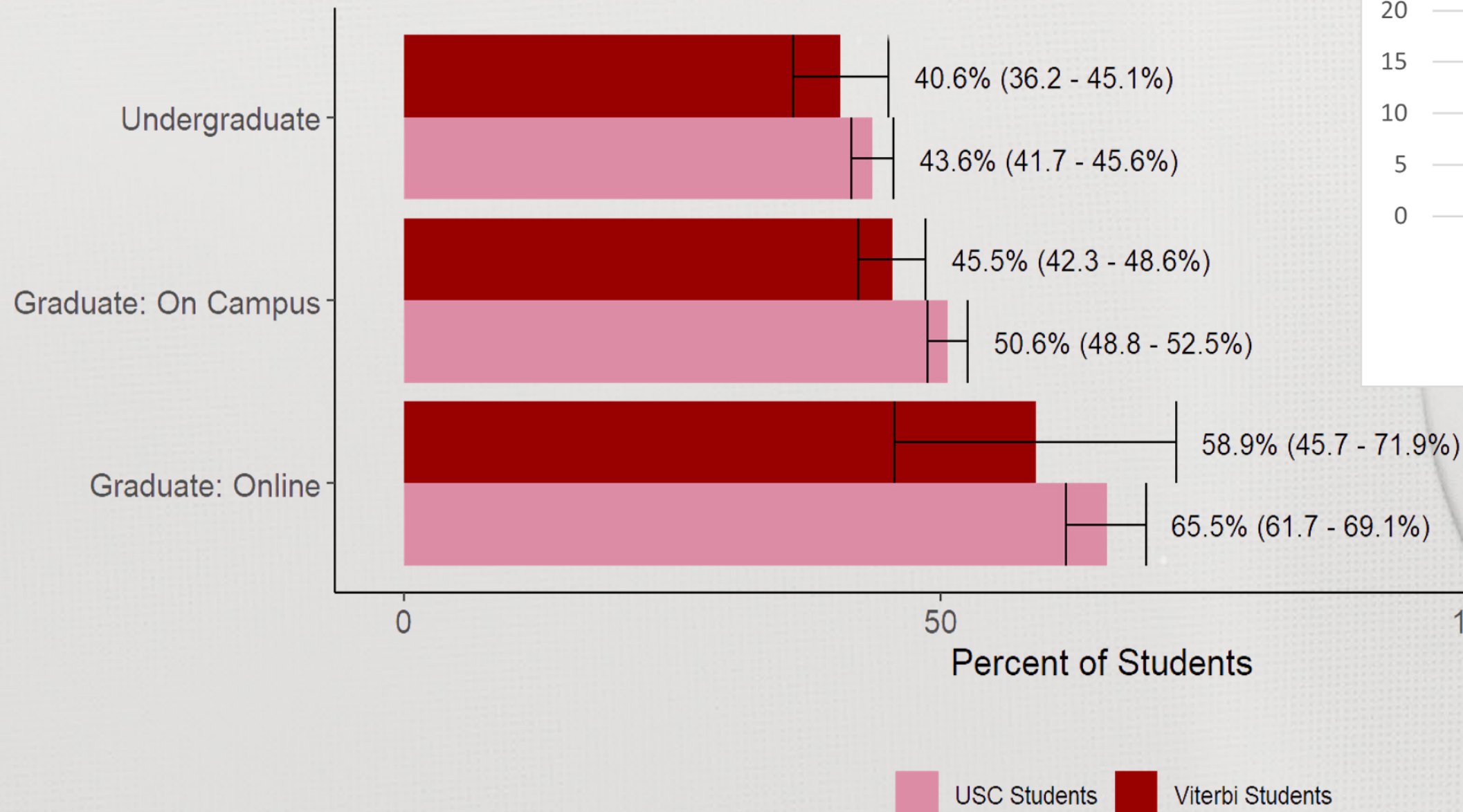
Talks & Groups

[View All of Our Programs & Services](#)

