



Becoming a Student's Champion
Be Caring. Teach Coping. Know Campus Resources

Kate Stanton, MHR

Assistant Vice President | HSC Student Affairs

Associate Title IX Coordinator

April 19, 2019

Cell phones and electronic devices should be turned to silent or off.

Thank you!

Becoming a Student's Champion.

Be Caring. Teach Coping. Know Campus Resources.
February 21, 2020



Objectives

- Program attendees will have a stronger understanding of students' perception of a **successful learning environment**.
- Attendees will identify avenues to build a **culture of care** in a classroom.
- Program attendees will be able to **identify practical applications of (healthy) coping skills**.
- Attendees will identify three **campus resources** for student support.

**Overall, I feel the OU HSC faculty
treat students with respect and fairness.**

2018: 45% moderately agree | 30% strongly agree

2019: 45% moderately agree | 42% strongly agree

Faculty & Students

Source: 2019 HSC Student Satisfaction Survey

1060 responses | 33% response rate

There are faculty members on campus to whom I feel comfortable turning to if I need support as a student.

2018: 36% moderately agree | 50% strongly agree

2019: 39% moderately agree | 47% strongly agree

Faculty & Students

Source: 2019 HSC Student Satisfaction Survey

1060 responses | 33% response rate

81% of students who experienced a “stressful event” in the last year (ex: death of someone, relationship status change, birth of a child) felt supported by faculty and staff.

Faculty & Staff

Source: 2019 HSC Mid-Year Student Survey Report
681 responses | 21% response rate

PASSION LED US HERE

*From the
real experts*

THE ULTIMATE INSIDERS' GUIDE

WHERE

I. Students' Perception of a Successful Learning Environment

- Introduction of self.
 - Authentic sharing.
 - Clear PPTs, but don't read them.
 - Use real life or case studies.
 - Pause for discussion point.
 - Pause, again, for clarity.
 - Realization of classroom demographics.
 - Encouragement and patience.
 - Thankful for students.
-

“Great professors **slow down lectures or stop and go over something again** when it’s clear that students don’t understand it yet.”

“It’s really helpful when a professor makes it clear that they **care about students doing well.**”

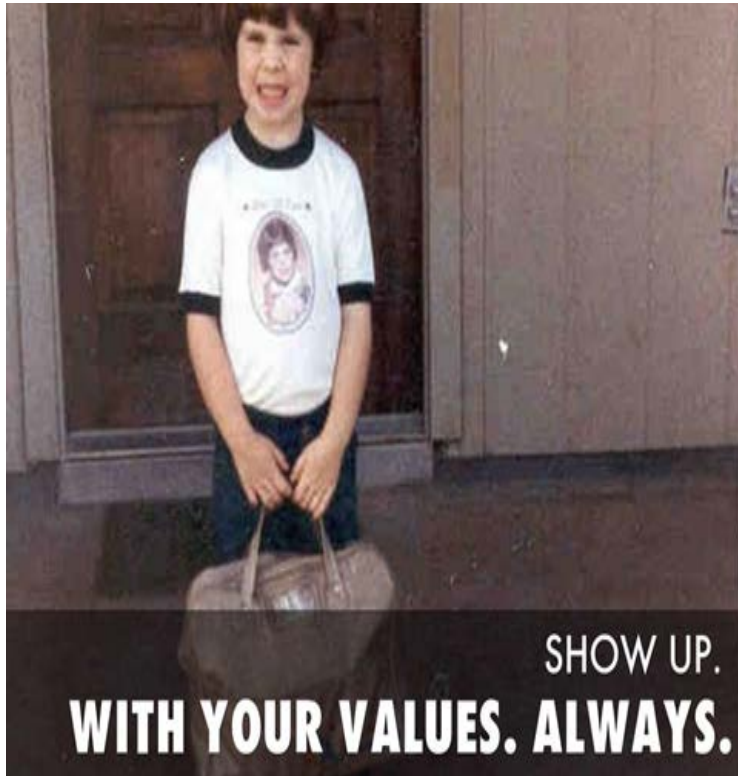
“I most **enjoy hearing my professor’s stories** of how they got through school and what they are doing now outside of school. It encourages me that they got through some really hard and intense schooling and most now have an enjoyable, fulfilling life.”

