CRITICAL CONVERSATIONS
Prevention and Wellness Services
WELCOME!

- Hopes and Concerns
- Some facts and figures
- Tips for those tough conversations
- Programs and resources to help your students
To set the frame for this session, think of:

- 2 Hopes for your student
- 2 concerns you have about them going off to college
Our Goal for All Students... Discover Their Best Self

- Decrease:
  - Overwhelming stress
  - Social anxiety/isolation
  - Depression
  - Accidents and Injuries
  - Alcohol abuse/drug use
  - Sexually Transmitted Infections
  - Unwanted sex

- Increase:
  - Physical, mental, and emotional health
  - Strategies for effectively coping with stress
  - Skills for assessing risk and thoughtful decision-making
  - Healthy self-care choices and actions
  - Opportunities for involvement in the campus community
  - Academic success
  - Resiliency
Barriers to Success for WWU Students

“Caused you to drop a course, receive a lower grade, receive an incomplete.” (NCHA 2016)

- Stress: 45.0%
- Anxiety: 35.3%
- Sleep problems: 31.0%
- Depression: 26.6%
- Cold/flu: 23.3%
- Work: 17.0%
- Internet use computer games: 15.4%
- Concern about friend/family: 15.0%
- Relationship difficulties: 12.5%
- Roommate problems: 11.5%
- Extracurricular activities: 10.9%
- Alcohol and/or drugs: 9.3%
- (alcohol 5.7% and drugs 3.6%)
- Death of a friend or family member: 9.1%
- Finances: 7.1%
COMMON MISCONCEPTIONS
<table>
<thead>
<tr>
<th></th>
<th>% Who Actually Used</th>
<th>Perception of % that Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>69.4%</td>
<td>98.2%</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>11.7%</td>
<td>75.7%</td>
</tr>
<tr>
<td>(cigarettes only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana</td>
<td>33.3%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Amphetamine</td>
<td>0.0 (methamphetamine)</td>
<td>21.2% (methamphetamine)</td>
</tr>
<tr>
<td>Legal, illegal, &amp; diet pills</td>
<td>2.4% (other amphetamines)</td>
<td>30.9% (other amphetamines)</td>
</tr>
<tr>
<td>Cocaine</td>
<td>1.8%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Ecstasy</td>
<td>1.6%</td>
<td>40.8%</td>
</tr>
</tbody>
</table>
| Other drugs      | Includes: 1.9% sedatives  
|                  | 3.6% hallucinogens 
|                  | 0.0% opiates 
|                  | 0.3% other club drugs 
|                  | (GHB, Ketamine, Rohypnol) 
|                  | 1.1% other illegal drugs | Includes: 31.8% sedatives 
|                  | 40.6% hallucinogens 
|                  | 20.2% opiates 
|                  | 28.7% other club drugs 
|                  | (GHB, Ketamine, Rohypnol) 
|                  | 30.3% other illegal drugs |
Initiating the Critical Conversation:
Alcohol and Other Drugs

Things to know & discuss:

■ 31% of Western students choose not to drink (no alcohol in past 30 days).

■ Nearly half of students who drink, do so moderately.
  – (1-4 drinks, 46.1% plus, 25.3% reported choosing not to drink at all)

■ Western enforces its alcohol and drug policy, as well as state and federal laws.

■ The safety and well-being of self and others is paramount – even if it involves getting a sanction (or a legal citation)

■ Opportunities to make friends and get involved [without using alcohol or drugs]
  – AS Clubs
  – PWS Peer Health Educator Program
  – Sports Activities (formal & informal) & the Recreation Center
  – Data from Spring 2016 NCHA Survey
Initiating the Critical Conversation: Sexual Health

Things to know & discuss:

- 30% of Western students choose to postpone having sexual partners (no sexual partners in past year).*
- If they are choosing to be intimate with others, 63% use contraception last time they had sex.*

Suggest:

- Avoid “instant intimacy”
- If already sexually active, know what types of contraceptives are out there and where to get them – and how to use them
  - Prevent STI’s and unplanned pregnancies
- Avoid mixing alcohol/drug use and sex
- Get Consent! This requires a clear and sober “yes.”
- *Data from Spring 2016 NCHA Survey
INITIATE THE CRITICAL CONVERSATIONS
Why?

- YOU have influence
- This transition is an emotional & changing time for everyone
- Consider it an ongoing conversation.
- Asking questions and listening will help build trust

A student who feels trusted:
- Knows they have support back home
- Has more self confidence
- Can stand up for what they believe
- Is better able to say “no” when needed
Why are these conversations so tough?

