Peer Academic Coaching for Success

PACS Peer Coaching Manual

Sections and Sub-Sections

SECTION 1:

PACS OVERVIEW

PACS Program Overview

The Peer Academic Coaching for Success (PACS) academic peer coaching program was developed by members of the Transitions to Adulthood Center for Research (Transitions ACR) at the University of Massachusetts Medical School in partnership with Boston University and Wright State University. This project would not be possible without the hard work and dedication of its team members. Many thanks to everyone who made this happen:

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Dear PACS Peer Coach,

Welcome! You are about to embark on a transformative journey with students who will benefit from your experience and mastery of several important skills domains: wellness, advocacy, resiliency, and strong study habits. The PACS peer coach position is a highly autonomous role that encourages mentoring, creative problem-solving, dependability, and empathy as you assist students with mental health conditions in their academic pursuits at college.

This role can seem a bit daunting at times, especially in the first few weeks, as you build a connection with your student, and balance your responsibilities and commitments. These feelings are normal and usually lessen as time goes on and you gain confidence in your coaching skills.

In addition to the training you received at the beginning of the semester, there will be multiple opportunities for you to receive support and guidance from your PACS Peer Coach Supervisor, as well as other coaches in the PACS program. Clear communication between everyone in the PACS program is crucial to ensuring that everyone is on the same page. This consistency is in turn, supportive to PACS students.

As a reminder, the following job specifics will take place each week/month:

1. You will submit your weekly peer coach log on <u>Friday</u> of each week to the provided web link.
2. Coach supervision meetings will be held on _____ at_____ . All peer coaches are expected to attend as it is an opportunity for collaborative sharing, peer support, and gaining new strategies to support your student.
3. You will meet with your student for up to 5 hours/week of one-to-one coaching.
4. You will submit your monthly peer coach self-assessment on the <u>28th of every month</u> to the provided web link.

Please do not hesitate to reach out for help if you have any questions about the information in this manual. I look forward to working with you throughout this academic year.

Sincerely,
Your PACS Peer Coach Supervisor

PACS Program Model and History

The Peer Academic Coaching for Success (PACS) program is a research-informed, comprehensive academic peer coaching program for college students with mental health conditions.

PACS is inspired by RASE (Raiders on the Autism Spectrum Excelling), a comprehensive peer coaching program for college students with autism spectrum disorder transitioning from high school to college at Wright State University in Dayton, Ohio. This peer-based mentoring program is a highly structured intervention that provides transitional support and facilitates growth in five key competency areas: Structure, Technology, Advocacy, Campus Culture and Commitment. RASE peer coaches guide students on these five competencies to ensure their successful transition to college life opportunities and academic responsibilities.

PACS is a modified version of the RASE program, edited to meet the needs of college students with mental health conditions. It is a <u>peer-based academic coaching program</u> that provides academic support and facilitates growth in five key competency areas: Structure, Technology, Emotional Agility, Advocacy, and Resiliency. Peer coaches are trained and closely supervised by a PACS Peer Coach Supervisor, a professional on campus who serves as both mentor and role model for coaches. The Peer Coach Supervisor also serves as the liaison and mediator between the PACS program and university faculty, campus staff and family members.

A Peer Support Approach

The PACS program believes strongly in a peer support approach. Peer support is an evidenced-based practice that is steeped in the principles of self-direction, choice, and empowerment. *Peers* are people with shared experiences who leverage these experiences to provide information, support, connection, and guidance. Peer support has a powerful impact on helping people live, learn, and work well. Research has shown that students prefer to turn to one another in times of difficulty because they value the voices of their peers.

The PACS program offers the opportunity to assist students who are living with mental health conditions establish connections with their peers (including you as their peer coach) and learn about resources and strategies others have used to succeed on campus. As a peer coach, you do not operate as a therapist or an emergency responder. You are a student who is thriving on your campus who will act as an academic mentor and provide information on campus resources that students may want to access.

What students often need, besides wellness opportunities and a sense of belonging, is a caring peer who can listen, and demonstrate understanding and empathy. As a peer coach that knows the ropes of your campus, you are a very valuable resource. Creating a caring peer academic coaching relationship based on empathy, empowerment, and respect, and then assisting students in using campus resources helps a student to thrive academically and with wellness, which is the aim of the PACS Program.
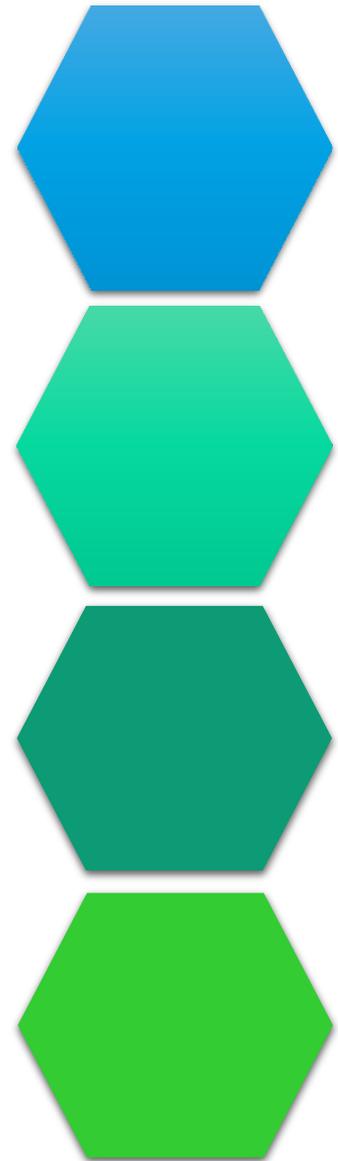
A Resiliency and Wellness Framework

The PACS program is implemented using a resiliency and wellness framework. A growing body of evidence indicates that a resiliency framework for college mental health holds great promise in helping students with mental health conditions succeed.

Resiliency is the **capacity to face and recover from adversity**. A resiliency framework focuses on providing information, skill-building, and support. It **helps students develop the academic, social, and emotional skills that help them persist when things are difficult, make a plan and execute it, feel in control, and feel socially connected**.

Wellness is an active process **of becoming aware of and making choices toward a healthy and fulfilling life**. *Wellness* is more than being free from illness, it is a dynamic process of change and growth. It is a state of well-being that can be achieved, even amidst other health challenges.

Both of these frameworks focus on strengths, wellness, resiliency and health. They also both foster the principle that students who live with mental health conditions can live with wellness and thrive in college settings.

PACS Areas of Focus - Activities and Outcomes:

If the PACS model is implemented successfully, we hope to see positive changes in the following student outcomes:

Short Term Outcomes: enhance capacities related to the 5 main intervention objectives (described beginning on page 40) – Structure, Technology, Emotional Agility, Advocacy, and Resiliency (STEAR) – including:

- Effective Time Management (Structure, Technology)
- Resiliency (Resiliency, Emotional Agility)
    - Stress-coping abilities
    - Garnering on-campus social support
- Academic Self-efficacy (Emotional Agility)
- Self-advocacy (Advocacy)
    - Help-seeking behaviors — mental health
    - Help-seeking behaviors — academic
    - Empowerment
- Increased capacity for awareness and utilization of tools (e.g., campus resources) and technology (Technology)

Long Term Outcomes: build initial capacities to reduce negative emotions and experience academic success, increase self-efficacy,

academic persistence and scholarly achievement:

- Improved GPA
- Increased graduation rates
- Increased retention rates
- Increasing general self-efficacy
- Increased self-determination
- Decreased internalized stigma
- Improved relationships with faculty over time
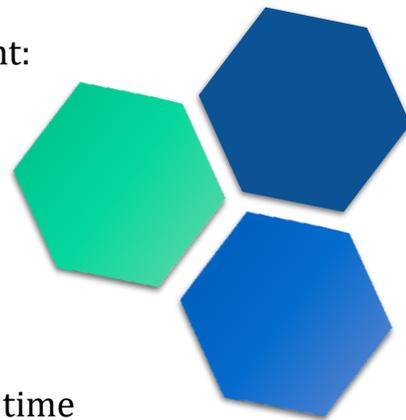
As a peer coach, you will help your student(s) identify and *actively* work towards their academic and wellness goals throughout the academic year. Meeting time should be used for making progress toward goals, not just making plans and to-do lists. Depending on a student's expressed needs and identified goals, you should plan to incorporate some of the following sixteen primary PACS activities into your ongoing coaching sessions:

1. Find calendaring method that promotes student's academic success
2. Explore academic activities and apps with student
3. Explore wellness activities and apps with student
4. Explore emotional agility activities and apps with student
5. Reframe experiences student perceives as negative during conversations
6. Convey knowledge about disability resources on campus
7. Convey knowledge about health resources on campus
8. Convey knowledge about academic resources on campus
9. Role play self-advocacy conversations with professors regarding student's learning needs including any needed reasonable accommodations with the student
10. Develop academic goals for the semester with student
11. Work together with student to identify student's values, interests, and strengths
12. Support student in developing self-care routines and wellness
13. Practice with student how to communicate personal difficulties to others
14. Practice with student asking for help when needed
15. Share personal self-advocacy skills with student
16. Share personal stress coping skills with student

At the end of each meeting, you and your student should *both* be leaving with concrete tasks to complete before your next meeting. For example:

- ✓ Coach does: text on Wednesday to follow up about studying.
- ✓ Student does: study for Wednesday exam and email professor about meeting for office hours.

SECTION 2:
MENTAL HEALTH ON
COLLEGE CAMPUSES

Overview of Mental Health on College Campuses

Student mental health and resiliency are critical components of college. Research has shown that there is a **strong connection between mental health and academic success during college** (Eisenberg, Golberstein, & Hunt, 2009). The role of positive mental health as a foundation for academic success, personal development and adult resiliency is critically important.

Increasing numbers of students in college live with a mental health condition. Recent prevalence rates of mental health issues on campuses are as high as 37%. Significant numbers of students are living with mental health conditions and trying to balance academic, work, family, and social demands. The most common mental health problems experienced by students are depression, anxiety, co-occurring substance use problems, eating disorders, suicidal ideation, and non-suicidal self-injury.

What do mental health problems look like in terms of student functioning? Mental health problems can lead to academic struggles and failures, multiple absences from classes and other obligations, excessive substance use, loneliness and isolation, social and interpersonal difficulties with others on campus, lack of self-care, risky behaviors, inability to tolerate frustration and normal college stressors, inability to regulate emotions, and feelings of hopelessness and despair.
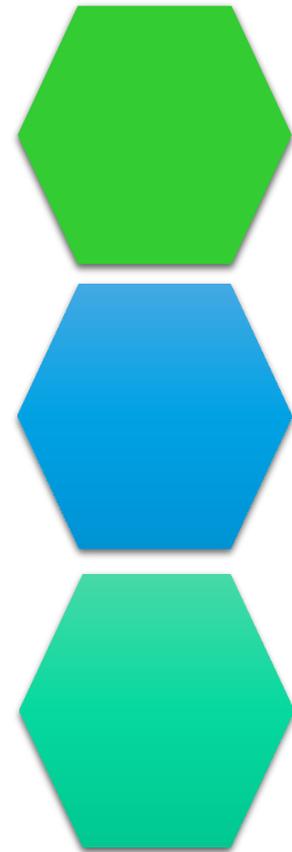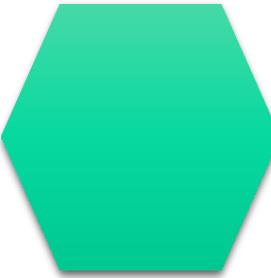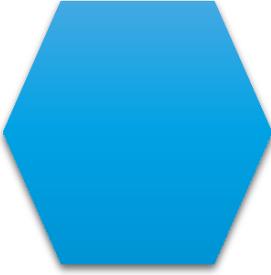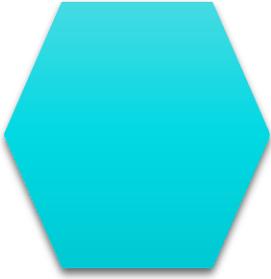
Internalized stigma about having a mental health condition, in combination with a lack of awareness of services and fear of seeking help, represent major barriers that prevent students from accessing support and treatment. Students often feel ashamed and may be reluctant to seek help when needed. Unfortunately, society still views mental health concerns as taboo or frightening. Different cultural and identity groups also view mental health conditions through their own lens, and this can also play a role in whether students seek out supports on campus.

Most college campuses offer student health services that include mental health treatment. For those that don't, linkages to community-based services are provided. Treatment may include therapy and/or medications to alleviate distressing symptoms. While treatment is often a critical part of a student's well-being, it is rarely enough on its own.

