Transcript

Purdue AAARCC and CAPS Back to School Event
Study Skills, Well-being, and Resiliency in College
Friday, August 7, 2020 from 1:30 to 3:15 PM
Speakers:
Casiana Warfield (AAARCC CAPS Liaison)
Dr. Dulcy Abraham (Professor, Civil Engineering)
Renz Buenavista (AAARCC Undergraduate Ambassador)
Denny Putra (AAARCC Graduate Assistant)
Thank you everyone for being here. My name is Pam Sari, and I direct the Asian American and Asian Resource and Cultural Center. So glad that you are here with us for this session. So today we will have 4 presenters with us: Casiana Warfield, Dr. Dulcy Abraham, Denny Putra, and Renz Buenavista who will share with all of you about Study Skills, Well-being, and Resiliency in College. We will also give some giveaways throughout the session. So if you have questions or comments later and you ask questions, we would like to give you some merchandise from the AAARCC so stay tuned until the end, until questions and answers. And ask your questions and comments and we’ll get you some merchandise! So if we are ready - I think Casiana is here. Casiana, are you here? We can just start.

And first, I would just like to give some announcement. If you have not followed us on social media we are @Purdueaaarcc on Instagram, Facebook, Twitter and also YouTube. You can put your phone onto the QR or just find us on the social media. I’ll give you a few seconds to do so. If you are here as faculty, staff, for graduate students - we have a writing group that I co-lead with Professor Dada Docot. It is on Mondays, Wednesdays, and Fridays. In the fall it will be 7:30-10, but right now we meet from 8 to 10 in the morning. It’s very flexible in terms of you can come in later, 8:30 for example. But the focus is writing. Do your own writing and we function as a supportive community for you. If you would like to join that, let me know in the chat or email me, aaarcc@purdue.edu for more information.

And for now I would like to start with Renz who will share about study skills, well-being, and resiliency in college from his experience as an undergraduate student at Purdue. So Renz, if you can start please.
RB:
Hello everyone. I just want to start off - Thank you for taking the time out of your day to enlighten yourself and take away from our experiences. Can you go to the next slide, Pam? So who am I? I’m a rising senior in kinesiology with a concentration in clinical exercise physiology, with a minor Asian American Studies. I’m the undergraduate AAARCC student ambassador, and I have been since my sophomore year in the winter semester. I’m a first generation immigrant, and so I immigrated to the United States from the Philippines when I was 7. And I have served as a student leader for various organizations.

And so the topics I’ll be covering is my personal testimony of handling well-being, resiliency, handling burnout, experiences as a first-generation immigration student, student leader, and balancing priorities during my college career, systems I use to stay on top of things and controlling my schedule, my overall reflection and lessons to take away, and AAARCC resources.

And so my personal story of well-being and resiliency starts when I was relatively successful until my sophomore year of college, where I started to neglect myself and had trouble balancing my priorities. And it became so bad that by the end of my fall semester of my sophomore year, my scholarships were at risk of being revoked, and my professional goal of becoming a Physical Therapist became a pipe dream. I was lost and stuck in a dark place, and experiencing things that I normally excel at became a failure was tough for me to accept.

And so how did I get out of it? And so the first thing I did was accept personal responsibility. And by that I mean just taking control of your own life. And so, there was a situation where I felt like I started blaming the professor for not being able to teach material as well. But I started to frame it as ‘if this professor can’t teach me as well that I can understand it, what are some other resources that I can utilize so I can understand the content better? And so I started to change the my mindset from a negative perfectionist to a more positive and accepting. And so to help change the way I approach things, by adopting new systems and reaching out to receive professional help and my communities for support. And making a priority list composed of the 3 things that matter to me. And so those 3 things that I prioritize is my physical, emotional, and social health, my goal of making it to physical therapy school, and helping underserved communities.
And so here’s an example of a system I utilized to be successful. And so what I use is called Notion, and what it is is a workspace app like Evernote and OneNote and how I use it is for note taking and organizing my daily, weekly, and monthly tasks. And why I recommend it is because it’s the best way for me to organize my thoughts, both schoolwise and miscellaneous things so I’ll be able to better organize my academic stuff, review better, and I also have some things such as my journal and recipes I used to cook and it is completely free for all students. You just need to use your student email to sign up. It is also free for everyone, but for students we have access to was called Notion Pro.

And so the next thing I use is Google Calendar. And what it is is a time management and scheduling calendar and how I utilize it is to map out my daily/weekly schedule, upcoming assignments and exams, and bills to pay. And so why I recommend it is so you have a better idea of how your days look like, things to prioritize, conflicts, and be intentional with your time. And is completely free.

And so here are some miscellaneous tips that I have found valuable about well-being, study skills, and resiliency. And so I think the most important thing is mindset. It is being intentional, proactive and adaptive, but also being kind to yourself and having an outlet besides academics. For me, that's working out and joining cultural organizations. I think to be a successful boilermaker is not only to be successful in the classroom, but also out of it. And so finding a supportive community, having a support system, is a must. Especially when things get tough. For me, I felt like when I had these challenges, I kind of distanced myself from my community, and so in a way I kind of isolated myself and I think honestly a lot of the challenges I faced could have been done a lot better if I had other people and I reached out help me.

And so going off of that is leveraging people's experiences. Finding other people that are successful to answer your questions and finding out how they over came these challenges, because a lot of the times, the challenges that they had to go through are the ones you’re going through. And so utilizing Purdue’s resources. Purdue offers them for little to no cost, and I’ll discuss some of them and what the AAARCC offers on the next slide, but you’re spending money to be in a prestigious university, so make the most of it.
And so here are some AAARCC resources. So we had this partnership with CAPS where we started this in the spring semester where we have a conversation on mental health and well-being and self care with a licensed therapist. And the next one is the Catch the CCO Career Coach where we have career opportunities and career services consultant helping you during this really wild field in terms of jobs and internships.

And so here's my overall reflection. College was a rough transition point for me and balancing all of these is a challenge both in the past and currently. But from all these experiences, I'm a stronger, wiser, and ultimately a better version of myself and I hope you're able to have some great takeaways from my presentation. If you have any questions, don't hesitate to contact me. And so I'd just like to finish with this one little picture that I found to be really insightful and also heartwarming. So this boy is having a conversation with his cat, and he's just enjoying his day and he knows that everyday won't always be having all the good times and being successful, but I think the cat really gives him insightful wisdom by just saying that remember today came after some of your most horrible days and the path between the two can always be found again. And what that means to me is that during your successful times, there are going to be some speed bumps and there is sometimes where it's going to be awful and you just have to get through it but just knowing that just because you have these challenges, the path between the two can always be found and it's not set in stone. So thank you again for taking the time to listen to my story and I hope you're able to have some great take aways from it.

PS:
Thank you, Renz. And again Renz is one of our undergraduate ambassadors at the AAARCC and he has done amazing things. If you follow our social media, Renz and Gwyn, especially Instagram and Facebook, Renz and Gwyn share those responsibilities. So they have been researching amazing topics, sharing them with all of you so I hope you will take time to appreciate as well what he has been doing at the center. Thank you again, Renz! And now I would like to go to Professor Dulcy Abraham. We have heard from Renz, our undergraduate student, and let's hear from a professor who is teaching and working with students everyday. Her perspective about study skills, well-being, and resiliency in college. So Professor Abraham, I will let you.

DA:
Do you have my slides? So while Pam is uploading the slides, I should congratulate Renz. I think what you discussed and what I am going to discuss - Oh, this looks weird (in reference to Powerpoint slide appearing on screen) - go very much hand-in-hand. This is messed up, I think (again, in reference to the slides on screen).