“I also like **hearing about their struggles and successes** as grad students, especially in regards to their experiences with mentors. Hearing about a professor's current research is also usually interesting.”

“One of my most memorable professors was someone who had a printout of all the class' composite photos with her at every class. She'd spend the few minutes before class going around the room with the sheet in hand, **getting to know everyone** while jotting down notes. It showed us that she cared about us and it easily led to a classroom culture that was eased students into asking questions without fear of judgment.”

“I enjoy hearing how they **handled work life balance**. Did they still have a social life, still have relationships, still have a family while also being a successful employee? You get plenty of horror stories at OUHSC regardless of program, and I think hearing more of how they overcame some struggles or how they found their first jobs after graduating and how they balanced life would be helpful.”

“I need a professor who creates understanding of the material to all students. One of my professors have been very instrumental in creating understanding of knowledge of the material at hand. He is always wanting us to see things from **different and multilevel perspectives**. He also encouraged us to ask the question of “why” so that we develop our analytical thinking beyond classroom level material.”



- I value...
 - Truth
 - Perspective
 - Yours, Mine and Ours
 - Proportional Response
 - Responsibility
 - Classroom expectations.
 - Review syllabus.
 - Stop and ask for feedback.
 - Review the semester.
 - Ask the group for one question.
-

II. Building a Culture of Care

- What does help look like?
 - Help is not annual.
 - Model (appropriate) vulnerability.
 - Share (parts) of your story.
 - Tell your why.
 - Failure is part of life.
 - Inclusivity in all we do.
-

