



# A Staff Member's Guide To Promoting Wellness On Campus:

## Following Your Campus Emergency or Crisis Protocol When Working with Students in the Bonner Program

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The Bonner Community Engagement Curriculum

### Overview:

This session, designed to be implemented by Bonner Program staff at a particular college or university, is designed to foster a group discussion about wellness in the Bonner Program. It is part of a larger focus in the Bonner Foundation's network of campuses to highlight the importance of mental and physical well-being and wellness, critical to development and thriving of the whole person. While wellness is a critical part of holistic student development, it is also important for staff and faculty. Using this guide, center staff can discuss wellness (well-being, thriving, etc.) and the various ways that individual campuses support it as well as address crises concerning students, staff, and other stakeholders.

**Category:** Community Building, Skill Building, Wellness, Professional Responsibility

**Level:** This training is designed for all professional staff and faculty working on college/university campuses. (While designed for the Bonner Program and network, it is useful for any campus). This session is the first of two designed to: 1) ensure that staff are aware of and adhere to campus protocol(s) in the event of an emergency or crisis; and 2) reinforce that staff can promote self-care when working with students (i.e, in other words to prevent crises).

### Recommended

**Bonner Connections:** Beginner - to - Intermediate at the staff level. This guide includes a basic outline of steps and resources to consult to determine (on a campus basis) how to respond, using established college/university protocols, to emergencies or crises involving Bonner students.

### Focus or Goals of this Guide:

Through active participation in this training, Bonner Program (BP) staff should be able to do the following:

- Be able to define wellness as it is discussed within the Bonner Program and Network and how wellness is important to student success in life and higher education.
- Be able to identify and refer to established college/university protocols for dealing with various emergency and/or crisis situations involving Bonner students (or other students engaged through the campus's work).
- Be able to identify the appropriate persons and/or offices they should contact when seeking clarification on how to proceed in addressing an issue related to student wellness.

### Materials:

- Computer with internet access
- Projection with needed computer connections
- "A Staff Member's Guide to Promoting Wellness On Campus" slides

- The Six Dimensions of Wellness Model Handout by Dr. Bill Hettler
- Case Examples (Scenarios) Handout - "What Shall You Do?" (also found at rear of this guide)
- Important Phone Numbers to Have On My Campus (Handout)
- Personal Laptops or Tablets
- Blank Sheets of Paper and Writing Utensils
- Tennis Balls (Based on selection of suggested ice breaker activities)

### How to Prepare:

This training is designed to be offered to Bonner Program staff at either an annual Director's Meeting or as a staff workshop at the Bonner Summer Leadership Institute (SLI). Conversation and constructive group process are integral to the success of this workshop/session.

There is a corresponding set of slides (Powerpoint) to this training entitled "A Staff Member's Guide to Promoting Wellness On Campus." The two resources should be used simultaneously whenever this training is offered in the Bonner Network. In order to be fully prepared, please review the list below prior to facilitating this session.

- Carefully review this guide and the accompanying Powerpoint "A Staff Member's Guide to Promoting Wellness On Campus".
- Print an adequate (estimated) amount of the handouts for your participants.
- Explore the Bonner Wiki pages for materials related to wellness and become familiar with its resources.
- Familiarize yourself with the wellness resources and protocols on your campus and be prepared to share with participants in your session.
- You may want to use some of the wiki or campus materials to customize or prepare other handouts.

### Brief Outline:

The activities used in this guide will foster open and constructive conversation about wellness in post-secondary and higher education. As professional members of the Bonner Network on sponsoring campuses, ***it is important that staff members are aware of the emergency and crisis protocols in place at their institutions.*** It is also important that staff members know how to proceed in the event that they encounter situations warranting interventions from institutional agencies or departments.

This training is designed to last a minimum of 60 - maximum of 90 minutes. The times recommended below are at a minimum. The outline has the following parts:

- 1) Opening Activity "Ice Breaker" suggested time 5 minutes
- 2) What Does Wellness Actually Mean? suggested time 10 minutes
- 3) Why Is Wellness Important to the Bonner Program  
and to our campus and community? suggested time 10 minutes
- 4) How Does My Campus Handle Emergencies,  
Crises with Students, and Mandatory Reporting?  
(Open Discussion) suggested time 15 minutes
- 5) What Shall I Do? (Case Examples) suggested time 25 minutes
- 6) What resources are available for students on my  
campus? (Campus Examples) suggested time 5 minutes
- 7) Wellness Resources on the Bonner Wiki suggested time 5 minutes
- 8) Wrap Up (Closing Discussion, Questions, etc.) suggested time 10 minutes

## Your Plan

### Part 1) Opening Activity "Ice Breaker"

Suggested time: 5 - 10 minutes

During this activity, you will be helping the session participants in the session to become comfortable with each other and with you as the facilitator. The goal of this activity is to create an environment where participants feel they can share openly and honestly in the following discussion about wellness on their respective college/ university campuses.

