Comeniusproject: Students Who Care

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Programme

- Two video’s
- Project details
- Interactive
- Take-aways
How do we close the treatment gap?
Our main role is to guide the students and coach the student as they work on the interventions.
Structure of project

- NRO Comenius-programme
- Caring Universities
- Our project
- Check [www.lowint.nl](http://www.lowint.nl)
  - Funding
  - Background
  - Facts & Figures
Interactive

- ABC-questions (put your answer in the chat ‘A’, ‘B’ or ‘C’)
- Brief discussion
- Concluding remarks
1: Which symptoms indicate stress or anxiety
1: Which symptoms indicate stress or anxiety

A

Poor personal hygiene
1: Which symptoms indicate stress or anxiety

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor personal hygiene</td>
<td>Tense</td>
</tr>
<tr>
<td></td>
<td>Sad</td>
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<tr>
<td></td>
<td>Tired</td>
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</tbody>
</table>
1: Which symptoms indicate stress or anxiety

A
Poor personal hygiene

B
Tense
Sad
Tired

C
Drop in attendance
Being late
1. Which symptoms indicate stress or anxiety

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1: Which symptoms indicate stress or anxiety

- Anything a-typical
  
  (for that person)
2: If you see it, what do you do?
2: If you see it, what do you do?

A

Nothing
2: If you see it, what do you do?

A

Nothing

B

I communicate my worries to other people and / or professionals
2: If you see it, what do you do?

A

Nothing

B

I communicate my worries to other people and / or professionals

C

I will ask directly if something is troubling
2: If you see it, what do you do?

A

Nothing

B

I communicate my worries to other people and/or professionals

C

I will ask directly if something is troubling
2: If you see it, what do you do?

- Personal story
3: How do you feel as a student when someone asks you?
3: How do you feel as a student when someone asks you?
3: How do you feel as a student when someone asks you?

A    B
3: How do you feel as a student when someone asks you?
3: How do you feel as a student when someone asks you?

A  B  C
3: How do you feel as a student when someone asks you?

- You never know what effect it has, even if you don’t see anything at this time.
4: Where does your responsibility as a teacher end?
4: Where does your responsibility as a teacher end?

A

At the door of the classroom
4: Where does your responsibility as a teacher end?

A
At the door of the classroom

B
I alert other people and move on
4: Where does your responsibility as a teacher end?

A. At the door of the classroom

B. I alert other people and move on

C. I will do as much as I can for as long as it takes
4: Where does your responsibility as a teacher end?

A  At the door of the classroom

B  I alert other people and move on

C  I will do as much as I can for as long as it takes
4: Where does your responsibility as a teacher end?

■ Protect yourself as well
■ You know best
■ Action > inaction
Take-aways

- What do you take away from today?
Take-aways

- E-mail lowint.fgb@vu.nl
- Handouts
- Useful links
- Other information

- www.lowint.nl
- Questions
- Suggestions
- Collaboration

Psychological problems
A short guide by VU Universities

How to spot
- Consistent atypical behaviour
- Being unusually quiet
- Being late and missing deadlines
- Drop in attendance
- Drop in the quality of work
- Tense, sad or tired appearance
- Poor personal hygiene
- Inappropriate or bizarre responses
- Inability to concentrate
- Fear of failure
- Excessive complaining
- Crying
- No desire to socialize

What to do
Do's
- Ask permission to talk about it
- Listen carefully
- Check if you understand correctly
- Let them speak freely
- Refer if you feel it's needed

Don'ts
- Give unwanted advice
- Be distracted
- Make assumptions
- Interrupt
- Judge

Where to refer
- G.P. of the student
  For referral for mental healthcare

- Study advisor
  For (practical) help with study-related issues

- Student psychologist
  For advice and treatment of problems in an academic context
  studentpsychologen@vu.nl

- Student dean
  For guidance and advice with personal problems