

**SURVIVING AND THRIVING AFTER THE STORM:
ADDRESSING LIFE CHALLENGES
TO PROMOTE
ATTENDANCE, PARTICIPATION, PERSISTENCE AND SUCCESS**

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COVID-19 and the: SOCIAL DETERMINANTS OF HEALTH

- ▶ For many people, the C-19 pandemic increases individual and family:
 - ▶ **financial problems and economic losses**; from their own or their family member's loss of jobs or opportunity, income or property.
 - ▶ **health, food, housing, and transportation insecurity.**
 - ▶ **dependence on family to obtain necessities.**
 - ▶ **blaming, shaming and controlling behaviors** by family or partners.
 - ▶ **difficulty finding safe, private, open places** to contact family, friends or community resources in times of trouble, illness, hurt or fear .
 - ▶ **lack of safety at home** (sheltering in place with an abuser; more isolation and less safety in college dormitories or communities)
 - ▶ **isolation or lack of contact and support from family/friends** (social distancing, remote school/work, loneliness, increased risk of family violence)
 - ▶ **prejudice and fears of contacting the police, courts, or healthcare providers.**
 - ▶ **fear of judgement, retaliation or “weaponization” of the virus.**

USE “CARE” TO CONNECT, COMMUNICATE, COLLABORATE

- ❖ **Communicate** openly, honestly and fairly without judging, blame or shame.
- ❖ **Accept responsibility** for your thoughts, words, choices, acts & inactions.
- ❖ **Respect others’** space, bodies, feelings, thoughts, needs and wants.
- ❖ **Empathize** and understand their feelings, fears, strengths and needs.
- ❖ **Seek common ground** “win-win solutions” and wise outcomes to conflict

COLLEGE STUDENTS TODAY

- ▶ Fewer are “traditional” college students aged 18-24 years old.
- ▶ More are “non-traditional college students:
 - ▶ First family member to attend college.
 - ▶ Members of minority racial, ethnic, religious groups.
 - ▶ Immigrants, non-citizens or first-generation Americans.
 - ▶ Financially independent: supporting themselves, children and/or parents.
 - ▶ Pay school fees “as they go” with credit cards, 2 jobs, employer tuition plans.
 - ▶ Experience housing, food, health care and transportation insecurity.
 - ▶ Work/school/life balance; time and money preclude campus life involvement.

RESOURCES NEEDED

- ▶ On Campus
 - ▶ Student rest/relaxation space
 - ▶ Food/personal care closet + food pantry relationship
 - ▶ Nursing station + Urgent Care/Hospital relationship
 - ▶ Clothing closet + resale clothing shop relationship
 - ▶ Blankets and more - household items cupboard, resale event
 - ▶ Ride sharing, transportation fund, bus passes and Uber rides
 - ▶ Child Care on site, relationships, lists
 - ▶ Housing and Emergency shelter relationships, lists
 - ▶ Personal use computers
- ▶ Community resources lists/boards
- ▶ Information about 211 in your areas

ADVERSE CHILDHOOD EXPERIENCES: The ACES Study

- ▶ US CDC and Kaiser Permanente study completed from 1995 to 1998.
- ▶ Diverse population of 17,000 participants; ages birth to 18 years old.
- ▶ Follow-up studies included 450,000 participants across the life span.
- ▶ Adverse Childhood Experiences (ACES) can contribute significantly to negative adult physical and mental health outcomes.
- ▶ ACES impact over 60% of adults; and can be multi-generational.
- ▶ Individual or family experiences compound the effects of ACES:
 - ▶ Persistent poverty
 - ▶ Community violence
 - ▶ Prejudice and discrimination
- ▶ Protective factors mitigate the effects of ACES and compounding factors.
- ▶ The ACES study is one foundation for trauma-informed care concepts.

