

# NOT TOO HOT AND NOT TOO COLD!

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NMIT

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- ▶ What to look for?
- ▶ What to do?
- ▶ How to look after yourself?

# IDENTIFYING STUDENTS AT RISK, SUPPORT, BOUNDRIES AND SELF CARE



- ▶ Low self esteem
- ▶ External locus of control – events and what happens to them are outside their control
- ▶ Feelings of hopelessness
- ▶ Observable changes in behaviour – introversion or isolation and extroversion, impulsiveness or aggressive behaviour
- ▶ Poor perception of their academic ability and performance - failing

WHAT TO LOOK FOR? - RED FLAGS !

- ▶ High levels of pessimism or neuroticism
- ▶ High levels of stress and/ or anxiety
- ▶ Increased symptoms of depression
- ▶ Self harm
- ▶ Regular drug or alcohol use impacting on performance/behaviour
- ▶ Suicide ideation – plans or threats of self harm

RED FLAGS CONTINUED

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- ▶ Set up team support
- ▶ Have a team risk management policy
- ▶ Discuss students at regular team meetings – a no secrets policy!
- ▶ Know the on site services ie student union, student support and counselling services
- ▶ Know the health and safety plan – who to call
- ▶ Have your phone on silent in class
- ▶ Dial 111 in an emergency. The police will come!

WHAT TO DO – YOU ARE NOT ALONE!

- ▶ Relaxation and breathing technique to reduce anxiety

AND BREATHE!

- ▶ Contracting and setting expectations
- ▶ An agenda for the time together
- ▶ Explicit expectations about behaviour
- ▶ Clear lines of communication
- ▶ Firm boundaries: physical and emotional
- ▶ Outlining what is tutor responsibility and where students need to go to get other support
- ▶ Adher to your own professional ethics

## PROFESSIONAL ROLE MODELLING: SETTING BOUNDARIES

- ▶ Over identifying with students
- ▶ Over involvement and feelings of guilt about not doing enough
- ▶ Comparing your life to theirs and feeling guilty
- ▶ Inability to maintain a healthy level of attachment
- ▶ Experiencing or engaging in transference or counter transference
- ▶ Inability to maintain physical or emotional boundaries
- ▶ You have a duty of care to your students and to yourself

TOO HOT - UNHELPFUL BEHAVIOURS





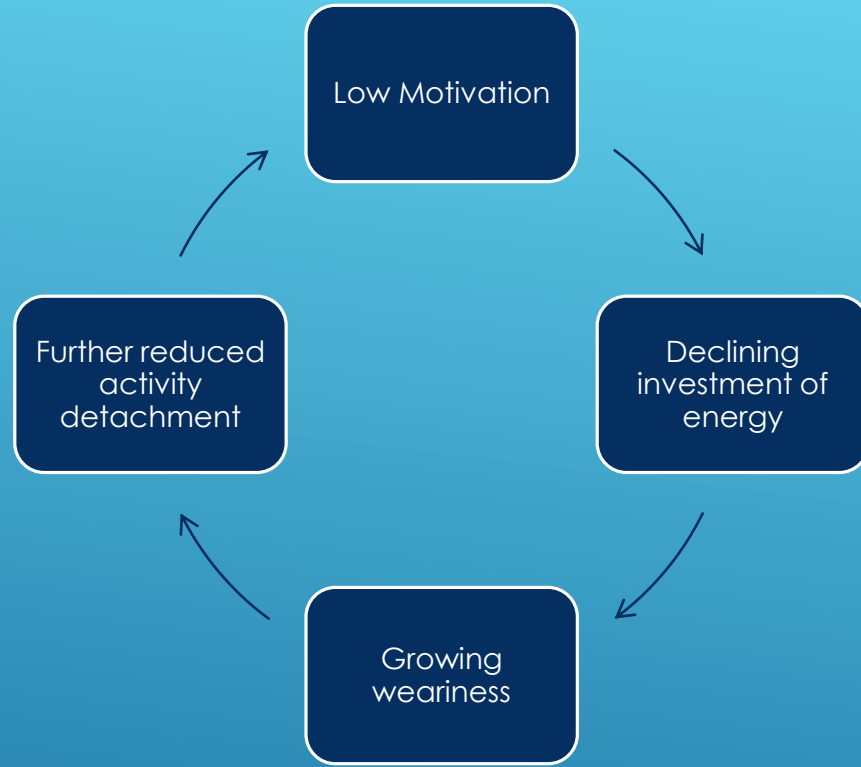
- ▶ Show appropriate warm and thoughtful caring, curiosity and genuine interest
- ▶ Understand your own values
- ▶ Beware of creating dependence
- ▶ Create self efficacy, independence rather than attachment
- ▶ Encourage goal setting and empowerment
- ▶ Collaborate problem solving
- ▶ Acknowledge student expertise and the knowledge you bring
- ▶ Note any unsafe behaviours you might be engaging in

