Supported Education & Career Development

A STUDENT NAVIGATOR PROGRAM GUIDE FOR PROMOTING MENTAL WELLNESS IN HIGHER EDUCATION

ILLINOIS INSTITUTE OF TECHNOLOGY

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INTRODUCTION

This manual provides the framework for developing a supported education and career development (SECD) program for students with barriers to mental wellness. By this, we mean students who experience a range of challenges, including autism spectrum, depression, anxiety, attention deficit hyperactivity disorder, bipolar, schizophrenia, or other mental health barriers. Some students may self-label as neurodivergent, as having mental illness, or prefer not to be labeled at all. Here, we refer to students in this program as participants.

Participants may experience multiple barriers to their college education and career development. These include failure to understand reasonable accommodations, struggling with the newness of disabilities, dealing with the stigma, and lack of coordination among relevant services. Student career goals are restricted when students are unnecessarily counseled into "less demanding" professions, drop out prematurely, or miss out on useful mentoring and internship experiences.

The core component of this SECD curriculum is a student navigator (SN) program that trains students to provide navigation and support to their peer participants. We believe that student navigators who have lived experience of mental health challenges are uniquely positioned to connect with and help their peers to succeed in higher education and in careers. Navigation services occur around campus or in the community, rather than in a counselor's office. The navigator accompanies participants to meetings, classes, or appointments, and supports participants in reaching academic goals.

The authors created this curriculum through an Illinois Tech Faculty Innovation Grant (Principal Investigators: Patrick Corrigan & Lindsay Sheehan). A community-based participatory research team, including students, faculty, and staff conducted focus groups and interviews with over 40 faculty, staff, and students on Illinois Tech campus, reviewed existing literature, and developed the resulting curriculum. The latest update was made on 7/26/18.

> *We believe that student navigators who have lived experience of mental health challenges are uniquely positioned to connect with and help their peers to succeed in higher education and in careers.*

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Vision

Enhance success and support for students with mental health challenges in higher education and beyond

Mission

(1) Student Outreach: Targeting and recruiting students that may benefit from a student navigator program;

(2) Campus Climate: Enhancing awareness and education of all students, faculty, and staff on campus, and implementing positive changes to campus spaces;

(3) Academic & Non-Academic Support: Promoting resources on campus that assist students with academic and non-academic needs;

(4) Post-Academic Support: Connecting students with resources on campus that will allow them to successfully transition from college to the workplace

Core Values

- Be student-focused and emphasize student choice
- Respect and dignity towards students with disability by fighting against academic ableism
- Use collaborative process with students, faculty, staff, and administration in development, evaluation, and improvements to this curriculum.

> *Success is a journey not a destination. The doing is often more important than the outcome.*
>
> *– Arthur Ashe*

Goal of this Manual

The goal of this manual is to provide the SECD Program Coordinator (PC) with a framework and tools for implementing and evaluating the SECD Program. First, we provide an overview of the program and SN responsibilities. Next, we outline recruitment and selection guidance for the PC to use when hiring SNs. The Pre-Service Student Navigator Training section provides materials and activities for SN initial training, which will take place prior to the beginning of the semester. We also outline the supervision standards, including weekly supervision sessions with the PC, and guidance on evaluation. Appendix A provides tools for the PC to use while hiring and training the SNs (e.g. application, job description, confidentiality agreement). Appendix B contains "In-the-Field Worksheets" for the SN to use with their participants. Finally, Appendix C contains the program evaluation materials and Appendix D provides a resource on frequently asked questions for students at Illinois Tech. Materials can be amended to meet the specific needs of each university or program.

PROGRAM OVERVIEW

The Supported Education and Career Development (SECD) program includes a cadre of trained students who provide support, assistance, and navigation to fellow students with mental health challenges. This includes four components of 1) student outreach 2) campus climate 3) academic and non-academic supports 4) post-academic support

Program Structure

- The SECD program is housed within the Center for Disability Resources (CDR) and is supervised by senior staff in that department. Federal law mandates a CDR or similar entity provide services for students with disabilities at higher education entities. A SECD Program Coordinator may be hired to oversee the program upon program expansion after the trial period.
- The SECD will collaborate closely with other entities on campus, including the Student Health and Wellness Center (SHWC), the Academic Resource Center, General Learning Strategies, Greek and Residential Life, and other student organizations.
- The program should be easy to join, easy to use, and easy to "re-join" if participants need to leave or take a break
- Student Navigators (SNs) work 10 to 20 hours per week and are paid for their time, either through hourly wage, stipend, or tuition discount, or alternately, are completing a formal internship through a program of study in counseling or a related field.
- Hiring preference is given to students with past or present barriers to mental wellness and/or experience helping friends or family members with mental health.
- SNs are hired for the academic year and trained by the CDR.
- SNs have a caseload of up to 10 individuals and are supervised by the CDR staff through regular group or individual supervision sessions.
- SNs are matched with students, when possible, according to similarity in college major, gender, and race/ethnicity.
- SNs may engage in activities such as:
  - Conduct outreach to incoming students and give "resource tours"
  - Assist students with understanding, enrolling, and utilizing on-campus resources
  - Accompanying students to meetings, groups, appointments or classes
  - Coach students in organization, planning, and study strategies
  - Coach students in navigating difficulties such as academic

probation, medical leave of absence, finding mental health services, financial aid, visa issues, communicating with faculty, and school-life-work balance.
- Design and conduct workshops to faculty, staff, and students on mental health related topics (e.g. accommodations, disability-friendly policies, accessibility on campus, impact of policy/procedures, disability rights, stigma and disclosure, transition to career)
- Engage in advocacy and activism on campus
- Help students develop job-seeking skills, career development plans, and network with university alumni
- Attend appointments, classes, or study sessions with students

Intake

Student participation in the program is voluntary and can be stopped at any time. Participants will be eligible to be matched with a SN if they self-identify as having a mental wellness-related barrier. Participants can be referred to the program through the CDR, SHWC, other campus offices, faculty advisor, or can be self-referred. Potential participants complete a brief intake form (see Appendix) online. Applications will be reviewed by the CDR Director or SECD Coordinator and will include identification of challenges and goals for work with the SN. The SECD Coordinator will attempt to match each student with a navigator based on needs, preferences and availability. The Coordinator will introduce the student participant to their navigator in-person or via email.

Service Initiation

Once participants are matched with a SN, the SN initiates an initial meeting. During the initial in-person meeting, the SN will present the professional disclosure statement (see Appendix), develop a navigation plan, and decide on contact frequency and setting. The professional disclosure statement will help inform the participant about the nature and limitations of SN services. The frequency of contact will be based on the preferences and needs of the participant, but will include, at minimum, a monthly outreach/ check-in. The SN should set limits on availability (e.g. no text messages after 10 pm) at the beginning of the semester.

Service Guidelines
- Services can be provided in-person, by phone, email, or by text.
- SN services are time unlimited, meaning that the student can receive services for multiple semesters, provided they remain a current student.
- The SN services are not an on-call or emergency service, but SN response goal is to respond to participants within 48 hours. SN will provide participants with emergency contact numbers for their campus.
- SN should inform participants if they will be unavailable for periods beyond 48 hours and provide an alternate contact person (another SN or supervisor)

- SN can meet with participants on-campus or off-campus, depending on specific needs, however should avoid meeting with participant in private apartment, home, or dorm room. SN should notify supervisor when they are meeting off-campus.
- SN team will have a calendar (shared with their supervisor) that displays their planned contacts with participants.
- SNs will use Google voice numbers and/or email to communicate with participants.
- SNs will not communicate directly with parents, faculty, or others on behalf of the student; the student will refer communication requests to the CDR Director.
- SNs will not give out information to others (besides their supervisor) about their participant.
- Student participants may request transfer to a different student navigator if they feel their needs would be better met by a different navigator.

Transferring out of Services

There may be times when student participants no longer wish to participate in services or are no longer appropriate for services. Student participants will be surveyed at mid-term and the end of the semester, to determine whether they wish to continue with the program. If, during the semester, a student wants to drop out of the program, they can contact their navigator or the SECD Coordinator to let them know. The SECD Coordinator will conduct a brief exit interview with the student over the phone to help with program development and evaluation.

STUDENT NAVIGATOR RESPONSIBILITIES

Student Navigators (SNs) assist participants (fellow students who have barriers to mental wellness) with the navigation of resources and supports that allow students to meet their educational and career goals. SNs should have general knowledge of all university resources and policies related to education and mental health, be able to acquire specific information from a department, and facilitate communication between the department and the student. SNs may accompany participants to health appointments, academic appointments, meetings, social events, or classes and identify solutions to barriers for the student. SNs act as allies to help students develop self-advocacy skills. SNs refer participants to mental health counseling or other services as needed. SNs are not trained counselors or therapists but have a general understanding of mental health and are willing to engage individuals who experience mental health barriers. SNs utilize personal experience with mental health barriers when applicable and appropriate. SNs educate university stakeholders (staff, faculty, and students) about mental wellness and advocate for supportive environments for students on campus. SNs are supervised by licensed mental health staff throughout their employment in the program.

Essential Duties and Responsibilities:

- Assists participants with understanding, enrolling, and utilizing on-campus and off-campus resources, including accompanying participants to appointments as needed.
- Coaches participants in navigating difficulties such as academic probation, medical leave of absence, finding mental health or substance abuse services, financial aid, visa issues, communicating with faculty, and school-life-work balance.
- Coaches participants in organization, planning, and study strategies.
- Helps participants develop job-seeking skills, career development plans, and network with alumni.
- Maintains a caseload of up to 10 participants.
- Assists participants in maintaining relationships with faculty, staff, fellow students, family members, and health care providers who can support them.
- Encourages participants through peer support and frequent communication.
- Accurately completes documentation of services.
- Participates in weekly supervision sessions, team meetings, and trainings as assigned.
- Maintains confidentiality of program participants.
- Assesses students who may be in distress and/or pose a risk to themselves or others, and seeks appropriate supervision and support for emergent issues.

Other Duties and Responsibilities

Assists supervisor in outreach and education services to identify individuals who are in need of services.

Facilitates or co-facilitates workshops and trainings for faculty, staff, and students.

Engages in advocacy on behalf of participants and/or at advocacy events.

Educates student recruitment, marketing, and other university departments about the program, to ensure eligible students can avail services.

Other duties as assigned

STUDENT NAVIGATOR RECRUITMENT AND SELECTION

Recruitment

Student Navigators will be recruited in late spring for the subsequent academic year. The SN position will be posted on the student employment website (see job description in Appendix), and the SECD Coordinator will generate interest in the position by engaging with their university network. Applicants will submit a resume and short video explaining their interest and qualifications for the position.

Selection

SN candidates will be interviewed by the CDR Director and/or SECD Coordinator (see Interview Questions in Appendix). The number of candidates chosen will be at the discretion of the CDR Director and will depend on both need and funding availability. Candidates must be able to commit to between 10 and 20 hours per week during the academic semester, including during finals week. Candidates should demonstrate an ability to communicate effectively with others, be non-judgmental, and have either personal or professional experiences in helper roles.

"I'M ON THE HUNT FOR WHO I'VE NOT YET BECOME."

Compensation

SN will be paid as student employees at or above minimum wage, or may be given other incentives such as tuition remission or credit for internship hours.

PRE-SERVICE STUDENT NAVIGATOR TRAINING

Background

The SN Training will be conducted at the beginning of the semester and will be a full day in duration (6-7 hours). The training will consist of role play, worksheets, didactic instruction, tour of campus resources, and introduction to university staff. SNs should receive an electronic copy of the manual prior to training and should read the manual prior to the training.

Overview of Job Duties

Review the job description and discuss any questions with the supervisor.

Office Etiquette and Expectations

Be proactive when becoming familiar to your new organizational policies and expectations. Discuss the following expectations with your supervisor.

- Dress/ hygiene
- Calling in sick/time off
- Personal cell phone use
- Schedule
- Emailing/computer usage
- Communication with co-workers
- Workspace

Structuring your Contact with Participants

Your supervisor will assign you participants to work with during the semester. As a SN, you will meet regularly with each participant on your caseload. During your first meeting, you will go over the Professional Disclosure Statement (see template in Appendix) with the participant. You will use the template to create a personalized professional disclosure statement, and then review the statement with your supervisor for approval. When you review the statement at the first meeting with your participant, you will decide how often you will meet during the semester and how you will contact each other. You will want to base your meetings around their individual needs. For most participants, you will have a combination of in-person meetings and phone/ electronic check-ins through the semester. You will meet regularly with your supervisor, to discuss your contact with participants and problem-solve around how to best engage them in services.