PS:
I can fix it as we go.

DA:
Okay.

PS:
And everyone, I will share all the slides after we are done. We are going to edit and fix all the discrepancies so you will receive from us links and well as the transcript of this recording, so that will all be available to you.

DA:
Okay so have you given me control or are you going to move the slides?

PS:
Do you want to just run it? I can give you control.

DA:
If you can do that, that would be great.

PS:
I can do that.

DA:
So again, I reiterate Renz’s welcome to all of you. You know, I remember coming to the US as a graduate student. I’m going to say probably 30 years ago and at that point in time, you know, I was at the University of Maryland. We didn't have anything similar to an AAARCC, so we have to learn things the hard way. But something that Renz mentioned came up to my mind and that
was I had a very good support system. It’s crucial that you have a support system because people who have taken the journey a few years or even a few months before you can probably give you some suggestions as well. So welcome to all of the participants! You’re going to be part of a thriving Global community at Purdue. And at Purdue we really value the diversity of our students and our staff and faculty who come from all over the US as well as from all over the world and we believe that having this diversity helps us to develop a broad cultural understanding and I would say a more complete viewpoint of the world around. And we also find that when you are studying and learning and sharing knowledge together, it helps us to work in a more collaborative environment in the global settings. And as a faculty member at Purdue, I am thrilled you have taken the time to engage with us early on and we look forward to supporting you throughout your academic career at Purdue. Okay.

So I thought I would frame, you know, what I wanted to share along certain groups of strategies. You know, for some of the strategies I have comic strips from PhD comics. I like a little bit of humor - I’m not a very funny person, although my students say that I’m funny. By the way, I am a faculty member in civil engineering. I work both with undergraduate students and graduate students and currently I’m serving as the graduate chair in Civil Engineering. And my first strategy is titled, “Be proactive.” And within that, within that strategy, I would suggest that each of you develop a road map. You know, before we embark on any kind of journey, we just don’t get into our cars or planes or whatever, you know, and just jump off and do stuff. We typically have some kind of a plan. So it’s important to develop a road map, and you can develop a road map the very first semester here. It’s just a map, it can change. Your priorities may change, the path you take may change, but at least you have some kind of a plan. I often tell the students in my undergrad and graduate courses, you know, I would say “Develop a plan. I would say “Plan the work, and then work the plan.” Within the category of being proactive, I strongly recommend that a student, both undergrad and grad students, take the initiative and build relationships. So you can build relationships with faculty and staff in your departmental school, and possibly upper level students, alumni from your programs, alumni and students in organizations that you’re involved with, that’s very important. Because when you do that, when you take the initiative and build the relationships are also developing networks - very important. Third, develop a support circle. And the support circle may change as you go through your academic pursuits. So probably when you first come on board, it may be your initial academic advisor, it may be the students with whom you are engaged with if you are going through BGR or
one of the graduate orientations. It may be a group of students with whom you have traveled with, your first set of roommates, or people on your floor in the dorms - start there. But you will find very soon, depending upon what you are pursuing, based on your roadmap, your support circle may change. It may enlarge, it may sometimes be smaller. You may find that some of the folks that you thought were good supporters for you are typically not and you may want to change that. And then finally under “being proactive,” I would say build key skills. Be organized, be prepared, always have a collegial attitude. That does not mean that you agree with everybody but you have a respectful attitude that people want to engage with. And then learn some budgeting skills for your time and financial resources.

The second group of strategies which I put forth are try to find ways to learn and think outside the box and I use the word in community - you know you cannot do that successfully just working on your own so you have to again, going back to number one - you're going to do it in the context of community. And when you are embarking on an undergrad and graduate degree at Purdue or any other institution of Higher Learning, consider yourself as a member of your future profession. So Renz mentioned that you know he is keen on going to physical therapy school, right, so hopefully he’s taking on the persona of a future physical therapist. What are some of the skills that physical therapists need? What are some of the networking opportunities? You know at Purdue, we are so blessed to have so many used to have so many different seminars, workshops, lectures and so on and so forth. So attend optional lectures and seminars that are within and beyond your program or department because it will open up new avenues for you. If you are a senior graduate or undergraduate student, attend and present at conferences because those open doors for you downstream. And I would encourage every one of you to join and actively engage in at least one professional organization. You may do more than one, but again, you must prioritize your time, budget your time. So at least one professional organization and one organization that is cultural or sports or hobbies and so on. That way you’re getting input for your academic journey as well as for other aspects of your life.

Strategy number three - for every student, know your program requirements and timeline. So you know, I’m positive that once you get into your school or your department they’ll probably give you a plan of study for your program for your 4 years, 5 years, professional programs, so on and so forth. What are the types of courses that you need? You need to take all these other prerequisites that have to be completed. When are these courses going to be offered? At Purdue,
not all courses are going to be offered in every semester, so you have to figure out, with consultation from your advisors as to when you will take the courses that you need in order to graduate. Are there capstone courses that you have to take? If you’re in a professional program - are there any internships requirements? I’m within the Construction Engineering area within Civil Engineering, and we have a division of Construction Engineering & Management, it’s an undergraduate program. And every student in the program, for instance, has to complete 3 internships before they are allowed to earn their degree. So you have to ensure that that’s going to be part of your work. If you are in certain kind of fine art programs, you have to have portfolios. You cannot begin your portfolio the night before they are due, so you’ll need to have that as well. Are there research credits and major projects that you have to complete? Are there qualifying exams and comprehensive exams? These are typically for PhD students. If you’re doing a Master’s thesis or PhD dissertation, what is the time frame for doing the research, for publishing, for the final documents and so on. And then, you know, if you have a defense. If you have annual reporting - what are those requirements for timing?

Seek balance, support, and harmony in your life. That is my strategy number 4. And I put the first one - get enough sleep - because this is a common concern that I find among undergraduate students and well as graduate students. You know, I’m either too busy doing work or I’m playing too many video games or chatting or bingeing on Netflix or something, so I’m getting enough sleep. So I know many of my students, they probably don’t sleep more than 2 or 3 hours and they’re exhausted. It’s physically not good to do that. Get enough sleep, make time for physical exercise, activities, and hobbies. Renz mentioned that, you know, he exercises. Eat nutritious and healthy meals. That means you don’t eat as much junk food. Okay, one of my PhD students, I would always make fun of him, I mean he is graduated now, he would always be like “Oh Professor Abraham, I’m just going to get something from McDonald’s.” McDonald’s is typically not going to give you very nutritious meals if all your meals are eaten there. Eat nutritious meals. And I was very encouraged when I heard Renz say that he keeps track of all his recipes, because you know, cooking can be a wonderful way to relax. Because it uses all your senses, lets you be creative, and so on. And of course, you get to eat a good meal as well. Point number 4 here is very important, and I require all my grad students to do that. But I would say, take one day a week off from your school, college work, studies, etc. And you know, when I first started as a graduate student, even when I first started my work as a faculty member, I didn’t do that. And I got burnt out. So take one day a week off, and you know, when you do that, the other 6 days
you're working really hard because you're looking forward to the day of rest and rejuvenation and relaxation. So it’s great to do that. It enables your mind, your body, and your soul to be rejuvenated. Keep connected with your family and friends outside college. Now that you’re at college don’t forget the people who supported you earlier. If it’s your mom or your grandma, your sister or your little brother or whoever, keep in touch with them. Right, don't break off ties hopefully with people who have surrounded you with love and helped you to get to where you are. I believe I already mentioned, join a cultural, sports, special interests organization to network and grow and enjoy pursuits that are outside your area of study. And seek out the resources on campus that can help you through challenging times. I think I have put a couple in one of my latter slides, and I think Renz has also given you a list of resources through AAARCC.