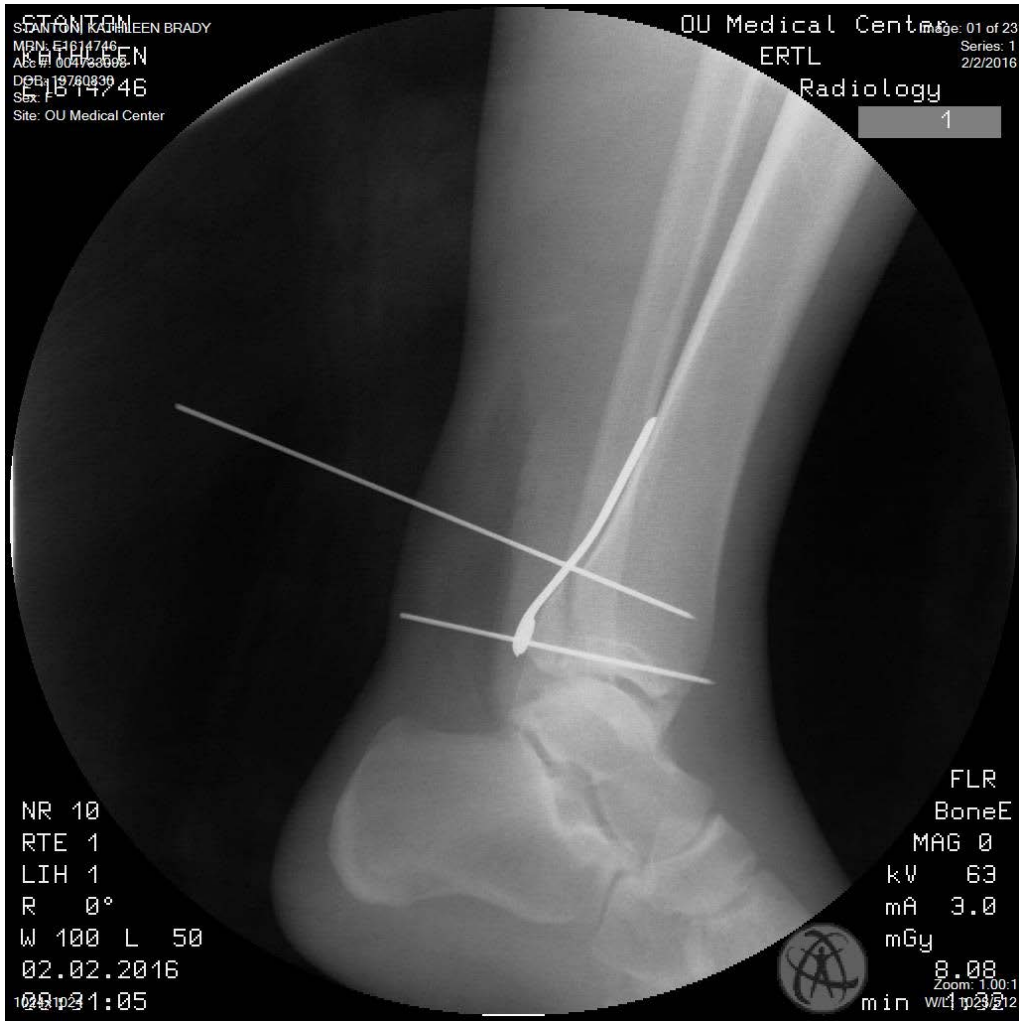


“It’s okay to not be perfect always,
that this is part of the process and
we are all learning.... And to see
someone who has obviously
excelled in their professions admit
that they have also messed up is
comforting.”

our student

STANTON, KATHLEEN BRADY
MRN: E1614746
Acc # 004729455
DOB: 19760830
E1614746
Sex: F
Site: OU Medical Center

DU Medical Center
ERTL
Radiology
Image: 01 of 23
Series: 1
2/2/2016



STANTON, KATHLEEN BRADY
MRN: E1614746
Acc # 004729455
DOB: 19760830
Sex: F
Site: OU MEDICAL CENTER
Model: 0862
Body Part: ANKLE

