**Being Your Best Self: Caring for Yourself while Supporting Students**

*Self-Guided Faculty/Staff Presentation Mode*

*Created by Loyola University Maryland Counseling Center*

**Instructions Sheet by Slide**

**Time Expectations**

This module is conservatively estimated to take between 70-80 minutes (that accounts for larger discussions taking 10 minutes and the group participating in the meditation at the end). To shorten time, you can shorten discussion time for longer discussions (indicated by time markers under slides) and only do the meditation if time allows.

**Pre-Presentation Preparation Steps:**

1. Identify who in your office/department will present these slides. That person should review the slides and instructions/guidelines (outlined below and in the Notes section of the slide deck) prior to presenting to others.
   1. This person will also be the one to gather any questions or feedback to relay to the Counseling Center. A QR code is at the end of the slide deck for feedback, but any timely questions should be emailed to the Counseling Center at counselingcenter@loyola.edu
2. Set clear expectations with your office that this is an introductory level presentation to offer beginner level ideas, insight, and suggestions around ways to care for yourself within the work we do and within this community. Please note that this does not replace therapy or other steps folks should take if they are struggling to care for themselves while engaging in their roles.

**Pre-Individual Review Steps:** If reviewing this content on your own/not in a presentation format, please engage with all activities through self-reflection and journaling so you can come back to your thoughts/responses later to expand on them or see how they have changed.

***Slide 1: Title Slide***

Initiate introduction with the others in the room if you are engaging in this presentation with others. Introductions ideally would include:

Name and pronouns, Role and years at Loyola, and One thing you hope to receive from today’s presentation

*Depending on how many people in the room, this is likely to take between 5-10 minutes*

***Slides 2-3: Self-Guided Presentation Tips and Objectives***

All content on slides

***Slide 4: Setting Context - The Why’s***

Offer space for thoughts/reactions from group prior to moving to next slide

***Slide 5: Brainstorming Icebreaker***

*Think about for a few minutes individually and then report out as a group. See notes section or below for examples to each question if you feel stumped.\**

Depending on the size of the group try to garner up to three answers per question:

Question #1 - What’s one way you prioritize your mental health? : 1-3 answers. Give an example if necessary – e.g., journaling at night; meditation/yoga/some other form of activity weekly; etc.

Question #2 - What’s an example of a way you supported a student recently?: 1-3 answers. Give an example if necessary – e.g., sat with a student who felt overwhelmed about a project and helped them come up with an actionable plan to make more manageable; referred a student to the Counseling Center/SSWP; connected a study with DAS for accommodations)

Question #3 - How do you find community?: 1-3 answers. Give an example if necessary – e.g., book clubs, place of religious or spiritual worship, friends, etc.

*Depending on how many people in the room, this is likely to take between 5-10 minutes*

***Slide 6: Faculty/Staff Burnout***

Questions to offer for folks to reflect on to identify whether they are experiencing job related burnout *(please name they DO NOT need to share out about these experiences to the group – this is for their internal reflection):*

* Do you question the value of your work?
* Do you have to force yourself to go to work/ do you have trouble getting the workday started?
* Do you feel removed from your work and the people you work with?
* Have you lost patience with colleagues or students?
* Do you lack the energy to do your job well?
* Is it hard to focus on your job?
* Do you feel little satisfaction from what you get done?
* Do you doubt your skills and abilities?
* Do you have headaches, stomach or bowel problems, or other physical complaints with no known cause?
* Have you noticed any significant behavioral, medical, or routine changes?

*After reading off the questions, please allow 1-2 minutes for folks to reflect silently*

***Slide 7: Burnout – Where you can Intervene***

Introduction to conversation: If we try to imagine the sector of burnout which we have control over, there are some ways in which we can intervene personally and ways we can seek community on campus to intervene at more systemic levels.

Discuss ways you can address burnout at a personal level and within community on campus either in pairs or as a group depending on the number of participants.

*Time for conversation should be approximately 10 minutes. If meeting in pairs, allow 5-7 minutes for pairs to discuss and then 3 minutes for sharing out.*  
  
Potential ways to address at personal level: time management, making sure you have a balance of experiences in life focused on achievement (e.g. work) and focused on pleasure, engaging intentionally with support systems and families (bio and chosen), therapy, self-care, engaging in values-driven experiences outside of work (e.g. volunteering, church, hobbies, exercise/fitness, etc)

Potential ways to address at community (systemic) level: request support to attend professional development opportunities and conferences, join mentorship and support spaces for faculty and staff offered, participate in campus events that are major points of feedback and questions, such as town halls, participate in or start spaces for representation and advocacy (e.g. Out Loyola, The Collective), participate in training, wellness, and education focused offerings such as brown bag series, find points of contact in the areas where you’d like to collaborate and identify ways to combine resources around shared missions to increase person power and voice , request to join groups tasked with evaluating needs and implementing action (e.g. steering groups, task forces), find community orgs or social groups in your neighborhood/city that meet your values and needs for connection

***Slide 8: Barriers to Supporting Others and Ourselves***

*Think about for a few minutes individually and then report out as a group. See notes section or below for examples to each question if you feel stumped.\**

Question: What do you think are some factors that make it difficult to imagine holding emotional space for students while maintaining a sense of wellness for yourself?

Examples:

1. Lack of time/other duties than your primary roles
2. The number of students experiencing difficulties
3. Lack of awareness on ways to best express support
4. Difficulty containing one’s own emotional response

*Depending on how many people in the room, this is likely to take between 3-5 minutes*

***Slide 9: Secondary & Vicarious Trauma***

Presenter, please read out to group and encourage people to reflect on for 1-2 minutes

***Slide 10: ABC’s of Preventing and Managing Secondary Trauma***

Read and brainstorm a few ways to do each of these (to be shared with group when discussing next several slides).

***Slides 11-Awareness***

Questions in slide – please encourage sharing of ideas (get 1-3 people to respond out to group).

***Slide 12: Awareness – Empathy vs Sympathy***

Read out to group; invite thoughts/reactions

***Slide 13: Awareness: Lifestyle Choices***

Please read: Dr. Dan Siegel and David Rock define the Healthy Mind Platter as containing “seven daily essential mental activities necessary for optimum mental health” and the promotion of an integrated and balanced life strengthened by the brain’s internal connections and the connections within your environment and interpersonal interactions.

*Have people identify at least one example for each component of the healthy mind platter*

***Slide 14: Balance***

Question in slide - please encourage sharing of ideas (get 1-3 people to respond out to group).

**Slide 15: Balance: Leisure Activities**

Share ideas (click on link in slide to pull up list for folks to see other options if stuck/no responses initially)  
If presenter, please send this list out after via email or print hardcopies for in person gatherings

***Slide 16: Connection***

Please encourage sharing of ideas (get 1-3 people to respond out to group)

***Slide 17: Connection – Role of Identity***

Please offer time to reflect on this notion

***Slide 18: Resources***

Please introduce shift in focus to now being providing resources – encourage folks who don’t have access to the slides to take pictures or let them know you will send them out later so they can access this information at their own pace

***Slides 19-21: Mental well-being apps***

Read through slides - Encourage folks to take photos

***Slide 22: Relaxed Body, Calm Mind***

If you have time, click on the image for an example of the resources on the counseling center’s relaxation page. This is a 9-minute guided meditation you can engage in as a group or individually.

***Slide 23: Thank You***

NOTE: Please inform folks that in the Evaluation Survey where it mentions “the facilitator” they should answer it as though they are referring to the Counseling Center as the creators of the material and not an evaluation of the faculty/staff presenter.