



Building Cultural Bridges for Student Wellness and Academic Success

Workshop:

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Goals for this Presentation

By the end of the presentation attendees will:

- 1) Be able to further define diversity, multiculturalism and cultural competence in relation to services for students;
- 2) Identify barriers or challenges to incorporate multicultural concepts into their work;
- 3) Identify strategies to incorporate multicultural concepts into their work in health services;
- 4) Identify and articulate ways to model effective use of self in addressing cultural differences, culture conflict and form relational bridges.

Goals for this Presentation

By the end of the presentation attendees will:

- 4) Strengthen cultural competence and a culturally sensitive stance in their work;
- 5) Identify (at least 3) ways to model effective use of self in addressing cultural differences, culture conflicts and form relational bridges i.e. to increase cultural competence and improve or strengthen culturally responsive leadership.

Backdrop for this Presentation

- The need for high quality services is continuous.
- These services contribute significantly to the success of students.
- Understanding our students means appreciating their diverse backgrounds as strengths.
- A holistic perspective takes into account the physical, emotional, psychological, social and intellectual health of each student.

Backdrop for this Presentation

- Specific situations can challenge newer as well as seasoned staff.
- Awareness of some of these challenges can lead to developing sources of support.
- Strategies of self care pertain not only to students but to ourselves as staff.
- Encountering increased needs of diversity and managing our stress are necessary.

Some Others Goals of this Presentation

Participants will:

- Appreciate the increased role of culture and human diversity for effective teaching, learning and staffing in a community college setting
- Understand additional aspects of staff work central to providing effective services to students
- Understand the development of the commitment to bring mental health supports to community college settings
- Identify potential sources individual and group sources of work stress in the current context of times
- For staff to Identify effective strategies to manage stress

California Community Colleges: Related Vision

- California Community Colleges will be known throughout California and nationally for our inclusiveness, innovation, and superior rates for student success.

California Community Colleges: Related Mission Statement

- ...basic skills, career entry, university transfer, economic development, and personal enrichment for all...student learning success is highly valued, supported and continually assessed.

California Community Colleges: Related Core Values for Diversity

- Life long learning
- Open access...reaching out to underserved populations
- Promote diversity, inclusiveness and openness to differing viewpoints
- High standards...in pursuit of excellence
- Value trust, respect and integrity
- Promote teamwork and open communication
- Practice innovation, risk-taking...

California Community Colleges: Related Goals

- Improve student learning, achievement
- Promote continuous, needs-based learning and professional development
- Use (all) resources effectively for students
- Enhance college-wide interaction with acceptance of diverse peoples, cultures...
- Increase access to under-served, -represented
- Engage all in continual institutional improvement

As staff do you all see the same thing
in your work on campus?

Finished files are the result
of years of scientific study
combined with the
experience of many years.

Increased Diversity and Definition of Culture...

- Culture: “An integrated pattern of human behavior that includes thought, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group” (California State DMH)
- We *all* have culture, cultural backgrounds
- The diversity of students continues to be recognized. Staff and faculty diversity must also be recognized and strategically utilized.