Basics of Navigation and Resource Referral

This manual provides "In-the-Field Worksheets" in Appendix B to help you provide services that participants are most likely to need. For example, at the beginning of the semester, the "Syllabus Week" Worksheet will help you and your participant identify potential challenges and proactively

address these. Other worksheets focus on career development, substance use, communication, self-care, and decision-making. You will review and complete each worksheet yourself during SN orientation, so that you can become familiar with these. The appendix also contains a resource list and a FAQ section that will help you and your participant solve academic questions or problems that may arise.

Time Management

As a Navigator, you will need to use your time wisely and fit many tasks into the work day. Below are guidelines for **managing your time**.

- Spend the first 5 to 10 minutes of the workday making a to-do list and prioritizing tasks.
- Use a calendar.
- If you begin to feel overwhelmed by too many tasks, talk to your supervisor BEFORE you fall behind.
- Stick to the planned work schedule as much as possible but be willing to re-arrange items as needed.
- Take notes throughout the day.
- If you need to reschedule an appointment, do so as soon as possible, this may include getting the team and/or supervisor involved to accommodate the need.
- Turn your phone on vibrate during meetings or with a participant. Avoid temptations to answer during these times.
- Do not text/email during face-to-face interactions with participants.

Confidentiality

- Navigators are required to follow FERPA and keep all participant information private and secure.
- Navigators cannot use or share participants' protected health information (PHI) without participants' signed permission.

Tour of Campus Resources

- SNs will travel as a group to the Career Center, Student Health and Wellness Center, Academic Resource Center, General Learning Strategies, Center for Disability Resources, OneStop, and Campus Life. SNs are introduced to office staff.

Interpersonal Skills

In this section, we will learn and practice skills needed for effectively helping others. These basic skills allow you to understand and build trust with program participants. Although these skills may seem simple, we often fail to use these in our everyday lives, especially when we're upset or distracted. Practicing these skills will make you become more aware of your own strengths and weaknesses during communication with others.

Active Listening Skills

- Read each listening skill (attending, following, and reflecting), then practice using each skill in small groups.
- Effective listening skills help the listener understand both the obvious and hidden messages behind what the speaker is saying. These skills are supportive because the speaker feels confident that his or her story is being received. You will learn about the skills of attending, following, and reflecting.

Attending Skills

Engaging body language: Face the participant while speaking and do not sit with folded arms. Simple motions of nodding or leaning forward can let the speaker know you are paying attention.

Facial expressions: Be aware of your facial expressions while listening and ensure that the expressions used are appropriate to the participant's account of events.

Eye contact: The student navigator should maintain natural eye contact with the speaker while he or she talks unless the eye contact is making the speaker uncomfortable.

Reduce distractions: The SN should try to find an area limited to interruptions and meet with the participant in a space where they can talk freely (e.g.) turn cell phones off, no texting, avoid talking to others).

Skills Practice: Pair up. One person is the listener, one is the speaker. The speaker describes a minor problem they had to solve. The listener practices attending skills. Then switch roles. Discuss: What went well? How can I improve?

Following Skills

Door openers: Good door openers provide an invitation to talk followed by silence, giving the participant a chance to respond. Questions such as "What's new with you?" or "How is it going with your big paper?."

Encouragers: Simple statements, such as "right" or "go on" or a nod of the head can let the speaker know you are listening.

Limited questions: Questions can help direct the speaker, but not all questions are helpful. Open-ended questions encourage conversation. This type of question begins with a word like what, why, or how, encouraging the participant to continue engagement.

Attentive silence: Being quiet, while showing the participant you are listening, is one of the best ways to connect. Eye contact and minimal encouragers can let the speaker know you are listening while letting the participant do most of the talking.

Skills Practice: **Pair up. One person is the listener, one is the speaker. The listener opens the door to a conversation about how speaker's semester is going. The listener practices following skills. Then switch roles. Discuss: What went well? How can I improve?**

Reflecting Skills

This type of listening skill involves returning the participant's message, including both the obvious and potentially hidden message. The obvious message is the exact meaning of what the person says while the hidden message takes into account the mood and emotions of the participant.

Paraphrasing: Restate the core of the participant's message in your own words. This should be concise and focused on the content of what the participant said. This skill focuses on the obvious or literal message.

Reflecting feelings: This skill focuses on the hidden message of what the speaker is saying. The SN is consciously listening for feeling words and observing body language and repeating it back to the participant.

Reflecting meanings: This skill involves tying the obvious and hidden messages together. The participant's feelings and content of their message are combined. This allows the participant and the SN to think about the overall meaning of what is being said.

Summaries: This skill teaches a SN how to summarize the flow of the conversation. Once the participant is done speaking, the SN can reflect on themes or common statements that have been repeated.

Skills Practice: **Pair up. One person is the listener, one is the speaker. The speaker talks about a minor decision they are trying to make. The listener practices following skills. Then switch roles. Discuss: What went well? How can I improve?**

Roadblocks to Effective Listening

Effective listening allows the navigator to confidently assist the participant in recognizing and identifying problem situations and then guide them toward potential solutions. Here are some roadblocks to avoid: **judging**, **problem solving,** and **avoiding**.

Judging

<u>Criticizing</u>: Negatively evaluating the participant's actions and attitudes.

<u>Labeling:</u> Labeling the participant with non-preferred names or terms.

<u>Diagnosing</u>: Telling the participant what their diagnosis or problems might be.

<u>Praising Excessively</u>: This can make the person feel dependent on your approval and limit their openness when they discuss challenges.

<u>Pre-Judging</u>: Approaching the participant with existing ideas about what their challenges are.

Problem-solving

<u>Advising:</u> Advice can be distracting. Give advice selectively and only when you are sure you fully understand the participant's problem and perspective. Solve problems with the participant, not for the participant.

<u>Ordering:</u> Demanding the participant to do something in order to solve a problem.

<u>Moralizing</u>: Informing the participant that their behavior is sinful or indecent.

<u>Excessive Questions</u>: Controlling the conversation by asking too many questions.

<u>Interruptions</u>: Not allowing the participant to complete their thoughts.

Avoiding

<u>Minimizing:</u> Making it seem like the participant's concern is not important such as "That's no big deal—you just need to get over that."

<u>Diverting:</u> Changing the topic from the participant's concerns. This is done by either moving the attention back toward the navigator or avoiding potentially uncomfortable topics.

<u>Logical argument</u>: The navigator ignores the emotional parts of the participant's message while focusing on the logical facts of what the participant has said.

<u>Reassuring:</u> Soothing or consoling the participant in a way that it is perceived to diminish the message being expressed: "Everything will be just fine."

Skills Practice: **Pair up. One person is the listener, one is the speaker. The speaker describes a minor problem they had to solve. The listener practices attending skills. Then switch roles. Discuss: What went well? How can I improve?**

Barriers to Listening: Sample of Unhelpful Responses

Participant: "So, that professor who I told you about—the one who is so sexist and won't give me the test accommodations I asked for—I've just been so angry about it, that I haven't been going to class. I've done okay on the assignments, but we do have a test coming up next week and I'm getting worried."

Criticizing: "Oh, I wish you would have addressed it with the professor!"

Labeling: "So you've been kind of lazy this semester?"

Diagnosing: "That avoidance is coming from your depression."

Praising Excessively: "That's so great that you've been doing well! Keep that up!"

Pre-Judging: "I thought that class might be a problem for you"

Advising: "I suggest that you make an appointment with the Disability Resource Center."

Ordering: "You need to go talk to that professor right away."

Moralizing: "You should have reported that professor right away so they can't do that to another student."

Excessive Questions: "What percentage of your grade does the test cover? How many classes did you miss? What is your current grade in the class?"

Interruptions: "Wait a minute—what did you say about the professor being sexist?"

Minimizing: " You know, all students have test anxiety—that's just something you're going to learn to deal with."

Diverting: **"**My friend went through something similar, and he had to withdraw from the class, and then take the class again, and ….."

Logical argument: "It doesn't make sense to be angry about it—that's just hurting you."

Reassuring: "Don't worry about it—it'll all work itself out in the end."

Practice: Discuss with a partner how you would respond to this participant.

Relationship Building

Building a strong, trusting relationship with participants is a key to helping them growth and change. You can use the following skills to show participants that you can be trusted.

Empathy: Empathy means understanding the participant's emotions and experiences, then communicating that understanding. This allows you to feel what the participant feels rather than feel sorry for the participant. **"I understand how you'd be angry about"**

Genuineness: To be genuine, you must be open and honest with participants. This may include some self-disclosure of one's own life experiences. **"I've never been through that myself, but I'll do the best I can to support you."**

Unconditional Positive Regard: The practice of separating the participant from his/her actions, particularly when the SN does not agree with the participant's behaviors. Acceptance of the participant's choices are an important component of effective relationship building. **"It's your decision. Even if you decide not to go through with it, I'll still support you."**

Strengths-based Recovery Model: Focus on strengths, recovery, and individuals choices
Student navigators will assist and support participants, not treat a patient. Decisions are made are done in partnership with the participant. The navigator is pursuing progress *with* the participant, not for the participant. Help the participant consider their strengths and emphasize their ability to change. **"Let's think about how you can use some of your strengths to solve this problem."**

Skills Practice: **Pair up. One person is the listener, one is the speaker. The speaker talks about a time they felt upset. The listener practices relationship building. Then switch roles. Discuss: What went well? How can I improve?**

Staying Within Boundaries

Setting the boundaries of the relationship will benefit both you and participants. They will know what to expect from you and you will know what to expect from them. As a SN, relationship boundaries can be confusing because while you are working in a professional role, you are also a peer. You will often need support from your supervisor in discussing your role and boundaries with your participants.

Set boundaries on your time and availability: In your first meeting with each participant, go over your disclosure form (see Appendix) and describe the days/times you are available, preferred contact methods, and expected response times.

Set boundaries on your role and the relationship: In your first meeting, explain that you are not a therapist or counselor, but can listen and provide support. Explain that you may refer the participant to other services as needed.

Educate participants on limits of the relationship: Inform the participant that you cannot lend money, date, or share information about other participants in the program.

Address any overtures politely but firmly: If a participant seems to want a different type of relationship (friendship/ romantic/ sexual/ therapy), firmly explain your role as a navigator and how this could interfere with the services you are providing. Sometimes, romantic feelings could develop between a navigator and their participant. If this occurs, the navigator should speak with their supervisor about the participant being reassigned to another navigator.

Consult on difficult issues: If in doubt about what to do, consult with your supervisor right away. It's best to address potential boundary-crossing quickly.

Skills Practice: **As a group or in partners, discuss what you would do in each situation.**

1. **You are having coffee together and your participant offers to pay for your coffee.**
2. **Your participant sends you a text with a kiss emoji.**
3. **Your participant repeatedly calls and emails you late at night.**
4. **Your participant wants to meet often and talk about their history of trauma.**
5. **Your participant asks for personal information about another participant in the program.**

Self-Disclosure

As a peer, you have a story that may be helpful for others to hear. Even though work is focused on participants, hearing how you have overcome struggles can be useful. How to effectively self-disclose is important. Before you disclose, think about what you are about to say. Is the intention to disclosing to help the participant or is it to make you feel better or get support? As a SN, only disclose to a participant when the goal is to help them. Use other relationships (e.g. therapy, friendships) to get your personal needs met.

Make it personal: Telling your story to another person can feel risky and uncomfortable if you have not done so before. As a navigator, keep the focus on your own experiences and only tell it when you are comfortable sharing details with another person. Be natural and emphasize the challenges you have overcome, always using "I" statements, and remember that the goal of sharing is to assist the participant in achieving some possible solution.

Use concrete experiences: The use of vague language or experiences that are not your own can be confusing for participants to follow. Also, generalizations can be difficult for others to connect with, so use real-life examples when self-disclosing (e.g., "When I was hospitalized for a suicide attempt, I was scared" vs. "I was hospitalized once, too"). Share strategies that worked for you and how you found out about these options.