Myths About Mental Health Conditions

There are many myths about mental health conditions that still prevail in our communities and on our campuses. These myths can act as barriers to students seeking help and replacing these myths with facts can be both empowering and imperative in shifting the campus dynamic.

MYTH	FACT
Mental health conditions are uncommon	Mental health conditions are more prevalent than commonly believed. One in five Americans will experience mental health challenges in their lifetime.
People are "faking it" for attention	No one chooses to live with a mental health condition and what they are experiencing is real, even if it is not "visible".
Mental health conditions are caused by personal weakness	Mental health conditions are influenced by both environmental and biological factors.
People with mental health conditions can't handle school or work	Stress is difficult for everyone, not just those living with mental health conditions. People with mental health conditions go to college, work and are active community members.
People with mental health conditions are dangerous	Having a mental health condition does not make a person more likely to be violent or dangerous. Research shows people with mental health conditions are more likely to be victims of violence, not perpetrators.

>>> Retrieved on March 6, 2017 from www.nami.org/Blogs/NAMI-Blog/July- 2015/Dispelling -Myths

Different Types of Mental Health Conditions
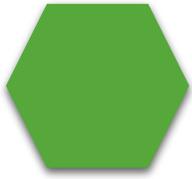
There are many types of mental health conditions that people experience. Below are some of the more common conditions experienced by college students. Please keep in mind that these descriptions are meant be helpful tools for understanding others' experiences, not as diagnoses. Several diagnoses can exist in the same person. <u>Ultimately it is important to see people as people and not as their diagnosis. As a peer coach, it is helpful to have an overview of different types of mental health conditions for reference, but also important to remember that you are not the student's therapist or psychiatrist.</u>

Anxiety Conditions

Anxiety conditions are characterized by excessive fear and anxiety that is often difficult to manage. An anxiety disorder negatively impacts a person's daily functioning. Anxiety can range from specific fears (called phobias), such as the fear of social situations or public speaking, to panic attacks and more generalized feelings of worry and tension. Anxiety can cause people to experience loss of appetite, insomnia, panic, physical issues such as chronic headaches, stomach problems, and muscle aches. Anxiety can make it difficult for students to concentrate, to read, to speak up in class, to take exams, complete assignments, participate in social activities, and make connections.
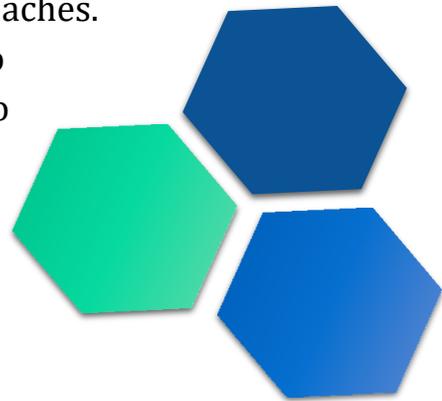
Obsessive-Compulsive Disorder

Obsessive-compulsive disorder (OCD) usually includes both obsessions and compulsions. It is possible for a person to experience only obsessive symptoms or only compulsive symptoms. Students may or may not realize these obsessions or compulsions are excessive or unreasonable, but they can consume a great deal of time and interfere with a student's

normal daily functioning. Obsessions are repeated, persistent, and unwanted thoughts, urges or images that are intrusive and cause distress or anxiety. Students might try to ignore them or get rid of them by performing a compulsive behavior or ritual. These obsessions typically intrude when students are trying to concentrate on other things. Compulsions are repetitive behaviors students feel compelled to perform. These repetitive behaviors or mental acts are meant to prevent or reduce anxiety related to their obsessions or prevent something bad from happening. However, engaging in the compulsions brings no pleasure and may offer only temporary relief from anxiety. Students with OCD may have difficulty succeeding academically due to time spent repeatedly washing or cleaning, checking things over and over, or following a strict routine more generally.

Bipolar and Related Conditions

People with bipolar and related conditions experience atypical and dramatic swings in mood and activity levels that may go from feeling intensely happy, irritable, and impulsive, to periods of intense hopelessness and despair. These mood and activity level changes are often associated with manic and depressive episodes. A manic episode is when a person's mood is very high, expansive, or irritable, and is accompanied by increased energy and activity. A major depressive episode is when a person experiences a persistent, very low or dark mood, feelings of guilt and worthlessness, and a loss of pleasure or interest in activities they would otherwise find enjoyable. A student living with a bipolar condition who is experiencing a manic episode might struggle to pay attention and accomplish their work, exhibit risky behaviors, and feel a decreased need for sleep or food. A student living with a bipolar condition who is experiencing a depressive episode may experience intense fatigue and loss of energy, gain or lose a significant amount of weight, isolate themselves, and not attend classes or meetings. They may even contemplate suicide.

Depressive Conditions

People who live with depressive conditions often feel sad, empty, hopeless, or irritable. People living with depression can experience a range of symptoms including significant weight gain or loss, insomnia or hypersomnia, restlessness, lethargy, feelings of worthlessness or excessive guilt, distractibility, and recurring thoughts of death, including suicidal ideation. Students who live with depressive disorders can struggle with attending classes, paying attention, thinking clearly, getting assignments done, connecting with friends and teammates, and taking good care of themselves.

Trauma and Stress Conditions

People who have trauma or stress conditions have been exposed to or been threatened with death, serious injury, or some type of violence. This exposure can be direct or indirect, witnessed or repeated. People are affected by trauma and stress conditions in a myriad of ways. They can experience intrusive thoughts, memories, nightmares, flashbacks, and hyper-reactivity. Students with trauma or stress conditions may avoid thoughts, feelings, people, or situations related to their experiences. They may also experience irritability, memory impairments, sleep disturbances, and difficulty concentrating.
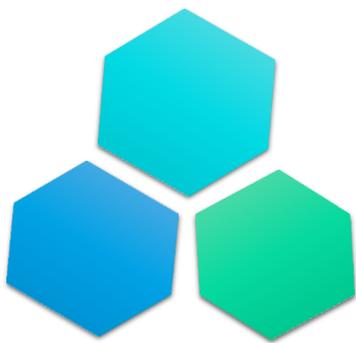
Individuals with trauma and stress conditions may hold intense negative beliefs about themselves, seem stuck in severe emotions, and isolate and disconnect themselves from peers. They may also purposely injure themselves (e.g., cutting or burning) to alleviate these intense emotions.

Eating Conditions

Students who live with eating conditions, such as anorexia, bulimia, and binge-eating, experience extreme emotions, attitudes and behaviors about weight and food that affect their physical and

mental health. A student with an eating condition often feels a great sense of shame about their body and their self-esteem is overly related to their body image. Students who live with eating conditions are often pre-occupied with food, eating, and diet. They often feel out of control around food and behave in rigid or secret ways about food. Some may severely limit their food intake until their weight is dangerously low, while others may consume large amounts of food and then use strategies to prevent weight gain, such as abuse laxatives or self-induce vomiting. They may avoid eating with others and withdraw, socially. They may also exercise too much and be very rigid in their routines. They can become very depressed, anxious, and irritable. These conditions can make it difficult for students to study, concentrate and socialize.

Schizophrenia Spectrum and Psychotic Conditions
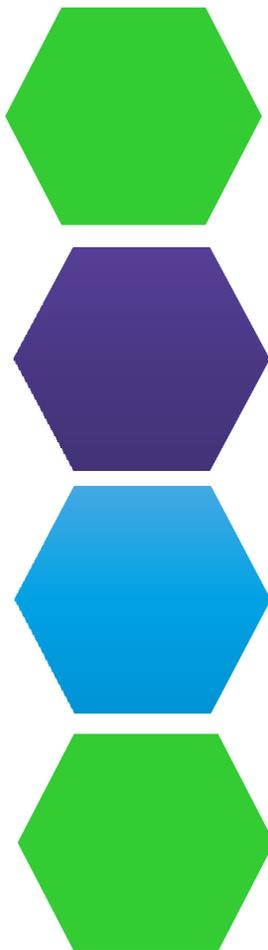
Students who develop and live with these conditions may experience delusions, hallucinations, disorganized thinking, abnormal motor behaviors, and negative symptoms (diminished emotional expression and diminished ability to engage in activities). These conditions impact the way a student thinks and behaves. A student with these symptoms may believe that others can know their thoughts, and they may experience hearing, seeing, smelling, or feeling things others cannot. Students may hear voices that talk to them or command them to do things. They may demonstrate disorganized speech or disorganized or catatonic behavior. They can feel disillusioned with daily life, isolate both socially and verbally, and feel unmotivated. Students who live with these conditions can struggle to connect with others and make friends. They also have

difficulty concentrating, organizing work, and completing assignments.

Co-occurring Mental Health and Substance-Use Conditions

Many college students with substance use conditions also have a mental health condition (75%). The combination of a mental health condition and a substance use condition can significantly impact one's health and safety. Students who are abusing drugs and alcohol often use these substances to regulate an underlying mental health condition. They may blackout and get into trouble at school for poor behaviors. These students may experience difficulty concentrating, disturbed sleep or appetite, moodiness, and loss of interest in friends or usual activities. They may express an excessive need for privacy and secrecy, and they may suffer injuries from engaging in risky behaviors while under the influence.

SECTION 3:
BEST PRACTICES IN
COLLEGE MENTAL HEALTH

Best Practices in College Mental Health

The PACS peer coaching program is based on the following evidenced-based best practices for working with students with mental health conditions.

Supported Education

Supported education for students living with mental health conditions is considered a best practice and seeks to provide the services necessary to help students **choose, get and keep their desired higher education settings so that they can achieve their educational goals.** In supported education, students with mental health conditions are assisted to choose their college goals. Once goals are chosen, resources and services that develop academic, wellness, and resiliency skills and supports are provided to assist the student to achieve their goals. As peer coaches, you are <u>assisting and supporting</u> <u>students to succeed in college.</u>

Peer Support

A peer is defined as a person we identify with in some capacity. We may identify with a peer in terms of age, gender, sexual orientation, disability/health conditions, trauma experience, or a shared culture, ethnicity, or language. Peer support is the process of having peers in hired or volunteer positions where they are giving and receiving encouragement and assistance to fellow peers (in this case, fellow college students) to achieve recovery, wellness, or adjustment to new environments. Peer support is considered an evidenced- based practice, meaning that research has demonstrated that peer support makes a positive difference in people's lives. Peer support is often offered around health challenges, academic challenges, and social challenges. Trust and compatibility are important factors in peer support.

Peer coaches build trust and compatibility by partnering with students. Partnering is defined as collaborating with each other on equal footing (Merriam Webster, 2012). It is working together in a mutual way towards an agreed upon plan. Partnering is a recommended skill when working with students with mental health conditions. Often students are advised on what to do, rather than offered a "partnership" with a helper, which can lead to students feeling and experiencing a loss of power and control over their situation.

A key way to build a partnership is to share (at a reasonable level) things about yourself. Sharing your interests, goals, hopes and dreams along with your experiences of college, your challenges, your successes and your strategies will all build partnership.

As a peer coach you may also be a peer who is willing to share your lived experiences of mental health, culture, ethnicity, gender or any combination of "peer-ness" to create an authentic connection between yourself and a student. It is a very personal decision to share that you are a peer in these ways. It is important to be thoughtful and intentional about telling your story. An important factor to consider is how the richness of your experiences will help the student you are working with feel supported and encouraged. A principle of self-disclosing your lived experiences is that it is done to help and empower the other person.

A good question to ask yourself before sharing lived experiences with a student is,
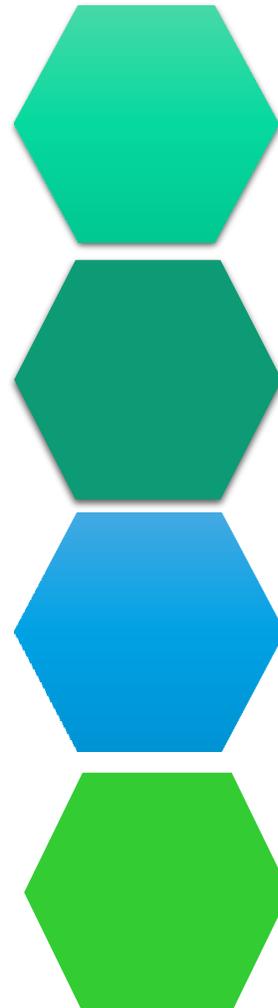
"why am I sharing my story?" The timing of your disclosure is important too. For example, sharing that you struggled in similar ways and used certain strategies and resources to succeed, can empower the student when they are struggling with an issue with which you've also struggled. Supervision is an excellent place to ask other coaches and your Peer Coach Supervisor about strategies to self-disclose and how to tell your story in a way that focuses on wellness and academic strategies.

