

A Student's Guide To Wellness

Discussing & Understanding The Wellness Project and It's Implementation

The Bonner Community Engagement Curriculum

Overview:

This training guide will help set up a group discussion, focusing on the Wellness Project. Throughout this guide, students will look at what makes up wellness, as well as discuss ways to maintain and better their overall wellness. The group will establish campus resources to promote the suggestions that the Foundation has made, following the research that the Wellness project was comprised of.

Category:

Project Management, Skill Building, Wellness, Personal Maintenance.

Level:

This training is designed for all students in the Bonner network. This training is the first in a 3 part series. This training is designed for formal students, with the following two guides focusing on student leaders and program staff.



**All
Students**

Recommended

Bonner Connections:

Beginner. This guide is a basic outline on how to facilitate a conversation regarding the Wellness Project. It can be tailored as needed, however, is designed to be useful for all current students.

Focus or Goals of this Guide:

While participating in this training, students should be able to do the following:

- Be able to define Wellness, in reference to the Bonner Foundation's research.
- Be able to critically review their own wellness, and reflect on ways to improve.
- Be able to identify 3 challenges to bettering or maintaining one's wellness.
- Be able to identify 3 resources on their campus to either better or maintain their wellness.

Materials:

- Computer With Internet Access
- Projection With Appropriate Computer Hookups
- Student's Guide To Wellness Handout

How to Prepare:

This training is designed to be similar to an all Bonner meeting, meaning that the facilitator must be prepared to lead conversations with the group. Conversation is a key element to this training. This training is also made in conjunction with a powerpoint, titled the same as this guide. It is crucial that you use the two resources, simultaneously. In order to be fully prepared, go through the list below prior to the group's arrival.

- Read through this guide and its matching powerpoint.
- Print an adequate amount of handouts for the group.
- Explore the Bonner Wiki page for The Wellness Project, becoming familiar with its resources.
- Become aware of your campus's resources and be prepared to share those with the group.

Brief Outline:

The activities being used throughout this guide will encourage conversations. This training is designed to foster conversations and to get students talking about wellness. The goal is that students will better understand wellness and make it an integral part of their lives. The activities listed will have students explore what wellness is and is not,

discover the relevance of this topic, and begin to establish resources available from both the Bonner Foundation as well as at their respective school.

The outline has the following parts (modify to cover number):

- | | |
|---|---------------------------|
| 1) Opening Activity | suggested time 5 minutes |
| 2) A Discussion On Wellness | suggested time 10 minutes |
| 3) Reviewing Statistics | suggested time 10 minutes |
| 4) Personal Assessment | suggested time 15 minutes |
| 5) Exploring The Importance of Wellness | suggested time 10 minutes |
| 6) Challenges and Resource Assessment | suggested time 10 minutes |

Your Plan

Part 1) Opening Activity

Suggested time: 5 Minutes

During this section, you will be getting everyone in the group comfortable. It is important to establish a safe and comforting environment prior to go deeper into this training. The topics discussed can trigger some hard conversations, this time needs to be spent establishing a welcoming space that encourages dialogue.

For an opening activity, you will be facilitating an activity called Mingle. To facilitate, have the group spread out, and walk around the space. This is called "mingling." After about 25 seconds, you will call out a number and instruct the large group to form smaller groups. The number of the small groups will be based on the random number you call out. Once in small groups, use the questions below to prom conversations. Repeat this process for each of the five questions below, giving the group roughly 1 minute for responses.

Questions:

- 1) Who/what is one of your favorite musical artists right now?
- 2) What is one topic you are passionate about?
- 3) What is an activity you enjoy doing? (Preferable not related to work.)
- 4) Do you ever feel worn out from your work?
- 5) Do you feel like taking personal days are important? If so, what do you do on your personal days?

Part 2) A Discussion on Wellness

Suggested time: 10 Minutes

At this point in the training, you will begin to discuss the brand topic of wellness. To do this, you will need to follow in conjunction with the powerpoint that is associated with this training. With the help of these two aids, you and the group will begin to look at what wellness is, in regards to the Bonner Foundation. This section is broken into two parts.

Part 1

To start the conversation, prompt the group to think about this question; *What is "Wellness?"* Give the group roughly two minutes to think about this, hearing responses from one to two people.

