**Helping Students with Managing Stress**

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| C Common Traps | Possible Levers | Things to Consider |
| Course Selection Traps |  |  |
| * Perceived academic interests are not aligning with the reality of the coursework * Papers/Exams/Presentations are particularly stressful or difficult for the student * Size of the class and nature of how the class is run does not work for the student’s learning style * Time and dates of scheduled classes do not support stress management | * Select courses based on things other than just the subject being taught | * Outside of AU, what situations set the student up for success (past jobs, high school, relationships with others) * Successful academic situations and what made them successful * Cultivate awareness of individual learning styles |
| Time Management Traps |  |  |
| * Procrastination! * Not using a centralized calendar system * Lack of a place to study on campus * Inability to break large assignments down to smaller chunks | * Visiting the ASAC for workshops and individual appointments * Creating classroom interventions to support developing time management skills | * How the student manages time outside of academics * What was the tipping point for when things started to spiral downward? |
| Communication Traps |  |  |
| * Waiting to ask for help until the issue has become urgent (snowball effect) * Seeing help-seeking as a sign of weakness * Lack of problem solving regarding next steps to improve a situation | * Meeting with faculty members at the beginning of the semester before an issue arises * Anticipating areas of difficulty before they arise * Finding someone on campus they feel comfortable sharing difficulties with | * How the student communicates in relationships in a productive way * Role models that are vulnerable and not perfect * Problem solving skills in other arenas |
| Self-Care Traps |  |  |
| * Prioritizing the urgent over the important * Lack of sleep * Alcohol and other drugs as a coping mechanism (work hard/play hard mentality) * Utilizing stress and overwork as a badge of honor | * Creating a daily schedule that includes eating, exercise, and sleep * Examining the language they use to talk about stress and overwork | * Role models of balanced people- take opportunities in the classroom * Consequences of lack of self-care they have personally experienced in the past |
| Self-Reflection Traps |  |  |
| * Social comparison * Lack of awareness of temperament and personal strengths * Wanting to be the ideal student * Living up to others’ expectations * Overly rigid understanding of what is needed to succeed | * Seeking opportunities for increasing self-awareness * Regular reviews of your progress (what went well, what didn’t) * Critical thinking/review of experiences (what went well, what didn’t) | * Move away from black and white thinking (using college student development lens) * Helping students set themselves up for success * Do more of what works for the student * Intentional empathy building in the classroom- with peers, with faculty, with staff partnerships |