Now specifically for graduate students I would say - if there are graduate students on this call - I would strongly encourage them as early as possible to discuss expectations and timelines with academic advisors, you know, your research supervisor. I have a cartoon from PhD comics which the professors says “I want you to know that I expect all my students to be in the lab during regular working hours.” And the student says “you mean 9-5?” And again, the professor says, “I mean 6 AM to midnight.” Ooh, I hope not. And the student of course is confused, and he says, “But my stipend only covers 20 hours a week.” And the faculty member says, “Of quality work, not grad student work.” Because sometimes grad students tend to spend time being distracted. We’ll talk about distractions in a little while. And just as a joke, sometimes when grad students would come to me, I would always tell my grad students “please don’t bring your phone with you, unless you’re expecting an emergency phone call,” because every time there’s a “ding” they would turn around and look at their phone. So that can be a distraction. Schedule: if you’re a PhD student, schedule regular meetings with your entire doctoral committee at least once a year. Some programs actually require that so in the school of Civil Engineering, we require that every one of our PhD students with his or her entire doctoral committee so that everybody is on the same page, there is synergy of discussion, and there are no unexpected consequences towards the end of the program. When you have these meetings, have a clear purpose. What is the purpose, what is the typical outcome, expected outcome of this meeting, set an agenda ahead of time, if the committee members have asked you to perform some work, show them the results of the work, if some of the work cannot be done explain what resources are needed to do the work or why it’s not part of the actual plan of the work. Keep your supervisor informed of your progress and challenges because sometimes faculty members may not be able to gauge the
challenges that you have. So for instance, as we’re passing through the COVID seasons, internet connectivity, poor connectivity, spotty connectivity can have an impact on the progress of your work or the ability not to be able to contact the- do the one on one interviews or get into a lab, all that can have an impact. So what are the challenges that you have. Just as I mentioned on the previous slide, take workshops outside, outside your department that may focus on teaching, or grant-writing, or entrepreneurship, or other skills that you can develop. If you’re a PhD student I would also encourage you to mentor undergraduate students maybe in your lab, in your research setting, it may be through other professional activities that you have. And for all students, maintain scholarly integrity in all aspects of your work because you know, you as a Purdue scholar, as a Boilermaker scholar will be known and we want to be sure you’re known for your honesty and integrity.

So there was some questions that were asked related to, I think there were four themes, so what are some effective study skills? First, make good use of your class time. Again in the middle of Spring we all went to complete online learning and I was teaching a graduate course and I was doing it synchronously so I could see all, I call all my students kids, I could see all my kids all the time and I really enjoyed that. But we had a few undergraduate courses in my department where the courses were offered asynchronously and the students never bothered to show up for the lectures or office hours or anything. So the engagement was lost, and when you engage with a course that’s when you get the best out of it. Number two: do active reading. Don’t just read for the sake of reading, ask questions as you’re reading, take notes. I always sit with a pen and a highlighter to kind of write to myself questions as I’m reading something. So it takes me a longer time to read something but then I tend to retain it much better because I have engaged with the material. Consistently work out assignments, don’t wait to do your assignments at the very day before they are due. So I would encourage folks to do the assignment maybe a day or so after, again depending upon when they are due. Work out the assignment, ask questions, go deeper into the assignment. And then sometimes you may want to do self-study but sometimes it helps to do group study. But don’t do group study without doing self-study. Group study works out best when you can- each of you is teaching the other. When you teach others you learn material better. Renz also mentioned not to let challenges or obstacles to keep you down. And I put it “Do not let a single poor grade discourage you.” Move on, it’s just one grade just move on, okay? And finally use the resources provided by the department, the college, the university so that you’re very well prepared. They can be recitation sessions, TA office hours, workroom studies. And
Purdue has many resources if you go to Purdue’s Academic Success Center, that’s the link. There are many resources that are available. Next! There was a question related to how do you maintain healthy relationships with faculty and people who are supervising your work? So the first thing is be respectful. Be respectful when you’re interacting with them in class, through communications, and in other interactions with them, and if you look at the cartoon at the bottom it says, “how to write an email to your instructor or TA.” And when you start of a message saying “from student to instructor: Hey.” Who is hey? So be respectful and professional and collegial when you’re writing email messages. Second: be prepared for meetings and discussions, when you say you’re setting up a meeting with a faculty member and you say “I want to come and see you.” My first question is, what do you want to see me about and give me a little discussion. If you have a problem with an assignment, show me what you have done before you come and say “I don’t understand anything.” That doesn’t show much initiative. Next! Be respectful of boundaries. So in some countries you may refer to a professor by his or her first name. I would always say when you start up initially be more formal then if their giving you permission then you can resort to just first names. Also be aware of relationship boundaries, professors and students are not supposed to fraternize. So if there are some unacceptable relationships, that will not do. So be sure you understand what those relationship boundaries are. Finally, do not ignore problems, if you find that your advisor, your faculty members, your staff members, your TA’s and you are on totally different pages, don’t wait until the end of a semester to raise that concern and to work with that concern. Work through the problems so that they don’t turn out to be a crisis. I’ve listed a number of resources at Purdue, if you’re an undergraduate student, the Office of the Dean of students is a great place. If you’re a graduate student, the Office of Graduate Assistance and the Graduate School is a great place. Then you have CAPS, I think we have someone from CAPS who’s gonna talk to us today. Also the Office of Institutional Equity. So these are some resources that you can make available of when you are ready to do so. And as Renz mentioned, you’ve come to a wonderful university, you’re spending a lot of money or somebody is spending a lot of money on your behalf for you to get a quality education so make good use of the resources that you have.

Another question had to do with “what do we do with burnout?” “I’m burnout, I don’t know what to do.” The first strategy that I have is to build intrinsic motivation. Find out what skills need to be developed and what experiences you want to have while you’re still at Purdue because you have created a roadmap and as Renz mentioned he wants to be a physical therapist. What is
your intrinsic motivation? I’m not doing this course because I have to do it, I’m doing this course because it’s going to be one step towards something I want to do. Visualize your progress and celebrate your achievements. Even if they are very small achievements. So for instance, I love good food, I like to try different kinds of foods. Anytime I finish a major project or even a minor project, I go and reward myself by ordering food from a place that I like. Or it may be a plant that I want for my garden, or something exciting, doing some fun stuff with a friend, something small. Even if it’s a small achievement, celebrate. Spread your study time over days rather than cramming just at the last time because then you won’t get so stressed out and you won’t feel the burnout. Take breaks regularly. It’s very helpful in order to restore focus and to increase creativity. So sometimes when I feel that I’m not making any progress I just close my laptop and I just take a walk in my backyard, I mean right now during COVID. Otherwise when I was in the Hampton Hall I would just go up and down my building or just go around the building to get some fresh air, breathe the fresh air, maybe see a couple of trees then be back. And always keep the end in mind. Remember the big picture, the roadmap, what is at the end of the roadmap.