Be truthful and don't exaggerate: Embellishing your story in any way is not encouraged. It puts the person listening to your story in a position of living up to unreal expectations. Be honest about your past challenges and successes. Tell participants what worked for you. Keep in mind that everything that did or did not work for you may or may not work for the participant.

Empower yourself and empower others: Self-disclosure is meant to assist participants in recognizing that society that looks down on people like yourself. Be confident when telling your story of overcoming difficult situations and circumstances. Show pride in yourself and your experiences. Emphasize how recovery is the norm, not the exception. Keep in mind that recovery is a process that does not come with ease for everyone.

Self-Disclosure Scenario

Participant: "I'm just really struggling with my chemistry class this semester. I get so anxious before class that sometimes I just can't bring myself to go."

Student Navigator: "Oh, I'm sorry to hear that. For me, it was a biology class that really brought out my anxiety. I had a hard time understanding the professor and always bombed the quizzes. One day I even had a panic attack before class and couldn't go."

Participant: "Yeah, so you know what it's like."

Student Navigator: What helped me get through it was listening to some calming music before class and doing some deep breathing exercises. Do you think something similar might work for you?"

Participant: "Music doesn't do much for me, but I've never tried deep breathing."

Student Navigator: "I can share an app I used to walk me through it."

Skills Practice:
1. What personal experiences are you comfortable sharing?
2. How could your experiences help others?

Discuss:

Share your reflections on the above questions with a partner.

Cultural Competence

Cultural competence is the ability to interact effectively with people of different backgrounds, religions, cultures, races, and ethnicities. If a participant does not feel that you value their cultural background and life experiences, they won't feel comfortable receiving services from you. Cultural competence is built over time. Here we discuss some strategies you can use to start developing cultural competence.

Self-awareness: Navigators should be fully aware of their own cultural norms, values, and "hot button" issues and whether or not these may lead to misjudging or miscommunication with others. For example, your faith may be a very important part of your life but not for certain participants.

Respect for difference: Respect means encouraging and learning about participants' experiences not just tolerating different cultures, backgrounds, and religions.

Affirmation: Sometimes other cultural values challenge our own comfort zone. SNs must recognize each participant as the expert of their own experience. Be ready to listen and affirm that experience.

Don't assume: As a SN, if you are not sure of a participant's culture, language, background, or income ask them. Understand that not all people from a specific ethnic group act the same way or believe the same things. Even if you share a person's religious, racial, or ethnic background, don't assume that you know how they feel or understand all their experiences.

Language: Body language speaks loudly. It is important not to make faces, mutter things under your breath, or engage in disrespectful gestures. Participants will notice verbal and non-verbal misunderstandings.

Cultural Competence Scenario

Participant: "I just can't tell my family back home in China that I am struggling with my studies because of anxiety—they just wouldn't understand."

Student Navigator: "Can you tell me a little more about your family and why they wouldn't understand?"

Participant: "In my family, having an illness is failure and will bring shame on the family."

Student Navigator: "I see. What is it that you need from your family? Is there another way to get the support that you need without upsetting them."

Motivational Interviewing

The goal of Motivational Interviewing (MI) is to strengthen a participant's desire for change. MI is an evidence-based practice in counseling. Use the effective listening skills learned in the previous section and the principles outlined below to conduct motivational interviews.

- Motivation is the result of weighing the pros and cons. If the pros outweigh the cons, the participant is motivated to change. If the cons outweigh the pros, then the participant is not motivated to change.
- The purpose of motivational interviewing is to encourage participants to fully appreciate the pros and cons for themselves. Pros and cons of specific behaviors are different for individuals. All behaviors have pros and cons.
- Short term pros and cons are most powerful in the moment. Right now!
- Long term pros and cons have a bigger influence over your life.

There are four principles for motivational interviewing:

Principle 1: Express Empathy
- Take on the participant's perspective. Put yourself in their shoes and think about their statements and behavior in terms of their experience.
- Ask yourself, what would I do in their situation?
- Maintain a nonjudgmental attitude. This does not mean condoning their behavior, but try to understand their motivation without being disapproving or critical of their choices.

Principle 2: Identify Discrepancy
- Discrepancies are differences between one's values and behavior. If a participant's behavior varies from his or her stated values, increasing awareness of these differences may increase motivation to change the behavior.
- After identifying discrepancies, reflect the differences back to the participant in a kind and understanding tone. Now, consider the pros and cons of changing the behavior. These are pros and cons the participant comes up with, not your own. Note the point of view both for and against change.

Principle 3: Understand Resistance
- Resistance is normal and expected. It should be used as an informative tool and by listening and responding with warmth, you can get a better understanding of the resistance.
- Change often comes with concerns about the unfamiliar or unknown. Participants may experience fear of failure or uncertainty about what the change will bring. Always make a conscious effort to listen with empathy and understanding.

Principle 4: Support Self-Efficacy
- Self-efficacy is the belief that one has the capacity to change a behavior. Encourage participants by reinforcing positive statements about capabilities and worth.
- The participant always makes the final decisions about change. SNs can make suggestions about possible strategies for change, but participants make the final call.

Skills Practice: **Find the "Making Life Decisions" and "Education Change" Worksheets in the appendix. These worksheets are for you to use in one-on-one meetings with participants. Familiarize yourself with the worksheet by filling it out based on a decision you are making in your own life.**
Discuss with a partner or with the group. Think about when this might be useful in your work with participants.

Motivational Interviewing Scenario

Participant: "I'm thinking about dropping my Math class this semester, but I'm just not sure."

Student Navigator: "Tell me more about the reasons you want to drop the class?"

Participant: "Well, it's just stressing me out and right now I have a B in the class."

Student Navigator: "I see, and what are the you would have to stick with the class?"

Participant: "Well, I know my father would disapprove if I dropped the class, and I'd just have to take another class later to make up for it."

Student Navigator: "So on the one hand, you'd like to avoid the stress, but on the other hand, you're afraid of disappointing your father and falling behind in your studies. Is that right?"

Participant: "Yeah, that's it."

Student Navigator: "If you'd like we can do an activity to help you think about the pros and cons of this choice. [SN uses the Making Life Decisions Worksheet]. I can also provide you with more information about dropping a class, if that would be helpful for you."

Advocacy

Student navigators are advocates. An advocate is someone who works in favor of another individual by providing assistance and promoting their interests. There may be times when participants ask for something that seems impossible. It is the navigator's responsibility to show them what is possible and offer assistance.

ROLES OF ADVOCACY

An advocate takes on different roles, including working as a **supporter, educator, spokesperson** and **intermediary.**

Supporter: In this role, navigators provide encouragement and assistance with wellness and academic success. This may include providing assistance with accessing resources.

Educator: Navigators assist participants in understanding wellness needs, academic resources, communication, and organizational strategies. This may also include assisting participants in recognizing and understanding their symptoms, medications, and wellness needs.

Spokesperson: The role of a spokesperson involves sharing important information with providers on behalf of the participant. In order to be able to "speak" for a participant, navigators must have a thorough and accurate understanding of the participant's situation, including skills, abilities, and limitations.

Intermediary: In this role, navigators act as advocates to assist in resolving problems between participants and their community. The role of intermediary involves collecting information from the community including policies, procedures, administrative structure, system rules, eligibility requirements, and names of key people to connect with.

LEVELS OF ADVOCACY

An advocate can act on the **individual, university,** and **community** level.

Individual: Advocating for participants at the individual level means getting the voice of your participant heard by people who need to hear it. Encouraging self-advocacy means encouraging participants to ask questions and stand up for themselves. Navigators can also advocate on the participant's behalf by speaking directly with others and getting answers to participants' questions. Remind participants--and remember this for yourself--never use anger when making a request, but be firm and polite.

University: While most departments that serve the participants have the goal of assisting others, they sometimes fall short. Your job as a SN is not to fix these problems, but you may find yourself in a situation where participants ask for support. This may mean putting them in touch with someone or helping them find services.

Community: Many of the barriers that participants face are a result of stigma. As a SN, you can help participants voice their concerns about community issues by encouraging them to join community action groups or advocacy groups that are working to change these stigmatizing attitudes.

Skills Practice:

It is the third week of the semester and you are working with an international student who is struggling in several courses. He has difficulty concentrating in class and does not receive any accommodations. He tried to visit the university counseling center, but they did not have any openings. Plus, he did not think they can offer him services in his native language, which he would prefer.

1. How could you advocate for your participant on an individual level?
2. How could you advocate on a university level?
3. How could you advocate on a community level?
4. How can you help him advocate for himself?

Discuss with a partner or with the group.

Problem-solving

Goals can be achieved by solving problems. Goals may be blocked by situations, a lack of resources and circumstances, as well as by other individuals. In a person to person situation, both people need to be actively involved in the process.

There are **seven** steps in problem solving:

1. **Adopt a positive attitude**. Persons involved in the problem solving process need to acknowledge that solutions exist.

2. **Define the problem and how it blocks the goals.** Who is involved in the disagreement? Why? What? When? Where? If two people are in disagreement with each other, both persons must work together to define the problem from all perspectives.

3. **Brainstorm solution ideas.** All possible solutions are encouraged no matter how irrational they seem.

4. **Select the best solution.** First, consider its costs and benefits. The SN should assist the participant in listing these options. The participant will decide whether they would like to implement it. If not, the SN will assist the participant in selecting another option.

5. **Plan out the solution's implementation.** The SN will assist the participant in outlining the plan. Be specific in your plan. Who will do what, when, and where to achieve the goal? There may be several small goals (baby steps) needed to accomplish the larger goal?

6. **Now set a time for its implementation and try it out**.

7. **Evaluate the solution's success.** The SN should assist the participant in deciding whether the problem has been resolved. If the solution was unsuccessful, the SN should assist the participant in reviewing new possible solutions. SNs are encouraged to celebrate all progress shown by participants.

Skills Practice: **Find the "Problem-Solving" Worksheet in the appendix. These worksheets are for you to use in one-on-one meetings with participants. Familiarize yourself with the worksheet by filling it out based on a problem you have in your own life.**
Discuss with a partner or with the group. Think about when this might be useful in your work with participants.

Accommodations

Accommodation are "modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in employment and academic programs" (US Department of Labor, 2007). Accommodations are mandated by law (Americans with Disabilities Act of 1990) and are offered to students with psychiatric disabilities at every university. Although accommodations are determined on a case-by-case basis, five major categories are outlined in the list below: classroom accommodations, lecture accommodations, examination accommodations, assignment accommodations and administrative accommodations.

How can I help my participants with accommodations?

Students must have a documented disability and be registered with the Center for Disability Resources (CDR) in order to receive accommodations. SNs can help participants find a health care provider who can document their disability. SNs can help connect students with the CDR and think about what accommodations might be the best fit for them (see list of accommodations). Accommodations should be matched with individual needs—there is no "one-size-fits-all." You can help your participants think creatively about accommodations and coach them in communicating with faculty and the CDR around accommodations. <u>If faculty or staff are not providing the needed accommodations for your participant, please notify the CDR Director.</u> The CDR Director serves as a liaison to ensure that faculty and staff provide reasonable accommodations.

Comprehensive list of accommodations

Classroom Accommodations	
	Preferential seating
	Student Navigator, coach or mentor
	Assigned classmate as volunteer assistant
	Beverages permitted in class (Medication side effects)
	Periodic breaks and ability to move around
	Permission to use sensory objects
Lecture accommodations	
	Pre-arranged breaks
	Tape recorder
	Note taker
	Photocopy or email attachment of another's notes
	Early availability of syllabus and textbooks, emphasize due dates on the syllabus, develop a color-coded system
	Private feedback on academic performance

Change to a different classroom (on first floor in case of elevator problems)

Webconference or teleconference into class

Early availability of lecture Power Points or class handouts in a digital, accessible format.