SECTION 4:
WHAT IS PEER ACADEMIC COACHING?

Definition of Coaching

The International Coach Federation (ICF) defines coaching as partnering with people in a thought-provoking and creative process that inspires them to maximize their personal potential.

Peer Academic Coaching, which is used in the PACS model, is partnering with <u>other students</u> in a thoughtful, creative and structured process to help them develop the skills and supports they need to achieve their <u>academic and wellness</u> goals.

PACS academic peer coaching is an "at the elbow" process of sitting with someone as they learn the strategies, skills, and information they need to thrive on campus.

WHAT IS EXPECTED OF AN ACADEMIC PEER COACH?

Due to the individualized nature of the job, a PACS peer coach position requires a peer coach to have the capacity to work independently and take initiative, but also be comfortable with referral, information gathering, and consultation with a supervisor. PACS peer coaches are flexible, adaptable and mobile.

Overarching Job Expectations:

☐ Attend comprehensive training on coaching skills
☐ Read and familiarize yourself with all aspects of the PACS Peer Coach Manual
☐ Ensure flexibility - meet with students on a weekly basis at different places and times on campus to meet their needs
☐ Maintain strict confidentiality with respect to student information and disability related topics
☐ Co-create a coach-student relationship that is ethical
☐ In partnership with your student, develop and adhere to a

regular coaching schedule

- ☐ Proactively inform, coach, and educate the student on the key competencies for overall success as a college student
- ☐ Seek support from the Peer Coach Supervisor when needed
- ☐ Possess an inclusive, respectful, and curious nature
- ☐ Willingness to see the "grey" in life, roll with the punches and adapt
- ☐ Communicate effectively using active listening skills, affirmations, and powerful questions
- ☐ Demonstrate excellent workplace skills: punctuality, reliability, trustworthiness, and attention to detail
- ☐ Complete a weekly online peer coach log to track overall progress, process, and details for each student

The Peer Coaching Process

IT STARTS BY BUILDING A RELATIONSHIP:

- ✓ The peer coaching process starts with co-creating <u>a partnership</u> that serves as the foundation to the coaching process.

- ✓ This partnership requires the peer coach to actively listen with empathy, ask open-ended questions to learn about the student's interests, strengths, values, and dreams.

- ✓ It involves sharing information about yourself that is relevant and will help you connect with the student. This can take several weeks or even a whole semester to develop. You may find things in common with your peer and develop friendly feelings toward them, but it is important to remember the coaching tasks and goals.
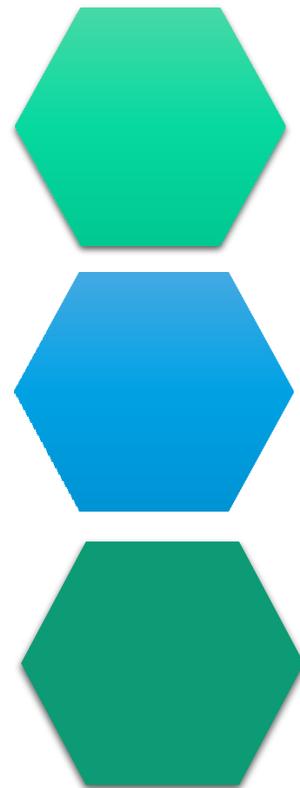
IT FOLLOWS A PROCESS AND FOCUSES ON SKILLS AND SUPPORTS

It is helpful to follow a structured process while coaching to ensure that the student is accomplishing their tasks and goals. It is critical to orient the student to what PACS peer coaching is and what you will do together. Templates for the first few coaching sessions are provided in Section 14. In general, some of the first topics you will talk about in your first meetings with your student will include:

- ☐ **Choose and commit to a regular time and place to meet each week.** An aspect of the PACS peer coach role that is very important is mobility. Some students may want to have regular meetings at times and places agreed upon well in advance. Always keep these weekly meeting(s)but also try to be flexible about connecting with students at nontraditional times and informal locations that might be more convenient to them. If a student wants to meet over coffee at the campus dining area or is anxious about discussing accommodations with professors and wants someone to go with them, this is a meaningful way of working together.
- ☐ **Review the expectations of your coaching relationship when you first meet**. Reviewing expectations sets the tone for your relationship and makes it very clear to the student what type of commitment they are making with you as their peer coach.
- ☐ When classes resume in person, the coach can meet with their student outside while wearing a mask and socially distancing for the first one or two meetings. This will help build the relationship and develop rapport. The first meetings can be a campus tour, walk in the park or conducted anywhere that there does not need to be a wipe down of surfaces etc. After these initial meetings, the student and coach should plan to meet virtually going forward.

Peer Academic Coaching Principles

There are five core principles that guide effective peer coaching. These principles should be followed whenever you are employing peer coaching with your students:

☐ **Wellness-oriented:** peer coaches hold out hope, partnering to envision and achieve a meaningful and purposeful college experience. Peer coaches help students identify and build on strengths and empower them to choose for themselves, recognizing that there are multiple pathways to wellness and academic success.

☐ **Person-centered:** peer coaching is always directed by the student participating in services, not the coach. Peer coaching is personalized to align with the specific hopes, goals, and preferences of the student and to respond to specific needs the student has identified to the peer coach.

☐ **Relationship-focused:** the relationship between the peer coach and the student is the foundation on which peer support services are provided. The relationship between the coach and the student is respectful, trusting, empathetic, collaborative, and mutual.

☐ **Strengths-based:** peer support utilizes a strength-based framework that emphasizes physical, psychological, and emotional safety and creates opportunities for people to maintain or rebuild a sense of control and empowerment.

☐ **Voluntary:** peer coaches are partners or consultants. They do not dictate the types of services provided or what the student should do. Participation in peer coaching is always contingent on student choice.

For more information on peer support, visit: *https://www.samhsa.gov/brss-tacs/core- competencies-peer-workers*

The Ethics of Peer Coaching

Ethics are principles that guide our behaviors in the work we do. As peer coaches, it is expected that you will abide by ethical principles to ensure that the students you help are safe, empowered, and supported. The following ethics guide peer coaching:

- **Promotion of Ethical Behavior:** You recognize ethical issues or dilemmas and bring them to your supervisor. You avoid the appearance of impropriety.
- **Practice Responsibilities:** You are a peer coach, and you stay in this role. You are not a therapist or staff person.
- **Confidentiality:** You always respect and honor the confidential information of the student with whom you work.

- **Rights Protection:** You do not coerce, intimidate, or threaten a student. You advocate for students when you witness their rights being threatened or violated.

- **Multiple Roles and Relationships:** You avoid having multiple roles with the student you are coaching such as girlfriend, boyfriend, roommate, etc.

- **Individualization:** You recognize and respect the cultural, age, gender, race, ethnicity, sexual orientation, language, disability, socioeconomic, and religious identities of the students you work with. You meet them where they are.

- **Supervision:** You use supervision as a vehicle to bring forward your questions, concerns, and ideas to promote ethical peer coaching. Supervision is not a place to gossip about what your student is up to. Rather, focus on how the coaching process makes you feel. This protects the privacy of those we work with and will be more beneficial to you as a coach.

How to use these principles and ethics:

When you work as a peer coach, these principles and ethics are your guideposts. You can use them to assess how you are doing as a coach.

- ☐ Am I holding out hope?
- ☐ Am I focusing on their strengths?
- ☐ Is our relationship respectful and empathetic?
- ☐ Am I partnering with my coach?
- ☐ Am I going to my supervisor with my dilemmas?
- ☐ Am I respecting and honoring the student's identities?

SECTION 5:
CRITICAL COACHING SKILLS

1. Practicing Personal Self-Care

Your self-care as a coach is extremely important. Your personal wellness routines are essential to support you in your role as both a student and a peer coach. Your wellness is also your way of "walking the walk" in addition to "talking the talk" as a peer coach.

It can be challenging to balance academics, work, and wellness. Serving as a role model of positive self-care is a powerful way of encouraging students to practice their own self-care routines.

Supervision is an excellent time to check in with your fellow peer coaches and your Peer Coach Supervisor about each other's wellbeing and strategies.

2. Responding with Empathy

Empathy is the capacity _to feel with_ a person, to understand what a person is experiencing from their perspective. It involves listening deeply to what a person is saying and acknowledging what feelings you heard them express.

As a peer coach, you will use the skill of responding with empathy to build mutual, trusting relationships with your student.

An example of responding with empathy is:

"It sounds like you feel overwhelmed by all the work you have to do."

This response is free of criticism, judgement, and advice. It doesn't try to fix the problem or dismiss the problem. It acknowledges the person's sense of feeling overwhelmed. It lets the person know you understand how they are feeling.

What is a useful format for responding with empathy?

Using "you feel" statements can be helpful when responding with empathy. For example, the following format can be helpful:

"You feel_____."

"You feel furious."

"You feel _____ because _____."

"You feel furious because your roommate didn't ask to borrow your jacket."
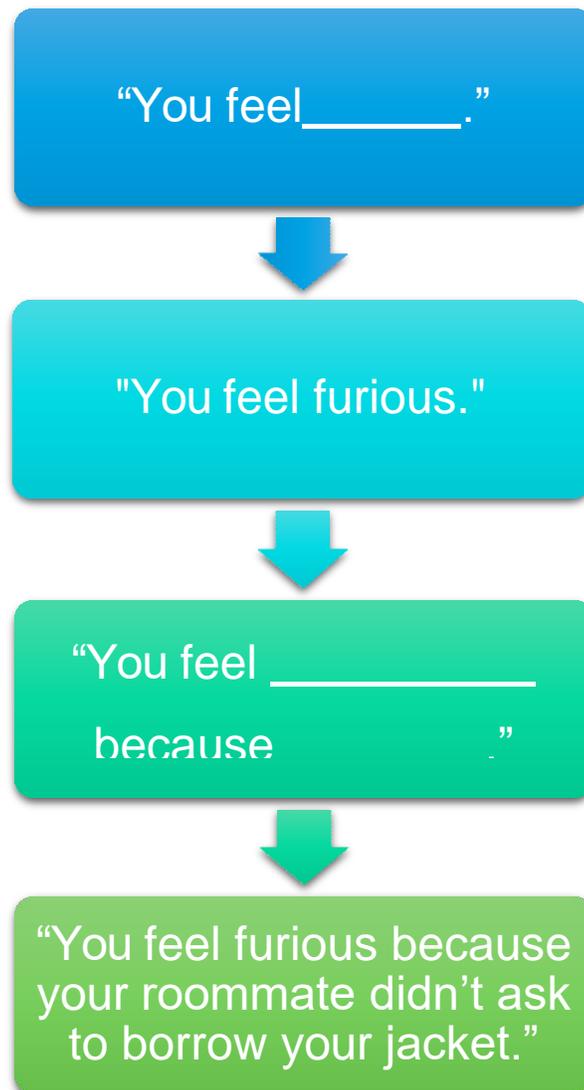
You can personalize your empathetic responses with a lead-in phrase such as "it sounds like." For example:

"It sounds like you are feeling embarrassed because the professor called you out in class."

The power of empathy is that you don't have to be right with your feeling word or reason.

If you choose a feeling word or reason that doesn't resonate for the person, they will clarify, or you can ask them to. They appreciate that you are trying to understand, and they keep talking. Keeping the conversation going is important. Here is an example:

Coach

"It sounds like you feel kind of upset because your boyfriend broke up with you by text."

Student

"Upset?! Upset? *I* am not upset! *I feel* enraged at him because he broke up with me by text."

Coach

"Yeah, you're *really feel* furious at him because he didn't have the courage to *tell* you to your face"

Why respond with empathy? Responding with empathy creates a connection between people, rather than a disconnection. It takes practice but it is so valuable.

Take a moment to watch the inspirational YouTube video at this link on the skill of responding with empathy:
https://www.youtube.com/watch?v=1Evwgu369Jw

When do you use this skill?
You use this skill every time you interact with your student. Lead with empathy! It will build trust. This skill will be practiced in your supervision meetings.

3. *Motivational Interviewing Skills and Strategies*

Motivational interviewing is an evidenced-based approach. It involves facilitating conversations about change. It is collaborative and seeks to help a person find their own motivation to make changes rather than giving them advice**.** Motivational Interviewing includes expressing empathy, supporting self-efficacy, rolling with resistance, and developing discrepancy.