One of the questions- A couple of other questions was “how do we deal with distractions?” Again, here I have a comic from the PhD comics and it shows my desktop, my computer desktop, not mine but I’ve got the thesis stuff, I’ve got frequent shortcuts, I’ve got my to-do list, I’ve got a whole bunch of things on my desktop. But sometimes what happens when I have too many things on my computer desktop, I’m very distraught. So first, get organized with a to-do list. I like to create a to-do list and this is my to-do list book, my memo book. I tend to write a whole bunch of things and sometimes, guess what I do, I finish up something and I write it in and I cancel because it gives me a sense of achievement. So I do things like that as well. Organize your workspace and some people like to work when there’s a lot of chaos around them. I do not tend to do well in those types of situations, I like a well-organized workshop and a well-organized workspace. Silence the alerts on your phone and keep your internet tabs, open internet tabs, to a minimum because those can be distractors as well. I tend not to use music or headphones to cut down on noise but if you’re going to be working in a public place maybe after the COVID season is gone, some of you may enjoy working in a coffee shop or it may be in the study area within your dorms whatever. So maybe you use music or headphones to cut out the noise. And for each of you, find out what is the best environment for effective studying and working. And finally how do we deal with uncertainty? Again this was a question that was posted by one of you. My first strategy out there is plan your self-care time and schedule your worry time. What does that
mean, plan your self-care time? Most of us have traveled, right, and anytime the flight attendants come and give you your safety procedures, what do they say? They say always put your oxygen mask first before you go in for the oxygen mask on someone else. So you need to be sure that you're planning your self-care time. So you're sleeping well, you’re resting well, you’re eating nutritious food, you’re exercising, you have a support team, and so on and so forth. So that’s fine, so be sure to plan your self-care time. But it’s also important to schedule your worry time. Now what does that mean? Particularly during the COVID season, but all the time, everyone has worries, so sometimes what I do, it sometimes works for me, is I write down all my worries and I say I’m going to spend so many minutes per day or per week looking at my worry list. Once I finish looking at my worry list, I put it away. So I have spent time in my worry list and then it’s done. Some people, what they do is, they say they go to a certain room and that’s the room where they worry in and then it’s done. So whatever. So I would say schedule your worry time. I think we’ve talked about point number two, taking time to get enough sleep and rest. Number three is recognize that grief and loss can occur even during times of joy. So for instance when, because of the COVID season, we were not able to have any of the in-person celebrations for graduation, parties and so on and so forth. It was a loss of community, I missed not being able to go to take my students and their families for dinners after they defended their PhD dissertation, I missed not being able to hug my students or engaging with them or getting a goodbye to them in person before they left or hugging them whatever! So recognize that grief and loss can occur even during occasions of celebration. But also recognize that we are most resilient when we operate out of our strengths and that some kind, the right kind of stress can help us to be more creative and it can help us to solve, find new ways to solve problems. When you’re trying to deal with uncertainty, it’s so important to stay connected with your support circle and your support circle can be in-person, your support circle can be online. Your faith is gonna be an important part of your support circle. So be sure that you have that kind, I use the word, community, commune, that’s very important. The last strategy that I have is to create a gratitude journal. Now what is a gratitude journal? There are so many things that are going wrong but each one of us has been blessed and I think each of us who was on this call, on this webinar, is blessed because we are part of a great institution. So put that down as one of the things “I'm grateful for” because I think when we start counting our blessings our challenges are not going to seem that bad. I’m not saying they’re bad but they’re going to not be that bad. You’re going to find strength to be able to handle them and in community and in consultation
with others. So that’s all that I had to share, I know Pam gave me 10 minutes to chat but I had many things to share so I hope—thank you for indulging me with your time!

PS:
Thank you so much Professor Abraham, and I would like to just emphasize one point that you mentioned about eating healthy and I know for some of us and for people you might know, food insecurity might be a problem and I just want to remind us that we have faced Campus Ace Food Pantry of that is a great resource that can help us if we are dealing with food insecurity or even if we would like to have different options in terms of food that we are eating. If you don’t know how to reach Ace Campus Food Pantry, feel free to ask us on the chat, our staff members would be happy to direct you, and the AAARCC actually is trying to be more engaged with the food pantry so we’ll see if we can also get some pop-up pantry at the AAARCC as well, so that are some of the efforts we are currently doing as well. With that, let’s move to Denny, I will ask Denny to share about his experiences, especially as a graduate student and also he is a college professor so talking about sense of belonging, peer support, and mentoring. I will share the slides. Denny please go ahead.

DP:
Hello everyone, thank you for joining this webinar. Again as I mentioned, my name is Denny Putura and I currently serve as a graduate student and assistant at the Purdue AAARCC. Originally I am from Indonesia, so I am an international student, and currently I am entering my third year in Counseling Psychology Program here at Purdue. My title is a little bit different than the other, but I believe what I’m going to share today is an important component or aspect that is helpful for you to go through higher education experiences. Some of these aspects have already been described and mentioned before by Renz and Dr. Abraham, so hopefully what I’m trying to emphasize and speak about is complementing with what they’ve already been saying. So am I in control or...

PS:
I can run it, you just tell me.

DP:
Okay, all right, thanks. Slide please? Yeah so just briefly again like mentioning about the
transitioning into higher educations I think that for all of us who have the privilege to go to and pursue a higher education, I think there is this process that we universally have to go through. I think Renz also mentioned this before, and I will also later explain, share my experience with that as well. Even though this transitioning is a normal phase, somehow it affected individuals differently, uniquely, depending on their backgrounds. For example of their ethnicity background, nationality, location where they are coming from, institutions that they go through, and then their gender, disability, religion, and also maybe sexual orientation, right. So it would be different for each one of us and speaking from my own personal experience I went through three different institutions. I came here to the US like 25 years ago in 1995 to a very small town in Northern Indiana called Goshen, so I pursued my bachelor’s degree there. I have to adjust the new culture, I have to adjust through the language, I have to learn the language, and I never know what it means to be a college students, and then I have to go through all these different process of registering for this procedure, especially registering for courses, paying tuition, applying for social security, and all those, just all of these procedures. After I graduate I move to Chicago from, if you can imagine from like 26,000 people, from a town with 26,000 people to one of the largest cities in the United States by myself. Didn’t know anybody, I have to you know bring all my stuff, carry them with me, rent a truck, drive my truck, go over there, you know, find all the places to live and then go again, going through all these procedures again as a graduate student which is different from the undergrad. And then I went home and then two years ago I came back to Purdue to pursue my doctoral studies, and again I am a non-traditional student which means, as I mentioned, I worked in academia and higher education back home for nine years, and now I return as a student here, and I have a family now. I have my wife and my son. So it’s a different adjustment. I’m talking about this transition, I try to simplify this, people may not agree with me, but there’s this feeling of being settled. Being settled physically, and psychologically. Physically it’s more like, “oh, I’m here, I’m at Purdue as a person, I have my own room, I have my own mattress, I have my computer,” so every personal belonging you have, it feels like physically you’re here. But then again with this pandemic, COVID 19, I think some students may not be able to be here physically so that may take a little bit, you know, another different feeling for that. But then there’s this part about being settled psychologically. Even though you’re physically present, you’re present here physically in person, but then somehow as you go through your college life, undergraduate or graduate journey, there’s a feeling like, “what am I doing here, why am I here. I don’t know anybody, I don’t understand what I’m doing here.
“Should I stay, should I go?” All these feelings of not being grounded in one pace. So that’s why we later mentioned a sense of belonging. Next sides?