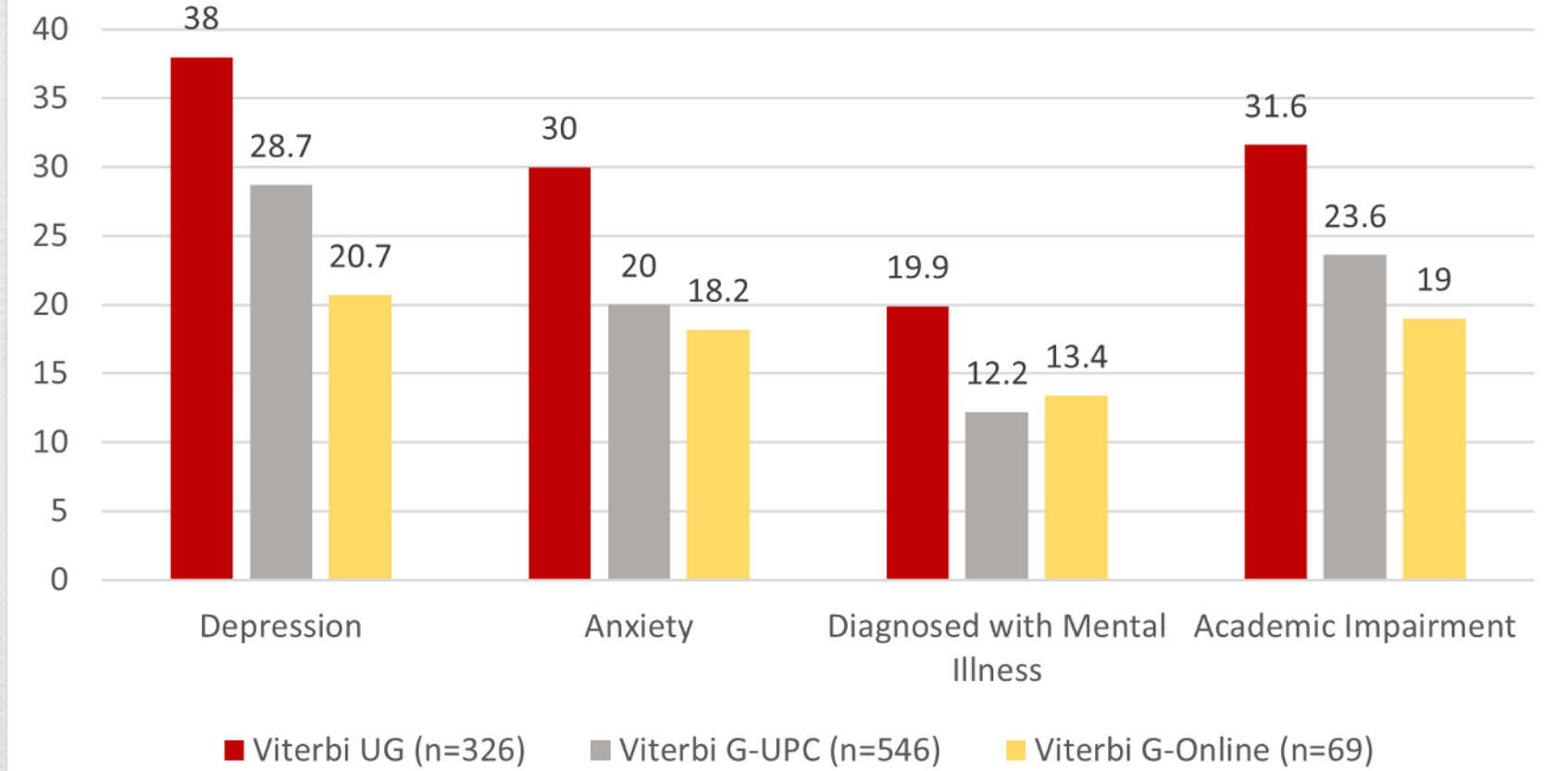
A window into our students...