Supporting self-efficacy means as a peer coach you focus on a person's strengths and previous successes as one strategy to instill hope in the student that they can make changes and persist.

By pointing out a student's strengths, even during challenging times, you are helping them have a more balanced outlook about themselves, which in turn can lead to a desire to keep trying. Here's an example:

"You are really skilled at synthesizing ideas in your writing. That is an important strength as a history major."

Rolling with resistance means instead of challenging resistance to any change that has been suggested to solve a problem, you "roll with it." Students often feel ambivalent about making changes because they can be difficult and/or anxiety provoking.

Rolling with resistance helps avoid confrontation and power struggles. A frequently used metaphor is "dancing" with someone, instead of "wrestling" over the student's problem and solutions. Here's an example:

"Thanks for sharing with me that getting to class this week has been so difficult. I can hear that you feel overwhelmed right now."

Developing discrepancy is a strategy used to help a student see the discrepancy between their current behaviors and their values and academic goals. This can help a student build motivation because there is a mismatch between what they are doing or not doing, and what they want.

Here is an example:

"So, you are sharing with me that you aren't attending class, but I know how much you want to graduate on time."

Another strategy is to ask open-ended questions as they can create space for students to explore what is going on and find solutions. For example:[3]

"Can you help me understand why getting to class has been so difficult?"

Making Affirmations is recognizing a student's strengths. When you affirm a student's strengths, you are helping student's see themselves in a more balanced and positive way. It builds their self-efficacy.

Affirmations often involve reframing behaviors or concerns as evidence of a student's positive qualities. Here is an example:

"I know you feel overwhelmed by your depression and have missed several classes this week. You are really aware of when you need to practice extreme self-care with your depression."

Summarizing is another useful strategy when coaching. It is where you recap what has happened in your meeting with your student. A summary communicates all the key elements of the time you spent together. Summaries can highlight challenges and successes and continue to connect the person to their goals.

Here is an example:

"So today we talked about how hard it has been to get to class and how your symptoms have really interfered with your ability to get out the door. Despite that, you reached out to your professor and received some extra time to finish your assignment. Your ability to take good care of yourself and get your work done this week is really admirable and important if you are going to reach your goal of graduating on time. Please let me know if this covered everything accurately."

4. Teaching and Role Play Skills

Students may discover that they need to learn new skills and/or practice skills. As a coach you can assist students to learn new skills and practice skills during your coaching time together.

Explore the student's learning style with them to understand how to best assist them in learning new skills and strategies. Learning styles are very personal and when your student determines how they best learn new skills, this can you help you assist them in this learning.

Generally, people fall into one of three primary learning styles:

Visual Learners	Auditory Learners	Tactile Learners
• People who learn best by "seeing" or "showing" info	• People who learn best by "telling" or listening to info	• People who learn best by "doing" the skill, or physically participating in the material
• Example: seeing skills demonstrated	• Lectures, group discussions, webinars, podcasts all are examples of methods that suit auditory learners	• Role playing skills and using technology are useful methods for tactile learners
• Written sources, video and photo sources and human demonstration are the best methods of learning for visual learners		

Many students learn best in a combination of these styles. In fact, **Universal Design for Learning** (UDL) is a helpful educational framework based on research in the learning sciences, that encourages incorporation of all three of these learning styles to

accommodate individual learning differences.

TELL-SHOW-DO Approach: A useful rubric for teaching skills that accounts for *all styles of learning* is "**TELL-SHOW-DO".** As you teach new skills or practice skills with your student, you want to aim to coach in ways that include *telling, showing, and doing* the skill.

- ☐ **Tell:** Telling the student what the skill is and why it is useful,
- ☐ **Show:** show them an example of the skill or demonstrate the skill,
- ☐ **Do:** give the student a chance a try the skill themselves in the coaching session.
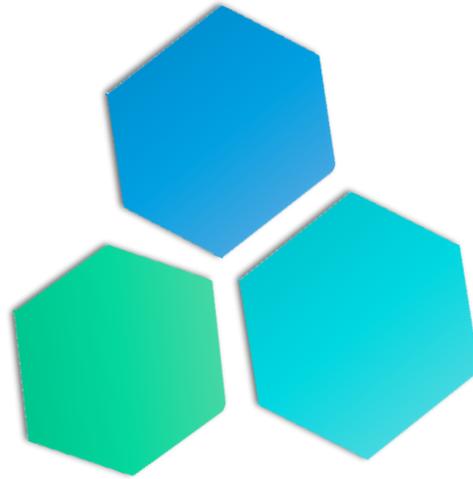
What is the value of rehearsal and role plays?

Students may have the skills they need to succeed but aren't using them due to their stress and/or their symptoms. Role plays are a powerful strategy to empower students to feel confident and calm in using a skill that they need to use, such as approaching a faculty or staff member about accommodations or requests for additional supports.

Use your weekly time to rehearse potential encounters and the skills the student needs to be successful. This is an excellent way to support students.

SECTION 6:
TEACHING STEAR SKILLS

Teaching STEAR Skills

The peer coaching process is primarily dedicated to **listening to the student**, helping the student **develop the skills and supports they need**, and then **addressing the barriers a student is experiencing** that are interfering with their capacity to thrive on campus.

PACS academic peer coaches work with students on <u>5 key competency</u> areas to develop a foundation of wellness and resiliency necessary to be successful in college. **STEAR** is an acronym for these strategy and skills in the coaching process:

STRUCTURE

TECHNOLOGY

EMOTIONAL AGILITY

ADVOCACY

RESILIENCY

Structure:

The capacity to structure one's time and assignments is a critical college skill. As a peer coach you will work with students to assess their skills strengths and needs to build a personal success structure. The **Assessment Tip Sheet** can be used in one of your first coaching meetings to help you and your student identify areas for growth and areas of strength.

Example Structure outcomes:
- A student demonstrates structure skills by using a daytimer to schedule classes and assignments
- A student uses phone reminders to remember daily tasks
- A student uses yellow sticky notes to accomplish daily assignments

Technology:

There are *thousands* of useful apps that may assist students in areas of academics, wellness, and emotional agility. Several are listed on the **Apps Tip Sheet**, but every day new helpful apps are designed and available. People respond to apps differently, so taking time with your student to explore and try apps that support their success at school will be helpful. Having less tech-based activities available for students (handouts, brochures) may also help to reinforce.

Example Technology outcomes:
- A student explores different wellness apps and chooses CALM to use to help manage anxiety
- A student chooses to not use an app and instead uses a printout of the 3 steps for mindful breathing that is taped to bedroom ceiling.

Emotional Agility:

Emotional agility is the capacity to be flexible with our thoughts and feelings so we can respond optimally to our everyday challenges. It is a process that enables people to navigate life's ups and downs with self-acceptance, clear-sightedness, and an open mind. Emotional agility isn't about ignoring difficult emotions and thoughts; it's about acknowledging and facing one's emotions courageously and compassionately, and then moving past them to achieve goals and make changes. The **Emotional Agility Tip Sheet** provides you with strategies to help a student build their emotional agility.

Example Emotional Agility Outcomes:
- A student tolerates high levels of stress and still goes to class
- A student acknowledges and expresses their negative feelings without allowing them to derail his or her goal of graduating from college
- A student uses their personal values and goal of finishing college to help them endure the challenges of going to college and managing a mental health condition

Advocacy:

Self-advocacy is the ability to understand and effectively communicate one's needs to other individuals. Advocacy is a critical skill in college, in part because it is each student's responsibility to seek out, document, and direct their reasonable accommodations. In college, students are expected to take on the role of advocate with a high degree of independence, even if they have no experience with these skills. Helping students explore and practice what self-advocacy might look like in certain situations is worthwhile, and the Peer Supervisor is available to discuss and

provide support for this important skill. The **Advocacy Tip Sheet** provides you with key strategies, ideas, and resources for students' self-advocacy.

Example Advocacy outcomes:
- Students approach professors for academic assistance
- Students attend appointments to seek or pick up accommodations at the accessibility office
- Students share personal struggles with campus resources to access support

Resiliency:

Resiliency is defined as adapting well in the face of challenges, adversity, trauma, threats, or whatever one experiences as significant sources of stress. When a person is resilient, they can bounce back from adversity and learn from that adversity. Discuss the concept of resiliency with your student. Inquire in your coaching meetings how they respond to stress and challenges. The **Resiliency Tip Sheet** describes the different factors of resiliency and offers suggestions on how to help students build resiliency-oriented skills for success.

Example Resiliency Outcomes:
- Students accept personal responsibility for academic challenge and identify different strategies and resources to prepare for exams
- Students seek to develop new social group by attending social opportunities on campus.

SECTION 7:
STRUCTURE

Coaching Tool - Coaching Students to Build Structure

The capacity to structure one's time and work as a college student is a critical skill area. The demand on students to *organize* their time and work assignments, as well as *manage* time to assure assignments are done on-time is much greater than when in high school.

Assess with your student their skills strengths and skills needs in building, implementing, and managing a personal structure for academic success. Identify the skills or supports needed. These can then be worked on in coaching sessions.

Examples could include:
- ☐ Planning study and homework time each day
- ☐ Planning wellness routines, personal time, and social breaks
- ☐ Scheduling sleep routines
- ☐ Planning travel time to classes to ensure on-time arrival
- ☐ Breaking down longer assignments into smaller tasks over several weeks
- ☐ Creating a visual calendar of assignments for week and semester
- ☐ Using technology to set visual and auditory reminders

Together examine any resource or support students may need to be successful related to building a healthy structure. Your student may want assistance with:
- ☐ Using campus tutoring services
- ☐ Finding a quiet study space on campus
- ☐ Choosing a planner that they like and will use
- ☐ Setting visual reminders and placing them in useful locations

Coaching Tool - Assisting Students to Manage their Lives on Campus Effectively

In order to achieve academic success on campus, students need to develop a personal schedule and routine that works for them. You can work with your student to develop some of the following time management and organizational practices:

1. Assist students to make a weekly plan in both print and e-format (sync with phone).
   a. Block out class times
   b. Block out study time (rule of thumb of 1 hour of class = 2 hours of study time).
   c. Block out wellness and social time
   d. Block out FLEX time
   e. Identify sleep and mealtimes
   f. Identify times for life administrative duties (laundry, etc.)
2. Encourage students to have a daily "to-do" list that can account for academic tasks.
3. Encourage students to choose a specific time to work on each course.
4. Encourage students to prepare to focus by turning off social media while doing work (Facebook, Instagram, Twitter, etc.)

Coaching Tool- Assisting Students Who Procrastinate

Procrastination is often one of the most cited reasons that students feel overwhelmed in college. Helping your student figure out how to combat procrastination can help them feel more empowered around their academics.

Assist student to identify the cause of their procrastination. Common causes include:

i. Lack of motivation
ii. Lack of skills
iii. Desire for work to be perfect
iv. Fear of not doing well
v. Stress
vi. Feeling overwhelmed

Strategies to assist student:

- If the student is lacking motivation: remind student of their larger goal for being in college or taking the course. *Connect their goal with the class.*

- If the student lacks a skill needed: *consider the resources* (i.e. where the student might get tutoring or one to one assistance around that particular skill). *Encourage and assist the student to meet with the professor.*

- If the student is afraid or is a perfectionist: help them *break the task into very small steps* and coach them to *take one step at a time.*

- If the student is stressed or overwhelmed: review their wellness and self-care habits and coach them to *use time each day to manage these feelings through positive self-care strategies*.

Coaching Tool - Helping Students Sustain Focus in Class

Students may indicate that their capacity to focus for an entire lecture is compromised in some way. Assisting a student to identify strategies they can use in class to sustain their focus is critical. In addition, it can be helpful for students to advocate for resources that may support their academic success such as a note taker.

1) Assist student to identify why they feel they can't sustain their focus:
    a. Causes might include:
        i. Environmental distractions
        ii. Physical wellbeing (such as excessive sleepiness in class)
        iii. Emotional distractions (such as worry, anxiety)
        iv. Lack of interest

2) Assist student to identify strategies to sustain focus during class:
    a. Strategies to consider:
        i. Moving seat to sit in front of class or in other cases, near the door
        ii. Handwriting notes instead of using a device/computer
        iii. Having a bottle of water to sip on during class
        iv. Using breathing exercises to clear mind
        v. Seeking reasonable accommodations such as a note taker or taped lectures

SECTION 8:
TAPPING TECHNOLOGY

Coaching Tool- Tapping Technology

There are *thousands* of useful apps that may assist students in areas of academics, wellness, and emotional agility. Several are listed below, but every day new apps are designed and available that are helpful.