Talking about this, being settled psychologically, I probably just want all of you to think about and take your time for just a personal reflection here. As you are walking through your college life, your higher education journey, just be aware and tuned to your feelings and changes that happen day by day, daily, weekly, monthly, or yearly, as you go through your journey. Reflect on your academic performance, like how well you do in your classes and courses. Reflect on your interpersonal relationships, like how well you connect with people around you, how do you know people in this campus. And then being aware of your engagement in and outside of the classroom, are you active in your classroom, are you comfortable asking questions, how do you perceive the faculty’s attitude towards you, is it comfortable to ask questions with them, do you think they’re supporting you? How about your friends, can you be speaking freely with your friends or is it hard for you? Do you feel distant with them? Do you feel disconnected in these places? So all these questions could be an indicator of how your sense of belonging is low or high at this point. Just take your time, I know throughout your studies you may be very busy with your academic life and all that, but just taking time just to reflect on how you’re feeling all this time might be helpful to you to get a sense of how you belong or not belong to this space. Okay, next?

So I’m just taking these two very common definitions that have been used in literature, sense of belonging. The first is, sense of belonging generally belongs to a feeling of connectedness, that one is important or matters to others. And then the second is, sense of belonging, at the most basic level, whether or not students feel respected, valued, accepted, cared for, included, and that they matter, in the classroom, at college, or in their chosen career path. So in these two definitions, what I’m trying to emphasize is a point of, it is subjective in nature. So meaning, nobody can tell you whether you feel belonging or not, you are the one that can feel it, that’s up to you. The second one is validation. So, as stated in that definition, felt accepted, valued, accepted, cared for, included, that means you are being acknowledged as a person, as a whole person, not just your academic performance, you have a voice, you have identity, you have a background. You have something that is unique, and that, being validated, is the most essential part of being a human, not just a student. So that means it’s very important just to get a sense of validation from people around you. And it’s space related. That means it doesn’t only happen in
one space. Space is like in a classroom, outside a classroom, in organizations, or maybe like a culture center, or any place on campus that you can feel some sense of belonging too. And its dynamic. It changes every day, it changes every week. I should be sufficient to feel an average feeling every week or every month, in college, it will be that sense of belonging within you. The last point I also want to emphasize is the sense of belonging is a collaborative effort between the student and institution. It’s not only you as a person who is responsible to increase the sense of belonging. Institutions value you as a student. Without the students, there’s no institution, right? It’s a very important element of higher education. If both parties can understand each other and if the students can voice what they’re concerned about, what they need, and then the institution can be aware of those needs and meeting their needs, I think that’s where a student can feel more being part of the institution. Okay, next?

Now why is it important? This is just some of the research findings that I went through in literature. The first one is a sense of belonging is associated positively with student engagement, both emotionally and behaviorally. The more a student feels belonging to an institution, the more they experience positive feelings, they less procrastinate, and behaviorally they are more engaging in the classroom. They ask more questions, they want to do more for their classes, they want to join more organizations, and all that stuff. The second I think is related to the first point is persistence. If you’re engaged with your academics, if you’re engaged with your institution, you feel more aof being part of this, right, you want to know more, you want to stay more. Compared to those who are like, “it’s better if I stay home, it’s better if I stay out of school,” you will not have that vision to finish, to graduate. The next one is research also shows students who have an increased sense of belonging also tend to use campus services. Like I’ve mentioned before, Renz’s experience of trying to reach out, getting involved with different activities, student organizations, all that stuff, even like career services. Again, I think it’s kind of interrelated with the previous points that we talked about where if you get more involved with campus services, you get engaged with your academic tasks and demands, you will eventually tend to persist in your education. The last one is mental health. I think Casiana will talk about this more. I think the sense of belonging, thinking about rejection and inclusion, so those with a high sense of belonging tend to feel more included and less rejected, so in that way, they feel heard in their community. Therefore, they feel less anxiety and depression. Next?
So how do we maintain and cultivate a sense of belonging? Developing positive self concept, having family support like Dr. Abraham told us before, don’t crack your relationship with people who have been supporting you for so long all this time, even before coming to college. And having relationships with peers, faculty, and staff, right? Again, having strong institutional support and resources, like I mentioned before, how do you feel about having institutional support? Do they know what you need, do they understand what you need as an individual with a different background, who is unique, who has a unique identity. And then, of course, having a race and class-conscious institutional practices. So that’s again, that, inclusivity right, including everybody, every student. He needs to, she needs to- need to take an active role in that idea. And so from there, from all these different factors, I’m just trying to highlight the importance of peer support and mentoring for the sense of belonging. Next, ok so basically why peer support is important for the sense of belonging, obviously the peer support- I mean the sense of belonging is formed through social interaction, specifically to those through group who share similar values. I think this is where I think that the students, I think Renz also mentioned this before, understanding yourself, understanding your identity, understanding what you want, understanding what your hobby is, understanding what is important for you. If you understand that, if you explore yourself and getting more knowledge about yourself, and then there are a lot of resources and organizations on campus that can probably meet one of these values that you have. You may not want to go, well at least in the beginning, you don’t want to go to places, or spaces, or clubs where they don’t understand your culture completely, You know you feel strange, you feel like “they don’t understand me,” and that sort of decreasing that sense of belonging. But you find the values- a group that values you as who you are. I think that’s sort of increasing the attachment, the group membership. And then that group membership if formed and you will feel that sense of belonging. So involve yourself in the academic community, study group, just as I mentioned before. This is the place where you can be included, this is the place where you can be validated with your peers. And then again mentoring, general mentoring is a guidance or knowledge transfer given by a more senior, it can be a student, it can be a faculty or staff, which can help you to navigate institutional resources. So specifically for like- research shows that specifically for first generations, it is very important that the mentoring process happens because this mentoring process gets the students connected with the institutions. Like someone who’s been here, somebody who knows what is available, somebody who knows where to go when you’re facing these challenges. So how do you manage your time, how do you manage yourself, your eating habits, as I mentioned before. So all these different things, having a mentor
is indeed again like having a personal space where you learn about yourself and again how you connected with the institution. And specifically, and this is from research, for the STEM program or the graduate studies in general, mentoring also helps you to understand and access the research, which is important elements of the graduate studies. Ok next, yeah this more like of my experience back home, so in my- I am a faculty of the psychology department so I created this program, Peer or Mentor led support group, and in my department, and I think now it's sort of being adopted and extended across different programs to different colleges back home. So this is like a group that grew out of my desire to just create that space, the safe space for students to just explore themselves, and then getting validated and then getting support from their peers. And I realize there are a lot- I hear voices of students that have a lot of struggles in their studies and then feel not connected with the program, feeling like they’re not good enough to be a student, so this is where they can share all that concerns. So one mentor was leading a facility of about 6-8 mentees and then the topic in the group was selected by the students themselves. So some of the topics were self-exploration, talking about careers, talking about courses like family, relationship, family support, interpersonal relationship dating, and all these different things that matter to their developmental stages. And the mentor was supervised by the faculty and eventually it was me, so I supervised all these students, the mentors. And the benefits that I found from evaluating the program, was again the students felt safe for them to share and then they continue social support and validations both from mentors and from their peers. And then they also experience personal growth and having the confidence of showing themselves of who they are like ones true self. And this is something that kind of related to what I was talking about before, where you can explore yourself and you can voice and express your own self and that you don’t become somebody else, you know, you’re being yourself and people accept that and how great that is, how great that feeling is when somebody- when you can just be yourself and then everybody can just accept who you are. And then also the students got more engaged with the school activities, even in programs, they’re more active and then they are wanting to learn more in the program. So that’s some benefits and experiences that I had back home. Next! So again, I think it was mentioned before, so there’s some university resources that you might want to have access to and have like cultural centers, and then maybe later Pam can explain what resources we have for the students. Even we have a mentoring program that’s been started this summer that can be something that we can do more in the future. And there’s a faith community around campus, there’s student organizations that are ethnically based or interest-based. So again I want to emphasize that, please explore yourself, understanding about yourself, , your identity,
social identities and then your hobbies and all that so you can find alternative spaces where you can be yourself and get validated and support from your peers. I think that’s all for me. Thank you!

