

COPING WITH STRESS

TIPS ON HELPING STUDENTS

81%

Approximately 81% of students nationwide reported their overall level of stress as moderate or high within the last year.

Source: American College Health Association, National College Assessment, Fall 2020

40%

Roughly 40% reported that stress negatively impacted their academic performance within the last year.

Source: American College Health Association, National College Assessment, Fall 2020

AS A PERSON STUDENTS COME TO FOR GUIDANCE, YOU CAN HELP MAKE AN IMPACT.

TALKING POINTS WITH STUDENTS

GROWTH MINDSET.

Let your conversations lead toward the possibility of change, improvement, and growth. Everyone has the ability to grow despite setbacks. Tap into your students' strengths and values as a means of encouragement.

GRIT.

Re-frame setbacks as an important part of learning and success. Help students incorporate positive self talk and self compassion by sharing how you have overcome adversity.

CORE VALUES.

Get to know your students by asking about what values guide their lives. Then talk about how those same strengths can be used to leverage their success.

WARNING SIGNS OF STRESS

- **Excessive procrastination**
- **Poor academic performance**
- **Class absences**
- **Abnormal interactions with peers or staff**
- **Difficulty concentrating**
- **Easily irritated**
- **Dramatic change in behavior**

REFERRAL RESOURCES

- **Office of the Dean of Students**
- **Counseling and Psychological Services**
- **Recreation and Wellness**
- **Center for Advocacy Response and Education**
- **Division of Diversity and Inclusion**

CONVERSATION CONSIDERATIONS

- Consider the time of year . There are many risk factors that may influence the onset of stress including finals, holidays, career fairs, and even the weather.
- Make yourself available. When talking about stress , be prepared for the conversation to last longer. This doesn't mean you have to fix anything, but it's important to let others know you care about listening to what they have to say.
- Be honest about your capacity. If you think there is another resource that can better help a student, offer to connect them to that office. Consider walking them over, or making the connection while with the student.
- Ask open ended questions that promote exploration and critical thinking. Avoid questions that suggest blame or critique.