Taking time with your student to explore and try apps that support their success at school is helpful. Going to the Google Store and Apple App Store and typing in *keywords related to the need* of the student will display many options. Take the time with your student to understand what apps they use and will be likely to use, so you can best help them choose useful technology. Many people download apps but never use them. If your student believes an app might be helpful to them, it is a good idea to use the apps together in your sessions. This has been shown to help students use the app more consistently.

Examples of Helpful Phone Apps by Topic		
Academic	**Wellness**	**Emotional Resilience**
o Color Note o Dragon o NaturallySpeaking o Evernote Google task organizer o OneNote o School Assistant o Mindjet o Copilot Systems o Alta Ipsum	o Mindbody Bloom o Mywellness Owaves o Take a Break! o Happiness Wizard o DBSA Wellness o CALM o Relax Melodies	o MeQuilibrium o Emotional o Resilience o CBT thought record o Pocket CBT

SECTION 9:
EMOTIONAL AGILITY
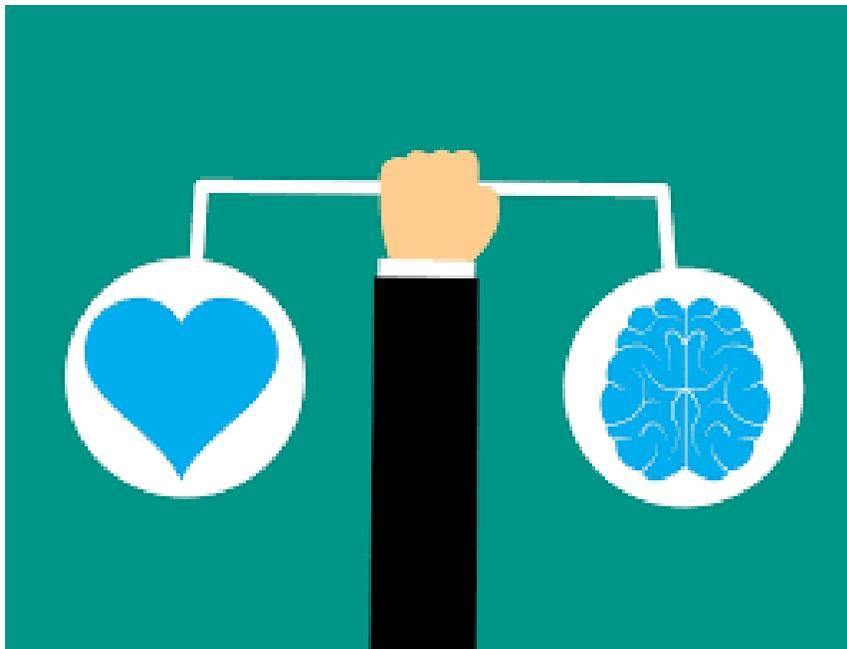
Coaching Tool - Building Emotional Agility

Emotional agility is a process that enables people to navigate life's ups and downs with self-acceptance, clear-sightedness, and an open mind. Emotional agility isn't about ignoring difficult emotions and thoughts. It's about facing those emotions and thoughts courageously and compassionately and moving past them to achieve one's goals and make changes.

Emotional agility is a key factor in students' lives and their success on campus. Emotional agility drives a student's relationships, classwork, health and engagement on campus. You can help students to build their capacity to acknowledge their feelings, observe them without judgment, and challenge negative thoughts.

- □ <u>Ask</u> in your coaching session, how they typically deal with stress and challenges.
- □ <u>Inquire</u> how they behave, how they feel, and what happens to them when under a lot of stress.

Strategies you can use to help build emotional agility:

- □ Share your thoughts in a nonjudgmental way
- □ Reframe negative thoughts as barriers and encourage the student to challenge the thought
- □ Encourage a student to observe their thoughts and emotions to see them for what they are—just thoughts, just emotions.
- □ Shine a light on the strengths you see in the student (i.e. persistence, determination, good wellness habits). This helps students learn & grow from difficult or stressful situations.
- □ Connect their strengths to their goals. Remind them that resilience is ordinary, not extraordinary and it is a process, not a trait. Encourage a "one day at a time" approach to their goal.

SECTION 10:
ADVOCACY

Coaching Tool- Building Advocacy Skills

Self-advocacy is the ability to understand and effectively communicate one's needs to other individuals. Advocacy is a critical skill in college in part because it is each student's responsibility to seek out, document, and direct their reasonable accommodations.

Strategies to build self-advocacy skills:

- Ask student about …
  - Their learning styles and reasonable accommodations that have been/may be helpful to them
  - If they have implemented accommodations with professors and if they need help with this task
  - Their values, interests and strengths, all of which are part of their self-identity
  - Their academic and personal goals for each semester

- Share with the student your knowledge of/from…
  - Disability, health, and academic resources on campus. Research resources together, and encourage student to access as needed
  - Personal experiences of self-advocacy

- Accompany students, if they would like, to…
  - Request, access, or review accommodations
  - Visit campus resources to ease anxiety, make connections, and gather information

- Encourage students to ask for supports and resources in any area of their collegiate experience when needed

- Role play and rehearse the skill of "informing faculty and staff about my needed accommodations" with student

Coaching Tool - Helping Students Advocate with Professors

Students often feel intimidated to approach a professor for help or to share important information. A professor has a different "aura" than a high school teacher and the idea of reaching out to them for any reason can feel extremely awkward to many students – first-year students in particular. Yet, most professors want to be helpful!

Strategies to help a student advocate with professors:

- ☐ Assist students to identify the reason they want to approach a professor or advisor.
- ☐ Discuss the best times for the student to approach a professor or advisor.

- ☐ Role play with the student what they need to say to express their needs to the professor or advisor.
- ☐ Encourage students to take notes on their smart phone if they are worried that they will forget what to say or how to open the conversation with a professor.

- ☐ Offer, if your schedule allows, to accompany the student to office hours or meet up with the student afterwards to check in on how it went.

Coaching Tool - Reasonable Accommodations

Students who have mental health conditions may need support to do their best in school and work. The "American with Disabilities Act" (ADA) entitles students with disabilities, like mental health conditions, to get academic help through academic accommodations and other legal rights.

Starting a dialogue about reasonable accommodations:
- ✓ Discuss whether your student knows about accommodations
  - o If yes, ask if they have discussed accommodations with their professors or their Office of Disability Services
  - o If no, assist student to gain knowledge of reasonable accommodations
- ✓ If the student would like, connect them with the college's Office of Disability Services and/or their professors to discuss accommodations.

Here is a list of reasonable accommodations to review with your student:

In the Classroom	Enrollment
☐ Voice recorded lectures ☐ Note-taking options ☐ Text & syllabus given in advance ☐ Class materials available on computer ☐ Alternate formats for textbooks and assignments	☐ Reduced course load ☐ First choice for signing up for classes to make a less stressful schedule ☐ Help connecting to support with financial aid/registration forms
Completing Assignments	**During Exams**
☐ Extended time to complete assignments with limited late penalties ☐ Advance notice of assignments ☐ Assistive technology	☐ Exams in alternate formats (written, oral, or electronic) ☐ Extended time for test taking ☐ Breaks allowed throughout test ☐ Testing in room with limited distractions

SECTION 11:
RESILIENCY

Coaching Tool - Building Resiliency

Resiliency is defined as adapting well in the face of challenges, adversity, trauma, threats, or any significant sources of stress. When a person is resilient, they can bounce back and learn from adversity. There are 7 factors involved in resilience:

- ☐ Emotional regulation
- ☐ Impulse control
- ☐ Causal analysis
- ☐ Self-efficacy
- ☐ Realistic optimism
- ☐ Empathy
- ☐ Social connectedness

When students are lacking these factors of resilience, you might notice:

- ☐ Difficulty with conflicts and change
- ☐ Non-suicidal self-injury
- ☐ Risky social behaviors
- ☐ Need for others to make personal decisions
- ☐ Lack of personal, academic or social accountability
- ☐ Difficulty with conflicts,
- ☐ Disconnectedness and loneliness

Your student may need support developing key interpersonal skills that can build their resilience. Review these skills and <u>ask them what their strengths are and where they might need support</u>:

- ☐ **Self-care skills**: setting personal limits, identifying triggers, building balanced perspective, creating wellness recovery plans, using substances responsibly
- ☐ **Interpersonal skills**: Responding with empathy, joining conversations, sharing personal information, listening to different opinions, making friends
- ☐ **Problem-solving skills:** evaluating the problem, identifying solutions, weighing costs and benefits, asking for help, creating action plans
- ☐ **Conflict resolution skills**: negotiating, communicating in difficult situations, and resolving conflict

Coaching Tool - On Campus Resources for Academic and Personal Wellness

Providing students with knowledge about resources on campus they can tap into empowers them to access supports in their community that work best for their individual needs. The following resources are great tools on campus that students may find helpful in academic and personal wellness:

1) Academic Advising (University Advising Center)
   https://www.umb.edu/academics/vpass/uac

Offers an enormous network of academic support services for all majors, and links to advising within the colleges.

2) Interfaith Campus Ministry
   https://www.umb.edu/life_on_campus/multiculturalaffairs/campus_ministry

A place to serve the community by offering spiritual guidance and pastoral care to students, faculty and staff.

3) Career Services and Internships
   https://www.umb.edu/academics/vpass/career_services

An on-campus center dedicated that provides tools and resources for career planning, career development and internships.

4) U-ACCESS
   https://www.umb.edu/life_on_campus/uaccess

Safe space that helps UMass Boston students to meet their basic needs by fighting against systems of poverty and pursuing economic security so they can achieve academic success

5) Office of Student Leadership and Community Engagement
   https://www.umb.edu/life_on_campus/oslce

Lead. Serve. Be. Enhancing the student experience through community engagement programs, leadership development, service trips and more.

6) Student Multicultural Affairs
   https://www.umb.edu/life_on_campus/multiculturalaffairs

Building a university community where different cultural viewpoints and diverse identities are explored and respected.

7) Dean of Students Office
   https://www.umb.edu/life_on_campus/dean_of_students

Committed to helping all students reach their fullest potential.

8) Academic Support Services
   https://www.umb.edu/academics/vpass/academic_support

Offers Subject Tutoring, Reading, Writing and Study Strategies Center and the Graduate Writing Center for the support of students' academic goals.

9) New Student and Family Programs
   https://www.umb.edu/life_on_campus/new_students

Providing Orientation and year-round programming designed to familiarize students and their families with UMass Boston, and college life in general, as well as all the resources available to them on- and off-campus.

10)   Beacon Fitness Center
      https://www.umb.edu/recreation/facilities_hours

Gym equipment and fitness classes available to all students.

11)   Ross Center for Disability Services
      https://www.umb.edu/academics/vpass/disability

Services and supports to provide classroom accommodations for ensure students with disabilities.

12)   Office of Student Activities
      https://www.umb.edu/life_on_campus/student_involvement/activities

There are over 150 student organizations on campus covering a wide range of interests including artistic expression, social justice, environmental protection, athletic competition, and so much more

13)   University Health Services – Counseling Center
      https://www.umb.edu/healthservices/counseling_center

Offers support for mental health concerns, counseling, referrals and groups.

14)   University Health Services – Health and Wellness Programs
      https://www.umb.edu/healthservices/hew

Programs and services that promote wellbeing, health concern prevention, and provide support for recovery, while advancing academic, personal, and professional potentials.

15)   University Health Services – General Medicine
      https://www.umb.edu/healthservices/general_medicine

Provides primary and episodic medical care to students. Your first stop for any medical concern.

SECTION 12:
HELPING A STUDENT IN DISTRESS

Coaching Tool- Helping a Student in Distress

A student who is distressed often wants help but doesn't know how to ask. As an academic peer coach, you can play an essential role by expressing your concerns in a caring, nonjudgmental way.

☐ Find a private, comfortable place to talk.
   In your own words, explain your concerns.
   "I am worried about you because…"

☐ Ask open-ended questions. Your peer may choose
   not to answer but may feel relieved to know you are
   trying to understand. "What's going on?"

☐ Don't feel compelled to find a solution. Often
   listening is enough.

☐ Suggest that your friend can get more help if needed.

☐ Share that there are resources at your college, such
   as counseling services, where there are people
   who want to listen and help.

☐ Know your own limits. If you find yourself thinking
   about your student too much, it is important you
   share your concerns with your Peer Coach
   Supervisor.

☐ Don't be afraid to contact your Peer Coach Supervisor
   for further guidance. Don't wait for weekly supervision.