PS:
Thank you so much, Denny! And thank you for all work that you have done at the center as well. So right now we have Casiana Warfield and Casiana is our CAPS liaison at the AAARCC. She is one of the most generous people that I’ve met. She is tirelessly asking of- you know this program even came because of her initiative. Thank you Casiana for all the work that you have done for us. I will go ahead and make you a co-host Casiana so that you can share your slide.

CW:
Well I, as I had said- or as Pam had said, my name is Casiana Warfield, I’m with counseling and psychological services and I have just so appreciated my ability to collaborate with AAARCC and others for this. So ideally you all can see this screen here on my presentation. Okay, great! So I feel like I’ve learned so much from everybody else’s testimonies and I really appreciated everybody’s vulnerability and also expertise. So I’ll try to do some background now and hopefully save some time for some questions at the end. Yeah so I work with counseling psychological services and obviously I am gonna slant my presentation towards mental health and why that can be a really important part of your professional journey. So I’ll talk a little bit about resiliency in college but I’m probably gonna focus the most on mental health issues that are specific to us, to Asian and Asian American students, professional, and otherwise. So I’m pulling from the literature a bit on that but also my own experience in working with students in therapy, individual group, outreach, things like that, and then I’ll briefly go over what mental health resources are available to you as students at Purdue. So I’m gonna draw your attention first to the stress curve that got depicted here in illustration. So the main thing that I’m trying to get you to get from this is that there’s an optimal level of stress for us where you need a little bit of fire under you to get you to do work but not so much to where you’re burnt out and I think both Renz and Dr. Abraham spoke to this really well. Right, so when it gets excessive you get overwhelmed, you don’t have the resources to deal with it anymore and that’s full stop, it impacts performance but it also impacts, most importantly, how you feel about yourself and your mental health which affects everything. So not to do labor to the point of burnout too much but really what that looks like psychologically is this physical and mental collapse right. Often
it’s like you’re retreating into yourself, you’re not prioritizing different parts of your life that were so important and meaningful to you before. You’re sort of just not - you’re losing identity in a lot of places and often we think “well I can do this, and I can be this stressed out just while I’m in school, and then when once I have my dream job I can relax, and I’ll be okay.” But usually what happens is those habits that you develop that lets your burnout in school, continue to your career. So I say these things, for instance, when students go on into medical school and they really tax themselves in that way and then they’re physicians and then they’re still burnt out. So these have long term consequences and it affects not just our work but our relationships and our relationships with ourselves. So significant mental health issues will go untreated if we don’t start to pay attention to this now. And so you can do things to prevent it, something Dr. Abraham and Renz, I think Denny also talked about self-care and I think what their testimonies really speak to is that you can look at it in a lot of different ways. Whether it’s sort of belongingness as Denny was speaking about. Whether it’s physical well-being as Renz was speaking about with diet and exercise or whether it’s spirituality and other interests as Dr. Abraham was talking about. So I got this graphic to just really illustrate “self-care is a multifaceted health behavior” It promotes mental health but it also promotes physical health, short term and long term. And it needs to be tailored to you as a person, as a unique person coming into Purdue. So that means one self-care plan even if it’s comprehensive for one person, it’s not going to fit the next person right. So paying attention to that. Of course social support matters but I think Denny did such a good job of covering that, I’m gonna go forward. So what does it look like with our community? I feel like there are a lot of really specific issues in- that I’ve noticed in my work with Asian and Asian American students but also the literature seems to support that as well. So one aspect that I’m gonna highlight is the idea of immigrant mentality. Often we hear this in terms of the entrepreneurial spirit and sort of being proactive and being really effective and a go-getter and that is such an American thing and it’s great and I will highlight their strengths of that. Innovation probably got you to where you are now, work ethic, and respect for where you come from and your heritage. At the same time there sometimes are some negative consequences of this thing that involve immigrant mentality. So when we’re prioritizing productivity, needs of the group and preparedness, gratitude for opportunity even when the opportunity is stressful. We prioritize those things perhaps above our own sort of individual well-being, our wants, and things outside of the professional and work life. We can have some negative mental health consequences so sometimes this looks like social comparison. If you grew up like me, daughter of an immigrant, then you may have been compared to your
cousins, your siblings, your peers, a lot. And the idea is that this is self-improvement. It doesn’t always feel that way though, sometimes it feels like embarrassment, shame and guilt. You might be neglected in your individual needs for the purpose of productivity in your work and that looks like self-sacrifice. You might have a lot of emotional restraint which can look like strength from the outside but often what it does is tell us that our emotions are shameful and shouldn’t be in those spaces and the idea that our emotions being out there are burdens for other folks. It sometimes also looks like being really vigilant of potential setbacks and losses in the future and that can be problematic. I know for myself and for my students especially there’s often a comparative suffering process happening meaning you look at your own struggles as a privileged student in a higher ed and you think “well this isn’t that bad, why am I complaining?” There’s a lot of judgment happening because you know my parents, my grandparents, my great grandparents suffered so much to be here, to get here and to be successful so that I can do this so I should be grateful. And that may be true but at the same time it’s not helpful for validating yourself and feeling like you have your own sense of identity and personal worth. And there’s also the added pressure of, “because my family invested so much to be here and for me to have better opportunities than they had,” you know I have a lot of pressure on me to succeed so every every quiz, every test, evey class, every project has that much more weight and pressure to it. And so obviously these can add up and become those stressors that contribute to burnout which can be problematic. Okay. There we go. And so there are some other stressors that we see that are specific to this population especially if you’re an international student and I think Denny spoke about this really well. The idea of culture shock and having to adjust to a new culture and a dominant culture. Even as an Asian American domestic student like myself we’ve been here for a while, because often Asians are made to feel like perpetual foreigners, there is this idea that you’re sort of the other on the outside especially when you’re in a predominantly white institution like Purdue. And so there’s a lot of hidden social expectations, professional expectations that need to be simplicity understood and that takes a lot of adjustment and energy that can’t go towards other things like work and relationships itself. There’s also a lot of perfectionism in these students, that could be really harmful if it’s rigidly adhered to. If you can’t do things completely right then it’s not worth doing at all, that’s the black and white thinking that can happen. Also as Denny was speaking about community and belonging is really important and some of that is your racial and ethnic identity. That’s another process that needs attention that sort of sets these students apart maybe from majority white students. And at the same time what we tend to see for Asian and Asian American students is there’s a lot of reticence
to seek support. So I call this a type of double bind meaning you both are sort of feeling like you can’t seek help from your informal relationships like your friends and your family and you have to deal with this on your own and be independent and at the same time you may be avoiding those professional resources like life counseling services, life medical doctors and things like that. And so I have this cycle depicted here because you can really see how it can be vicious in the way it develops so if you have cultural values that might be problematic for mental health you might start defining your self-worth based on the things you achieve only and engaging in negative achievement behavior which if you hadn’t heard of this before essentially what that can look like is perhaps you pursuing success beyond the point where your mental health resources can maintain that, you might be cultivating your entire identity around what achievements you have professionally only so any failures to that really breaks you down. You might be pursuing a specific career path simplicity because of the recognition that you might get from it, the prestige rather than whether you are actually interested in it. It might be internalizing what your parents expect of you rather than necessarily what you want from your life and so this could really break you down, it could even look like the only task that you feel like you might fail at because that failure would be very devastating but then you don’t grow. So this can really lead to failure and then burnout and then at the same time if you’re feeling really hesitant to seek help, it just continues and ultimately it’s a losing game. And so speaking more about those barriers to help seeking I would ask you all to consider as you’re listening to today or if you’re listening to this recording later, what messages do you get about self-care, what messaging makes self-care difficult or seemingly unachievable for you. And consider those, those are internal barriers that you’re experiencing. So here’s some examples, this is from an account of brown girl therapy that I love. She’s a southasian therapist, she really speaks to these issues as well. She says “if you were praised only when you reached the next milestone, constantly compared to your peers, or reprimanded for slowing down, then it can be difficult to determine” or “difficult to believe that your productivity doesn’t determine your worthiness.” And that really speaks to immigrant mentality really well and how it can break down for us. And she also says “if you’ve ever been encouraged to make yourself small, were praised when you put yourself last, or have been taught that self-sacrifice is a sign of respect, then it’s an act of bravery to explore and voice your own needs.” And I think this again really speaks to what you’re up against if your from these similar cultures and you really prioritize other things, other people, other tasks over own well-being. And skk ok this speaks further about it, I loved Dr. Abraham’s metaphor of like “put your mask on before other people’s” so another way of saying that is “you can’t pour from an empty cup.”