Scheduled regular meeting with instructors(difficulties in approaching instructors)

Examination accommodations	
	Exams in alternate format (e,g, from multiple choices to essay; oral, presentation, role-play, or portfolio)
	Use assistive computer software
	Extended time
	Segmented
	Exam in a separate, quiet, non-distracting room
	Permit exams to be individually proctored
	Increase frequency of tests or examinations
	Post or announce: reminders, locating of the testing room, location of bathrooms, time remaining
	Exam scribe
Assignment accommodations	
	Provide a checklist of assignments
	Substitute assignments (allow to complete certain assignments individually for individuals who are difficulty getting along, fitting in, contributing to group work, reading social cue)
	Advance notice of assignment
	Delay in assignment due dates
	Give ample time to complete in-class and out-of-class assignment
	Handwritten rather than typed paper
	Written assignment in lieu of oral presentations or vice versa
	Alternative forms for students to demonstrate course mastery
	textbook on tape or digital format
	provide files in different format that is more accessible
	assign students to groups in group projects rather than having students form own groups
	Provide written instructions
Administrative accommodations	

Providing modifications, substitutions, or waivers of courses, major fields of study, or degree requirements on a case-by-case basis.

Provide orientation to campus and administrative procedures.

Provide assistance with registration/financial aid.

Flexibility in determining "Full Time" status (for purposes of financial aid and health insurance).

Assistance with selecting classes and course load.

Parking passes, elevator key, access to lounge.

Incompletes rather than failures or withdrawals if relapse occurs.

Identified place to meet on campus before or after class.

Skills Practice: **Identify potential accommodations for the following situations:**

1. **Alex occasionally has a panic attack on the way to class.**
2. **Lingxi's medications make her very sedated in the morning.**
3. **Maria has trouble interacting during group assignments and keeping up with the pace of the group.**
4. **Liam has trouble staying organized and meeting deadlines.**
5. **Sam becomes easily distracted in class.**
6. **Patricia has extreme anxiety during test-taking and when called on in class.**
7. **Shreya attempted suicide and was hospitalized for two weeks. She is behind in all her classes and is having trouble focusing on her work. She feels overwhelmed and wants to drop out of school.**

Career Development

College students are often just formulating their future career aspirations. It is normal for students to be indecisive or change their mind about their career plans. While the university career center has many resources that could help your participants, you can also have a role in enhancing participants' career development. You can:

- Encourage them (or even accompany them) to use the career services.
- Help them learn about their right for accommodations in internships and jobs.
- Support them in making career-related decisions.

Career services offers a variety of workshops, and there are even career-related self-advocacy workshops offered for students with mental health challenges. The **Career Goals & Action Planning Tool** in the appendix provides a guide for you in helping students on career goals. Students can also use the worksheets for **Transition to Grad School** and **Transition to Career.**

Some questions you may ask participants to engage in career discussions:

- In your field, will it be helpful for you to have an internship or do volunteer work?
- Do you have a resume prepared?
- Have you applied to a job before?
- What are the barriers to apply for a job?
- What are the barriers to interviewing?
- Does anxiety related to job/ career come into play for you?

Some helpful resources:
Handshake
Career Fairs
O*Net
Job Accommodation Network
Career Center
Chicago House
Code Autism
Career Coaches
Career Seminars

Skills Practice: Fill out the Career Goals and Action Planning Tool based on your own career goals.

Burnout/ Vicarious trauma

Taking on your participant's stress may cause a stress reaction in navigators and may create burnout. Sometimes SNs may be exposed to participants' shared (traumatic) experiences and images. Hearing participant stories can lead to flashbacks of a SN's own traumatizing memories.

Warning signs of trauma-through-others
- **Chronic exhaustion:** Feelings of extreme fatigue despite getting enough rest.
- **Fear:** Being scared of things that would previously not scare you.
- **Anger**: Having feelings of rage at times when not appropriate to the situation.
- **Addictions:** The use of alcohol and other substances in ways that are harmful to you and have been problematic in the past.
- **Having a feeling of or being in a state of despair; lack of hope.** Thinking that you are not able to do anything for yourself or others, or that you can never do enough.
- **Hypervigilance:** Being constantly on guard or tense.
- **Diminished enjoyment:** Not being able to or not feeling like doing things you used to enjoy.
- **Inability to listen:** Having trouble paying attention and focusing on other participants.
- **Sense of paranoia:** Feeling like others are "out to get you."
- **Guilt:** Feeling badly because you think that you have done something wrong.
- **Inability to empathize:** Not being able to feel appropriately for someone else's pain or suffering.
- **Grandiosity:** Over exaggeration of your feelings, an unrealistic sense of superiority and minimization of others.

Ways to deal with emotional fatigue
- **Remember:** There is only one of you and you are important to the work you do.
- **Get professional help:** Do not be reluctant to get assistance from a professional when burnout becomes overwhelming.
- **Supervision:** Talk to your supervisor about obstacles/issues that come up in your work on a regular basis.
- **Positive time:** Take time during the workday to do something positive for yourself. Letting off steam will help manage burnout; similar to a release valve letting off steam to prevent blowing up.
- **Positive self-statements:** Tell yourself things like, "I can do this" or "I am good at this".
- **Boundaries:** Maintain clear guidelines, rules, or limits for yourself that are reasonable, safe, and permissible ways for other people to behave around you

Practicing Self-Care

What is Self-Care?

Self-care refers to small habits that help you manage stress and stay healthy. Self-care is important for both you and for your participants. These habits are much more than just drinking a glass of wine in a bubble bath. Your health can be divided into six domains: 1) Physical, 2) Psychological, 3) Emotional, 4) Spiritual, 5) Personal, and 6) Professional. Speak with your supervisor about your own self-care in weekly meetings.

1. **Physical Self-Care:** Self-care for your physical health involves healthy eating habits, getting plenty of exercise, and attending regular doctor's appointments. It can also include fun things like taking mini day trips or getting massages. The most important thing to remember about your physical health is to get enough sleep!

2. **Psychological Self-Care:** Psychological self-care includes self-reflecting on your inner experiences and emotions, writing in a journal, and reading books that are unrelated to school. Taking care of yourself psychologically may mean you have to say "no" to extra responsibilities.

3. **Emotional Self-Care:** Emotional self-care can be activities like giving yourself positive affirmations, spending time with others you enjoy, and watching a funny movie. It can even involve finding a new hobby or practicing social engagement or activism. Remember that is okay to laugh or cry to improve your emotional health.

4. **Spiritual Self-Care:** You don't have to be religious to practice spiritual self-care. Habits under this category include meditating, singing, volunteering for a cause, or going into nature. Taking care of yourself spiritually may also mean fostering self-forgiveness.

5. **Personal Self-Care:** Personal self-care involves planning your dreams and aspirations, fostering friendships, and learning who you are. It can include activities like creating a vision board, cooking a nice meal for yourself, or just going out for coffee. Your personal self-care is affected by every aspect of your health and overlaps with many of the other categories.

6. **Professional Self-Care:** Professional self-care is important in school, internships, and jobs. It involves setting boundaries, prioritizing tasks, taking vacations and sick days when needed, and getting support from colleagues. Oftentimes, the competitive culture of a university or workplace can affect our professional self-care. It is important to seek out support when feeling overwhelmed professionally.

Skills Practice: Practicing self-care in these six domains is a balancing act. It is important to be aware of aspects of your health that you are neglecting. Fill out the Self-Care Assessment Worksheet from the appendix. Think about when you might use this worksheet with participants.

Structuring Navigation Sessions

The structure for sessions will depend on the individual needs of your participants. In weekly supervision sessions, your supervisor can help you select activities to meet your participant needs. The first session will always involve you getting to know one another, reviewing the student navigator disclosure sheet, and planning your communication throughout the semester. You may want use the "Syllabus Week" worksheet for the first or second session. Below are some ideas for activities to do with your participants and an activity to help match the "In-the-field" worksheets to participant needs.

What can I do with my participants?

- Meet for coffee, breakfast or lunch before class to address anxiety/ motivational issues
- Help participants plan for upcoming assignments and manage calendar
- Attend classes with participant to support during special presentations, group activities, anxiety, etc (with permission from instructor as a formal accommodation).
- Assist participant with visiting or communicating with the Writing Center, Academic Resource Center, Center for Disability Resources, Student Health and Wellness Center, or International Center
- Help students solve problems around housing, financial aid, medical leave, academic probation
- Coach participants in communicating with their academic advisors and other faculty
- Accompany participant to social events, student organization meetings, athletic events or social gatherings
- Help participants identify extracurricular activities that support academic goals.
- Encourage and accompany participants to Career Center and to career development workshops.
- Accompany participants to career fairs, hackathons, or other professional development events
- Help participants reach out to alumni in their field
- Help participant prepare materials and apply for internship, volunteer, or job opportunities
- Help participant initiate and form a study group
- Coach participant in solving academic problems
- Contact on-campus or off-campus offices to help student find resources or solve problems
- Show participant online resources
- Refer or walk participants to on or off-campus resources
- Reserve a library room and student with participant
- Stress management activities (deep breathing, meditation coaching, etc.)

Here is the list of worksheets that you could use. Review each worksheet from the appendix and write in potential situations where you might use each.

Worksheet Name	When to Use
Making Life Decision	
Education Change	
Problem-solving	
Self-care Assessment	
Career Goals & Action Planning Tool	
Syllabus Week	
Addressing Maladaptive Thoughts	
Substance Use and Addiction	
Proactive Communication	
Graduate School Application Timeline	
Graduate School Preparation Checklist	
Transition to Career	
Mid-Semester Check-In	
End of Semester Wrap-Up	
Handling Tricky Situation	

Resources

Student Health & Wellness Center
The Illinois Tech Student Health and Wellness Center provides individual and group counseling (psychotherapy) to all registered students and consultation to staff and faculty.
http://web.iit.edu/shwc/services/counseling-services/
312.567.7550

Student Assistance Program
The Illinois Tech Student Assistance Program provides free access to trained clinicians who are available 24 hours a day for crisis situations at
877.351.7889
www.aetnasap.com
School ID: IIT

Center for Disability Resources
The mission of the CDR is to ensure that qualifies individuals with disabilities are provided an equal opportunity to participate in and benefit from the academic and vocational opportunities available at IIT.
3424 S. State Street, Suite 1C3-2,
Chicago, IL 60616
Tel: 312.567.5744 | TDD: 312.567.5135 | Fax: 312.567.3845, disabilities@iit.edu

Academic Resource Center (ARC) at Illinois Tech
The ARC provides free, drop-in peer tutoring services, exam reviews, workshops and seminars, group study, computer lab, TutorTrac, and social media tutoring.
Herman Hall, 1st Floor, Northwest Corner HH-115, 3421 S. Federal Street
Chicago, IL 60616
Tel: 312.567.5216   Txt: 312.896.2722, arc@iit.edu

General Learning Strategies (GLS) Program at Illinois Tech
The GLS program targets students who have struggled academically for a semester or more. The courses cover time management, motivation and procrastination, self-regulated learning, note-taking, test preparation, and self-advocacy. Students meet weekly with an academic coach.
Carol-Ann Emmons, Director, General Learning Strategies Program
Email: emmons@iit.edu Phone: 312.5673827

Career Services
The mission of Career Services is to prepare students and alumni to become career-ready and culturally competent graduates. Career Services provides walk-in hours, individualized appointments, career fairs, career workshops, and helps connect students with alumni.

Hermann Hall, Suite 113, 3241 South Federal Street
Chicago, IL 60616

Phone: 312.567.6800; Fax: 312.567.6801
Email: careerservices@iit.edu

Suicide Hotline
1.800.273.TALK (8255)
Crisis Text Line
Text "Connect" to 741741

Illinois Warmline - Illinois Mental Health Collaborative
1.866.359-7953, Available M-F, 8am-5pm
Hazeldon Substance Abuse Treatment
1.800.257.7810
Sexual Assault Hotline
1.800.655.4673
Chicago Abused Women Coalition Hotline
1.773.278.4566
Child Abuse and Neglect Hotline (DCFS)
800.252.2873
Chicago Rape Crisis Hotline
1.312.252.0520
Chicago Homeless Hotline
1.800.654.8595
IIT Public Safety Emergency
1.312.808.6363
City of Chicago Emergency- 911

The Nearest Hospital to the Mies Campus
Mercy Hospital and Medical Center
2525 South Michigan Avenue, 1.312.567.2000

Hospital Nearest to the Downtown Campus
Northwestern Memorial Hospital
250 E. Erie St., 312.926.2000

Mental Health & Substance Abuse
Chicago Lakeshore Hospital
4840 N Marine Dr.
Chicago, IL 60640
773-878-9700 Fax: (773) 634-4006

STUDENT NAVIGATOR SUPERVISION

Supervision sessions will occur weekly and can be in individual or group format. Following the initial training, the supervisee will observe at least three sessions conducted by a more experienced navigator. Thereafter, the supervisor will periodically observe sessions. The supervision will follow the format of the supervision template (see Appendix) and will include a discussion of the assigned participants, planning, and skills development. The supervision should be tailored to the individual needs of the supervisee. More support and direction will be provided during the first weeks and months of the training period.

