**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
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| 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?
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| 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
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| 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
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| 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
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