You have to have resources to give in order to keep giving and that means you need to refill your cup with things like self-care, community, mental health treatment, basic physical needs, things like that. But there’s a lot of mental health stigma meaning like there’s a lot of perceived judgements around if you have mental health issues or if you ask for help in improving your health. And Asain and Asian American students especially have a really low tolerance for this stigma, and a lot of this has to do with the idea of saving face, which I’ll talk about further. There are also institutional systemic barriers you may be up against, right? So I am a Asian therapist, but there are not many, and there are especially not many in Indiana, and not many at Purdue, so that is important to acknowledge. We do have a provider- Penny Peng- who can offer sessions in mandarin, but if that’s not your first language and you would really like to talk about vulnerable issues in that, there are a lack of language proficient providers in the area, so that’s a barrier. There are also cultural berries that make mental health treatment, or at least the way we do it in the U.S., difficult for folks, right? So, it might be that mental health is sort of lumped in with physical health, which is true, but the way that we provide services doesn’t allow for that, it’s not very holistic. We do provide mental health treatment, and then medical doctors provide physical health. If you’re more comfortable going to a spiritual leader or medical doctor for everything, then this might not feel comfortable or accessible to you. It also might be part of your cultural values to handle everything within yourself or within your family, and the ideas of airing those things out, even to a confidential professional feel problematic. This idea of losing face or looking to me “weak” or “shameful” to others, and that denigrates your status in society, that’s very difficult. Also Asian and Asian Americans are less likely to be emotionally open and expressive, especially the more negative emotions. You might not feel super confident that therapy works for you, and that’s fair. So, there are a lot of barriers, but ideally the process would work this way. Now that you are here at this presentation, you are becoming more aware of cultural barriers that might be there in preventing you from taking care of your mental health. Ideally what I hope that you would take away would be, you need to start defining your self worth, not just based on what you produce or what you achieve, but also about who you are. You have inherent worth just as a person, and there are things about you that are tied to not just necessarily what you’re producing to the world or contributing to society, but just about who you are. Hopefully, that would lead to positive achievement behavior, which in alternative to negative achievement behavior, looks like radical acceptance meaning taking stock of, here are my limits, here are the limited resources I have, these are the limits of my environment such as due to a pandemic or due to social unrest. And also celebrating your successes. Accepting that
you don’t need to just look at areas of weakness to improve upon, you can also celebrate how you’ve done things well. This also means positive achievement is engaging in your values rather than your tangible outcomes, meaning you should be evaluating your behavior not based off of whether you got the thing or did the thing or achieved the thing, but also how value driven it was. Is it bringing more meaning into my life? Am I feeling more satisfied with who I am and who I’m being? And then, of course, it involves self compassion, which is just this understanding and compassion towards yourself around failure, around success, around who you are. So I would like to highlight that happiness is not achieving or recognition from others, but it’s actually pursuing meaning based on your values, or at least that’s what the literature would tell us. So ideally this positive achievement behavior would lead to better quality of life, and hopefully that couple with formal and informal help-seeking would serve to continue this more positive cycle for you. So this is just a quote from Brene Brown. She is a great researcher on vulnerability and shame, and she talks about how “True belonging is the spiritual practice of believing in and belonging to yourself so deeply that you can share your most authentic self with the world and find sacredness in both being a part of something and standing alone in the wilderness. True belonging doesn’t require you to change who you are; it requires you to be who you are.” So that means you need to figure out what that means, who you are for yourself. Another from “Brown Girl Therapy” “Just a reminder that prioritizing your mental health does not mean rejecting your parents, culture, or community.” So you engaging in positive health behaviors might feel countercultural to where you’re coming from and your heritage, it doesn’t need to be a betrayal to what your parents and family have done to you, but just an alternative way of engaging with the world that might serve you a little bit better and feels more authentic to you, and that’s okay. Your parents wanted you to have more, better opportunities than they did. So there’s a point where self care is not sufficient, so that’s when we come in as counseling services and also your other mental health resources. These are some signs that you really need to be reaching out for professional help, so if you’re experiencing a persisting pattern of any of these behaviors or experiences, it’s a really good sign, hey, reach out for help, that’s what we’re here for, that’s what we’re paid for and you have that right as students here. So if you’re noticing you’re not taking care of yourself well, your performances are being impaired in whatever way, you’re withdrawing from the people you care about or the activities you care about, you have erratic or disrupted behavior that people are noticing perhaps, for myself as an asian woman myself, I have a lot of somatic complaints when I’m stressed, right, muscle tension, headaches, things like that. Of course if you’re feeling really preoccupied around thoughts of killing yourself
or somebody else, that is definitely a clear sign to contact someone immediately, or if you’re relying on substances to deal, so please reach out to us if you do need to. This is a great graphic that I might just link into the chat after, but certainly the slides will be available to you, that goes over all the mental health resources that you actually have on campus, and there might be more as we go into COVID, post COVID semester as well. So the light grey boxes underneath the gold are all the services that CAPS specifically provides, so you can see that they range in terms of intensity. The idea of this graphic is the less intense your complaint, the less intense the treatment would be, and you step it up from there until, you know, something has accumulated such as suicidal thoughts and planning, that might be something more intense like hospitalization. But as you can see we have a lot of different opportunities here. The dark grey are all things that are available on campus, ones that I’ll highlight for students are student support services for the needs of students, right. There’s also CARE which I’ll highlight, which is for those who have experienced sexual assault on campus. There are also resources in our community for mental health, there’s Peer Mental Wellness Coaching and peer support, and of course the cultural centers are a great resource, they provide services like this presentation, but they also provide informal community and connectedness which is really great for dispelling shame and mental health stigma and things like that, so I definitely encourage it. So CAPS itself offers a lot of services from educational workshops that you do as a group, to group therapy where you can support each other with the mental health clinician to moderate that. Also Brief Individual Treatment, so you would meet with a therapist like myself individually, as well as our emergency services where you can call anytime and be connected to a mental health professional if you’re going through a crisis. Right now we have same day assessments, so typically you can call and make an appointment the same day or the next to be evaluated for which one of these supports would be best for you. We also are doing all of these services virtually, so right now we’re still here, we’re still accessible, it’s just that we’re all gonna be in our own homes doing these things videolized to be safe. So I definitely welcome any questions you have about that, I see the chat is sort of active, talking about my student hours that I’ll be offering, so I’ll be here in the fall as well indefinitely, so those will continue going forward, so please drop in whenever you’d like to. Typically they’d be Wednesdays at one. Great, so I’ll turn it back over to Pam, thank you for your time!