10 BASIC CATEGORIES OF ACES

- ▶ Physical abuse (1:3-5)
- ▶ Sexual abuse (1:5)
- ▶ Emotional abuse (1:9)
- ▶ Physical neglect
- ▶ Emotional neglect
- ▶ Loss of parent (death, divorce)
- ▶ Violence toward mother
- ▶ Family mental illness (1:15)
- ▶ Incarcerated parent (1:30)
- ▶ Parental substance abuse (1:4)

ACES' EFFECTS = CUMMULATIVE

- ▶ smoking
- ▶ substance abuse 7X risk
- ▶ use of illicit drugs 10X
- ▶ suicide attempts 12X
- ▶ promiscuity
- ▶ obesity, physical inactivity
- ▶ chronic health conditions
- ▶ ADHD & learning difficulty
- ▶ reproductive health issues
- ▶ difficulties in parenting
- ▶ poor mental health - anxiety, depression, PTSD
- ▶ self-harm, suicide
- ▶ low life satisfaction
- ▶ poor academic achievement
- ▶ intimate partner violence,
- ▶ multiple unhappy marriages
- ▶ injuries
- ▶ early death

RISK FACTORS: CHILDREN LEARN WHAT THEY LIVE

- ▶ Family history of abuse.
- ▶ Parent does not understand child's needs, or parenting skills.
- ▶ Young, uneducated, single, poor parent
- ▶ Partner is not the child's other parent.
- ▶ Parent believes abuse or maltreatment is normal or "OK."
- ▶ They are isolated
- ▶ Parents' relationships are disorganized or violent
- ▶ Parent interacts poorly or negatively with child,

PROTECTIVE FACTORS CAN BREAK THE CYCLE- LESSONS FROM MILTON HERSHEY

- ▶ Supportive family/network
- ▶ Nurturing parenting
- ▶ Stable relationships
- ▶ Household has rules, expectations
- ▶ Education
- ▶ Steady employment or income
- ▶ Safe, stable housing
- ▶ Health care, services
- ▶ Role models/mentors
- ▶ Child Protective Services

DATING IS

- a stage of romantic human relationships where two people meet socially to assess the other's suitability as a prospective partner in an intimate relationship.
- a form of courtship, consisting of social activities done by the couple, either alone or with others.
- two people exploring whether they are romantically or sexually compatible by participating in dates with each other.
- protocols and practices vary considerably across generations, genders, race or ethnicity, nationality, religion and other factors.
- dates occur via telephone, mail, computer or in person.

PEOPLE IN HEALTHY DATING RELATIONSHIPS

- **Take on** their partner's habits, interests and mannerisms.
- **Support each other's** growth and development.
- **Share** their thoughts, reactions and emotions.
- Engage in frequent, **consensual, non-sexual touch**.
- Pay **less attention to other attractive people**.
- **Feel positive** aspects of commitment (joy, fulfillment and belonging).
- Perceive **less negative commitment** (worry, irritation and hurt).
- Feel **less constrained by commitment** (tied down, stuck and stifled)

UNHEALTHY OR VIOLENT DATING RELATIONSHIPS INCLUDE:

- violence, distrust or cruelty,
- a lack of responsibility,
- power, control or decision-making imbalances,
- blaming and shaming,
- manipulation and coercion,
- extreme (and unreasonable) jealousy,
- stalking, following or monitoring
- potential involvement in sex or labor trafficking

ANYONE CAN BE A VICTIM

- ▶ regardless of
 - ▶ gender or gender identity
 - ▶ race or ethnicity
 - ▶ place of birth, national origin or citizenship
 - ▶ religious faith or tradition
 - ▶ education and occupation
 - ▶ income
- ▶ People who are especially vulnerable include
 - ▶ adolescents and young adults (11-23 years old)
 - ▶ individuals with disabilities
 - ▶ members of minority groups

RED FLAGS OF DATING VIOLENCE: DOES YOUR DATING PARTNER USE:

Aggression

(threats or harm to you, your child, pet or property)

Exerting power and control

(of decisions, computer or internet use, activities or money)

Possessiveness or jealousy

Self-centeredness

Manipulation

(about money, substance use, sexuality, birth control)

Frequent criticism or belittling

Volatility

(like mood swings or difficulty managing anger)

Dishonesty

Irresponsibility

(misuse of resources, shared income etc.)