For an opening activity, pick an activity that fits the context and participants. The first is designed for sessions where the facilitator does not have a supervisory role (and therefore doesn't know the participants too well). The second (#2) is appropriate either for a mixed group of professionals or for a staff meeting. The third (#3) is most appropriate for a staff meeting of a group of professionals and leaders (such as the Bonner staff and student leadership team) that meets frequently and may want to create a space to open up this conversation.

- 1) Introductions: Ask participants to take turns introducing themselves by stating their names, places, of origin, campus roles/affiliations, what they hope to learn from the session, and a fun fact about themselves (favorite food, television

program, place to visit as a child, etc.). Omit the “what you hope to learn” if you believe participants do not quite know yet.

- 2) Toss A Name and a Claim (Involves some physical activity): Standing in a circle, pass the ball around and have each person say their name and a way that their role helps promote wellness on campus. Then have a person call someone by name and toss the ball to them. When the other person catches it they say thank you (using the name of the person who threw it) and then call upon another person to toss the ball to. At the conclusion of the activity, invite a person to voluntarily say everyone’s name in the group and the roles stated, or do it together as a group.
- 3) “The Last Time” I Promoted Wellness: A quieter, more reflective start for a staff that already knows each other’s roles might be to invite each person to take a moment to think about and share the last time they think/recall that they individually or as a program/center promoted wellness. Encourage people to think broadly and from selfishly to collaboratively. (They can say, the time I went home early to the time we played kickball on Friday after the Bonner Meeting).

## Part 2) What Does Wellness Actually Mean?

Suggested time: 10 - 15 minutes

Refer to the Powerpoint slide that reads “What Do We Mean When We Say Wellness?” You can present it. A screen shot is below.

Then, ask participants to share what their initial thoughts and reflections are about the definition of the word wellness (allowing for between three to five short answers from the audience). Once the answers have been discussed, progress to the slide that reveals how the Bonner Network has chosen to define wellness in relation to its student leadership development and service-learning programs. Read aloud how Bonner defines wellness and solicit comments from the audience prior to moving onto the next section of the activity.

Distribute copies of the “Six Dimensions of Wellness Model” by Dr. Bill Hettler to participants. On the screen, pull up the Powerpoint slide containing the “Six Dimensions of Wellness Model” by Dr. Bill Hettler. Read through each dimension and ask participants to share their thoughts on how the model relates to the work they do with students throughout the academic year and during summer leadership experiences. A screen shot is below.

### **Part 3) Why Is Wellness Important to the Bonner Program and our campus?**

Suggested time: 10 - 15 minutes

Refer to the Powerpoint slide that reads "Why is Wellness Important to the Bonner Network?" Review the foundation's organizational and programmatic philosophy and the six (6) Common Commitments. Next, proceed to the Powerpoint slide that places the "Six Dimensions of Wellness Model" side-by-side with the "Six Bonner Common Commitments." Ask participants to break off into small groups of two or three and discuss the relationships they see between the two paradigms ( 2 - 3 minutes). Reassemble the group and ask for two of the groups to share their thoughts about the relationship.

Bring the mini-discussion to a close and then pull up the PPT slide that shows the Bonner Network's statement on wellness. The statement reads:

**Wellness is important to the Bonner Program and to our campus because our students must learn how to balance their lives, prioritize their academic, civic and personal responsibilities, and model productive behaviors in the settings in which they serve and learn. For students to be able to commit fully to their service, learning, and the Bonner experience, they also need to foster and protect their own well-being and need for self-care.**

Allow participants to read the statement on the screen and then open the floor for a brief discussion of their thoughts concerning and responses to it. The discussion can either take place in small groups or as an open forum. Use your professional judgement on which model would be most appropriate for your audience and constraints on time.