PS:
Thank you so much Casiana, and thank you all presenters! So I have questions on the chat that we can start answering. So, Renz, is Notion available on desktop, do you know of an app that notifies you when a calendar event has started and ended? What do you recommend for students who chose the online option for the coming semester. So Renz, please?

RB:
Thank you for that question. So Notion is available on desktop online, and it’s also available in the app store, and then for calendar events, Google Calendar also is also on the app store, so that’s why I use them to notify me when the event takes place, and the time frame t takes place as well. What I best recommend for students who choose the online option, like I said, taking initiative such as planning out all of your future assignments and exams, find a great study spot that you can go to when you need to focus, reaching out to organizations and communities to find out if they have any online events so you can still have a sense of community. I think just trying to track your pitfalls when it comes to online, I know for me during this spring semester when COVID hit, I had a hard time focusing in my room, so what I did was I just studied outside in my backyard, and I normally don’t study in my backyard, but that was something that helped me shift my mindset to help me focus more so I think experimenting, trying to see what works/what doesn’t and trying to adapt is the best advice I would give.

PS:
Thank you! Question for Dr. Abraham: How to stop worrying even after you have done your worry time, how to limit your worry to sit just for a certain time?

DA:
So, that’s hard to do because your mind is always turning around, right, with the worries. So what would probably help is to set a timer, we use timers for different things, so initially start off by starting a timer, and it’s going to take some time to wean. I tend to be a worrier, but one of the pints I wanted to share which I forgot, always tell my students and folks in my support circle and those who support me, I always tell the, you know, when you have a support group, when you share your joys, you are multiplying your joys. When you share your sorrows you are dividing your sorrows, right? So that’s another means by which you can spread out, I’m not saying other people are going to worry for you, but I think sometimewhen you speak out or express your worries, you may find, actually that’s not as bad as I thought it was. Setting a timer
for your worries or using a room or a spot, this is the spot that I’m going to sit and worry for so many minutes, and then I’m going to move on. It takes practice to do that, it really does. Also having that support network, whoever that is, that would be very helpful as well. So what is the next question?

PS:
Thank you! So the next question, it doesn’t have a speaker's name: what are some examples of self-worth that is not measured by achievement? I think Denny and Casiana might be able to answer this.

DP:
Yeah, well I think I can refer to what Casiana mentioned before. I think oftentimes self-worth is measured by achievement and is influenced by the environment but I think again like Casiana mentioned that how you’re value can be in line with what you do, like how you contribute to society, like how you believe what you do is good for other people, that can sort of increase our self worth in a way that does not need to be measured by achievements comparable to other people. I know Casiana may have some more.

CW:
Love it, yeah, I thought I would say and also the idea of diversifying, right? Not just limiting it to your academic work, your professional work, and how we might define that more in like a capitalist way, but what about your relationships, what about your spiritual life, what about how you’re caring for yourself. So I think what’s the most difficult for me and for some of the students I work with is just accepting that even at the end of the day you didn’t do anything that day, you still are worthwhile, and that’s something that takes time to work on. I love the question, thanks Denny.

PS:
Thank you. Question for Professor Abraham: Do you have tips for students who prefer or perform better with in-person courses that may be struggling with the online asynchronous course structure, for example maybe a student has strong time management with in-person
courses, but with online courses finds themself spending much more time on one course over others?

DC:
So typically we tend to spend an inordinate amount of time on a course because we really enjoy that course, that’s one aspect, or, there are so many things that need to be done in that course, right? So when I heard that question I said, you know I like to eat ice cream, but if I only eat ice cream, it’s not going to do much for my physical or mental health. So one suggestion I would have is when you get your class schedule you know which course are going to be offered completely asynchronously, maybe some of them are going to be in a hybrid mode, and on the first day of class you get your syllabus, you have an idea as to what the workload is going to be. I would say proportion time for these courses. And over the period of a week, check to see whether the time you have proportioned to each of these courses is adequate for you to make good progress in those course, and you don’t want to forget one course or a class for one or two weeks because it’s “too easy” or “I’m just not interested in it” or whatever. So every week you should make it a point to participate in the classes whether you like them or not, depending on the level of difficulty we have, so there should be a minimum threshold. I think having it on your calendar and kind of once you do it, I’m going to reward myself from doing it, you know? I think once that becomes part of your DNA or part of your pattern, I think it will be much easier to do. Does that answer your question, does that answer the question?

PS:
Thank you. Questioner if you are still not satisfied please feel free to type on the chat. One question for Casiana: What is the indicator of bad perfectionism? When do I need to stop being a perfectionist?

CW:
Yeah, I think that’s a good question because there’s adaptive perfectionism which may have got you so far, the idea that you really put a premium on producing quality work, that you were very self evaluative, right, you don’t shy away from changing things. I think it becomes maladaptive when it fuels things like avoidance, right, like if it’s so so important that you avoid any kind of failure, small or large, that you start avoiding tasks so that you don’t fail. Or if it becomes the only way, like the quality work you produce becomes the only way that you can judge yourself as
worthwhile or okay, then I think it crosses into problematic. So with all of the things I was talking about including Asian cultural values and perfectionism, there are definitely strengths you can capitalize on, but there are definitely parts where it starts to become more of a short term strategy rather than long term, meaning it might get you the grade in the short term, but it might be at the sacrifice of your mental health. Paying attention to when perfectionism is starting to create some of those symptoms in you, so going back to all of those signs that you might need help would probably be a good indicator of whether it’s crossing into maladaptive. Hopefully that makes sense, feel free to send me more specific questions if it doesn’t. Thanks!

PS:
Thank you so much! I want to be mindful of everyone’s time. I just want to thank our panelist one more time for the time and effort that you give. Thank you so much attendees for staying until the end and engaging with our panelists through the zoom registration questions and these questions as well. Thank you so much and I hope you continue interacting with the AAARCC, email us, call us, engaging with our social media and website. We’re here to support you and help you. We all at the AAARCC wish you a great fall semester and again if there are ways for us to help you in more specific ways, please let us know. Thank you so much, have a great weekend everyone!

DA:
Thank you, bye bye!

PS:
Thank you, bye bye! I will be staying here for a few minutes in case people would like to ask questions, and panelists if you have just one or two more minutes, feel free to stay, but you are free to leave if you don’t want to ask more specific questions. But we’re here. Thank you so much panelists!

DA:
Thank you!

JO:
Thank you everyone at the AAARCC!
PS: 
Oh Yes! Josuenny

JO: 
Hi, I miss everyone!

PS: 
I miss you!

JO: 
Thank you Renz for all the advice and I'll be looking up that app! Maybe you can help me!

PS: 
Are you coming back Josuenny in the fall?

JO: 
Oh, I'm here, I've been here in Lafayette!

PS: 
Okay, hey stop by, we will be open!

JO: 
What are the regulations indoors for the AAARCC?

PS: 
So facial mask, and we have some signage, and we have desanatized our furniture. So go to our website Josenny, there is a video on the main page about what the AAARCC looks like right now, if you would like to see that. But facemask is the main one.

JO: 
Ok, thank you panelists, and have a great rest of your day!
PS:
Okay, bye panelists! I will stop recording right now.