INTIMATE PARTNER VIOLENCE IS

a pattern of behavior that is intended to obtain or maintain power and control over another person in a close relationship.



“Intimate partner” includes current and former spouses, co-parents and dating partners.

Females and males can be abusers in heterosexual or same-gender relationships.



Gay, lesbian and transgender individuals face higher-than-average rates of both bias-related and partner violence, often resulting in the cascading effects of vulnerability, including homelessness and substance abuse.

RED FLAGS FOR INJURIES

- ▶ **MENTAL:** Effects of blaming, shaming, put-downs and threats.
- ▶ **EMOTIONAL:** Sadness, depression, anger, guilt, fear.
- ▶ **FINANCIAL:** Loss of money, possessions, property, credit, identity.
- ▶ **PHYSICAL:** Bruises, contusions, sprains, fractures, burns, concussion.
- ▶ **SEXUAL:** Genital injuries, rape, unplanned pregnancy, STDs.
- ▶ **STALKING:** Unwanted, hurtful or obscene calls, emails, texts, tweets.

- ▶ **RED FLAGS:**
 - ▶ *Unexplained injury or explanation not consistent with injury*
 - ▶ *Pattern of increasing frequency and severity of injuries*
 - ▶ *Weapons, threats or acts that can or do cause death*

DIGITAL ABUSE

Posting insulting or demeaning messages via phone, text, email, snapchat etc.

Using social media sites to track what you do, who you contact, where you go and with whom.

Asking for, demanding or sending sexually explicit photos or videos.

Going through, taking or destroying your phone or computer.

Ordering you not to turn off your phone.

Punishing you for not answering your phone or responding to e-mails, texts, tweets etc.

STALKING

Contacting, calling, messaging or visiting you at home, school or work after you have told them not to do so.

Following you or waiting for you.

Sending you unwanted gifts, packages, letters or messages.

Behaving in a possessive, jealous or threatening manner.

Spying on you in person, by video or electronically.

POST AND SHARE SAFETY TIPS

Trust yourself and your instincts.

Stop all contact with the stalker.

Keep evidence of their contacts to you.

Carry a cell phone; memorize emergency phone numbers.

Limit the amount of personal information you post online.

Talk with trusted family or friends; rely on them.

Have a safe place (not home) to go in an emergency.

Try not to travel alone; vary routes and routines.

Report the harassment to local police, school or workplace security.

Alert credit bureaus; have a fraud alert on your credit cards.

Seek a protection from abuse order.

Contact a domestic violence services agency for FREE and confidential help.

HOW CAN YOU HELP?

Listen patiently, supportively and without judgment.

Understand

- dating/intimate partner violence can affect all aspects of life: work, school, money, family etc.
- the victim wants the violence to stop; but may not be ready, willing or able to end the relationship.
- achieving safety is a process involving various systems, resources and support over a (long) time.

Be a resource for your client, student, friend or family member, particularly by reducing isolation, acknowledging fear and making warm referrals.

CREATE A TRAUMA INFORMED ENVIRONMENT

▶ Prepare

- ▶ Become educated about life challenges students commonly face.
- ▶ Have policies and procedures to recognize, respond and refer them.

▶ Create a warm and welcoming environment

- ▶ ALWAYS talk privately about relationship health, safety, needs.
- ▶ Welcome disclosures.
- ▶ Listen supportively, empathically and without judgment,
- ▶ Believe what is happening to them and validate their feelings.
- ▶ Understand they may not know their rights or what help is possible.
- ▶ Understand they may not be able to change their situation now.