### **Part 4) How Does My Campus Handle Emergencies, Crises with Students, and Mandatory Reporting? (Open Discussion)**

Suggested time: 15 - 20 minutes

Pull up the Powerpoint slide that reads "How Does My Campus Handle Emergencies, Crises with Students, and Mandatory Reporting? (Open Discussion)." Ask the participants to take out their laptops and/or tablets and conduct a quick search of their institutions protocols for handling student emergencies and related incidents. Next, ask one participant to briefly share what his or her institution has available via

the web. On the screen, **display the protocol your institution uses** and discuss it with the members of your audience.

Next, ask participants if they are familiar with the term “mandatory reporting?” Place the definition of mandatory reporting used by your institution on the screen (in the form of a PPT) and read it to your participants.

**State to your audience that it is imperative that they know whether or not they are considered mandated reporters by their host institutions and/or the states in which their institutions are located. In the event that participants don't know or uncertain of their status, ask them to consult with their supervisors or other designated administrators on their campuses.**

Before transitioning out of this activity into the next, ask participants if they have any questions and allow some time for discussion. *\*Note: If a member of the Bonner Foundation national administrative team is facilitating the training, the Administration for Children & Families, U.S. Department of Health & Human Services description of mandatory reporting [Professionals required to report] can be used as an example: <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/manda/>.*

**Please also note that mandatory reporting applies to situations where the elderly and persons with disabilities are being or mistreated.**

### **Part 5) What Shall I Do? (Case Examples)**

Suggested time: 25 - 30 minutes

Begin this activity by mentioning that two case examples will be discussed by the group. The examples are based on real life incidents; however, all identifying information has been extracted from the vignettes. It is also important to mention that the scenarios may evoke strong emotional reactions from the session participants, and they should feel free to excuse themselves from the room (or activity) if deemed necessary.

Next, pull up the PPT slide with the acronym ACT. Briefly walk through the meaning of ACT:

- A = Acknowledge that you are concerned about the student or information the student has presented
- C = Care enough to let the student know you are concerned and that you are there to support them

T = Tell the appropriate department or intervening agency when you are concerned about the student, faculty or staff colleague

Mention that BP staff working with students are encouraged to develop healthy, positive relationships with them and to utilize the acronym ACT when confronted with issues that place the student's well-being, or the well-being of others, at risk. ***It is important to emphasize that the campus-based BPs do not operate in the same manner as campus counseling or wellness centers.*** Issues of confidentiality may not apply in the same manner that they would apply if a student were either seeking or actively engaged in counseling or therapeutic services. ***Reassert that each BP is strongly encouraged to follow the protocol established by its parent institution for reporting critical incidents.***

Next, divide the participants into groups of three or four persons and distribute the vignettes to the groups. Each group should select someone to report to the larger session during the open discussion portion of this activity.

Pull up the PPT slide that contains the following three (3) questions:

- **What?**
  - **Identify the presenting problem or problems facing the student**
  
- **So what?**
  - **What are the next steps you should follow?**
  - **To whom do you need to speak concerning the student?**
  
- **Now what?**
  - **Implement your institution's protocol for dealing with student emergencies.**

Mention to participants that they should keep ACT in mind while discussing the case examples. In addition, participants should access the online versions of their institution's emergency protocols and refer to them while discussing the vignettes as well.

Allow adequate time for the groups to discuss the case examples. Bring the session back to order and ask each group to report on what they would do when addressing the crises in the two vignettes.



Next, pull up the PPT slide that reads “Important Phone Numbers to Know On My Campus.” Briefly review the following examples with your audience and mention that this slide will be distributed to them as a handout at the end of the session. Examples of the telephone numbers/offices that should appear on the slide include the following:

- Campus Security
- Campus Counseling/Wellness Center
- Office of Residence Life
- Office of Multicultural Affairs and Community Relations
- Office of Student Affairs
- Office of the Chaplain, Religious Life or Spiritual Exploration Center

As you bring this activity to a close, thank the participants for their active involvement and willingness to discuss two very challenging scenarios. Prior to transitioning into the next activity, mention that participants can step out of the room if they need to gather themselves or would like to take a moment to reflect.

