



February 9, 2017

10:30 am -12 pm

Theme: Wellness for Graduate Students

Welcome by Jillian Baer.87

- Discussion on Racism hosted by WGSS 12:45pm today

Introduction by Beth Bucher.9, Graduate Program Coordinator, Electrical and Computer Engineering

- Wellness initiatives are for all graduate students, not just those in crisis
- Enhance recruitment and retention
- Council of Graduate Schools recommends a suite of support services to increase completion rates
 - Connection
 - Academic faculty advisor may or may not be a mentor
 - Peer mentors increase retention and completion and contribute to sense of belonging
 - Peer mentors have expertise and provide professional guidance
 - Examples of graduate peer mentoring (see presentation)
 - Monthly round table/speakers over lunch
 - Weekly meetings covering topics
 - 1-3 students per group, 2-3 groups form teams under faculty for larger gatherings
 - Professional Development including soft skills
 - Well-being or Career-life Balance
 - Distress Triage

Mentoring Program Examples at OSU:

- Physics - Office assignments – intersperse 1st and 2nd year students; Peer mentoring
- Law – formal mentoring with practitioners; upperclassmen at orientation –mentoring informally continues
- WGSS – student org pairs students, informal
- Dance – grad student org; Dept Chair meets with student reps from undergrad and grad; grad students like mentoring undergrads
- Tim Graham – is a graduate student in clinical counseling, cohort model 12-24 students, second year student helps guide through

Guest Speakers on University Resources

Kaitlyn Murray.471, GRA in Agricultural and Extension Education, Peer Mentoring Training

- Assists with CFAES Peer Mentors and LSAMP Peer Mentors (undergrad) at OSU; also does community college to 4-year institution mentoring
- As a student, Kaitlyn would've loved professional socialization and orientation to the culture of her department
- CFAES (College of Food, Agricultural, and Environmental Sciences)– est 2012; purpose: integration into the department, giving leadership opportunities for students
 - Group mentoring model – one 2nd year matched with small group of NFYS students
 - Integrated into FAES 1100 survey class – weekly meetings in recitation + outside events
 - Students assigned to recitations based on initial major
 - 4-5 mentor/mentee groups operate in each recitation section
 - Volunteer mentors (30-40 peer mentors/ year)
 - Spring training retreat focused around leadership (in-person); August training; weekly meetings during class (7-wk), then bi-weekly when class is over; collaborate a lot with partners/facilitators on campus (leadership center); resources: assessments of training needs, literature



- LSAMP (Louis Stokes Alliances for Minority Participation) – purpose: engage underrepresented minority mentees in academic and social community
 - Mentors assigned to 5-8 mentees
 - Individual meetings and coaching sessions centered around a personalized goal development plan
 - 3 meetings per semester around academic, psychosocial, wellness and disciplinary socialization; focus on research
 - Mentors are student employees; training:
 - (go.osu.edu/peermentoring) 6 week self-paced online course; training on aspects of mentoring: relationship building, effective communication, cultural competency, etc. (open to anyone!) (very little focus on STEM, very general and applicable content)
 - Title IX, Institutional Data Policy, FERPA
 - Funded through NSF grant
 - Mostly pre-health and engineering students

Dr. Michael Lute.7, Clinical Therapist, Counseling and Consultation Service (ccs.osu.edu)

- Michael is embedded in residence life on campus; (it's becoming more common for counselors to be located in different parts of campus to address service demands)
- CCS Primary location: Younkin Success Center 4th fl; 2nd location: Lincoln Tower 10th floor
- Multidisciplinary Staff; multilingual services (9 different languages); growing staff
- Training program (5-6)
- Services:
 - individual counseling (10 free session/yr)
 - group counseling (30+ groups/sem; topic specific, identity based, general process; 3 grad student groups right now; capacity can close group)
 - Urgent appointments (usually within 24 hours based on assessment of their situation)
 - Consultation (parents, faculty and staff with questions about what to do)
 - Drop in workshops throughout the semester (every day there's a different workshop, no sign-up necessary; skill-based; well-attended; anxiety and stress are big topics)
 - Psychiatric services
 - Outreach programs – CCS can give presentation to groups
 - Let's talk – brief drop-in consultation session at Multicultural Center for students who may be curious about counseling, quick tips, no scheduling, walk-in basis
- Services are confidential; required by law; exceptions if signed waiver; unless threat of harm
- How students make an appointment
 - Students schedule phone screening (10-15 minute) online or can call
 - Therapist will contact the student during the scheduled appointment time
 - Recommend services to best fit needs of student
- Protocol
 - After hours crisis counselor
 - Consultation
 - Crisis counseling for residents
 - CCS receives a report on each call
- Timelines
 - 1-day, 1-week goal
 - Triage phone call happens quickly
 - Student will receive options for services (can refer to other resources depending on needs/timeline)
 - CCS individual counseling timelines vary
- Online resources: blog, book recommendations, CCS app