- Because you love them and this is new territory = emotional
- They think they are invincible
- Because some of these issues can feel uncomfortable or awkward
Formula for Difficult Conversations

- Deep Breath, practice “calm”
- Be curious, use open ended questions, like “What are you thinking about?”
  - What do you think your options are?
  - What do you think you might do if this happens?
  - Is there a place at the university that can help? How could you find out?
  - What are your concerns/worries about ...?
- Offer empathy, support, affirmations
  - I am proud of you for thinking ahead about this and how you might handle it. Get back to me and let me know how it works out. (leave the door open)
SAFETY, RESILIENCY, & SUCCESS
Prevention Trainings

HAVEN

- Awareness education and sexual violence prevention on-line training **required for all new students**
- Addresses the creation of healthy relationships
- Emphasizes the importance of obtaining consent in sexual situations
- Describes ways students can help strengthen the safe, positive university community they want to be a part of, and
- Provides information on Western’s policies, resources and reporting options regarding sexual violence.

ALCOHOLEDU

- Awareness education on-line training that is voluntary for students to take, but strongly suggested
- Addresses:
  - Choices about drinking
  - Preventing unwanted and unintended experiences
  - Identifying risky situations
  - Learning skills to keep themselves and friends safe – whether they choose to drink or not
- Information in Western’s policies & procedures.
Be Safe

Discussion Suggestions...

- Think about what kind of experiences they want to have.
- What kind of choices do they want to make?
- **Before** they find themselves facing situations

- **Use common sense precautions** about keeping themselves & their friends safe. Trust their instincts, especially in unfamiliar surroundings or with unfamiliar people.

- Use the buddy system – go to and leave events with friends

- Use campus systems for safety
  - *Greencoats* – *personal safety escorts*
  - *Emergency “blue light” call boxes*
  - *Safety whistles*
  - *Late Night Shuttle*
Discover Their BEST SELF & Be Resilient

- Practice Good Self-Care
  - Get enough *sleep*
  - *Eat healthy* – good basic nutrition
  - Be *active*
  - Get involved – try new things, stretch their comfort zone

- If they get sick... take care of it early!
- Deal with stresses as they come up.
- Reach out for help when they need it - there are many resources available
- Practice BEST SELF to accomplish the above

8/9/16
The Best Self Model
The Gifts of BEST SELF

- Identify an issue – challenge or goal
- Focus is on the person who can make the change
- Increased ownership, power, & confidence
- Obtain meaningful information quickly
- Knowledge encourages people to practice
- Simple
- Universal
- Flexible
Q5. I used the characteristics of the BEST SELF model to help me overcome or meet a challenge.

- Yes: 84.89%
- No: 15.11%
Q7. I utilized the BEST SELF model to help me overcome or meet challenges regarding: (Check all that apply)

- Academics: 74.64%
- Relationship difficulties: 65.22%
- Stress: 50%
- Physical Health: 27.54%
- Sleep: 13.04%
- Emotional Health: 53.62%
- Anxiety: 44.2%
- Spiritual Health: 13.04%
- Depression: 16.67%
- Other (please specify): 2.17%
- I did not use the Best Self model: 7.25%
Q6. Please check all the characteristics that you utilized:
Anecdotal Data

- “I liked that the Best Self model was a way to reflect on what I can do to make myself better. It was a chance to stop, think, and reflect.”

- “I have Best Self magnets up around my house (at least two) and one for my binder. It's helped tremendously with mindfulness as a way to self-manage my anxiety.”

- “The best self model helped me overcome things in my life that were holding me back.”

- “The presentation of best self has helped me change my mindset of how I take on challenges and I now strive to do better than my best self ever”
Resources Available

**Student Health Center**
2nd Floor Campus Services | 360-650-3400
- Care for most acute or chronic medical illness or typical injury
- Injury treatment and rehabilitation
- Women’s health services and contraception
- STI testing and treatment
- Behavioral Health Clinic: evaluation and treatment of mental health issues
- ADD/ADHD evaluation and treatment
- Nutrition evaluations
- Concussion evaluation

**Counseling Center**
Old Main 540 | 360-650-3164
- Psychological assessment
- After-hours on-call services & same day appointments for urgent needs
- Counseling in a brief therapy model
- Groups & workshops to develop a variety of skills
- Stress management & relaxation training
- Self-help resources
- Referral to other campus and community resources
Resources Available

**Prevention and Wellness Services**  
*Old Main 560 | 360-650-2993*

- **Director of Prevention & Wellness**  
  360-650-3643

- **Alcohol and Drug Consultation and Assessment Services**  
  *Old Main 560 | 360-650-6865*

- **Consultation And Sexual Assault Support (CASAS)**  
  *Old Main 585B | 360-650-3700*

- **Sexual Health Information Sessions**  
  360-650-2993

- **Wellness Outreach Center**  
  *Viking Union 432 | 360-650-4321*

**Campus Recreation**  
Recreation Center  |  (360) 650-3766

**Dean of Students Office**  
*Viking Union 506 | 360-650-3706*
THANK YOU!

Questions?