PROGRAM EVALUATION

Evaluation of Student Navigators

SNs will be evaluated each semester by their participants and by their supervisor. SNs will meet regularly with the supervisor to informally evaluate performance and will be asked to engage in self-evaluation.

Evaluation of Overall Program

SNs will track contact with each participant over the course of semester and complete regular progress notes for caseload. Students will be asked to evaluate the program each semester and provide feedback for improvement. At the end of the semester, the CDR Director or SECD Coordinator will generate report on number of service hours provided, number of participants served, and participant outcomes (graduation, drop-out, medical leave, etc) and program costs. The Director will use this information for program improvement.

APPENDIX A: PRORGAM OPERATIONAL WORKSHEETS

Sample Job Description

Student Navigator (SN)

Summary: Student Navigator (SN) assists participants (fellow students who have mental wellness barriers) with the navigation of resources and supports that allow students to meet their educational goals. SNs should have a general knowledge of all university resources and policies related to education and mental health, be able to acquire specific information from a department, and facilitate communication between the department and the student. SNs provide outreach to fellow students, help them develop educational and career goals, and support them in achieving those goals. SNs identify possible solutions to barriers for the student and act as allies to help students develop self-advocacy skills. The SN is expected to have an understanding of mental health and be willing to engage individuals who experience barriers to mental wellness. SNs utilize personal experience with mental health challenges when applicable and appropriate. SNs educate university stakeholders (staff, faculty, and students) and advocate for supportive environments on campus.

Essential Duties and Responsibilities:

Assists participants with understanding, enrolling, and utilizing on-campus and off-campus resources, including accompanying participants to appointments as needed.

Coaches participants in navigating difficulties such as academic probation, medical leave of absence, finding mental health services, financial aid, visa issues, communicating with faculty, and school-life-work balance.

Coaches participants in organization, planning, and study strategies.

Helps participants develop job-seeking skills, career development plans, and network with Illinois Tech alumni.

Maintains a case load of up to 10 participants.

Assists participants in maintaining relationships with faculty, staff, fellow students, family members, and health care providers who can support them.

Encourages participants through peer support and frequent communication.

Accurately completes documentation of services.

Participates in weekly supervision sessions, team meetings, and trainings as assigned.

Maintains confidentiality of program participants.

Assesses students who may be in distress and/or pose a risk to themselves or others, and seeks appropriate supervision and support for emergent issues

Other Duties and Responsibilities

Assists supervisor in outreach, case-finding, and education services to identify individuals who are in need of services.

Facilitates or co-facilitates workshops and trainings for faculty, staff, and students.

Engages in advocacy on behalf of participants and/or at advocacy events.

Other duties as assigned

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or experience: Current student (either undergraduate or masters) who has completed at least one semester at Illinois Tech. Ability to work with fellow students in a non-judgmental manner. Preferred: Education or experience in providing human services, mental health services, and/or career development services; personal experience with mental health challenges/neurodivergence/barriers to wellness, including experiences with close friends or family members.

Skills/Abilities: Ability to communicate effectively, both orally and written. Must be able to multi-task, have initiative, and be self-directed. Ability to transport self around campus and occasionally to off-site locations. Ability to work with staff and faculty in other campus departments and within the Center for Disability Resources.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Frequently required to stand, sit, walk, and commute.

Work Environment: The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is usually moderate.
- A significant amount of time may be spent in outreach and traveling around campus.

Participant Intake/Application Form

(Post through Google forms)

Name: _____

Major/minor: _____

How many semesters have you been at Illinois Tech? _____

Are you a transfer student? _____

Are you an international student? _____

Do you currently receive services from the CDR? _____

Do you currently receive services from SHWC? _____

Do you have any preferences (e.g. gender, cultural/language) when being matched with a navigator?
(While we cannot guarantee to match all preferences, we will make an effort to do so.)

_____

_____

What do you hope to get out of this program?

_____

_____

What services do you think would be most helpful to you? (Check all that apply)

- ☐ Tour of campus resources related to mental health
- ☐ Support making and attending health-related appointments
- ☐ Individualized assistance in planning and organizing for course deadlines
- ☐ Help with solving school-related problems (housing, financial aid, medical leave, academic probation)
- ☐ Help in communicating with their academic advisors and other faculty
- ☐ Accompaniment to social events, student organization meetings, athletic events or social gatherings
- ☐ Coaching on asking for and taking advantage of accommodations
- ☐ Support in attending classes/ maintaining course schedule
- ☐ Help thinking about and preparing for career opportunities (e.g. internship, volunteer, or jobs)

□ Assistance contacting on-campus or off-campus offices to help student find resources or solve problems

□ Stress management activities (deep breathing, meditation coaching, etc.)

□ Other: _____

In general, how often do you think you would want to meet/ check-in with your student navigator?_____

How would you prefer to communicate with your student navigator? (e.g. in person, email, text, video call) _____

Is there anything else we should know about you?

_____

_____

Interview Questions for Student Navigator Applicants

1. Are you able to commit at least 10 hours per week for the academic year?

2. Are you able to perform the essential functions of the job?

3. What experiences, either personal or professional, would you bring to this position?

4. What do you know about barriers to mental wellness on college campus?

5. How would this position help you in your career goals?

6. Tell me about a time when you were able to help another person solve a difficult problem.

7. Tell me about a situation where you successfully communicated with someone who was very different from you. How did you handle that situation?

8. What questions do you have for me?

Professional Disclosure Statement (Template)

Student Navigator Name
University
Address
Cell phone
Office phone
Email
Fax
Hours

Purpose

The purpose of this document is to orient you to the student navigator program. This document outlines my background, goals, and responsibilities of both the navigator and the participant.

About the Student Navigator Program

Student navigators (**SNs**) are peers who help navigate academic challenges. As a SN, I will meet with you on campus or in the community to help you meet your academic goals. I may help you enroll in services on campus, solve academic problems, advance your career readiness, and access resources.

About Me

Lived Experience

In a few sentences, describe your personal experiences as a peer, and how you will use these experiences as a navigator. If applicable, describe the mental health difficulties that you struggled with (on-the-way down story) and your recovery, hope, and aspirations (on-the-way up story). Also discuss your experiences (both good and bad) with using physical and mental healthcare services.

Professional Experience

In a few sentences, describe your professional experiences, including past work experiences (if any), amount of time in current position, or other relevant volunteer positions.

Education and Training

In a few sentences, describe your education and your navigator-related training, including any continuing education courses you have taken.

Supervision

I am supervised by: Insert Supervisor Name. My supervisor can be contacted at the following phone or email: Insert supervisor phone or email.

Confidentiality

The issues you discuss with me will be confidential, meaning that I will not share what we discuss with anyone. However, there are a few exceptions:

1) If I think you may harm yourself or another person, I may tell another healthcare provider so that they can help you.
2) I meet weekly with my supervisor to discuss the services I provide. I will share information with my supervisor and navigator team in order to improve my performance and meet your needs. My supervisor and other navigators also pledge to keep your information confidential.

Program Duration

You can be enrolled in the program for as long as you are a student. As the beginning of each semester, you may be assigned a different navigator.

Communication

Most participants meet or communicate with their navigator weekly, but this is based on your needs and can be more often or less often. Please let me know your preferences for meeting times and locations so I can best meet your needs. My regular hours are: insert office hours. Feel free to contact me whenever you need. If you have a mental health emergency or need to talk to someone when I am not available please call: Insert appropriate numbers

Participant Responsibilities
1) Attend scheduled sessions with navigator
2) Communicate with me regarding needs, concerns, schedule changes, etc.

Student Navigator Responsibilities
1) Prepare for and attend all sessions.
2) Provide services that meet each individual's needs.

Printed Name:_____

Signature:_____   Date: _____

SN keeps the signed copy of this document and provides participant with a printed copy for their reference.

Confidentiality Agreement

This is to certify that I, _____ , a student navigator at Illinois Institute of Technology, understand that any information (written, verbal, or other form) obtained during the performance of my duties must remain confidential. This includes all information about participants as well as any other information otherwise marked or known to be confidential. I understand that any unauthorized release or carelessness in the handling of this confidential information is considered a breach of the duty to maintain confidentiality. I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal and/or possible liability in any legal action arising from such breach.

I certify that this page document is a true copy of the document produced to me. I certify all above to be true and accurate.

Signature:_____ Date: _____

APPEND B: IN-THE-FIELD WORKSHEETS

Note: In-the-field worksheets are tools for the student navigator to use with their participants. This will help navigators structure their sessions and guide their work with participants.

Worksheet 1: Making Life Decisions

As students, we often consider making changes in our lives. This could be transferring to another university, changing majors, joining a study group, dropping a class, accepting an internship position, or taking a semester leave. This worksheet will help you think systematically about the pros and cons of your options. You can fill this out together with your student navigator or complete on your own and then discuss it together.

What change are you considering?_____

	Pros/Benefits	Cons/ Costs
Making the change		
Not changing		

Making a change is not just about counting the number of pros and cons. Circle which pros or cons above are most important to you. You may also want to talk with family, friends, or advisors about the pros and cons that you have identified before you make a decision.

Adapted from: Miller, W.R., & Rollnick, S. (2002). MI: Preparing people for change. New York: Guilford.

Worksheet 2: Education Change Worksheet

This worksheet is used once you have decided to make a change. You can also discuss this with friends, family, advisors, or other important individuals.

1.The education changes I want to make (or continuing to make) are:

2.The reasons I want to make these changes are:

3.The steps I plan to take in changing are:

4.The ways other people can help me are:

5.I will know my plan is working if:

6.Some things that could interfere with my plan are:

7.What I will do if the plan isn't working:

Adapted from: Miller, W.R., & Rollnick, S. (2002). MI: Preparing people for change. New York: Guilford.

Worksheet 3: Problem-solving Worksheet

Use these steps to solve your problem.

Step	Description	Response
Adopt a positive attitude	Write a positive statement about your ability to solve the problem.	
Define the problem	Who? What? When? Where? Why?	
Brainstorm solutions	List any and all possible solutions.	
Select the best solution	Write the chosen solution.	
Plan to implement the solution	Write down a specific plan, including who, what, and where.	
Implement the solution	Write down when you will implement the solution.	
Evaluate the solution's success	Write down how it went. Do you need to try a different solution?	

Worksheet 4: Self-Care Assessment

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, you can move on to developing a full self-care plan.