Ryan Wilhelm.118, Career Counselor, Career Counseling and Support Services (careerconnection.osu.edu)

- Individual Career Counseling (appointments and walk-ins)
 - w/ licensed mental health counselor or someone working towards licensure
 - no diagnosis/long-term therapy; approach is to work with student holistically; don't usually use formal testing but rather more informal assessments (talking about personality, values, connect to decision making model)
 - focus on exploration; career assessments, career planning & decision making
 - unlimited number of visits
 - grad students are welcome
- Resumes, Cover Letter & Interviewing Skills
- Applying to Graduate School
- Workshops for variety of things - mostly job search related
- 3 FT counselors + 2 grad students from counselor ed program
- Buckeye careers – centralizes career services for the university
 - Network where any student can go to find jobs
 - Initiative to push internships
 - Buckeye on pace – series of modules that students can go through career related
 - Within 6 months of graduation can do 2 sessions, and then they can go to alumni resources
- UCSC – univ career services committee – meet monthly to discuss topics relevant to everyone and to connect as resources

James Larcus.1, Wellness Coaching Coordinator, Student Wellness Center (swc.osu.edu)

- SWC Located in RPAC
- Financial - education and coaching
- Nutrition, Fitness and Body Image - coaching
- Sex & Relationships – condom club, educational resources, HIV testing
- Alcohol and other drugs – programming
- Wellness initiatives
 - wellness ambassadors - peer-led outreach
 - wellness coaching - middle ground between academic advisor and counseling, space to talk to someone, life-coaching, not clinical/diagnosis/treatment, use wellness model to help students set goals for themselves
 - wellness assessment – students can take, based on 9 dimensions of wellness, gets score to show what they're doing well and what they're not doing well and links to resources for students
- grad/prof students help provide services
- we can refer students to these services; can request SWC to do presentation (request 2 weeks in advance)
- SWC exploring ways to get presentations online

Gayle Garcia.671, GAA Student Life Administration, RU OK Buckeyes & REACH

(suicideprevention.osu.edu/reach)

- high percentage of grad students experience issues that interfere with well-being and fulfilling their roles
- Suicide statistics – there is a lot going on underneath the surface (attempts, or considering suicide)
- Social support is huge protective factor; grad students can be isolated without community support, especially international students
- Risk and protective factors: gender, age, social support, emotional experience, circumstances (bad grades), perceived/personal stigma (negative stigma of seeking help); too busy to seek help
- How can we help? RU OK is easy for programs to implement and to show students we care; it's anonymous, confidential, convenient
- 5th year doing RU OK; 10,000+ grad/prof students have received the email, 8% in tiers 1 and 2 (highest levels of distress)
- Gayle will contact departments who have expressed interest (35 academic units have participated) and can meet with units before the roll out to discuss



- All we have to do is send 3 emails: preview, staff/faculty, invitation w/ live link (Gayle provides templates that we can edit), and we agree on a roll-out date for the emails to be sent
- After invitation is sent, Gayle waits for response (8% respond typically); Gayle responds to students individually; students are encouraged to dialogue with Gayle to connect with services (does not counsel); talk about barriers to services, answer questions
- Gayle comprises data in report to give to unit (% of response rate, international students, areas of concern, no names)
- Has helped programs understand what's going on with their students, not just academically
- What can we do for students? Build community, implement wellness series of workshops/presentations, REACH training
 - Wellness Suite – just starting; will have available workshops, presentations, resources that we can use
 - REACH training – suicide gatekeeper program to learn to recognize warning signs, engage with empathy, ask about suicide, communicate hope, help the individual connect to resources

AGPA CALENDAR

Morning Meetings-10:30 a.m.-12:00p.m

April 13th - Celebrating and Cleaning Up

June 8th - TBD

August 10th - TBD

Afternoon Meetings- 3:30-5:00p.m

March 9th - Data for Program Assessment

May 11th - Wrap Up and Next Year

July 13th - TBD

All meetings are the second Thursday of every month and held in SAS 285/289 unless otherwise announced.

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AGPA website: <http://u.osu.edu/agpa/>