# WARM AND THOUGHTFUL CARING

- ▶ The prospect of going to work prompts negative feelings
- ▶ Motivation low
- ▶ Work feels mechanistic – going through the motions
- ▶ Preparation is neglected
- ▶ No time invested in work

TOO COLD

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# THE LETHARY CYCLE

- ▶ Low mood
- ▶ Irritability
- ▶ Difficulty concentrating
- ▶ Ruminating
- ▶ Avoidance
- ▶ Increased anxiety
- ▶ Sleep problems
- ▶ Compassion fatigue

WHEN DOES PRESSURE BECOME  
STRESS?

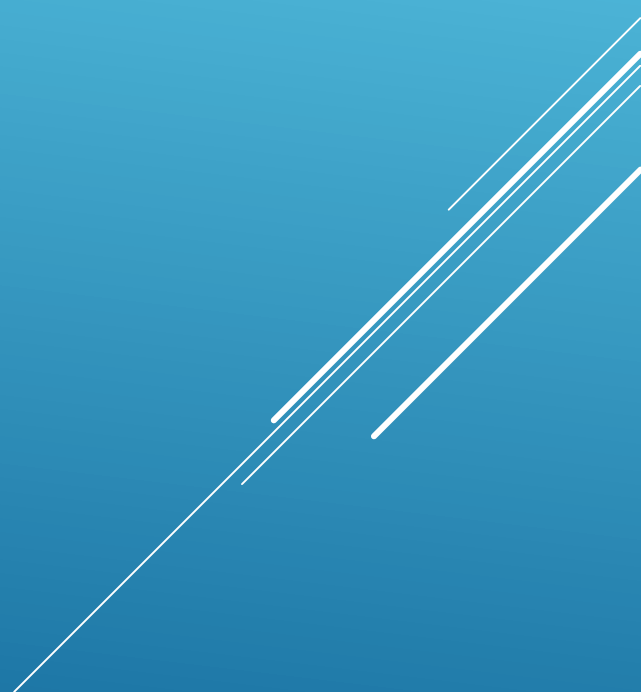
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Activating Event	Belief/thoughts	Emotional Consequences	Disputing	Effective thinking
Giving a presentation	It will be boring and I will look stupid	Stressed/ anxious	It is normal to feel anxious. What might be alternative ways to look at this situation and manage my anxiety	An opportunity to talk about something meaningful to me that others might be interested in and benefit from

## THE ABC MODEL

- ▶ Setting good personal boundaries
- ▶ Compartmentalising work
- ▶ Leaving work and its problems behind at the end of the day
- ▶ Regarding home as a place of rest
- ▶ Invest time in building supportive, positive relationships in and outside of work
- ▶ Find ways to experience joy

# SELF CARE



- ▶ Healthy eating and moderation – caffeine, alcohol, sugar etc
- ▶ Regular exercise
- ▶ Establish regular sleep patterns
- ▶ Invest in your emotional well being – learn mindfulness, be mindful
- ▶ Good worklife balance
- ▶ Regular breaks and holidays
- ▶ Regular professional supervision

SELF CARE CONTINUED...

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YOUR PERSONAL CARE PLAN?





- ▶ Martin, G., Richardson, A. S., Bergen, H. A., Roeger, L., & Allison, S. (2005). Perceived academic performance, self-esteem and locus of control as indicators of need for assessment of adolescent suicide risk: implications for teachers. *Journal of Adolescence*, 28(1), 75-87.
- ▶ Sherward, S. & Branch, R. (2012) *Motivational Career Counselling and Coaching cognitive behavioural approaches: London; SAGE Publications.*

REFERENCE PAGE