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Self Advocating & Mental Health

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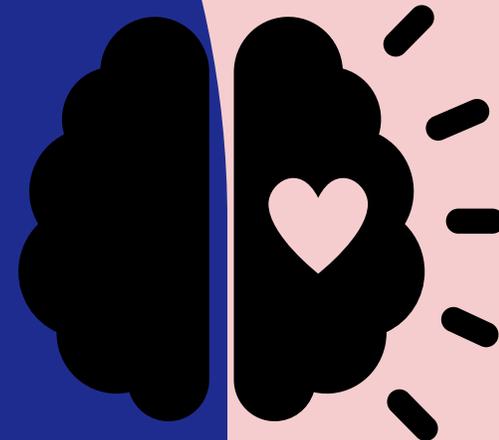
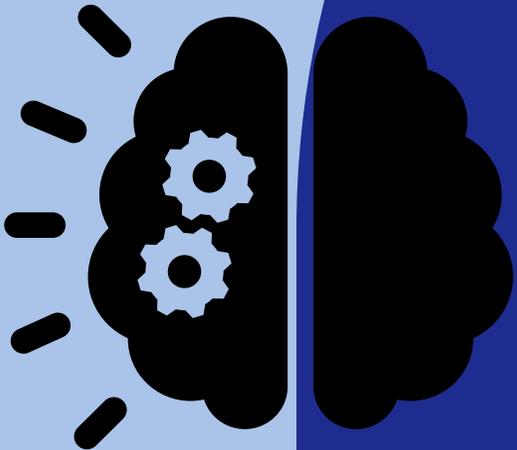
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SELF ADVOCATING & MENTAL HEALTH

KATHERINE DE MARINIS

PROFESSOR DANA WILEY



PURPOSE & AIM

Highlight and bring attention to topics that students may feel uncomfortable with discussing one on one, while also providing some answers.



BECOMING COMFORTABLE WITH BEING UNCOMFORTABLE

Ex. 1. Many students avoid situations because they don't want to feel embarrassed.

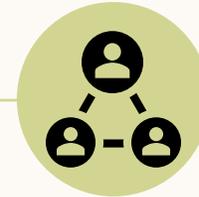
Ex. 2. Some students may know they need help, and refuse to ask for help, because they don't know how to.



IDENTIFYING EMOTIONS AND ALLOWING YOURSELF TO FEEL THEM

Ex. 1. Students feel stressed or overwhelmed, but suppress these feelings by distractions.

Ex. 2. Freshmen in particular have trouble making friends, feelings of being alone can lead to stronger emotions of isolation.



UTILIZING RESOURCES FOR STUDENTS ON CAMPUS

Ex. 1. SUNY Cortland offers many valuable services for students, that many overlook or aren't aware of.

ACTIVITY 1

Mental Health Bingo

Set up:

- Create a list of the twenty sentences that students often relate to, that either cause stress or students say because they are stressed, and display on board.
- Hand out blank Bingo sheets

How to play:

- Students are instructed to fill out Bingo card with fifteen of the twenty sentences that they can relate to the most.
- Once the game begins, students can find a peer with the same sentence.
- With the student that has a matching sentence, exchange advice on how each of you deal or cope with the topic and write it down.
- First five students with Bingo receive a prize.

This activity was the first thing the students did in class the day of my lesson. It allowed for an open discussion and smooth transition into my topics.