Image: 1 of 1
Series: 1



invisible



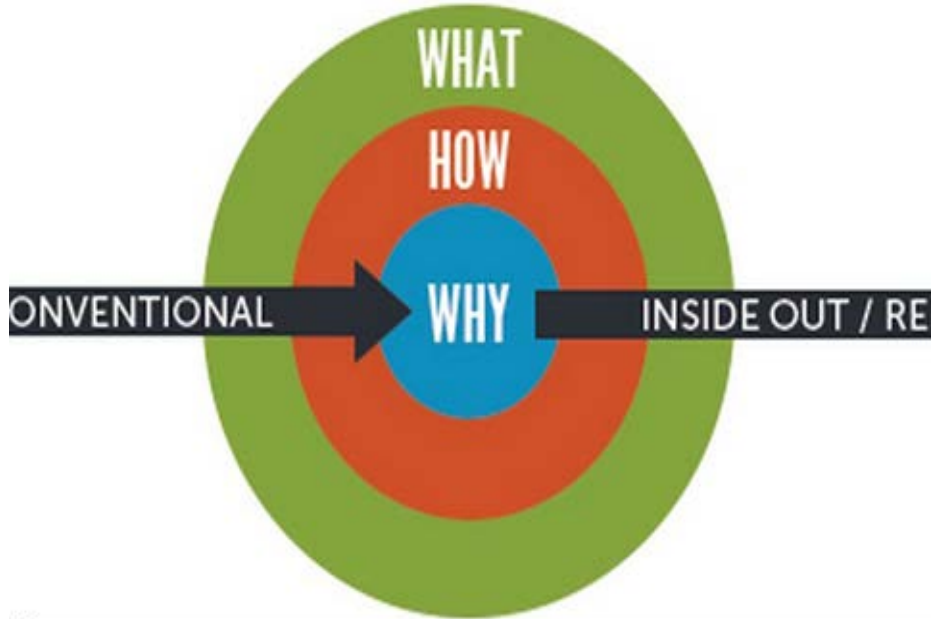




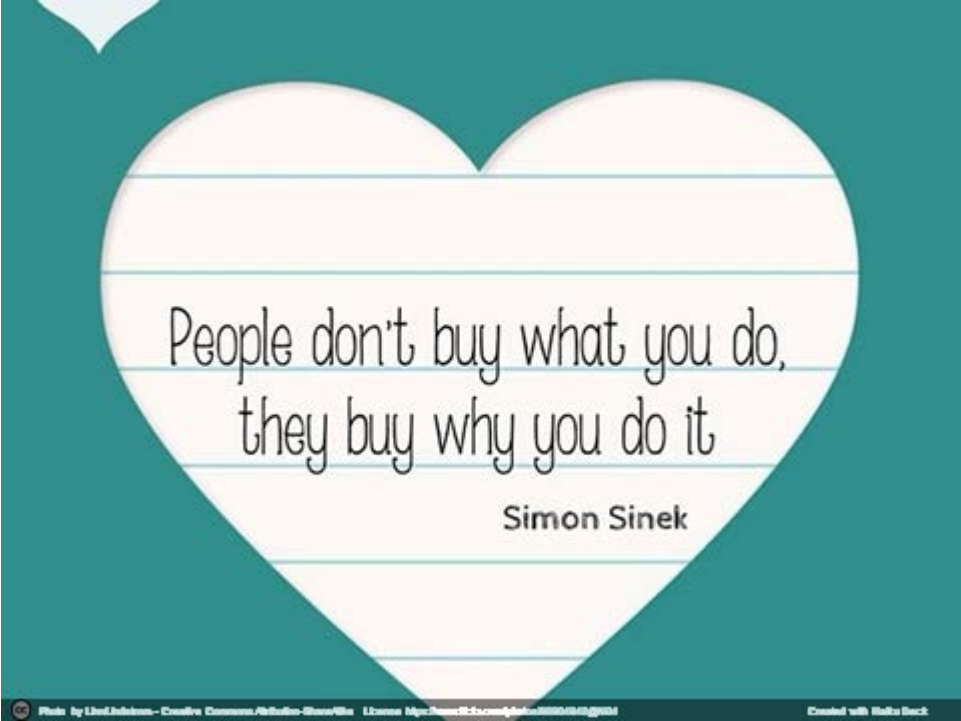
CLASSROOM CARE LOOKS LIKE...

- Questions are welcome.
 - Show interest when students are talking or sharing.
 - Ask for feedback on exam questions or curriculum in general.
 - Wait after class for those who don't want to ask out loud.
 - Share struggles and successes.
 - Pay attention to nonverbal clues.
-

THE GOLDEN CIRCLE, BY SIMON SINEK



- Know your WHY
- Share your WHY
- Reference your WHY



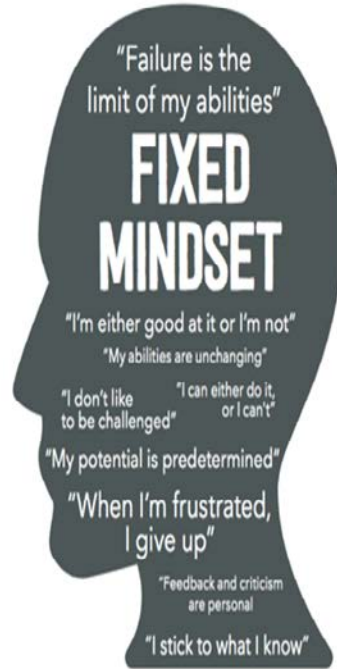
People don't buy what you do,
they buy why you do it

Simon Sinek



“Reminding us that they have been in our shoes before, they will not judge if we are struggling, and they respect the time and sacrifice that we make to pursue a professional education.”

our student



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

“I am afraid of failure. So, if I am not confident about a topic in class, I will not feel comfortable asking questions and answering questions in class. What has made me more comfortable about getting a question wrong or asking an obvious question is making it known that it is ok to getting questions wrong, that is why we are here, to learn.”

our student

What can we do (*to model inclusivity*)?