Percent of Students Experiencing Flourishing by Program Type

Estimated Percent (95% CI)



Percentage of Viterbi Students Reporting MH Indicators



A window into our historically marginalized groups...

“I definitely feel as though a lot of the underlying tension between those who belong or feel like they belong versus those who don't is written by... **primarily racial and class lines but also, to some extent, gender**” [F, Biomedical Engineering].

Special Note Regarding PhD Students

1. If a PhD voices a concern about their well-being they deserve the benefit of the doubt.
2. 1st PhD Supervisory Experience? - embrace the growth process
3. Positive affirmations go an extremely long way.
4. Consider these factors and others when supporting underserved identities who might be struggling.



Seek to understand:

- Racial Battle Fatigue
- Stereotype Threat/Imposter Phenomenon
- Hidden Curriculum
- Racialized Equity Labor
- Invisible/Hypervisible

You can't self-care yourself out of social injustice - Travis Heath

4 Keys to Wellbeing (in classrooms)



- **Social Connection**: Build a welcoming environment by creating opportunities for connection with you and their peers.
- **Compassion and Stress Reduction**: Actively listen to your students, acknowledge their perspectives, and use course policies and teaching practices that help reduce stress.
- **Belonging and Growth Mindset**: Show students that mistakes are part of the learning process and help them work through challenges in a way that encourages self-compassion and promotes a sense of belonging.
- **Gratitude and Purpose**: Help students appreciate positive experiences and explore links between their coursework and their sense of purpose in life.

Center for Teaching and Learning. (2022). Promoting student well-being in learning environments: A guide for instructors. Washington University in St. Louis. <https://ctl.wustl.edu/well-being/>

How to Support Mental Health in the Class

- Talk about it
- Know your campus resources
- Put resources in your syllabi
- Encourage Self Care*
- Make thoughtful deadlines
- Allow mental health absences

Jed Foundation (2022). Faculty Guide to Supporting Student Mental Health: How to create a culture of care on campus.

TABLE 1. A summary of the strategies that can be employed by instructors to reduce student stress and anxiety

Category	Strategy	Summary of strategy
Learning and preparing to act	Recognize underlying mental health challenges. Know and promote campus resources.	Become familiar with underlying mental health challenges, and know how and when to refer students to campus resources if needed.
Connecting with students	Use student names. Empathize with students and provide opportunities for interpersonal connection. Use humor.	Take steps to learn student names, such as using name tents, and connect with students to increase instructor immediacy. Use appropriate humor to promote a positive classroom atmosphere.
Building an empowering atmosphere in the classroom	Shape active-learning strategies to minimize anxiety. Be deliberate when forming student groups. Create an inclusive and equitable classroom. Choose words carefully.	Be aware of some active-learning strategies (e.g., cold-calling) that can increase stress and take steps to decrease anxiety when using active-learning techniques, such as structuring groups carefully or allowing students to form their own groups. Be explicit about promoting a classroom environment where all students are included and treated equally; be aware of and avoid microaggressions or language that introduces a stereotype threat.
Reducing testing anxiety	Reduce or modify high-stakes testing. Perform classroom interventions.	Build in alternate means of assessment to reduce high-stakes tests that lead to high anxiety, or modify the structure of exams to lower stress. Use specific interventions, like having students write about their anxiety, in order to reduce their stress and improve their performance.
Promoting effective academic skills	Instill effective study habits and time management skills. Use metacognition. Promote a growth mindset.	Promote strong learning strategies and a growth mindset so students know they can improve.

[Hsu & Goldsmith \(2021\) Instructor Strategies to Alleviate Stress and Anxiety among College and University STEM Students \(lifescied.org\)](https://lifescied.org/2021/02/25/instructor-strategies-to-alleviate-stress-and-anxiety-among-college-and-university-stem-students/)

Important signs to look out for..