You don't have to handle this alone; many people are available in the case of an emergency: UMass Boston Public Safety 617-287-1212

Students who live with mental health conditions can feel overwhelmed, distraught, trapped, or hopeless at times. In fact, having a mental health condition can place someone at increased risk for suicide. Knowing the warning signs and how to help a student who is at risk is very important. **Suicide prevention <u>always</u> involves other people on campus - never deal with this issue alone.**

Suicidal behavior can be seen on a continuum:

Thought → Plan → Gesture → Attempt → Completion
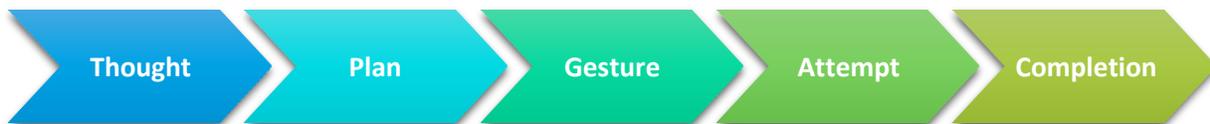
Many people experience passing thoughts of ending their lives without ever having any intention to act on those thoughts. Suicidal thinking becomes more alarming when it is persistent, and the person is experiencing increased emotional distress. The overall risk becomes elevated when a person begins planning and makes actual gestures or attempts.

What are the warning signs that someone might be considering suicide?
Many people don't talk openly about their thoughts of suicide, but there are often warning signs that a person needs help. A good way to remember them is through the acronym: IS PATH WARM

I	Ideation
S	Substance abuse
P	Purposelessness
A	Anxiety (severe)
T	Trapped

H	Hopelessness
W	Withdrawal
A	Anger
R	Recklessness
M	Mood changes

When a person is demonstrating behaviors, or sharing these types of feelings below, they need help.

How can you help? You can ask directly if the person is thinking of suicide. It can feel scary, and people worry that if they ask this question, it will put the idea in the person's thoughts. This is a myth. Asking a direct question, responding with empathy, instilling hope, and referring to campus resources are key strategies if you witness signs that someone may be considering suicide. *Here are a few ways to respond:*

"This is hard to ask,
but are you thinking of hurting yourself?

"I hear that you feel hopeless and there
are people on campus who can help. Would you like me to
call with you or go with you to counseling services?"

BUT- if a person is threatening to hurt themselves or is looking for ways to kill themselves or is writing or talking about suicide, you should let the person know you are very worried about them and that you are going to call the campus police and your Peer Coach Supervisor, so you can make sure the person gets immediate help.

"I am really worried about you because you can't stop thinking about suicide and have a plan. I am going to call the campus police right now to help and I will stay with you till they come. They will help you get the support you need right now.

How to Support a Student in Emotional Distress when you are Peer Coaching from a Distance

Immediately call your Peer Coach Supervisor. <u>Your responsibility is to contact your Peer Coach Supervisor if a student is in distress. From there, the Peer Coach Supervisor will assess the situation and take the appropriate steps</u>.

*Back-up contact in case your Peer Coach Supervisor is unavailable:

- UMB:
  - Joyce Morgan
    - Office: 617-287-7897
    - Cell phone: 617-529-5373

If you are unable to contact either supervisor refer to these steps in order:

Steps for the Peer Coach Supervisor:

1) Calls the University Health Services Counseling Center (UMB) hotline with student on the phone together and help orient to the situation. If this is not possible or unsuccessful try step 2.
2) If the student is a resident student, suggest the student connect with a residence hall staff member (Resident Assistant or Community Director). If not, suggest student connects with a family member or close friend nearby to fill them in about the situation, and you can help orient the family member to the situation. If unsuccessful move to step 3.
3) Peer Coach Supervisor notifies Public Safety who can contact Residence Life staff or request a wellness check if student is off campus. If unsuccessful move to step 4.
4) If student is truly in crisis, Peer Coach Supervisor calls 911

SECTION 13:
COACHING LOGISTICS

1. Participating in Weekly Supervision

As a PACS academic peer coach, it is mandatory that you participate in weekly supervision. Weekly supervision will occur in a group format, so you will have the opportunity to learn from your fellow peer coaches and there will be the opportunity for collaborative support among peer coaches. Together with your Peer Coach Supervisor and fellow peer coaches, you will choose a time for supervision that works with your other responsibilities. In supervision, you will have the opportunity to share your successes and your strategies, as well as any challenges you are encountering in your role as an academic peer coach.

2. Completing Weekly Time Sheet:

You must submit a weekly time sheet to be paid for your peer coaching hours. Your Peer Coach Supervisor will approve your hours on a weekly basis. <u>This time sheet is different from the weekly peer coach log (described below)</u>. Both are job requirements but for different purposes; the weekly peer coach log is for research and information purposes and the weekly time sheet is to ensure you are paid for your peer coach work.

3. Documenting in Peer Coach Logs - Weekly

As a PACS academic peer coach, you will fill out a peer coaching log each week to describe your work with students. *<u>A log is required every week even if you did not meet with any students during that week</u>*. This log will ask you to indicate the day(s), time(s), and duration(s) of your meeting(s) with the student (or lack thereof), as well as the processes that took place in any meeting(s). It will also include opportunity to indicate any student issues you are helping the student within the session. An example of the log is on the following page.

PACS Program - Weekly Peer Coach Log **EXAMPLE**

Instructions: Please fill out this form as completely as possible, answering all questions to the best of your ability. **You should fill out a weekly log even if you did NOT meet to provide coaching to your student that week**

Coach Name: _____

Did you have a coaching session with your student this week?

> **Yes: _____**

> **No: _____**

Student Name (First name, Last Initial)

Date(s) of meeting(s): _____

Appointment Time(s): _____

Please describe contact types for each meeting. Options can include:

Face to Face   Phone call   Email   Text   FaceTime/Skype/Zoom

Other (please elaborate):_____

Where did you provide coaching?

Campus study space   Campus dining space   Campus classroom

Library   Residence Hall   Other: _____

Time spent with student: _____ *(in hours)*

Time spent on paperwork _____ *(in hours)*

Time spent in supervision meeting: _____ *(in hours)*

***Total time spent on PACS work this week*:** _____ *(in hours)*

Please summarize in your own words, what you worked on with your student this week:

_____

_____

_____

Which PACS Coaching outcomes did you work towards with your student this week:

☐ Effective Time Management

☐ Resiliency (emotional agility, stress-coping abilities, garnering on campus social support)

☐ Academic Self-Efficacy

☐ Self-Advocacy (health-related help-seeking, academic help-seeking, empowerment)

☐ Increased Capacity for Awareness and Utilization of Tools (e.g. campus resources and technology)

Please check which PACS coaching activities you worked on with your student this week:

☐ Coach works with student to find calendaring method that promotes their academic success

☐ Coach explores academic activities and apps with student

☐ Coach explores wellness activities and apps with student

☐ Coach explores emotional agility activities and apps with student

☐ Coach reframes experiences student perceives as negative during conversations

☐ Coach conveys knowledge about disability resources on campus

☐ Coach conveys knowledge about health resources on campus

☐ Coach conveys knowledge about academic resources on campus

☐ Coach roleplays self-advocacy conversations with professors regarding student's learning needs including any needed reasonable accommodations with the student

☐ Coach develops academic goals for the semester with student

☐ Coach and student work together to identify student values, interests, and strengths

☐ Coach supports student in developing self-care routines/habits
☐ Coach practices with student how to communicate personal difficulties to others
☐ Coach practices with student asking for help when needed
☐ Coach shares personal self-advocacy skills with student
☐Coach shares personal stress coping skills with student
☐Other Activities, please elaborate: _____

Do you feel you effectively worked with the student towards the outcome(s) and activity(ies) selected above during this session?

Yes: _____

No: _____

Please describe successes, barriers, and solutions that you utilized during this week's coaching:

_____

_____

Other notes:_____

4. Completing Monthly Self-Assessment

Monthly, you will be asked to fill out an assessment on how things are going with your student(s). Examples of this assessment can be found below:

Peer Coach Self-Assessment **EXAMPLE**

PLEASE NOTE: This self-assessment is for <u>research purposes only.</u> Your Peer Coach Supervisor will <u>*not*</u> see your responses to this assessment. Please be as honest as possible.

Please rate how much you agree or disagree with the following statements in regard to your work with your student this month:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a) My student made decisions related to their academic success with my support and guidance. I did not simply tell them what they should do (e.g., tell them which services to seek out on campus)				
b) My work with my student aligned with their personal hopes, goals, and preferences				
c) I focused on the specific academic needs of my student				
d) I instilled hope in my student and made them feel empowered to achieve wellness on campus				
e) My student felt safe and in-control during our sessions together				

Please rate how much you agree or disagree that the following terms describe your relationship with your student this month:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a) Respectful				
b) Trusting				
c) Empathetic				
d) Collaborative				
e) Mutual				

Please rate how much you feel <u>your work with your student</u> has improved their skills in the following areas on campus this month:

	No Improvement	Little Improvement	Moderate Improvement	Significant Improvement
a) Effective time management				
b) Being resilient (coping with stress, building their social support system on campus, bouncing back from tough times)				
c) Academic Self Efficacy (belief in their academic abilities and that they can reach their academic goals)				
d) Self-advocacy skills				
e) Awareness and utilization of tools and technology on campus				

Over the past month, how often did you work on the following activities with your student:

	Never	Rarely	Sometimes	Often
a) Finding calendaring method that promoted their academic success				
b) Exploring academic apps				
c) Exploring wellness apps				
d) Exploring emotional agility apps				
e) Reframing experiences my student saw as negative during conversations				
f) Sharing information with my student about disability resources on campus				
g) Sharing information with my student about health resources on campus				
h) Sharing information with my student about academic resources on campus				
i) Roleplaying self-advocacy conversations my student might need to have with professors regarding their learning needs, including any needed academic accommodations				
j) Developing my student's academic goals				
k) Working with my student to identify their values, interests, and strengths				
l) Working with my student to develop self-care routines/habits				
m) Practicing how to communicate personal difficulties with others				

n) Practicing how to ask for help when needed				
o) Telling my student about the personal self-advocacy skills I use				
p) Telling my student about the personal stress-coping skills I use				

Are there any other activities you've done with your student that we haven't talked about that are important for us to know about?

      i.   No

     ii.   Yes

If yes, please describe these activities and whether they were helpful:

_____

_____

This month, did your work with your student primarily focus on the academic success of your student in college?

     iii.   Yes

     iv.   No

If no, please describe: _____

How invested did you feel about the work you did with your student this month?

    ◯   ◯   ◯   ◯

Very Disinvested   Somewhat Disinvested   Somewhat Invested   Very Invested

SECTION 14:
MATERIALS & TEMPLATES

Setting a Weekly Agenda for Coaching Meetings

As a PACS academic peer coach, you are expected to provide the necessary tools to empower students to lead their coaching sessions. In the beginning, it will be helpful to provide a structure for each meeting (including greetings, getting settled, facilitating learning and setting goals), until students get the hang of setting their own agenda.

Task	Description	Tools	Time (mins)
Greet Student	• Help the student feel welcomed and comfortable	Share a bit about yourself. Check in on how things are going.	5
Orient to Session	• Share the what, the how, and the why of the meeting • Ask what they want to accomplish • What is their agenda? Identify any urgent or ongoing needs for success • Review how any tasks set in prior session went	Notes from last session	5
Facilitate learning	• Meet student teaching, modeling, and roleplaying learning style • Review skills and information they identify as needs	Materials related to the skills and information student identifies as needing	40
Set small goals	• Set tasks to be completed by following meeting • Define student & coach responsibilities	Progress note	10

Coaching Timeline and Process

It is helpful to think about the rhythm of a semester and consider what academic life looks like from month-to-month to best support your student. Below is a month-by-month outline of a semester that can help guide your peer coach work throughout the school year.

PACS Month-by-Month Timeline & Processes: Fall

Month	Student	Coach
September	• Adjust to classes • Social life	• Engage with student and build rapport • Assist with scheduling • Assist to implement reasonable accommodations • Wellness support
October	• First exams • Building community connections	• Study habits • Brainstorming & support
November	• Midterms • Sleep & wellness • Class assignments • Choosing spring classes	• Managing stress • Encouraging routines • Monitoring syllabi and assignments • Planning and advocacy support
December	• Final exams	• Planning and offering support for final exams • Help student plan to stay well over break

PACS Month-by-Month Timeline & Processes: Spring

Month	Student	Coach
January	• Readjusting accommodations	• Help student plan to adjust any accommodations that are not helpful • Provide support in implementing these adjustments
February	• Classes	• Encourage routines • Encourage and support good study habits
March	• Exams • Spring break • Housing plans	• Aid student with stress management • Assist with planning & support
April	• Decision making • Class assignments • Monitoring syllabi assignments • Class choices for fall	• Assist with planning & advocacy
May	• Final exams • Returning home?	• Aid student with stress management • Assist with planning & support

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Student and Coach Expectations Agreement

Coaching sessions are a commitment, just like a class or team activity. The success of the PACS coaching program depends on both the student and coach's consistency and dedication. The following agreement should help to outline expectations for both the student and coach.