Using the scale below, rate the following areas in terms of frequency:
5 = Frequently 4 = Occasionally 3 = Rarely 2 = Never 1 = It never occurred to me

Physical Self-Care
___ Eat regularly (e.g. breakfast, lunch and dinner)
___ Eat healthy
___ Take walks
___ Exercise
___ Get regular medical care for prevention
___ Get medical care when needed
___ Get massages
___ Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
___ Take time to be sexual—with yourself, with a partner
___ Get enough sleep
___ Wear clothes you like
___ Take day trips or mini-vacations
___ Other:

Psychological Self-Care
___ Make time for self-reflection
___ Write in a journal
___ Read literature that is unrelated to school
___ Let others know different aspects of you
___ Notice your inner experience—listen to your thoughts, beliefs, attitudes, and feelings
___ Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, theater performance
___ Practice receiving from others
___ Be curious
___ Say "no" to extra responsibilities sometimes
___ Other:

Emotional Self-Care
___ Spend time with others whose company you enjoy
___ Stay in contact with important people in your life
___ Give yourself affirmations, praise yourself
___ Love yourself
___ Re-read favorite books, re-view favorite movies
___ Identify comforting activities, objects, people, relationships, places and seek them out
___ Allow yourself to cry
___ Find things that make you laugh
___ Express your outrage in social action, letters and donations, marches, protests

___ Play with children
___ Other:

Spiritual Self-Care

___ Spend time with nature
___ Meditate/deep breathing/mindfulness
___ Sing or dance
___ Find a spiritual connection or community
___ Be open to inspiration
___ Be aware of nonmaterial aspects of life
___ Try at times not to be in charge or the expert
___ Be open to not knowing
___ Identify what is meaningful to you and notice its place in your life
___ Keep a wellness diary (e.g. how am I feeling today?)
___ Read inspirational literature (talks, music, etc.)
___ Foster self-forgiveness
___ Other:

Personal Self-Care

___ Learn who you are
___ Figure out what you want in life
___ Plan your dreams and aspirations
___ Make a vision board
___ Cook yourself a nice meal
___ Foster friendships
___ Go out for coffee
___ Use phone apps like Headspace
___ Write a poem or book
___ Other:

Professional Self-Care

___ Set boundaries
___ Prioritize tasks
___ Practice trial and error
___ Keep a class diary (e.g. was I paying attention in class?)
___ Take advantage of sick days and vacations
___ Get regular supervision
___ Seek support from your colleagues
___ Ask for help when needed
___ Say no to extra responsibilities
___ Take time for lunch
___ Other:

Modified from an adaptation by BWell Health Promotion: Transforming the Pain: A Workbook on Vicarious Traumatization. Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996)

SELF-CARE
WHEEL
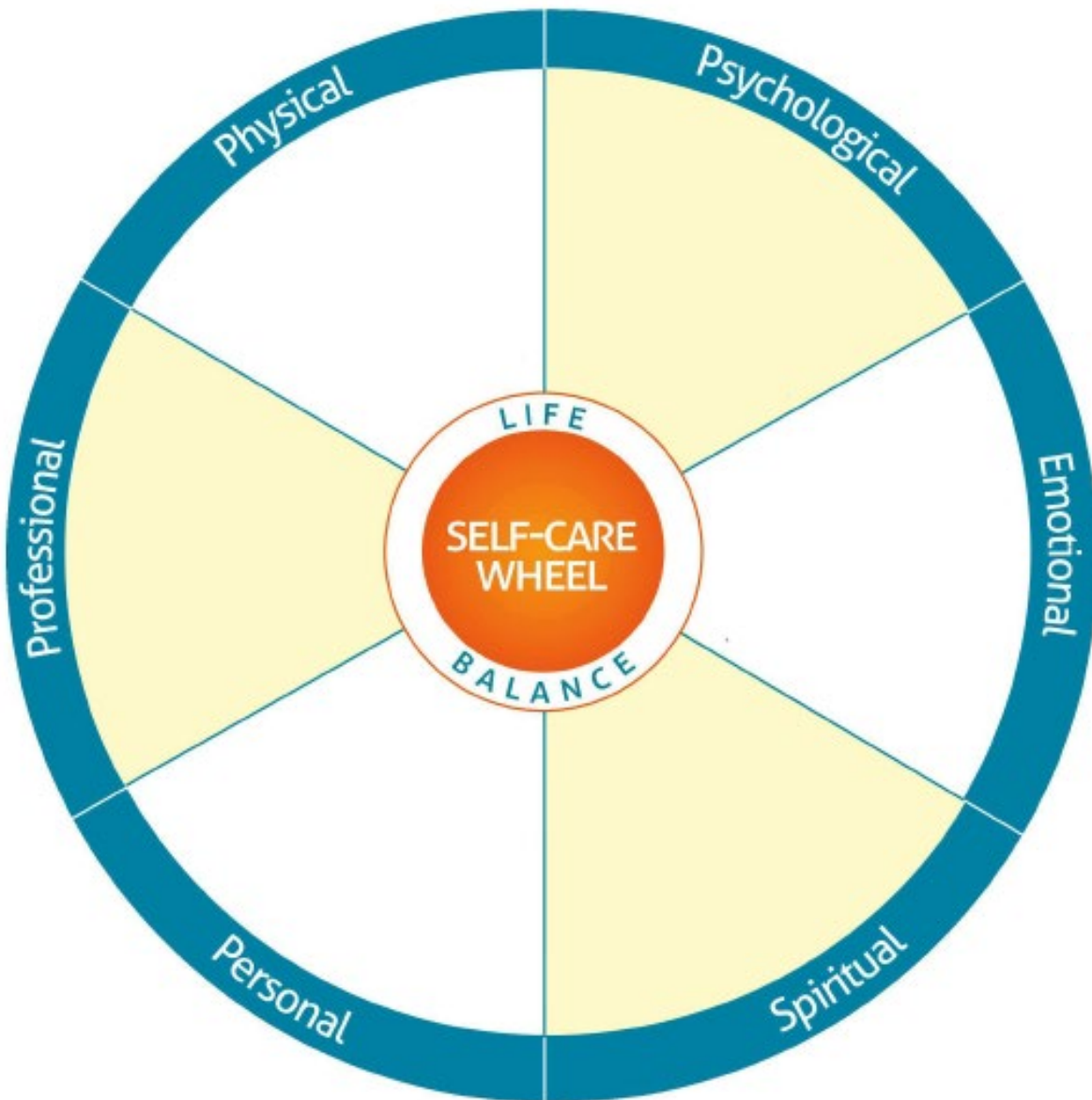
This Self-Care Wheel was inspired by and adapted from "Self-Care Assessment Worksheet" from *Transforming the Pain: A Workbook on Vicarious Traumatization* by Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996). Created by Olga Phoenix Project: Healing for Social Change (2013). Dedicated to all trauma professionals worldwide.

www.OlgaPhoenix.com

Worksheet 5: Career Goals & Action Planning Tool

Student: Fred Smith

Date: 3.6.2018

1. What are some of your long-term, "big picture" career and life goals?

Example Guiding Questions: What are you really good at? What do you value? What would our ideal job look like after you graduate? in five years? in ten years?

I am currently in my Junior year in Electrical Engineering. I am good with technology, problem solving, and logical reasoning. My dream job would be working as part of a interdisciplinary team for NASA and helping with space travel or problem solving electrical problems of the space station. In ten years I would hope to be in a leadership position. I hope to go on for a graduate degree at some point as well, but not sure when.

2. Now, what are some specific short-term goals for the upcoming months in the area of work?

Here are some questions you might ask to help identify your goals:

- What types of information, skills, or experiences in the near future could help you meet your career goals?
- What resources are available in your university or community that might be helpful to you?
- What would help in the next few months to work toward your career goals (Examples: help with applications, phone calls, finding openings, practice interviews, etc.)
- Are there other people—like professors, school services, friends, relatives, neighbors—who might help you with these goals?

- I am not sure if I can reach my career goals with B.S. or I should be going on right away for advanced degree.
- I'd like more information about applying for jobs or graduate school.
- I'd like to learn more about the kinds of experiences NASA would be looking for in an employee or what other job opportunities are available.
- I'd like to learn more about the different settings and EE can work in.

- I'd like to feel more prepared for a job interview.

- Develop a strong resume.

- I'd like to know more about how to discuss my disability and accommodations with potential employer.

3.List these SHORT-TERM goals, action steps, timeline, and needed supports on the next page.

Consider some of the following questions when thinking about the supports and resources the student might need:

- What kinds of support do you need? Who or where can you find this support?

- How will you monitor your progress toward these goals?

- How will you approach making career decisions?

- What information or resources should you access now as a student?

4.

Goals	Action Steps	Who or what do you already know—or need to seek out—to help?	What supports or resources are needed to make this happen?	What is the timeline to complete each action?
1. Learn more about settings someone with an electrical engineering bachelor's degree can work in.	1. Talk with someone in the field about future job opportunities. 2. Go on job websites and start looking at what kinds of jobs are available. 3. Go on O*Net and research more about EE and related jobs.	1. Reach out to my professor and advisor for meetings. 2. Connect with Career Center about job websites.	1. I need to stay motivated. 2. Use IIT Career Center. 3. Set deadlines in my calendar.	1. Email to make appointments with my advisor and professor within the next week. 2. Contact the career center for help finding job recruiting websites by next Monday. 3. I will spend 30 minutes on Wednesdays after my class researching on O*Net.
2.				
3.				

Worksheet 6: Syllabus Week

This worksheet is used at the beginning of the semester. The student navigator can complete together with their participant during the first or second meeting of the semester.

1. How many courses are you taking? Is this realistic for you?

2. For each course, what is your target grade?

3. Have you received all the syllabi?

4. Do you have any big papers, projects, or presentations that you anticipate difficulty with? If yes, can I help you develop a plan for completing it?

5. How will you stay organized this semester? Do you need help putting deadlines on your calendar?

6. What is your plan for coping with mental health symptoms this semester?

7. What is your plan for taking care of yourself and maintaining work-life-school balance?

8. Do you have any career goals (internship, job search) that you are pursuing this semester?

9. Do you know your options if you need additional support in classes?

10. Are you aware of the important dates for the semester such as the add/drop deadline, last day to withdraw, mid-terms, final exams, etc.?

11. Do you anticipate needing any accommodations in your classes? (Remember, accommodations are not retroactive).

12. How can I best help you this semester?

13. How would you like to communicate with me?

Worksheet 7: Addressing Maladaptive Thoughts

Our thoughts, emotions, and behaviors are related to each other. Changing our behaviors or thoughts can help change emotions. Sometimes we have negative "automatic" thoughts that replay in our minds. These automatic thoughts can interfere with our goals. If we can identify and challenge those thoughts, they may have less power over us. Practice changing automatic thoughts to deliberate thoughts.

```
        Thoughts

  Emotions ⟷ Behaviors
```
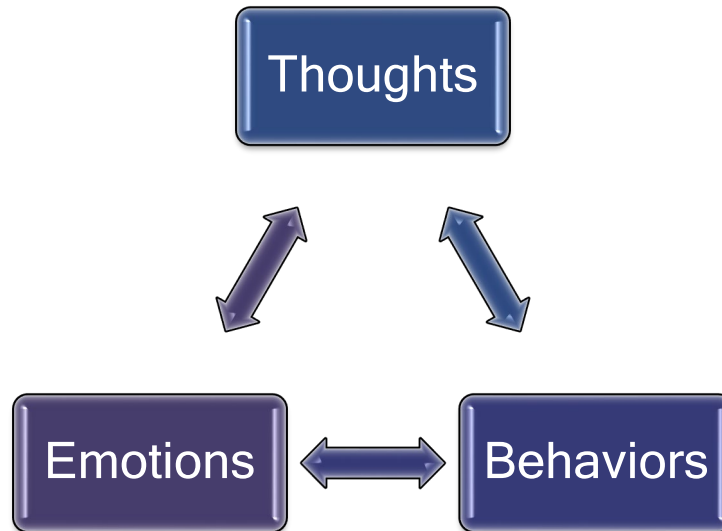
Automatic Thought	Deliberative Thought
If I get a B, I'm a failure.	**I'd like an A, but a B is still a passing grade.**
There's too much to do—I'll never catch up.	
Nobody else has as much trouble with this class as I do.	
I'll never figure out what to do with my life.	
Everyone seems to be against me.	
I'm not smart enough for this program	

Worksheet 8: Substance Use and Addiction

Legal (alcohol, nicotine, caffeine) and illegal psychoactive substances are common on college campuses. Substance use can be harmless in some situations and harmful in others. Students sometimes uses substances such as energy drinks or Adderall to meet academic standards. Some students develop behavioral addictions such as gaming, electronic use, or unhealthy eating, that make it hard to complete their coursework.

- Are you using any substances that make it hard to complete your coursework?

- Do you feel you need to use substances to help you complete your coursework?

- Are you using any substances to help you cope with stress?

- Do you suspect you might have any behavioral addictions (e.g. gambling, gaming, etc.)?

If this is something you'd like to work on, I can help you locate and enroll in services to help.

Worksheet 9: Proactive Communication

- Anticipate problems and address them right away
  - Start the assignment early, so you have time to ask questions or submit a draft
  - If you see a problem with financial aid, visit or call the office to get clarification
- If you have accommodations, consider a brief meeting at the beginning of the semester to discuss the accommodations
- Tell your professors about possible absences in advance
- Try to develop a relationship with each professor, so that if you need to contact them later, they have already been introduced to you. Visiting them in person during office hours is usually the best way to form the connection.
- Do not contact professors regarding information that is clearly stated in the syllabus or posted online.
- Do contact professors to clarify readings, assignments, or test material.