- Communicate expectations for a classroom environment to include awareness and sensitivity for others: Gender, race, sexual orientation, social class, religious history, spirituality, and perspectives.
- Stop assumptions and excuses: Reflect on your word use; your “jokes,” and your interactions with people who believe and look differently than you. Explore HR training opportunities on campus.
- Communicate a wish to get to know students’ stories and their “whys.”
- Following traumatic events, make statements/comments of care. You can’t solve the issue. Please be mindful of political statements. But, please show care and listen.
- Rituals connected to a new classroom: Ask for preferred pronouns. Invite students to a conversation to understand more on accommodations. Creating a classroom for open feedback.

Fall Semester



August

Introduction of self; include your “why”; Share expectations.

October

Halfway point/midterms;
Reminder of grit/perseverance.
Tell a story modeling grit.
Any holidays occurring?

September

Acknowledgement of materials. Ask for their feedback. Promote a campus resource. Encouragement in coursework. How can you be more available?

November

Express thanks. What does help look like finishing out the semester?

III. Practical Applications of (healthy) Coping Skills

- What are coping skills?
 - Self Indulgence? Impulse?
 - Long term or short lived?
 - Finding others who cope well.
 - Support you.
 - Advise you.
 - Practice. Repeat. Practice.
-

28% of students feel they have not effectively implemented *coping strategies* to decrease stress since beginning their program.

Students Coping Skills

Source: 2019 HSC Mid-Year Student Survey Report | 681 responses



“I love life stories. Particularly when it relates to how/why a professor chose to do what they do. I like entertaining stories about past cases, and failures and triumphs, and what life is like in that particular practice.”

our student

- 2019-2023 | HSC experience
 - 2023-2027 | Residency
 - 2027-2029 | Fellowship
-



Undergraduate HSC program student

- 1998 | Born
 - 2013-2017 | High School
 - 2017-2019 | Prerequisites
 - 2019-2020 | Junior Year
 - 2020-2021 | Senior Year
-

Coping Skills:

- Breathing Exercises
- Meditation
- Journaling
- Reading - for fun
- Music
- Exercise
- Practice self-care (what kind?)
- Taking a nap
- Go on a day trip
- Talk to someone



Indulgence?
Impulse?
Longterm?
Short lived?

Intended
consequences.
Unintended
consequences.



THE WEEKENDERS





HSC Student Counseling Services

Intentional Wellness Program

Source:

<https://students.ouhsc.edu/Current-Students/Student-Wellbeing/Student-Counseling-Services/Student-Wellness>



Campus Resources for Student Support

- Oklahoma City
 - Tulsa

 - HSC Student Affairs
 - Faculty Development
 - Diversity, Equity & Inclusion
 - Human Resources
-

Inside Classroom

Writing Center

Make appointments online or in person.

Student Counseling Services

Confidential. Part of fees.

Disability Resource Center

Located on Norman works with OU-Tulsa and HSC on accommodations.

Library

Help with research, laminating and posters.

Outside Classroom

Social

Free. Connection opportunities.
Cultural awareness.

Movement | Health Clubs

Intramurals. One day activities.

Leadership & Development

Campus involvement and activities.
Career development.

Volunteerism

Sooner Standard. Big Event.

Physical Health | Student Health Clinics

Flu shots. Not feeling well.

Contact

Kate Stanton, MHR

kate-stanton@ouhsc.edu

(405) 271-2416

HSC Student Affairs

HSC Student Union, Suite 300

4 chairs. 2 ears.

Tissues. Validation.