Please review together, make any needed changes/modifications, then sign and date each copy.

Student Agreement - to the best of my ability, I will:

- ☐   **Attendance:** I agree to attend weekly (30-60 minute) coaching sessions with my peer coach for the entire academic year.

- ☐   **Cancelation:** I will provide 24-hour notice to my coach if I must cancel our coaching session. I will reschedule the missed session with my coach within the same week whenever possible.

- ☐   **Communication:**
  - I will reach out to and respond to my coach via (insert preferred communication, for ex: text) _____ to confirm or reschedule all appointments.
  - When I am unable to meet for a weekly coaching session, I will still reach out to my coach via _____ to let them know how I'm doing.

- ☐   **Preparation:** I will use the tools provided by my coach (handouts, PACS Student Workbook, etc.) to identify agenda items I want to work on during coaching sessions and bring those ideas to weekly meetings.

- ☐   **Honesty:** I will provide honest feedback to my peer coach and/or the Peer Coach Supervisor about my coaching process and how things are going.

- ☐   **Other:** (Please fill in any additional expectations you'd like to see here!)

  _____

  _____

  _____

Coaching Agreement- To the best of my ability, I will:

- ☐   **Role:**
  - ☐   I will partner with my student to create individualized success plans that addresses their academic, co-curricular, personal and/or career needs.

- • I will help my student to identify written goals to achieve during each academic semester.
- ☐ I will assist my student in progressing towards stated goals; roll with resistance, support, encourage and hold the student accountable during the process.
- • I will clearly define the coaching relationship.

☐ **Attendance:**
- • I will set up an agreed upon date and time to meet with my student on a weekly basis (insert here): _____
- • Agree to host weekly (30-60 minute) coaching sessions with my student for the entire academic year.

☐ **Cancelation:** I will provide 24-hour notice to my student if I must cancel our coaching session. I will reschedule the missed session with my student within the same week whenever possible.

☐ **Communication:**
- • I will be available as often as possible during weekday daytime hours for coaching needs, and will respond to calls, texts, or emails during off hours as soon as possible.
- • I will reach out to and respond to my student via (insert preferred communication, for ex: text) _____ to confirm or reschedule all appointments.

☐ **Preparation:** I will support students in identifying agenda items they want to work on during coaching sessions, and support them in taking ownership of their weekly coaching sessions

☐ **Other:** (Please fill in any additional expectations you'd like to see here!)

_____

_____

_____

By Signing this Student and Coach agreement, we both agree to participate in the PACS Program and follow the responsibilities outlined

Coach Name: _____   Student Name: _____

Coach Signature: _____   Student Signature: _____

Date: _____   Date: _____

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Assessment of Campus Challenges

Directions: With your student, review these typical challenges and have your student check off any that they feel are personal challenges for them or those that cause them concern. These can then serve as areas about which you and your student can monitor and strategize.

Academic Challenges

- ☐ Advocating and communicating with faculty
- ☐ Time management
- ☐ Planning – short-term and long-term
- ☐ Concentrating for long periods of time
- ☐ Managing stress related to exams and assignments
- ☐ Speaking up in class or working successfully on group projects
- ☐ Completing work on time
- ☐ Accessing campus-based academic and other resources
- ☐ Accessing and implementing reasonable accommodations
- ☐ Attending classes

Living Challenges

- ☐ A need for privacy while sharing space (home, res hall room)
- ☐ Irregular sleep routines disrupting personal sleep patterns
- ☐ Managing relationship challenges that are common in college
- ☐ Negotiating conflicts with others in residential settings

Wellness Challenges

- ☐ Practicing or establishing self-care routines
- ☐ Sleeping enough and regularly
- ☐ Maintaining an exercise routine
- ☐ Eating balanced meals
- ☐ Self-regulating their stress vulnerability
- ☐ Practicing spiritual and/or other routines that are key wellness strategies

Social Challenges

- Responding to perceived pressure to conform around substance use
- Connecting to/finding a social/cultural/ethnic/gender niche on campus
- Seeking out and building new relationships with people with whom they feel comfortable
- Building healthy intimate relationships

Prejudice and Discrimination

- Report and seek support around harassment, prejudice, and discrimination
- Use campus resources and share relevant information for addressing prejudice and discrimination - internalized prejudice (internalized stigma) can lead to despair, hopelessness, and sense of powerlessness, as well as a reluctance to ask for help when needed.

Coaching Agenda Templates

Starting your coaching process with a structure and clear process will ensure that your student gets the most out of their weekly sessions. In order to set you up for success, we have developed templates for your first five coaching sessions. Please use these example agendas to help you structure your first five meetings.

Every coaching session be structured to provide an opportunity to:

- ✓ Build rapport
- ✓ Review logistics
- ✓ Conduct an activity
- ✓ Review a topic of interest
- ✓ Plan for upcoming coaching meetings

Each of your first five meetings will focus on a different area of need:

Meeting 1: Building Rapport

Meeting 2: Setting Goals & Expectations

Meeting 3: Managing Mental Health

Meeting 4: Social Supports

Meeting 5: Prep for Mid-Terms

Meeting One: Coach Template

Meeting Time: _____

Meeting Location: _____

5 minutes - <u>Rapport Building</u>

Introductions, background information to build rapport

- Personal Background - Review matching forms to identify areas of shared interest, etc.
- Program Background- Overview of PACS Model

5 minutes - <u>Logistical/Housekeeping Items</u>

Determine consistent meeting location and times to establish a schedule.

- One session/week of 30-60 minutes is required for the program
- Preferred contact discussion- i.e., text, phone, email, etc.

15 minutes - <u>Action Activity</u>

Expectations for Coaching Relationship

- Review & complete "Coach & Student Expectations Agreement"
- Discussion of non-compliance

30 minutes - <u>Informational Topic</u>

Complete "Assessment of Campus Challenges" and discuss how it will be incorporated into each session.

- Discuss what a student looks like "when they're doing well"
- Discuss what a student looks like when they are "struggling" with their mental health and/or academics, etc.

5 minutes - <u>Final thoughts/concerns for the day, review agenda for next week,</u>

Provide direction on how to reach coach or other resources, if needed before next session

Meeting Two: Coach Template

Meeting Time: _____

Meeting Location: _____

10 minutes - <u>Rapport Building</u>

      Casual conversation to reestablish/reinforce rapport

15 minutes - <u>Informational Topic</u>

      Goal Setting, types of goals and why it is important in multiple domain areas

- GPA Goals
- Social and Relational Goals
- Coach/Student Interaction goals

30 minutes - <u>Action Activity</u>

- Goal Setting
  - Identify Short Term goals
  - Identify Long Term goals

5 minutes - <u>Final thoughts or concerns for the day, review agenda for following week</u>

Meeting Three: Coach Template

Meeting Time: _____

Meeting Location: _____

10 minutes- <u>Rapport Building</u>

       Casual conversation to reestablish/reinforce rapport

5 minutes - <u>Logistical/Housekeeping Items</u>

       Review syllabi and timelines for work/exams

       Verify email and other contact info current and up to date

10 minutes - <u>Informational Topic</u>

       Triggers/Difficult Situations

          o What are triggers for student?

          o What has worked in the past?

          o How can coach play a beneficial role for student to prevent versus react to potential stressors?

  30 Minutes - <u>Action Activity</u>

     Role Play

          o Process a scenario that has or may occur, and the ways student and coach can work through the situation

          o Deep breathing exercise, meditation, or other stress management technique

5 minutes - <u>Final thoughts or concerns for the day, review of work due the following week</u>

Meeting Four: Coach Template

Meeting Time: _____

Meeting Location: _____

10 minutes - <u>Rapport Building</u>

        Casual conversation to reestablish/reinforce rapport

5 minutes - <u>Logistical/Housekeeping Items</u>

        Review syllabi and timelines for work/exams

        Verify email and other contact info current and up to date

10 minutes - <u>Informational Topic</u>

        Social & Community Involvement (peak week for homesickness)

- Why it is important?
- What is typical for student?
- What is student interested in?

30 minutes - <u>Action Activity</u>

Social Outing

- Coach and student identify one activity to attend together to facilitate community involvement and further connection
- Recurring activities work best
  - Volunteering
  - Clubs, student orgs

5 minutes - <u>Final thoughts or concerns for the day, review of work due the following week</u>

Meeting Five: Coach Template

Meeting Time: _____

Meeting Location: _____

10 minutes - <u>Rapport Building</u>

   Casual conversation to reestablish/reinforce rapport

5 minutes - <u>Logistical/Housekeeping Items</u>

   Review syllabi and timelines for work/exams

   Verify email and other contact info current and up to date

5 minutes - <u>Informational Topic</u>

   Midterm Prep Discussion

   - o What are triggers for student?
   - o What has worked in the past?
   - o How can coach play a beneficial role for student to prevent versus react to potential stressors?
     - Discuss increasing meeting frequency during high stress
     - Establish a texting protocol to maintain contact and positive interaction that can be expected and relied upon to build trust

30 minutes - <u>Action Activity</u>

   - Visit an animal shelter or other fuzzy therapy opportunity?
   - Make an activity wish list based on student/coach interests to pull from during periods of stress or lulls that will facilitate and reinforce bond.

5 minutes - <u>Final thoughts or concerns for the day, review of work due the following week</u>

PASS Zoom Coaching Tip Sheet

While peer academic coaching may look different for the fall 2020 semester, it is important to realize that the skills and strategies that we will discuss in training and weekly supervision will remain constant whether you coach in person or through a virtual platform. Below are some tips to help make peer coaching effective as possible.

- Use Zoom for **at least** one meeting per week – most students are familiar with the zoom platform.
- Use the screen share feature whenever possible – this helps make the coaching process as collaborative and interactive as possible.
- If one hour feels too long to be on zoom together, break the time up into two 30-minute coaching meetings.
- Use document sharing (google docs) to help students create outlines, write papers, and do some peer editing.
- Use calendaring methods such as google calendar, or I calendar to help student organize their week and manage their time.
- Avoid using FaceTime or other virtual platforms that do not have a screen sharing capability – use the methods to do a quick check in later in the week after you have had your initial zoom meeting.
- Get creative – be as engaging as possible – use some of the PASS coaching worksheets to help make the process more interactive (8 domains of wellness, teach to learn technique, procrastination, calendaring etc.)
- Keep the same day and time each week – this will be much less work for you and the student to coordinate logistics.
- Refer, refer, refer! – remember you do not have to be the expert on every topic – write emails, make phone calls, advocate, and help the student connected during coaching.
- Make a to do list and then prioritize – this will help you set an agenda for the meeting and orient you and the student to what the plan is.
- Do homework together! – providing accountability to do work together is an effective, collaborative coaching technique. It may feel odd to be silent and just doing your own work, but the student and you will feel accomplished after it!
- Be a peer! You both are students and going through a very unique time. Listen, respond, and validate to what they are feeling. This will help build your coaching relationship with them and make the process easier as the academic year goes on.

Peer Coaching Activities

Coaching is all about doing. Certain topics may come up during coaching meetings that allow the coach and the student to collaboratively work on an exercise together. The following exercises can be done by the coach and the student, they are meant to build rapport, and be productive towards a specific topic or goal of the student. These are merely suggestions for coaches to use with their students but have proven to be effective strategies when working with students.

Coaching activities should be practiced through role plays in peer coach training and weekly supervision before being used with students.

Activity Contents:

- 8 Domains of Wellness
- SMART Goal Setting
- Teach to Learn Study Technique
- Support Mapping
- Time Management
- Scheduling & Planning I
- Scheduling & Planning II
- Procrastination I
- Procrastination II
- Self-Efficacy

SAMHSA's Eight Dimensions of Wellness

The Substance Abuse and Mental Health Services Administration (SAMHSA) suggests whole-person wellness can be divided into eight dimensions, or domains. Use the template below to identify and define the dimensions. Later use the columns on the right to evaluate your strengths and areas for improvement in each domain.