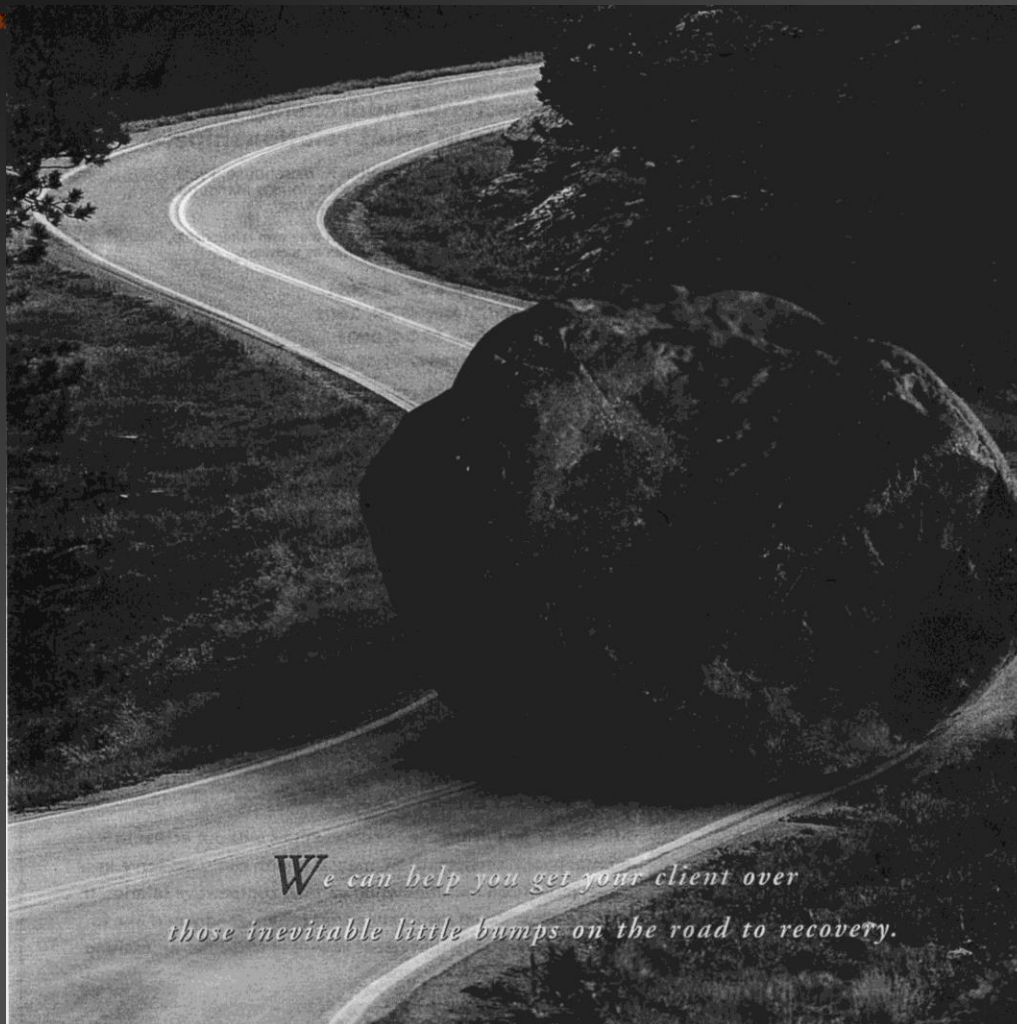
The Importance of Cultural Competence

- Essential aspect of student centered services
- Person-centered care inc. teaching and services means understanding the person's culture
- Increasing cultural competence means improving the quality (CQI) of care for all
- Responding to student community needs, increasing success and eliminating disparities
- Integral to recovery, wellness and resilience

Current and Changing Demographics of California

- Over 50% of the state's population consists of "persons of color"
- In 2000, recognized that children from birth – 18 y.o. were ethnic majority. We are seeing this now in colleges
- California's cultural and linguistic diversity continues to grow
 - Immigration
 - Population growth via births and development
 - Acknowledgement of the meaning of diversity
- California's growing diversity and advocacy increases attention to areas of expanding human diversity including intersubjectivity.

A visual depiction of staff doing ongoing competent work...



*We can help you get your client over
those inevitable little bumps on the road to recovery.*

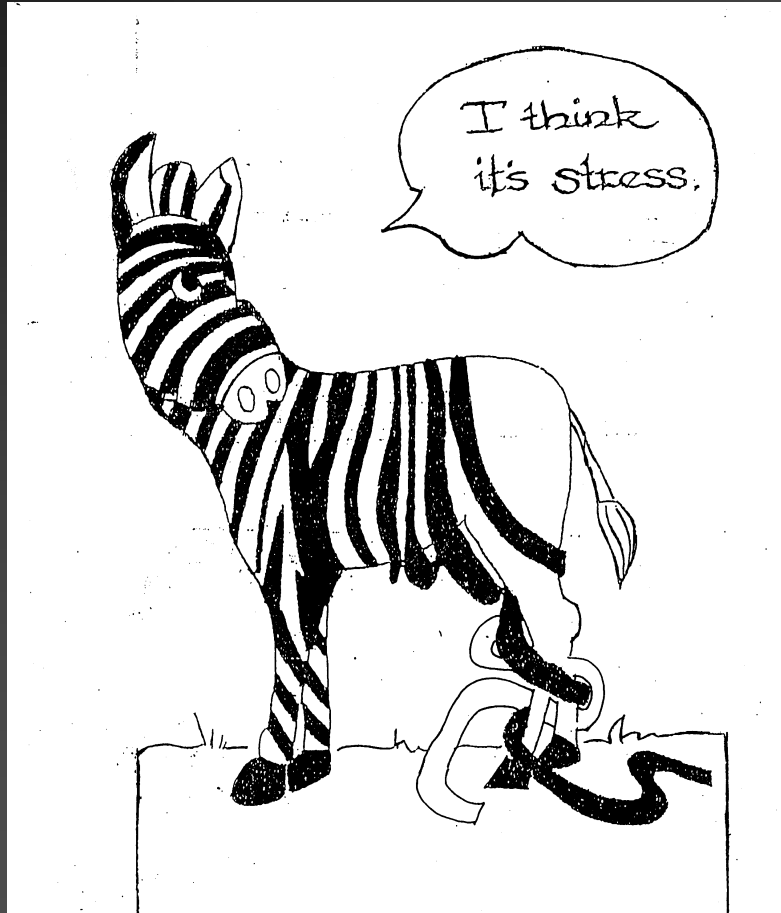
Core Question: What are you experiencing in your daily work?

