

Faculty Learning Community Year End Celebration

Fostering Resilience: Pedagogies and Strategies to Address Student Stress and Mental Health

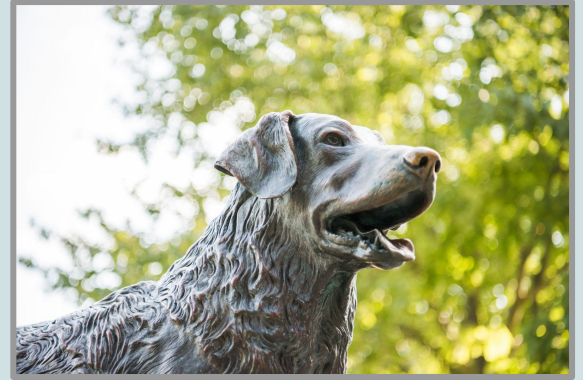
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Three things from our FLC

1. How to foster resilience, or ***Grit!***
2. Student and faculty resources at UMBC
3. Suggestions/Recommendations



1. Suggestions for fostering / increasing grit



***Communication:** Talk with students to see what they need, provide resources to students, (It is not a waste of time to take time to do this at start of the semester, and to check in with your students are the semester progresses.)

***Empathy:** Consider developing an empathy statement for your syllabus (See example next slide).

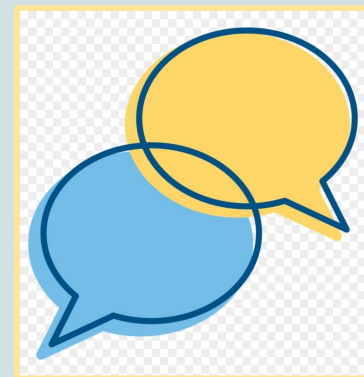
***Community:** We (faculty) are here because we care, it is nice to know we are not alone and to find our own space

Types of Conversations

C. Duhigg (2024). The Science Behind Dramatically Better Conversations. from TEDxManchester

1. Practical conversations: Where we're talking about what this is all about, what we're really discussing.
2. Emotional conversations: Where we're talking about how we feel. My goal is to share my feelings, and I don't want you to solve them. I want you to empathize.
3. Social conversations: About who we are, the social identities that are important to us, how we relate to each other, and how we relate to society.

- *Do you want to be helped?* (a practical conversation)
- *Do you want to be hugged?* (an emotional conversation)
- *Do you want to be heard?* (a social conversation)



Empathy Statement, courtesy Don Snyder

Please make your physical and mental health your top priority. I am willing to work with every student to make sure your physical and mental health do not become barriers to your academic success in _____ this semester. Please contact me if you are struggling in any way, and I will work with you to navigate your way through the course during these challenging times.

Make sure to use the resources available to students on campus: The Counseling Center, <https://counseling.umbc.edu/>, and University Health Services, <https://uhs.umbc.edu/>.

If you are concerned about your mental or physical health, or that of a peer, please consult the UMBC Retriever Care Program: <https://retrieversupport.umbc.edu/retriever-care/>

2. Some Resources for students at



* [Academic Success](#)

* [Retriever Integrated Health](#)

* [Retriever Essentials](#)

* [Counseling Center](#)

* [Veterans](#)

* [Office of Equity and Civil Rights](#)

* [Student Conduct, Restorative Practices](#)



Some Resources for faculty

The resources for students, plus,

*[Syllabi Statements](#)



*[Example of creating a Community of Care](#), from Kent State



*[Restorative Practices](#)



*Retriever CARE guides: [UMBC Community Guide: Supporting Student wellbeing](#)

UMBC COMMUNITY GUIDE:
SUPPORTING STUDENT WELLBEING

*Retriever Integrated Health UMBC: Empowering faculty to support Student mental health [Embedding Wellbeing, Resilience & Meaning in Our Teaching Practices](#)

FACULTY GUIDE · SUPPORTING STUDENT MENTAL HEALTH | Retriever Integrated Health · UMBC |
rih.umbc.edu

3. Suggestions for Moving Forward



As more **students** come to UMBC with a **variety of challenges**, we have an **imperative to provide services**.

Recognizing there are a variety of challenges, we feel there needs to be support ***at the institutional level*** for both our students ***and*** our faculty (as we are often the front line for helping students deal with their circumstances).

We suggest **a working group with administration** to figure out actual needs and how to provide the necessary **structural support in an equitable way**.

We suggest consolidating **information for all** of the relevant campus resources, perhaps with the FDC, and/or through DoIT, in Blackboard/

Thank
you!