Following, transition to slide 2 on the powerpoint, *A Student's Guide To Wellness*.

Inform the group that this group session is designed to be a large, interactive conversation. The goal is to discuss Wellness in the hopes that it can become an integral part of the Bonner experience. Have the group read the definition on slide 2. To ensure a common competency, read the information aloud. Ask the group for immediate thoughts and questions. Ensure that the definitions is unanimously understood, allowing for everyone to be on the same page for further conversations.

Please note, if the group is getting pick on the definite or begins to discuss it in great depth, encourage them to move forward by informing them that the remaining slide will look at more in depth aspects of wellness. There will be a variety of outlets to discuss what Wellness is and is not, both in the next slide and throughout the session.

Transition to Slide 3.

Part 2

This portion of the discussion will look at what wellness is, and is not. This section will begin to look at some myths and stereotypes surrounding wellness. It is the goal that this section is both affirming and relieving. **Wellness is often discussed in an all or nothing approach, wither you are 100% together or you are totally broken. This is not the narrative we want to exist throughout this session.**

Have the different group members volunteer to read each item under both lists, Wellness Is... and Wellness Is Not.... Ask the group what they think about the items listed. After hearing a few responses, use the questions below to pursue a deeper reflection.

Depending on the size of your group, you may want to consider allowing participants to gather in small groups to discuss the questions. If this is the case, you may want to inform them that you will be encouraging some large group share outs so they should be prepared for to share some key points of their conversations.

Reflection Question:

- 1) Do you feel like these are common understandings what wellness is and is not?
- 2) In regards to some things that wellness is not, have you encountered someone who thought wellness was some of the things listed? How did that influence how they went about wellness?
- 3) Why do you think some may think wellness is something that it is not?
- 4) Do you buy into the ideas of what wellness is and is not?
- 5) What can be done by yourself and your Bonner cohort to have more informed conversations on Wellness?

Part 3) Reviewing Statistics

Suggested time: 10 Minutes

During this part of the session, you will be reviewing statistics regarding mental health among college students. The data is primarily from 2009, however, current data is suggesting similar information being presented in this section.

Please note, this would be a great section to include any data you have from your own campus. These statistics show a national coverage, however, having data that is personal and relevant to your campus will be extremely beneficial in helping to establish the need for bettering and maintaining wellness.

Transition to slide 4.

Have the group read aloud each bullet point. One point in particular is depicted on the slide.

(43% of college students say that depression made it difficult for them to function during the school year.)

Ask the group the questions listed below. Encourage student to fully explain their responses. The bulk of this training is designed to give students a space to talk.

Encourage them to utilize that design and fully explain their thoughts and opinions.

Depending on the size of your group, you may want to consider allowing participants to gather in small groups to discuss the questions. If this is the case, you may want to

inform them that you will be encouraging some large group share outs so they should be prepared for to share some key points of their conversations.

Reflection Questions:

- 1)What statistic stands out the most to you?
- 2)One statistic highlighted is the one regarding 43% of college students saying their academics was effected by depression. Do you see this in any of your relationships on campus? If so, how is it being addressed?
- 3)If you or someone you know is affected by the statistics listed on this slide, what is one thing you wish your professors or Bonner Staff knew? This can be in regards to how to go about talking about it, treating it, or just challenging the way people think about things like mental illness.

Part 4) Personal Assessment

Suggested time: 15 Minutes

During this part of the session, you will be taking a moment to personally asses everyone's individual wellness. This portion of the session will allow for students to evaluate how they feel their wellness is currently, while having them also think of ways to maintain or better their wellness.

To start, transition to slide number 5.

Have the group look at the image on the left slide of the presentation. Read the quote aloud and have the group think about if and how this quote relates to them and their service.

After a few minutes (2 to 3), direct the group to look at the reflection questions. Inform the group that you will be going through each of the 5 questions listed.

Please note, this portion of the training will ask students to be vulnerable in sharing some of their personal experiences. Remind students to be respectful of those sharing. If you feel it is needed, there is a chart located at the end of this rainier guide (in the additional resources section) that layout a set of group expectations. You can use these expenataiosn to help establish a safe and respectful environment.