Fill out the questions below and discuss with your navigator.

1. What are you doing well, in terms of communication?

   _____
   _____

2. How can you improve your proactive communication?

   _____
   _____

3. How can navigation services help me communicate better?

   _____
   _____

Worksheet 10 Graduate School Application Timeline

The schedule for graduate school applications may vary depending on your target admission time, selected programs, chosen universities etc. The following schedule is suggested for students who are planning to enter graduate school in the fall. You may work with your Student Navigator to tailor the timeline to fit your needs.

SECOND SEMESTER OF YOUR JUNIOR

January: Starting thinking about areas of study broadly

February: Narrow down to more specific programs

March: Give yourself sometime to reconsider your decisions and decide if taking

April: Start research on graduate schools

May: Continue researching graduate schools and practice GRE test

June: Create a spreadsheet of admission requirements and deadlines for prospective programs

July: Continue preparing for GRE Test. Gathering advice about recommended graduate schools

August: Take the GRE test. Sign up to re-take GRE if you are not happy with the score.

September: Start drafting your statement of purpose and

October: Reach out to prospective grad school as a graduate applicant. Arrange a campus visit if possible.

November: Request letter of recommendations. Have someone read over your personal statement. Polish up your supplement materials (personal statement, resume, etc.) and request copies of official transcripts.

December – February: Fill out applicants and have your test scores sent directly to the school. Practice interview questions and keep track of applications

Worksheet 11. Graduate School Preparation Checklist

In what area(s) would you like more information or support before graduation? You may use the following list as a starting point to initiate a conversation with your student navigators to prepare for your transition to graduate school.

Selecting Graduate School	
School Accreditation or School Ranking	
Degree Programs	
Faculty (i.e. Does their work match your interests?)	
Academic resources	
Employment outcomes	
Application Process	
Application Requirements	
GRE	
GPA	
Work Experience	
Research Experience	
Requesting Recommendation Letters	
Drafting Personal Statement or Statement of Purpose	
Resume/CV	
Tuition and other expenses	
Financial Aid	
Scholarship	
RA/TA assistantship	
Disability Services	
Registration Process	
Housing	
Health Insurance	
Student Health Insurance	
Relocation	
Quality of Life	
Other:	
Other:	

Worksheet 12: Transition to Career

The **Americans with Disabilities Act** (ADA) provides legal protections for workers with disabilities, and this includes mental health disabilities. For employers with 15 or more employees, the ADA protects people with disabilities from discrimination during all parts of the application process and all stages of employment (e.g. promotions). Keep in mind that in order to be protected you must:

1) Be able to perform the "essential functions" of the job

2) Tell the employer about your disability

3) Provide documentation of your disability

Once your disability has been documented, you may request reasonable accommodations. Accommodations might include using flex time to attend doctor appointments, working a modified schedule, or having a quiet office space. You communicate with the employer to determine if the accommodations you want are reasonable. See the **Job Accommodations Network** (JAN) website for more information on accommodations.

Let's fill out the questions below to begin thinking about accommodations.

1. **What information will you need to document your disability?**
   _____

2. **What kind of job are you looking for?** _____

3. **What are the main responsibilities ("essential functions") of that job?**
   _____
   _____
   _____

4. **What accommodations might help you succeed in that job?**
   _____
   _____
   _____

5. **Would you benefit from any accommodations during the hiring process?**
   _____
   _____

6. **How do you plan to talk about your disability to an employer? At what point in the employment process will you disclose?**
   _____
   _____
   _____

7. **Are there other supports that you may need to transition into a career?**
   _____
   _____
   _____

Worksheet 13: Mid-semester Check-In

This worksheet is used midway through the semester. The student navigator can complete it together with their participant.

1. How are your classes going so far?

2. Have you been able to see your mid-term grades for all your classes?

3. Are there any professors that you need to communicate with?

4. Do you have any big papers, projects, or presentations that you anticipate difficulty with? If yes, can I help you develop a plan for completing it?

5. How is your self-care? Are you getting enough sleep?

6. Are you using any substances (legal or otherwise) that are interfering with your goals?

7. How are you doing with staying organized?

8. How is your mental health going so far?

9. How is your work-life-school balance?

10. Have you pursued any career goals (internship, job search) this semester?

11. Do you need additional support in classes?

12. Are you aware of the important dates for the semester such as the add/drop deadline, last day to withdraw, mid-terms, final exams, etc.?

13. How are your current accommodations (if any) working for you?

14. Is there anything else I can do to help?

15. Will you be continuing next semester?

Worksheet 14: End of Semester Wrap-Up

This worksheet is used at the end of the semester. The student navigator can complete it together with their participant.

1. How is the end of the semester going for you?

2. Is there anything I can help you with?

3. What has gone well this semester? What are you proud of?

4. What might you do differently next time?

5. Do you plan to continue with the program next semester?

6. Do you need a referral to any additional services?

7. Do you have any feedback for me?

Worksheet 15: Handling Tricky Situations: What to Do?

This tool with guide you in how to respond in tricky situations. Fill in blank fields with additional situations and actions. Discuss with your supervisor.

Situation	Possible Actions
Your participant isn't responding when you reach out.	
You are busy with classes and can't seem to find time to meet with your participant.	
You and your participant are just not a good match.	
You are having a tough time emotionally and need more support.	
You have a lot of down time and aren't using all your hours for the week.	

APPENDIX C: PROGRAM EVALUATION WORKSHEET

Contact Sheets

(use through Google Forms)

Instructions for student navigators: Please fill out immediately following each contact with your student participants.

Student Navigator Name: _____

Participant Initials: _____   **Date:** _____

Time of interaction (in min.) _____

Location:

___On-campus, describe: _____

___Off-campus, describe: _____

___Phone

___Email/ text

___Other, describe: _____

Brief Description of Interaction:

<u>Problem</u> (what did they need?)

_____

<u>Intervention</u> (what did you do?

_____

<u>Response</u> (how did they respond to you?)

_____

<u>Plan</u> (what is the plan for next interaction?)

_____

Supervision Meeting Template

Student Navigator:
Supervisor:
Date:

Instructions: Supervisor should complete this form during weekly meetings with each navigator.

Participant updates, needs, issues

List each participant below, then discuss progress and needed supports
1.
2.
3.
4.
5.
6.

Skills development and professional growth

List areas that supervisor or SN would like to focus on for skill development/growth
1.
2.
3.
4.

Other agenda items

List other agenda items (upcoming time-off, meetings, deadlines, etc.)
1.
2.
3.
4.

Follow-up Needs

List items to be completed by the next supervision session or date specified
1.
2.
3.
4.
5.

Topics Discussed:

- ☐ Duties & expectations
- ☐ Communication and active listening skills
- ☐ Resources, information & referral
- ☐ Assessing concerns
- ☐ Setting goals
- ☐ Motivational interviewing
- ☐ Strengths-based orientation
- ☐ Advocacy
- ☐ Judgment, decision-making, and problem-solving
- ☐ Cultural competency
- ☐ Crisis intervention/management
- ☐ Relationship boundaries
- ☐ Self-disclosure
- ☐ Managing burnout
- ☐ Professionalism/ office etiquette
- ☐ Confidentiality
- ☐ Collaboration with other offices/ departments/ staff
- ☐ Time management and organization
- ☐ Progress notes/documentation
- ☐ Self-awareness
- ☐ Ethical issues
- ☐ Continuing education and training
- ☐ Group and training facilitation
- ☐ Terminating with participants
- ☐ Other:

Student Navigator Signature: _____

Supervisor Signature: _____

Student navigator and supervisor should each keep a copy of this note for their records.

Student Navigator Midterm/Final Evaluation (send via Google Forms)

The SECD supervisor sends this survey to participants at mid-term and the end of the semester.

How satisfied are you with the student navigator program overall?

Not at all						Very much
1	2	3	4	5	6	7

How satisfied are you with your student navigator?

Not at all						Very much
1	2	3	4	5	6	7

What is most helpful for you about the program?

_____

_____

_____

What could be improved about the program?

_____

_____

_____

Would you like to continue working with a student navigator next semester?
- ☐ Yes
- ☐ No
- ☐ I'm not sure yet

If no, what are the reasons (check all that apply)
- ☐ I am doing well on my own and don't need it anymore
- ☐ I didn't find it helpful
- ☐ I am graduating
- ☐ I am transferring
- ☐ I am taking a leave from school
- ☐ Other, please describe_____

Exit Survey

1. Why did you leave the program?

2. What did you like about the program?

3. How can the program be improved?

APPENDIX D: FREQUENTLY ASKED QUESTIONS

Academic Probation

What is it? What happens if I'm on academic probation? How do I get off of academic probation?

All students who are degree candidates are expected to maintain satisfactory academic progress. This includes earning satisfactory grade point averages (GPA) and maintaining a satisfactory rate of progress toward the completion of their degree programs.

Students who do not earn at least a 2.00 cumulative GPA, a 1.85 current GPA, or a 2.00 major GPA are placed on academic probation.

Degree-seeking students are required to maintain a satisfactory rate of progress:

- Full-time students must earn a minimum of 12 credit hours per semester applicable to their degrees.
- Part-time students must maintain a satisfactory rate of progress which will enable them to graduate within 12 academic years after achieving degree-seeking status.

Students who do not maintain a satisfactory rate of progress in a given semester may be placed on probation based on the recommendation from the student's academic adviser, department associate chair, and academic dean. Probation may affect financial aid. See Student Eligibility Requirements to Receive Federal and State Financial Assistance in the Financial Aid section found at http://bulletin.iit.edu/undergraduate/financial-information/.

Students on probation are not permitted to:

- Register for more than 15 credit hours per semester unless they receive approval from the associate dean of their college.
- Hold an elected or appointed office in any student organization. Probation does not affect membership in a student organization.
- Participate in the Cooperative Education Program unless approved by the Academic Standing Committee.

Academic probation may affect a student's eligibility to participate in varsity athletic sports.

Students who are enrolled in a dual degree program and are placed on academic probation must schedule a meeting with the Office of Undergraduate Academic Affairs.

Students who are on academic probation for two consecutive semesters are candidates for academic suspension from the university.

The progress of non-degree students also is reviewed and any student who does not maintain good academic standing is subject to being placed on probation or academic suspension.

A student placed on academic suspension by the university may petition the Academic Standing Committee to review the suspension. The student must present substantial academic or other relevant new evidence not available at the time of suspension in support of the petition for reinstatement. The chair of the Academic Standing Committee will determine whether the new documentation warrants a further review of the case.

<u>Who do I contact for further information?</u>

       Office of Undergraduate Academic Affairs

       IIT Tower, Suite 2F9-1

       10 West 35th Street

       Chicago, IL 60616

       Tel 312.567.3300 | Fax: 312.567.3302

       ugaa@iit.edu

Course load Requirements

<u>How many credits do I need to take per semester?</u>

<u>Full-time Status</u>

Full-time status requires registration in at least:

- **12 hours** for undergraduate students or
- at least **9 hours** for graduate students

<u>Graduate Students</u>

Graduate students are eligible for federal aid and continued deferment of existing loans if they are registered for half-time (4.5 hours) or greater. Graduate students taking less than half-time hours can file for a forbearance to extend their deferment.

<u>Special Full-time Status</u>

Continuing graduate students taking one or more hours of 591, 600, 691, or PSYC 599 are automatically forced to special full-time status due to thesis research or Ph.D. candidacy continuation.

<u>International Students</u>

International students taking less than full-time hours must apply for full-time equivalency with the International Center (IC) to remain in compliance with SEVIS requirements. For more information, visit IC's Reduced Course Load page found at <u>https://web.iit.edu/international-center/current-students/maintaining-status/reduced-course-load</u>. International students who meet the IC's criteria for full-time equivalency are reported as such by the IC and do not have their actual student time status adjusted on their academic record.

Note: For International students and student athletes, withdrawn credit hours are not counted towards full-time registration status.

Maximum Credit Hour Study Load

Fall and Spring

The following credit-hour amounts are the maximum study load for the specified groups:

Undergraduate Students	18 hours
New Graduate Students *(except for Institute of Design and Stuart School of Business)*	15 hours their first semester
New ID Graduate Students	18 hours
New Stuart Graduate Students	11 hours
Continuing Graduate Students *(except Stuart School of Business)*	18 hours
Continuing Stuart Graduate Students	12 hours
Students on Probation	15 hours
Certificate Students	12 hours
Non-degree Students	9 hours

Registration beyond these limits requires approval.