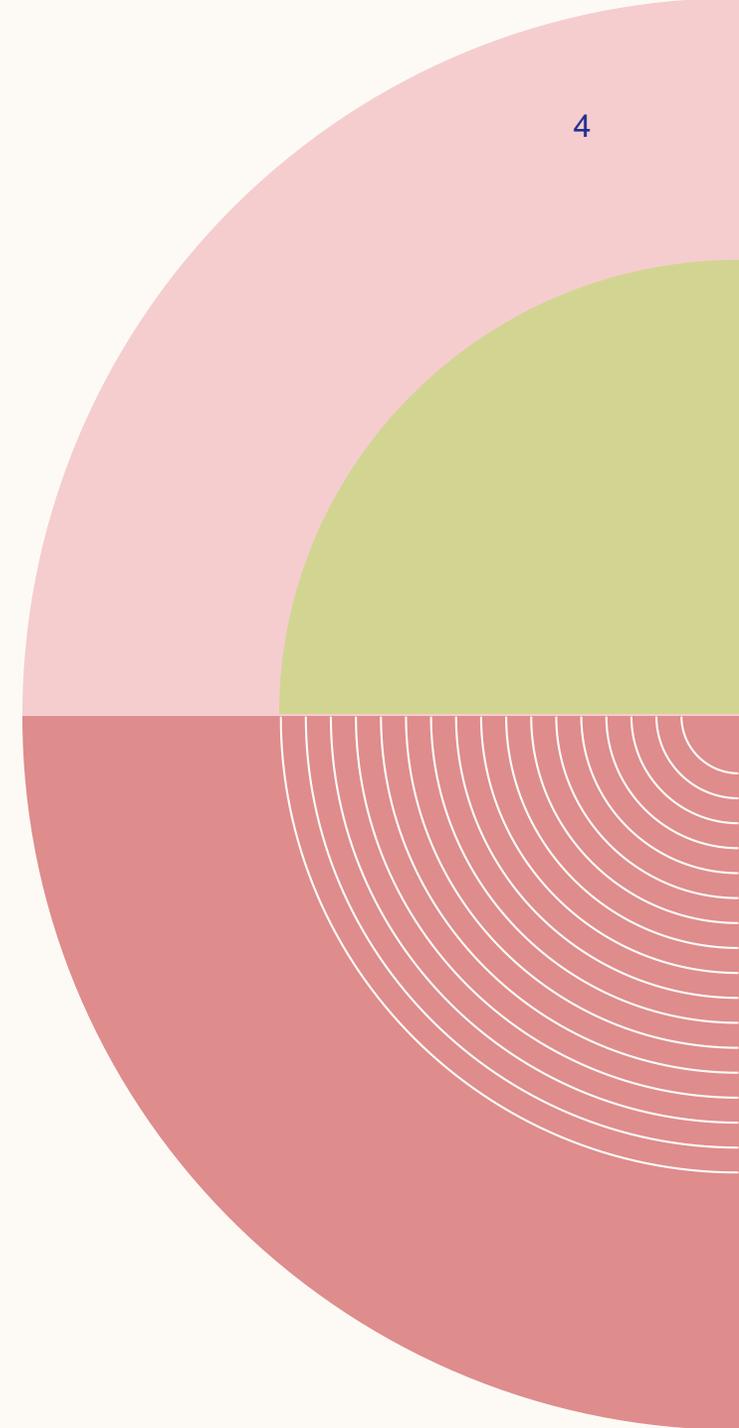
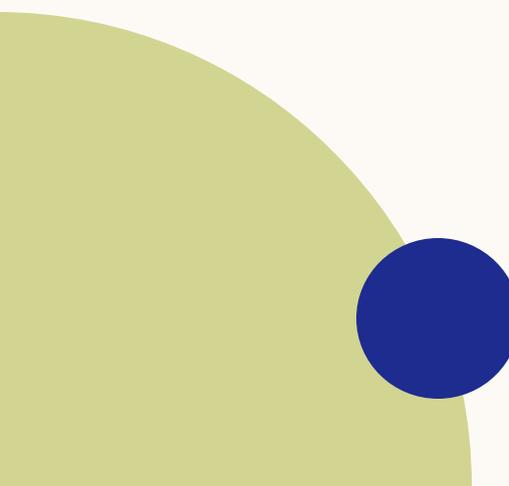
ACTIVITY 2

Situational Skit with my Roommate Bella

I provided three scenes with different situations, that highlighted being peer pressured, toxic roommates, self advocating, and procrastinating.

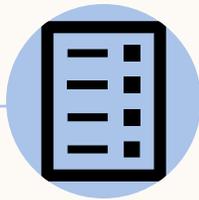
In between each scene I inserted a picture of my dog to provide a place to pause and discuss what we saw, and identify emotions and appropriate solutions.

<https://youtu.be/cbILImXpHk4>



REFLECTION

Before, during, and after.



PLANNING

- I created an anonymous survey to get a better grasp on what topic my students wanted to focus on.
- I reflected on relatable issues I had my freshman year, to provide a more personal connection.



EXECUTING

- I made an effort to keep an open discussion the entire lesson, rather than having the energy of a lecture.
- I remembered to use inclusive language and kept my topic broad enough to include everyone.



AFTER THE LESSON

- Students privately gave me feedback through GroupMe
- Students stayed after class to ask questions, and also stayed to learn more about my freshman year and how I succeeded after failing so much.

RESOURCES

Nikelly, A. G. (1967). *Mental health for students: A guide for adjusting to college*. Thomas.

Posted August 7, 2018, Filed under Admissions, C. R., & Tags: attention deficit/hyperactivity disorder, autism spectrum disorder. (2019, November 14). *Cultivating self-advocacy for all students on college campuses*. New England Board of Higher Education. Retrieved November 26, 2022, from <https://nebhe.org/journal/cultivating-self-advocacy-for-all-students-on-college-campuses/>