- Missed assignments
- Repeated absences
- Decline in academic performance
- Reduced participation in class
- Excessive fatigue
- Poor personal hygiene
- Inappropriate or exaggerated behavior
- Alarming or worrisome content in assignments

How do you know when a student needs

IMMEDIATE help?

DESPAIR

Sometimes it feels like I'd be better off dead

LEAVING LOVED ONES

I feel like I'm such a burden to them. They'd be better off without me.

No matter what I do, nothing gets better. Sometimes I wonder if its even worth being here at all.

HOPELESSNESS

SELF-INJURY

It seems like the only thing that makes me feel better is cutting myself.

How to Reach Out

- Find a way to speak privately.
- Share what you are observing that concerns you.
- Ask open -ended questions about how they are doing.
- Let them know you are here to listen and connect to support.
- Share resources and report if necessary.

How to Start the Conversation

I noticed you seemed a little down lately, so I wanted to check in with you. What's been going on?

That sounds really hard. It makes sense you are struggling. Let's figure out what on -campus supports can help you right now.

I can tell that you're very upset, and I'm concerned about you. I'm going to connect you with someone who can help you stay safe.

- A student who needs immediate help should not be left alone.
- If a student declines support, call DPS emergency line 213-740-4321.

When a student needs help...

Cardinal Folder

USC | Emergency Response

See Something, Say Something, Do Something.

Supporting members of the university community and helping those who may be distressed or struggling in any way is a USC Trojan Family value. If you know of someone (student, colleague, or co-worker) who is expressing signs of distress, please contact:

Campus Support and Intervention: (213) 740-0411

Note with regard to applicable privacy laws: USC administrators, faculty and staff may disclose information to an appropriate third party about a student that otherwise may be protected under FERPA when there is a significant and imminent threat to the student or other individuals. The information disclosed must be the "minimum necessary" and must be made to a person or department that may lessen the threat.

See Something	Say Something	Do Something
SIGNS OF DISTURBING BEHAVIOR <ul style="list-style-type: none">- explicit statements about harming someone- disturbing messages by email, text, or another source- potential domestic violence- displays of paranoia- suicidal thoughts or actions- self-harm- alarming coursework content- disruptive or abrasive behavior toward others- making implied or direct threats toward others- stalking	<ul style="list-style-type: none">- Note your observations and interactions with the person.- Contact CSI, DPS or the Office of Threat Assessment	Contact: Campus Support and Intervention (213) 740-0411
SIGNS OF DISTRESS <ul style="list-style-type: none">- financial problems- struggling academically- recent personal tragedy- mood changes: irritable, sad, anxious, withdrawn, disoriented, angry or hostile- unexplained absenteeism	<ul style="list-style-type: none">- Note you the person- If you feel your concern- campus Mental Health Center- Whether refer the	



Gold Folder

USC | Supporting Student Well-being

For faculty and staff who provide guidance, mentoring, support and assistance to USC students.

Your influence shapes much of our students' experiences at the university. Many have asked for guidance on how to respond when students express the need for emotional or mental health support in our campus community. This guide is intended to help you gain a better understanding of how you might respond in these moments.

There is no expectation for faculty and staff to master the role of a mental health professional, but we know that many of you care deeply about the well-being of our students and express a strong desire to know what to do when encountering a student in need.

In addition, connecting students to campus resources helps us create a culture of care. Well-being is essential if everyone in our university is to thrive, and so everyone plays an important role to engage, connect and create community.

Student Health Crisis Line (24/7)
213-740-WELL (9355)

Crisis Text Line
Text TROJAN to 741741

Emergency? Call DPS (24/7):
213-740-4321

Campus Support & Intervention
uscsupport@usc.edu
(213) 740-0411
(only operate during business hours)

report.usc.edu

Remember...

You don't need all the
answers. Students
benefit from knowing
you care.

There are resources and
support for you and the
student.



*Thank
You*

Lorena Duran, LCSW,
EdD

213-821-4368 text/call

lduran@usc.edu