Dimension/Domain	✓	△
Emotional		
Physical		
Social		
Environmental		
Financial		
Occupational		
Intellectual		
Spiritual		

SMART Goal Setting

The acronym SMART can be used to develop clear and achievable goals across any dimension of wellness. Identify a domain of wellness to set a goal around. Start with a vague goal and work through the acronym to make it SMART. Re-write the goal at the end using the details added on with the SMART acronym.

Original Goal:

Specific	
Measurable	
Achievable	
Relevant	
Timely	

SMART Goal:

Teach to Learn!

One of the best ways to test your understanding of course material can be by attempting to teach the content to someone else. The student should choose an area they are studying and teach it to the coach. Students should clearly explain the concept, and relay it in laments terms so anyone can grasp the concept despite prior knowledge on the subject. Students are recommended to teach in an engaging way such as incorporating visuals or kinesthetic processes to utilize their preferred learning styles. You do not need to be an expert on this topic to try and teach it. The Teach to Learn method helps students solidify what they already know and to have them recognize areas they need to continue to review.

- Come up with a topic you are trying to learn
- Develop a few specifics on the topic that you want to touch on.
- Indicate areas of strengths and gaps in knowledge below.
- Coaches should continue to ask questions during the teaching process to allow the student to further explain.

Topic of choice: _____

Specific areas to teach on:

-
-
-

Strengths	Need to Review

Support Map!

Create a map to identify a student's supports in different aspects of their lives. This map should allow the student to recognize if they are well supported in some areas or if they should seek additional supports in other areas. This also allows the student to recognize who their "go to" support is in a potential time of crisis. It should NOT be the Peer Academic Coach. The Coach can continuously look back to this map to help refer the student to appropriate supports on campus, in their community and at home.

- Supports can be people, places or things.
- Names are fine but try and be creative – use pictures or phrases that remind the student of that support – it helps bring the map to life!
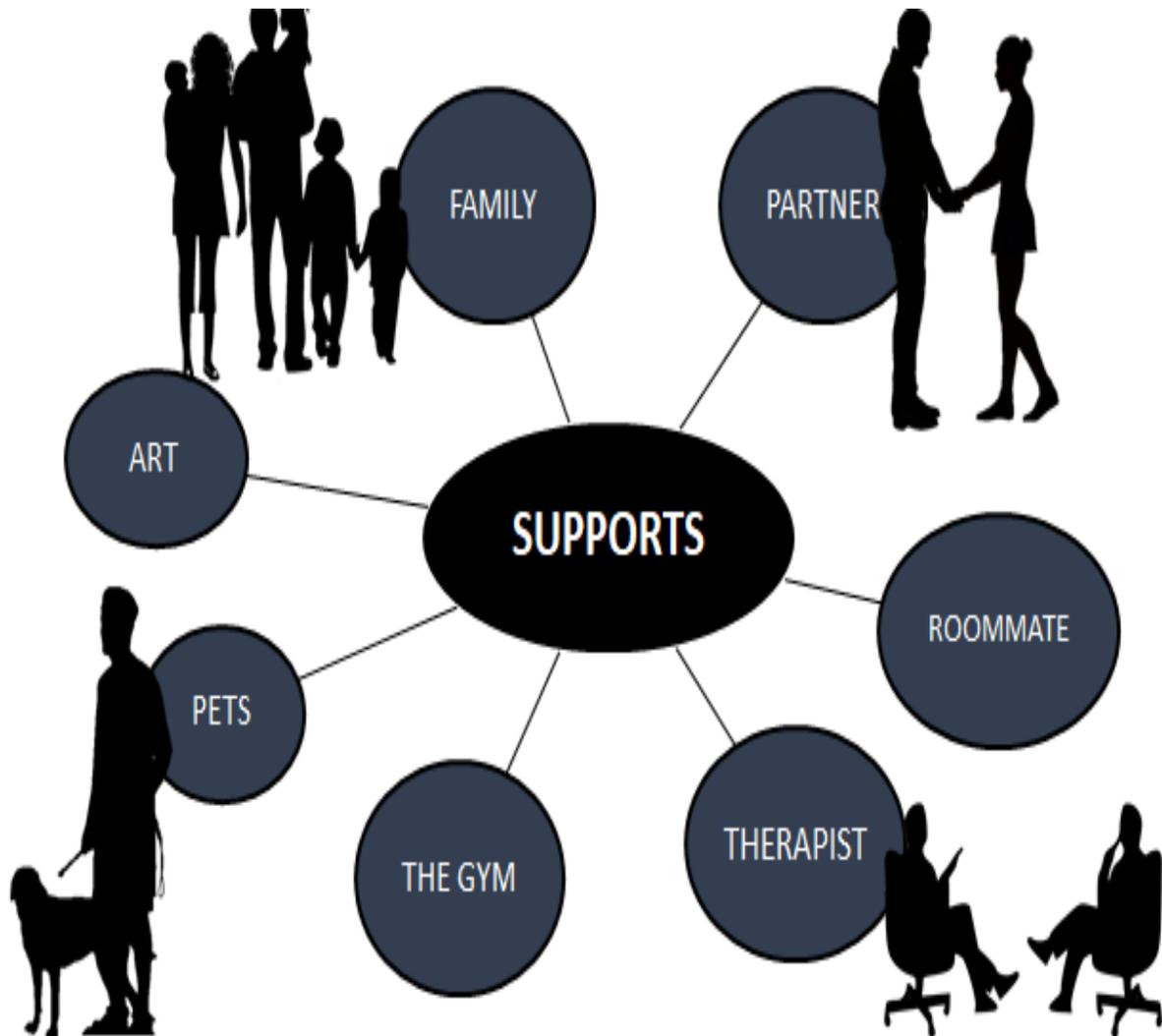
Time & Schedule Management
Use this worksheet to plan how you manage your time and schedule effectively.

1. What is your most productive time of the day? When you can more easily focus, and complete important tasks with the least amount of distractions or interruptions?

_____
_____

2. Once you have identified your most productive time of the day (e.g., from 1 pm to 3 pm), identify a priority academic or wellness activity you will complete during this time.

_____
_____

3. Plan for some good enough breaks during your work time. How many breaks will you take between 1 pm and 3 pm? How long will your break/s take? (e.g., 5 minutes) What will you do? (e.g., stretch, not look at screens, etc.)

_____
_____

4. Use the following guide to plan your week and complete a weekly schedule (below).

Follow this six-step process to prepare your schedule:

1. Identify the time you have <u>available.</u>

2. Block in the <u>essential tasks</u> you must carry out to succeed in your job.

3. Schedule <u>high-priority</u> urgent tasks and vital "<u>housekeeping</u>" activities.

4. Block in appropriate <u>contingency time</u> to handle unpredictable events and interruptions.

5. Schedule the activities that address your <u>priorities</u> and <u>personal goals</u> in the time that remains.

6. <u>Analyze</u> your activities to identify tasks that can be delegated, outsourced or cut altogether.

It's important that your schedule makes time for your academic and personal goals. If you have little or no discretionary time left when you reach step five, revisit your tasks to see if you can do them differently – otherwise, your work-life balance will suffer.

Scheduling & Time Management

The calendar template below can be used to briefly outline a weekly schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Morning:						
Afternoon:						
Sleep (times?):						

Scheduling & Time Management
The detailed calendar template below can be used to briefly outline a weekly schedule.

	SUN	MON	TUE	WED	THUR	FRI	SAT
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
NOON							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							
MIDNIGHT							

Procrastination
Use this worksheet to examine why you may be procrastinating and strategies for staying on task.

STEP 1: Questions to start with:

1. What is the main reason you want to stop procrastinating? (engagement & motivation)

2. How does procrastination make you feel? (experience)

3. Do you think procrastination is a matter of being lazy? Or a choice? (assessment)

4. Do you believe that you have to be "in the right mood" or "the right time" to get a project going? (assumptions)

5. Do you know that you are procrastinating while you are doing it? (awareness)


STEP 2: Why are you procrastinating?

1. Do you think you procrastinate because you don't see the point of the task?

2. Or because you have trouble getting organized for a task?

3. Or because you have trouble scheduling time for the task?

4. Or because you feel overwhelmed by the task? Or worried about failing?

5. Do you think you are a perfectionist? Or have trouble making decisions?

STEP 3: Finding strategies that will work for you

1. Identify why you choose to do the task.

2. Divide larger tasks into smaller chunks and set SMART goals for each.

3. Use a timing technique (e.g., Pomodoro) or a reward system.

4. Plan harder tasks for your ideal work times.

5. Find a partner to act as a monitor. There are even some online tools now.

6. Minimize distractions, including your inner dialogue.

I'm procrastinating! Why, and what next?

Procrastination, or avoiding the completion of a task or responsibility, can happen for a host of reasons. Use the graphic below to examine your reasons for procrastinating. Start by identifying the task in the center of the circle. Then work through the 8 main reasons why the student may be procrastinating and take action on the areas identified as a barrier. The 8 main reasons are:
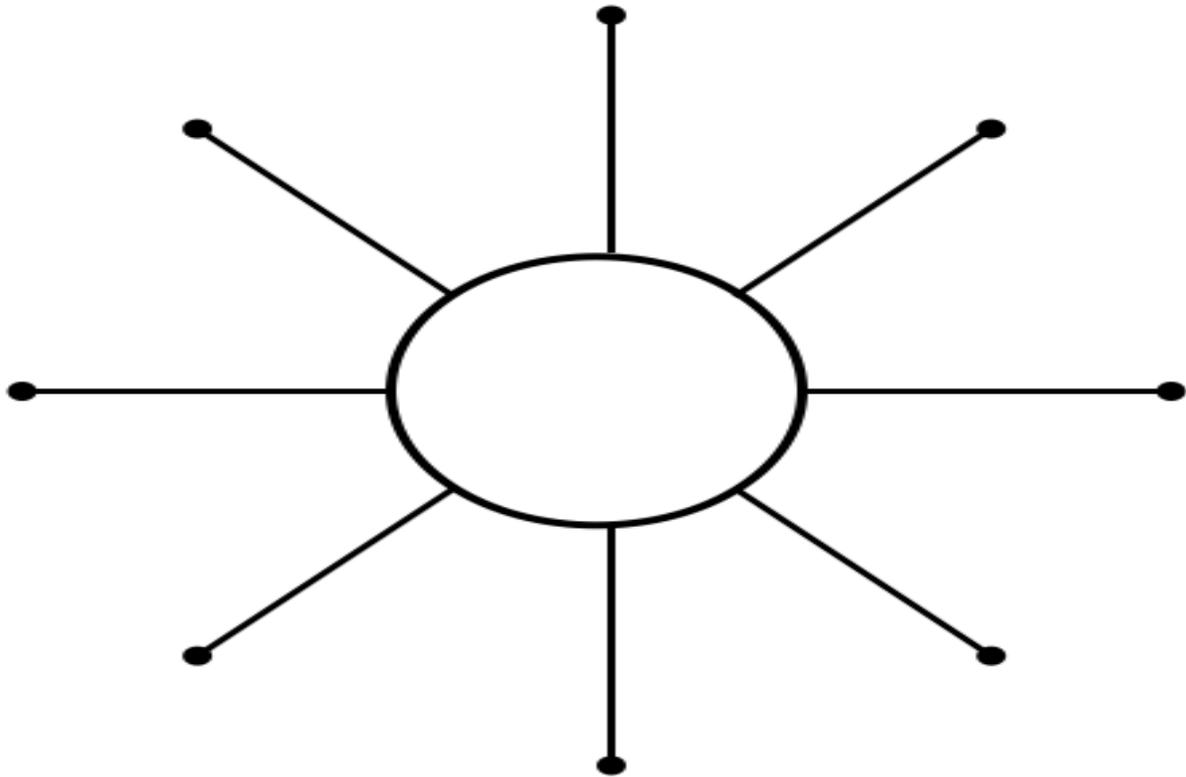
Self-Efficacy

PART I: Self-efficacy, believing you have the ability to complete a task or goal, is an essential component of resiliency. Fill in the template below using Edith Grotberg's resilience framework - **I Am, I Have, I Can** - to examine your self-efficacy.

I AM: personal attributes	I HAVE: resources/supports: people, places, and things	I CAN: action steps
example: I am a strong reader	*example: I have the textbook and class notes*	*example: I can ask my college coach for help scheduling a study time*

PART II: Combine your reasons for procrastinating with your sources of self-efficacy. *Example: "While I've not started preparing for my exam, I have the materials I need to study, and I can ask my college coach for help getting started."*

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