As you go through each question, again, encourage student to share fully and honestly. The questions posted will have students critically reflect on their service experience and think about ways to better their experiences. The questions on the slide are listed below.

Depending on the size of your group, you may want to consider allowing participants to gather in small groups to discuss the questions. If this is the case, you may want to inform them that you will be encouraging some large group share outs so they should be prepared for to share some key points of their conversations.

Reflection Questions:

- 1)How does this image relate to you at your service sites?
- 2)How does this image relate to you as a Bonner?
- 3)The image talks about having a “full” cup. How do you make sure you have a full cup?
- 4)The image talks about having a “empty” cup. How do you know if your comply is getting empty?
- 5)Can you tell when your friends or co-workers’ cups are getting empty?

Part 5) Exploring The Importance of Wellness

Suggested time: 10 Minutes

During this section of the session, your group will be exploring and establishing relevance. The group will look at why The Bonner Foundation cares about this topic as well as why The Foundation hopes encourages students to care.

Please note, this section focuses on the student and the National Foundation. If your Bonner program is located in a center or department that has also has a dedication to promoting wellness, you can include relevant statements to express your department’s valuing of wellness.

To begin, transition to slide 6.

This slide will focus on the mission statement that the foundation developed when starting the Wellness project as well as a desired outcome statement that foundation hopes that students will apply to their Bonner experience. Have some volunteers read the information listed on the presentation. The graph depiction in the middle does not need to read aloud, however, it noted that the depiction is a visual representation of what the Bonner Foundation hopes is an outcome of caring about wellness.

The depictions shows 4 categories that students should learn how to balance while serving with the Bonner Foundation as well as while living a healthy and productive life. After looking at the information listed, you can use the reflection question listed below to prompt further questions regarding the importance of wellness. If you use these questions, allow for a variety of participants to answer. If no one feels comfortable any of the questions, you can encourage them to share but it may not be productive to try to force anyone to answer any of the reflection questions.

Depending on the size of your group, you may want to consider allowing participants to gather in small groups to discuss the questions. If this is the case, you may want to inform them that you will be encouraging some large group share outs so they should be prepared for to share some key points of their conversations.

Reflection Questions & Prompts:

- 1) Why do you personally think wellness is important?
- 2) Do you think your campus values wellness?
- 3) What is one reason some may not value wellness? What are some challenges to getting people to value wellness?
- 4) What is one way you, individually, can influence others to value wellness?
- 5) The foundation really wants student to balance the 4 areas mentioned in the prevention, what are some ways that you try to balance some or all of the 4 categories?

Part 6) Challenges & Resource Assessment

Suggested time: 10 Minutes

During this portion of the session, the group will be exploring challenges that come up when individuals try to maintain or better their wellness. You will be exploring various resources that are available of rate group to take advantage of.

Please note that the information listed is pulled from the national sources. We strongly recommend that you prepare before this training and compile a detailed list of resources that your campus offers. You can use the handout associated with this section to begin to formulate a collection of resources your campus may offer.

To begin, transition to slide 7. You will also need to print out an adequate amount of copies of the handout, *A Student's Resource To Wellness*.

Begin the discussion by reading the script below.

“ Wellness is a topic that can not be fully understood unless we discuss the challenges and hinderances that people face when trying to manage their wellness. Regardless of trying to maintain ones wellness or seeking to improve an area one may need help with, many obstacles will likely arise. With that being said, what are some challenges that you can think of that surround the idea of wellness?”

Give the group a few minutes to ponder this question. Allow for some participants to share. Depending on how you are doing on time and the number of participants, you can chose to regulate how many responses you hear regarding this question. After you have heard some responses, draw their attention to the reflection questions listed on slide number seven.

Depending on the size of your group, you may want to consider allowing participants to gather in small groups to discuss the questions. If this is the case, you may want to inform them that you will be encouraging some large group share outs so they should be prepared for to share some key points of their conversations.

The questions on the powerpoint are listed below. After discussing the questions, either in small groups or in the large group, have share a few responses to the questions they discuss. You, or a volunteer, can read the questions aloud and allow people to respond as comfortable.