- More students with complex needs?
- Increasingly diverse student populations?
- Students with increased complexity?
- Tighter funding, resources, different requests?
- Multiple, new strategies for teaching, learning?
- Taking on new roles, responsibilities such as advocating for more multicultural resources?
- What else would you add to this list?

How do we honestly evaluate our ourselves as staff in this system?



“Why zebras don’t get ulcers”...acknowledging our own daily sources of potential stress given the complexity of more multicultural times:



Understanding Our Sources of Stress as an Example of Diversity

- Stress is a biochemical process
- Stress is a “flight” or “fight” response
- Stress is a response connected to our survival (Q: “Are we born racist?”)
- Mind-body connection to stress involving voluntary and automatic processes
- In other words, stress may be unavoidable

Understanding Our Stress

- Stress Response Model:
Alarm reaction, resistance stage, potential exhaustion stage.
- Stress = Rate of Wear + Tear (short and long term)
- Stress means “to draw tight.” Without relief the tightness can be constricting.

Identifying Symptoms of Stress

- Headaches
- Lack of energy, motivation
- Anxiety
- Forgetfulness, poor concentration
- Somatic complaints
- Crying spells, sadness, depression
- Social withdraw or isolation

Negative Coping Mechanisms

- “I don’t have time to deal with my stress.”
- “I’m so stressed out, I don’t even know where to start.”
- “Dealing with my stress would just be too much work and be too expensive.”
- “People who are stressed just can’t cope with reality.”

Positive and Adaptive Coping Mechanisms

- Dealing with stress as stages of change.
 - 1) Not interested in dealing with it.
 - 2) Seriously considering management.
 - 3) I am ready to start dealing with stress.
 - 4) I am actively involved in managing stress.
 - 5) I've been managing my stress ongoingly

Positive Coping Mechanisms: Let's Go, Take Action!

- People in this stage have started to find ways to manage their stress. They're actually incorporating stress management strategies as part of their daily routines.
- Our goal is to adapt ongoing techniques to deal with and address stress in ways that become normal as part of our behaviors and daily repertoire.

Positive Attitude Perspective

- “What you believe tends to become your reality. Using positive thinking techniques, visualizations and affirmations, you may find that it is possible to achieve your goals. Affirmations are first steps, you then have to develop action plans to support your affirmations.”

(Loizzo, 2012 to college students)

Why zebras don't get ulcers but why we are at risk...

- Sources of stress include:
- Handling interpersonal conflicts & teams
- Managing work load vs. creative growth
- Challenges vs. opportunities in work
- Stretch in terms of workload & resources
- Having values challenged vs. embraced
- Dealing with difficult students, peers

Effectively Coping with Our Stress

- The client's chief complaint "I have a stress headache..."
- 2000 B.C. "Here, eat this root."
- 1000 A.D. "That root is heathen. Here, say this prayer."
- 1850 A.D. "That prayer is superstition. Here, drink this potion."
- 1940 A.D. "That potion is snake oil. Here, swallow this pill."
- 1985 A.D. "That pill is ineffective. Here, take this antibiotic."
- 2016 A.D. "That antibiotic is artificial. Here, eat this root."

Who has the responsibility lie in delivering excellent campus services?

“That's Not My Job”

*“This is a simple story about four people named **Everybody**, **Somebody**, **Anybody**, and **Nobody**.”*

*“There was an important job to be done and **Everybody** was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it.”*

(continued)

*“**Somebody** got angry about that because it was **Everybody's** job. **Everybody** thought that **Anybody** could do it but **Nobody** realized that **Everybody** wouldn't do it.”*

*“It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have.”*

*(**Author Unknown**)*

*(Perhaps it was written by **Everybody**, **Somebody**, **Anybody**, **Nobody**, or....)*

Health and Care Transformation

“The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.”

John Maynard Keynes-

Given these times of potential stress...thinking in transformative ways!



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