

LPC Teaching Institute Dinner Gathering

Wednesday, Feb. 26, 2025

Swirl, Livermore / 5:30 PM – 8:30 PM

Compassionate Boundaries: Supporting Student Mental Health While Caring for Ourselves

Organized by Howard Blumenfeld, Frances Hui, Lyndale Garner, and Elizabeth Wing Brooks
Generously Funded by the Professional Development Committee

AGENDA

5:30 - 5:45

- Arrivals / Sign-In
- Order Drinks (No-Host Bar)

5:45 - 6:45: Welcome and Opening Activity

- Introductions
- Group Activity and Share Out - 5 Groups / 5 Scenarios (see back side)
- Dinner and Socializing

6:45 - 7:25: Presenters

Compassionate Boundaries: Supporting Student Mental Health While Caring for Ourselves

- Joel Gagnon: Faculty and College Responses to Student Mental Health Issues
- Heike Gecox: Experiences and Tips from College Mental Health Professionals
- Irena Keller: Healthy Sleep Habits for Self-Care

7:30 - 8:00: Workshop

Speaker/presenters/facilitators lead discussions at different tables

- Take-aways? Questions?
- Discuss opening scenarios with speaker/presenters topics and info in mind.
- Q: What policies or practices can be implemented to promote self-care among faculty?
- Q: How can faculty members be supported in setting boundaries without compromising student support?

8:10 - 8:30: Closing Activity and Discussion

- Group Photo
- Surveys and Concluding Remarks

LPC Teaching Institute

Since Spring 2017, the LPC Teaching Institute (TI), has been led by a team of LPC faculty members who organize and invite full and part-time faculty members to gather once a semester at an off-campus site, share a meal, and discuss best practices. The TI encourages a spirit of innovation, support, and community amongst LPC teachers, giving participants an opportunity to engage in interdisciplinary discussions on effective teaching methods and strategies that will support the needs of all students across the curriculum. To learn more and see topics / resources from past meetings: <https://www.laspositascollege.edu/gv/pdc/ti.php>

****Scenario for Group 1: Balancing Accessibility and Personal Time****

You are a faculty member who has noticed that one of your students frequently emails you outside of office hours with personal concerns and academic anxieties. The student seems to depend heavily on your support. Role-play a conversation between you and the student where you express your willingness to support them while setting boundaries to protect your personal time.

****Discussion Points****

- How can you communicate boundaries without discouraging the student from seeking help?
- What strategies can you suggest to the student for finding additional support or managing anxiety?

****Scenario for Group 2: Addressing a Class Disruption****

A student in your class starts having emotional outbursts that disrupt the class environment. You want to address this issue compassionately while maintaining a conducive learning atmosphere for other students. Role-play a meeting with the student to discuss the situation.

****Discussion Points****

- How can you acknowledge the student's emotional challenges while emphasizing the importance of class decorum?
- What resources can you offer or recommend to the student for managing their emotions more effectively?

****Scenario for Group 3: Responding to a Mental Health Crisis****

During your office hours, a student confides in you that they are experiencing a mental health crisis and are considering dropping out. Role-play how you would handle this conversation to provide immediate support while guiding the student toward appropriate resources.

****Discussion Points****

- What immediate steps should you take to ensure the student's safety and well-being?
- How can you support the student in making informed decisions about their academic journey?

****Scenario for Group 4: Navigating Dual Relationships****

A student who is also a personal acquaintance or who you've had in class multiple times/gotten to know over time approaches you to discuss their mental health struggles. You're concerned about maintaining a professional boundary. Role-play the conversation where you address the situation.

****Discussion Points****

- How do you navigate the dual relationship while offering appropriate support?
- What boundaries are necessary to maintain professionalism and avoid conflicts of interest?

****Scenario for Group 5: Creating a Supportive Classroom Environment****

As a faculty member, you notice that students are hesitant to open up about stress or mental health issues during class discussions on challenging topics. Role-play a class session where you introduce ways to create a safe and supportive environment for these discussions.

****Discussion Points****

- How can you encourage open dialogue about mental health in a way that feels safe for students?
- What practices can you implement to support a compassionate classroom atmosphere?