Summer

The following credit-hour amounts are the maximum study load for the specified groups:

New Undergraduate Students *(summer is their first semester)*	5 hours
Continuing Undergraduate Students	8 hours
Graduate Students	9 hours
Non-degree Students	8 hour

Registration beyond these limits requires approval.

Financial Aid Considerations

Withdrawal & Return of Title IV Policies

Throughout the year, students may find it necessary to withdraw from all classes during a semester. Depending upon when this action is taken, a student may be refunded all or part of their tuition and fee charges. If the student is a financial aid recipient, the Office of Financial Aid, as well as the student, may be required to return to the federal government all or a portion of the aid that had been disbursed to the student and/or the student's account.

With the exception of scholarships awarded by individual academic departments, all other institutionally awarded merit scholarships such as the Heald and University Scholarships will be preserved for a student for the duration of 12 months from the time of withdrawal/leave of absence from the university unless otherwise noted in writing at the time of departure from the university.

After 12 months, a student's institutionally awarded merit scholarships will be reconsidered and evaluated by the Office of Financial Aid in accordance with current awarding policies at the time of reinstatement to the university. This reevaluation will be communicated to the Office of Undergraduate Academic Affairs, who will communicate any award changes to reinstated students.

Federal Refund Policy (Return of Title IV)

Illinois Tech has a withdrawal policy that stipulates the official procedure, applicable deadlines and failure to attend classes. Policy information can be obtained through the Office of the Registrar's website located at https://web.iit.edu/registrar.

A student who ceases attendance or withdraws from courses and does not complete the official withdrawal process will be considered to have unofficially withdrawn. In such cases, the Office of Financial Aid will contact each of the student's professors to determine the last date of academically related activity. The most recent date provided will be considered the date of withdrawal.
The federal government mandates that students who withdraw from all classes may only keep the financial aid they have "earned" up to the time of withdrawal. Title IV funds that were disbursed in excess of the earned amount must be returned by Illinois Tech and/or the student to the federal government. This situation could result in the student owing aid funds to Illinois Tech, the government, or both.

In general, the law assumes that the student must "earn" federal financial aid awards directly in proportion to the number of days of the semester the student attended. In other words, a student earns financial assistance as they attend class. If a student completely withdraws from all classes during a semester, Illinois Tech must calculate the portion of the total scheduled financial assistance earned. If

the student received (or the university received on behalf of the student) more assistance than earned, the unearned excess funds must be returned to the federal programs.

Funds that are returned to the federal government are used to reduce the outstanding balances in individual federal programs. Financial aid returned must be returned in the following order:

- Federal Unsubsidized Stafford Loan

- Federal Subsidized Stafford Loan

- Federal Perkins Loan

- Federal PLUS Loan (graduate student borrower)

- Federal PLUS Loan (parent borrower)

- Federal Pell Grant

- Federal SEOG Grant

To determine the amount of aid the student has earned up to the time of withdrawal, the Office of Financial Aid will divide the number of calendar days the student attended classes by the total number of calendar days in the semester (less any scheduled breaks of five days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed (either to the student's account or to the student directly by check for the semester). This calculation determines the amount of aid earned by the student that s/he can keep. However, Illinois Tech and/or the student must return the unearned amount (total aid disbursed less the earned amount) to the federal government. The Office of Financial Aid will provide instructions to students who are required to return funds to the government. Any necessary return of funds must be made within 45 days after Illinois Tech determines the student withdrew.

In some cases, a student may be eligible for a post-withdrawal disbursement of federal aid. This includes the scenario in which aid could have disbursed (i.e all conditions and requirements met prior) but had not yet paid to the student's account. This also includes the scenario in which a student selected for verification turns in all required documentation after the ceasing enrollment but prior to the federal deadline for the given academic year. Post withdrawal disbursements must be offered within 30 days from the date Illinois Tech determines a student withdrew based on applicable aid eligibility.

Who do I contact for further information?

For questions about financial aid:

Office of Financial Aid

10 W. 33rd Street

Perlstein Hall, 206

Chicago, IL 60616

Email:finaid@iit.edu

Toll Free: 866.901.1866

Phone: 312.567.7219

Fax: 312.567.3982

For questions about credit hours:

Office of the Registrar

3424 South State Street

Tech South Building, Suite 2016

Chicago, IL 60616

Email: registrar@iit.edu

Phone: 312.567.3100

Fax: 312.567.3313

Dropping or Withdrawing from a Class

When should I drop a class?

When you are considering dropping a class, there are many aspects that may form your decision. It is important to be aware of the Add/Drop deadline each semester which can be found on the Academic Calendar located at https://web.iit.edu/registrar/academic-calendar. There are some situations in which dropping a class may be your best option including when you already know that you're doing poorly and may be at risk for failing the class; you rarely attend; you've realized that the class may adversely effect your GPA; or when the class is causing negative effects on your mental or physical well-being.

How do I drop a class?

Adding or dropping courses is done using the same procedure as initial registration. This is described in the "How to Register" section found at https://web.iit.edu/registrar/registration/how-register.

Before the Last Day to Add/Drop Classes, courses can be added or removed to a schedule.

The changes made at this point will not be displayed on an official transcript, but will affect the total number of credit hours enrolled. This could affect the full- or part-time status of a student, and should be duly noted. Please refer to the "Full-time Status" section found at https://web.iit.edu/registrar/registration/full-time-status for more details.

When should I withdraw from a class?

The decision to withdraw from a course should not be made lightly, however it may be the right decision. It is important to gather all of the information that you'll need to make an informed choice. Sometimes, deciding to withdraw from one, or even two, classes may mean that you can balance responsibilities and complete the semester successfully.

How do I withdraw from a class?

Non-attendance or expressing intent to the instructor of a course does **not** constitute withdrawal from the course. Withdrawals are performed through the myIIT portal in the same way as adding or dropping a class. Students may withdraw from one or more courses by the published withdrawal deadline, which is approximately the 60% point of the term—see the Academic Calendar at https://web.iit.edu/registrar/academic-calendar for more details.

Students who do not attend or participate in class and fail to withdraw officially are assigned a midterm grade of "NA" indicating an apparent withdrawal due to non-attendance. There is no credit or tuition refund associated with this grade.

Students who withdraw from all of their courses are seeking a leave of absence or withdrawal from the university. The procedure for requesting a leave of absence or withdrawal from the university (see the Leave of Absence or Withdrawal from the University page at https://web.iit.edu/registrar/registration/leave-absence) must be followed when a student attempts to drop or withdraw from their only or last registered class.

How should I communicate with my instructors and advisors about this?

Should you decide to withdraw from a course, you should email your faculty advisor to set up a meeting to discuss the withdrawal with them. Be sure to provide your advisor with your reasoning while allowing them to provide you with additional insights regarding the costs and benefits of withdrawing from the course. If you and your advisor agree on having you withdraw from the course, then you should also email your instructor to set up an in-person meeting to let them know what you and your advisor discussed.

Who do I contact for further information?

Office of the Registrar:

For in-person, over-the-counter services for the Office of the Registrar, please visit the One Stop:

Illinois Institute of Technology
One Stop Student Service Center
3201 South State Street
The McCormick Tribune Campus Center, Room 106
Chicago, IL 60616
Email: onestop@iit.edu
Phone: 312.567.3810
Web: web.iit.edu/onestop
Business Hours: Monday-Friday, 8:30 a.m.-5 p.m.

Office of the Registrar
3424 South State Street
Tech South Building, Suite 2016
Chicago, IL 60616
Email: registrar@iit.edu
Phone: 312.567.3100
Fax: 312.567.3313

Requesting an "Incomplete"

What is an incomplete "I" grade?

A grade of 'I' is assigned at the instructor's discretion in the case of a student's illness or unforeseeable circumstances that prevents successful completion of course requirements by the end of the term. A written agreement between the student and instructor should detail what the student must do to earn a satisfactory grade. **Students may submit this request ONLY if substantial equity (work) has been submitted for the course thus far and the course cannot be completed due to illness or unforeseeable circumstances.**

How can requesting an incomplete help me?

Should an unexpected event occur that prevents you from being able to complete a course, requesting an incomplete (I) grade allows you time to cope with the situation while still being able to successfully complete a course given extra time.

Who do I contact for further information?

Registered students can request a temporary grade of 'I' (incomplete), prior to finals week of the current term, by submitting a request form (Incomplete Request Form found here: https://my105.iit.edu/registrar/forms/view.php?id=30257) for consideration to the primary instructor of the course. Instructors forward approved requests to the Office of the Registrar for processing before finals week of the current term. For more information about grades and the grading policy, consult the official Grade Legend found here https://web.iit.edu/registrar/academics/grade-legend .

Requesting Accommodations

What is an accommodation?

Reasonable Accommodations are adjustments to policy, practice, and programs that "level the playing field" for students with disabilities and provide equal access to IIT's programs and activities. Examples include the administration of exams, services such as note taking, sign language interpretation, use of assistive technology, and coordination of accessible housing needs.

Accommodations are determined on a case-by-case basis after the Center for Disability Resources (CDR) considers both the student's needs as described in their disability documentation and the technical academic standards of their course or program. Faculty members also have the opportunity to consult with the CDR on the final determination of accommodations for each of their courses and for each student. Some accommodations may be appropriate in one course or program, but not in another.

How can an accommodation help me?

Accommodations are helpful to students with disabilities as they are designed to remove barriers to learning. If you're having difficulties achieving your academic goals and have a disability, pursuing accommodations may be the right choice for you.

What do I do if I think I might need an accommodation?

If you feel like you might need an accommodation, talk to your doctor, therapist or other treatment provider to explore the possibility as they will be the one to provide you with the clinical documentation needed to qualify for accommodations. The Center for Disability Resources (CDR) is also available for consultation if you have any questions or need a referral to an appropriate treatment provider.

Who do I contact for further information?

Center for Disability Resources

3424 S. State Street,
Suite 1C3-2,
Chicago, IL 60616
Tel: 312.567.5744 | TDD: 312.567.5135 | Fax: 312.567.3845
disabilities@iit.edu

Medical Leave of Absence

How do I know if I'm eligible to take medical leave?

- Undergraduate degree-seeking students who need to withdraw from the university with the intention of returning and completing their degree program may apply for a leave of absence. This request is made through the Undergraduate Academic Affairs channel in the MyIIT portal (my.iit.edu). All requests for a leave of absence will be reviewed by the Office of Undergraduate Academic Affairs and requests must be submitted by the end of the 12th week of the semester to take effect that semester. Any request submitted after the 12th week will take effect the following semester; however, exceptions can be made due to special circumstances. A leave of absence cannot exceed one academic year and can be extended if appropriate documentation is submitted.

- Students requesting a leave of absence due to medical reasons must contact the Student Health and Wellness Center. A medical leave of absence is granted only after a student meets with this office.

- International students must comply with additional regulations when requesting a leave of absence. See iit.edu/international-center for additional details.

What happens to my grade in the class if I take a leave?

Any classes that are removed from a schedule are considered to be withdrawn. In such cases, the course will appear on official transcripts with a grade of "W". This grade indicates that a student withdrew from a course, but it does not affect the student's GPA.

What do I do when I want to return?

- Students returning from a leave of absence must submit an application for reinstatement to the Office of Undergraduate Academic Affairs. The deadlines for reinstatement are June 15 for the fall semester, November 15 for the spring semester, and April 15 for the summer term. Any applications received after the deadline will be assessed a late fee.

- Students returning from a medical leave of absence must contact the Student Health and Wellness Center and submit appropriate documentation. Students can only be reinstated from a medical leave with the approval of this office.

- If a student took courses at another college or university during a leave, official transcripts must be sent to the Office of Undergraduate Academic Affairs.

- International students must contact the International Center after being reinstated to the university.

Who do I contact for further information?

Office of Undergraduate Academic Affairs

IIT Tower, Suite 2F9-1

10 West 35th Street

Chicago, IL 60616

Tel 312.567.3300 | Fax: 312.567.3302

ugaa@iit.edu