Reflection Questions:

- Do you feel like bettering or maintaining your wellness is hard? If so, why?
- Is there any stigma behind trying to maintain or better your wellness?
- Name three challenges that hinder someone from bettering or maintaining their wellness?
- Does your campus address any of these challenges?
- Does your Bonner Program address any of these issues?

After the group has discussed these questions, transition to slide 8.

The students should also have the handout at this point. To finish the last portion of conversation, read the script below.

“As we come to a close on our conversation surrounding Wellness, it is important to draw your attention to some resources that are available to you. On the handout, you will see some centers to look for on your campus, a national hotline to call for mental health crisis, as well as some information and suggestion regarding ways to better wellness on your campus and to better your campus’s resources for wellness. On the powerpoint, you will see the same information. However, there are three main areas being sighted: Events to bring to your campus, Bonner National Resources, as well as some centers to look for. ”

Please note, this would be a great time to distribute any information you have on resources that are already established on your campus. You can even invite you counseling center workers to join you for this portion, and introduce themselves to the group.

To close, have the group look at all the information, both on the powerpoint and on the handout. Ask the group to share three things, serving as their “exit ticket.” Have them share one thing they liked about this session, one thing they learned, as well as one way they plan on using the information or resources that received today.

After everyone has done this, thank them for their participation and inform them that the session is concluded.

Credits:

Developed in 2017 by Hunter Malone, Bonner Scholar at Berea College. This trainer guide was made in conjunction with countless amounts of research and information sharing by Eric Hearst, a Seminary Intern at The Bonner Foundation.

For further scholarship, refer on the Bonner Wiki page, under the category labeled *The Wellness Project*.

Additional Resources:

In this section, you will find the grid that houses a recommended set of group expectations. You can hang this up and read them aloud prior to the training actually starting, making sure everyone is on a common understaffing for ways to interact in the group.

Refrain from making someone a spokesperson for a certain group	Refrain from using one experience to explain a large group	Reform from judgement but be aware of personal biases
Do not expect everyone to know your "Story"	Do not assume that you know anyone's story	Step Up. Step Back. Step out.
Remember, you are your best advocate.	Be willing to listen to difference.	Express needs for clarification.
Be respectful.	Encourage curiosity	Use I statements & refrain from "generals"

Followed by Handouts:

A Student's Guide To Wellness

Student's Guide For Wellness

College can be tough. Life can be tougher. Together, these experiences can lead students to need some extra support. Here is a sheet that lays out various resources to check out for ourselves and others. The list also has some ways to make overall wellness a priority for your Bonner Program.

Events to consider bringing to your campus!

A Mental Health Awareness Week, possibly even hosting a Mental Health Awareness Discussion with an interactive panel.

A "Stop The Stigma" Day to help reduce the stigma behind seeking help for different illnesses.

Brining Therapy Dogs out for students to interact with!

Chill & Chat: An event that lets students hangout in the counseling center office and meet the counselors.

Bonner Resources on the Wiki!

5 Key Tips For College Students Wellness
101 Wellness Tips For College Students
Changes in Student Wellness
A Student's Guide To Wellness
Student Leader's Guide To Wellness



In the event of an crisis or you just need someone to talk to, here are some national resources!

The national crisis hotline is 1-800-273-8255

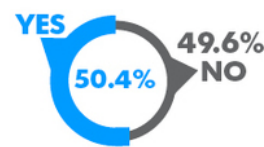
For Wellness, Check If Your Campus Has Any Of The Centers Below!

Counseling Services/Counseling Center
Campus Chaplains
Campus Health Services
LGBTQ+ Center
Race-Based Centers (i.e. Black Student Center)
First Year Experience/First Year Student Center

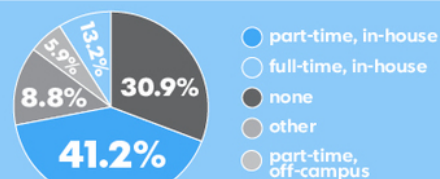
GOT MENTAL HEALTH RESOURCES?

Center for Collegiate Mental Health 2016 Annual Report
139 institutions were surveyed about the mental health resources they offer to students. Here are some key findings

Counseling centers currently accredited by the International Association of Counseling Services.



Psychiatric services provided by college centers.



Top 5 mental health concerns



Graphic: Sophia Tulp, USA TODAY College