#### Part 6) What resources are available to students on my campus?

Suggested time: 5 minutes

In this section, go to the internet and pull up examples of what wellness resources are available to students on your campus. You can also pull up the Campus Examples page of the Wellness section on the Bonner Wiki and highlight some of the wellness resources available at Bonner Programs around the nation: <http://bonner.pbworks.com/w/page/118984443/Wellness%20-%20Campus%20Examples>. Encourage participants to research and familiarize themselves with what is available on their respective campuses.

#### Part 7) Wellness Resources on the Bonner Wiki

Suggested time: 5 minutes

In this section you will briefly highlight the wellness resources on the Bonner Wiki page. Scroll through each page and mention what can be found: 1) PPT presentations for staff and students; 2) Guides that can be used in on-campus trainings and larger Bonner meetings; and 3) Documents that can be downloaded and adapted for use. The wellness section of the Bonner Wiki can be accessed by visiting <http://bonner.pbworks.com/w/page/118984203/Wellness%20-%20Overview>.

## Part 8) Wrap Up (Closing Discussion, Questions, Etc.)

Suggested time: 10 minutes

Pull up the PPT slide that says “Wrap Up” and invite participants to make final statements and pose any remaining questions. ***As a final reminder, let participants know that they should follow their institution’s protocol for dealing with student emergencies and related crises.*** Thank the participants for their participation and encourage them on towards good works.

Credits:

***This training was developed in July - August 2017 by Eric J. Hearst, Princeton Theological Seminary Intern at The Corella and Bertram F. Bonner Foundation***

## References

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## What Shall You Do? Case Examples

### Case Example 1

Student A is a rising sophomore (or second year student) at your institution. He has been volunteering with an after school program in the local community in order to fulfill his service requirements as a Bonner Program participant. The after school program serves children in grades K - 5, and Student A has really enjoyed being a part of what the program provides to area children.

Recently, one of the children in the program (a fifth grade female student) has recently told Student A that she has been having a hard time at home, and that her parents have been fighting a lot. Neither she nor her three siblings have been physically harmed during the altercations; however, they are all afraid that their father is going to kill their mother one day soon. The children are frightened and very concerned about their mother's safety. Student A has informed the program's direct leadership about this situation and the director has implemented the organization's protocol for contacting Child Protective Services (CPS).

The student's disclosure has caused Student A to reflect on his own childhood and some related traumatic events. He has not previously disclosed the events

of his childhood (physical altercations between parents, verbal abuse directed towards him and his siblings) and has never received therapeutic services to help him deal with the associated emotional pain.

Student A used to cut himself on his arms and the inner parts of his thighs to cope with the stress of his childhood home environment. Learning of the younger student's situation has triggered some deep seated emotions in Student A and he has secretly started cutting himself again. Student A values his relationship with you and approaches you to talk about what is happening. He shows you some of the recent cuts on his body. Student A states to you that he has not been feeling "safe" since talking with the young student about her situation and intervening on her behalf. Student A asks you for help...what shall you do?

## Case Example 2

Student B is a junior (or third year student) at your institution. She has been very involved with campus activities, your Bonner program, and several community agencies as a volunteer over the past three years. She is also a student with a disability, one who is managing a potentially life threatening illness - Diabetes Mellitus Type I (Juvenile Diabetes).

Student B is overcommitted on campus and in the community. She has recently begun exhibiting behaviors that are not consistent with her character e.g. skipping classes for weeks at a time, inconsistent perform at her service placements, failing grades, and an increasingly disheveled personal appearance.

You are concerned about Student B and request to meet with her. She agrees to meet with you and, during your discussion, Student B discloses some of the challenges she has been having lately and further discloses that her family has recently lost its home due to having extreme financial challenges. Student B is technically homeless and has no where to go when the college/university goes on break or ends for the calendar year. In addition, Student B is not eating regularly which compounds her medical illness.

As your conversation continues, you re-emphasize that you are concerned about her and offer to help her find some assistance from on campus resources. Student B thanks you for your concern but refuses to accept your offer. He instead hopes to be able to stop by your office from time to time and simply check in with you. Student B also asks you not to share what has been happening in her life with anyone else...what shall you do?

# A Staff Member's Guide To Promoting Wellness On Campus: Office Telephone Numbers You Should Know and Keep Readily Accessible

- Campus Security
- Campus Counseling/Wellness Center
- Office of Residence Life
- Office of Multicultural Affairs and Community Relations
- Office of Student Affairs
- Office of the Chaplain, Religious Life or Spiritual Exploration Center