OFFER HELP... BUT NOT RESCUE

- ▶ **Hear** the person's story or statement of the problem.
- ▶ Help them **stabilize** in a crisis.
- ▶ Recognize and **build on their strengths**.
- ▶ **Offer to help** them find resources
 - ▶ Make their own (safety) plan
 - ▶ Identify resources that may help
- ▶ **Use YOUR telephone or computer** to make warm referrals
- ▶ **Follow up** on the referral (with the person's consent).
- ▶ Comply with **mandated reporting** requirements.
- ▶ **Document** the situation, your response and the outcome.

WHERE TO TURN

Crisis Center North (Allegheny County)

(412) 364-5556 hotline 24/7/365

(412) 444-7660 text line 9am-9pm daily

www.crisiscenternorth.org chatline 9 am-9pm daily

PCADV (Pennsylvania)

<https://www.pcadv.org/find-help/find-your-local-domestic-violence-program/>

Greater Pgh Area Community Food Banks - (412) 460-3663

United Way Information and Referral - 211

Emergency - 911

CRISIS CENTER NORTH'S SERVICES FOR VICTIMS OF DOMESTIC VIOLENCE

Open, safe, free and confidential services include:

- 24/7/365 emergency support and safety planning.
- Medical advocacy.
- Legal advocacy.
- Assistance with applications for protection orders.
- Adult and children's counseling.
- Adult support group.
- Economic empowerment,
- Tangible assistance.
- Rapid rehousing.
- Animal care assistance.
- Support for family and friends.

MODEL SELF-CARE: BUILD RESILIENCE

- ▶ A **sense of self** is the way a person thinks about and views their traits, beliefs, and purpose within the world. In a nutshell, a strong **sense of self** may be defined by knowing your own goals, values and ideals.
- ▶ Challenges to your sense of self might include:
 - ▶ Loss of control over your life; especially due to Covid-19.
 - ▶ Ongoing difficulty meeting competing demands.
 - ▶ Unsafe or unhealthy relationships.
 - ▶ Bullying, abuse, or neglect.
 - ▶ Prejudice or discrimination.
 - ▶ Unrelieved stress leading to “burn out.”

BUILD YOUR CONFIDENCE, OPTIMISM AND RESILIENCE.

- Savor healthy food.
- Enjoy physical exercise.
- Sleep 6-8 hours/night.
- Set healthy boundaries.
- “Listen to your gut.”
- Validate yourself, your life and your feelings.
- Find joy and recharge your batteries”
- Practice grounding, mindfulness or yoga daily.
- Take a break-separate from what overwhelms you.
- Enjoy reading, music or films.
- Be creative.
- Care for your spiritual self.
- ▶ Plan for illness but don’t panic if you/others get sick.

KINDLY CONNECT... WITH YOURSELF (AND OTHERS)

- Follow best practices.
- Know co-workers.
- Build community.
- Do random acts of kindness.
- Negotiate win-win resolution to conflict.
- Leave work at work.
- Change your routines.
- Sit or walk outside.
- Connect with a friend every week.
- Write or draw in a gratitude journal.
- Use your five senses to explore your world.
- Travel to a new place.

IN CONCLUSION:

- ▶ **Plan, prepare and practice.**
- ▶ Have **confidence** in yourself.
- ▶ **Trust** yourself and others.
- ▶ **CARE** about yourself and others.
- ▶ *Remember **you are not alone**... others can help.*
- ▶ Focusing on relationship health, safety and wellness is **time well spent.**
- ▶ **Welcome disclosures...** without judgment.
- ▶ **Show you understand** the student's situation and challenges.
- ▶ **Believe in their potential.**
- ▶ **Share** their unique journey.
- ▶ **Plant seeds of hope.**

THANK YOU!

- ▶ For all you do for your students, their families and others.
- ▶ For participating today.
- ▶ For completing our short program evaluation.
- ▶ https://pennstate.qualtrics.com/jfe/form/SV_ba7eKRwyZfQomW2