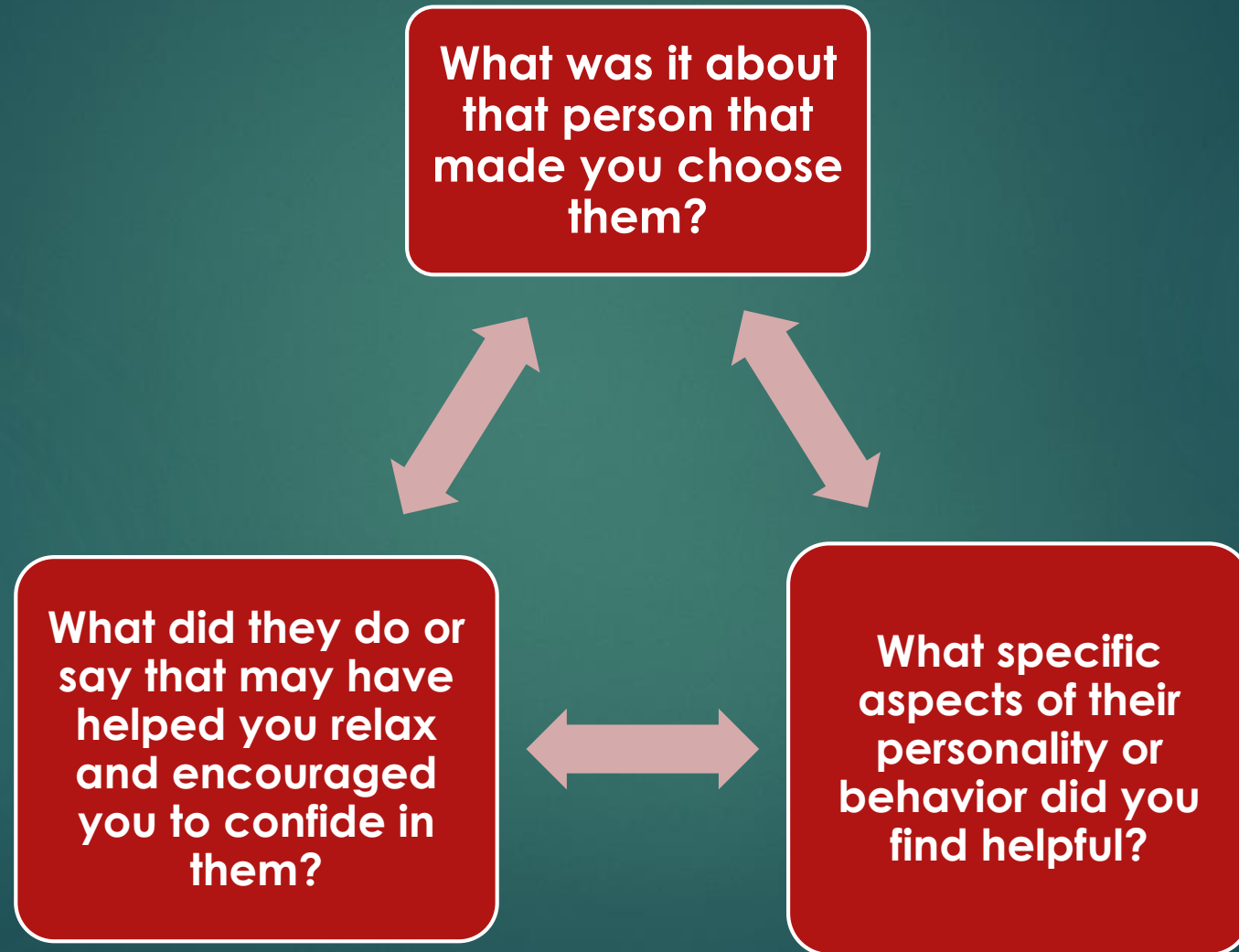


Responding to Students in Distress

DR MARK ROBINSON
STUDENT COUNSELLING SERVICES
TRINITY COLLEGE DUBLIN



THE IDEAL HELPER



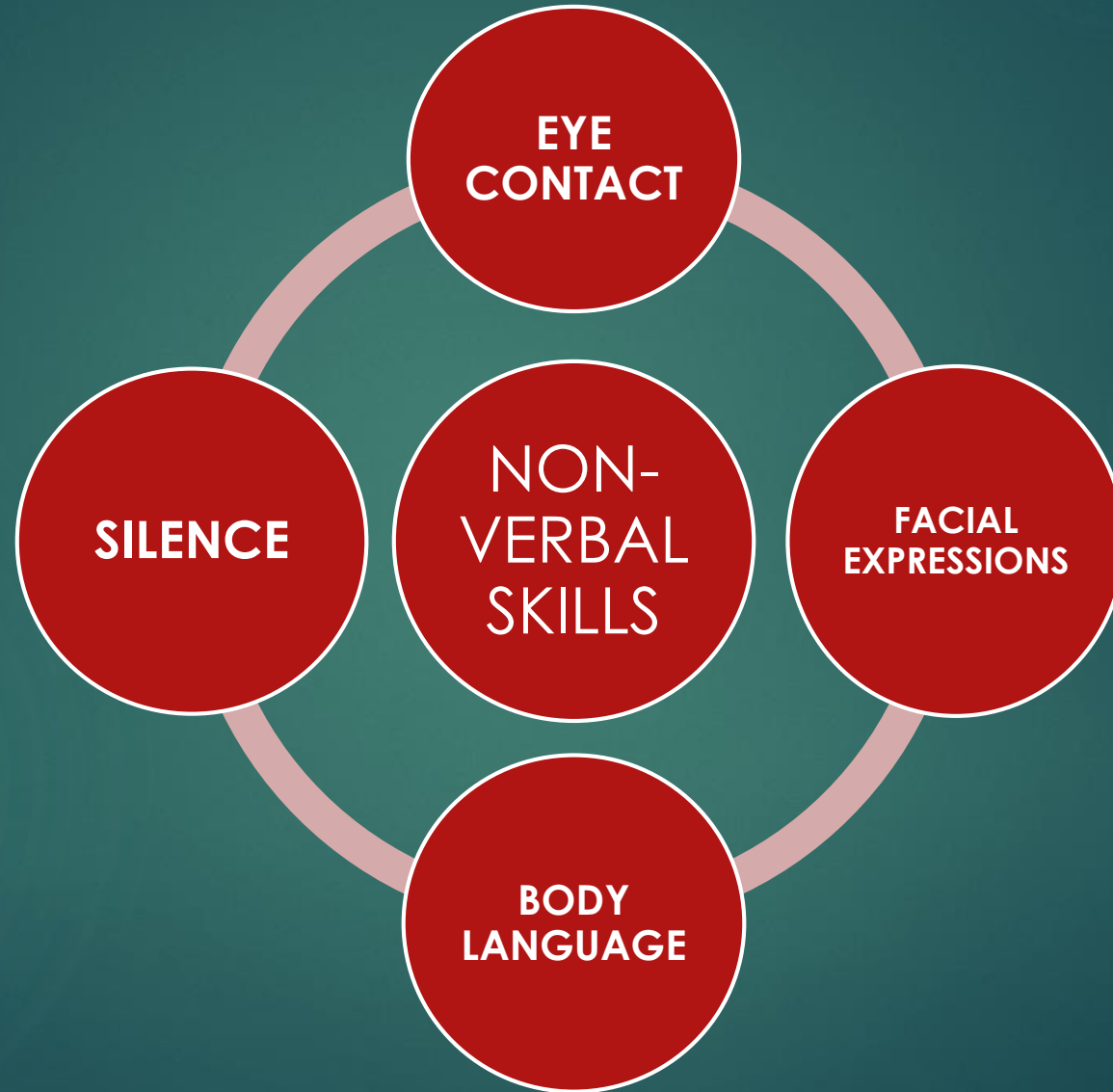
AIMS AND FEARS

- ▶ To reach out to that student that you notice may be struggling and to help that student who is overwhelmed to contain
- ▶ To facilitate the student to reflect on their experience and to share those reflections with us so that we then can do what we always do well (support, refer) with more information
- ▶ I won't be able to help / I'll hurt somehow or I'll miss something

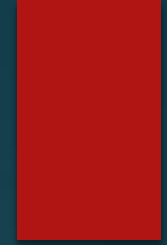
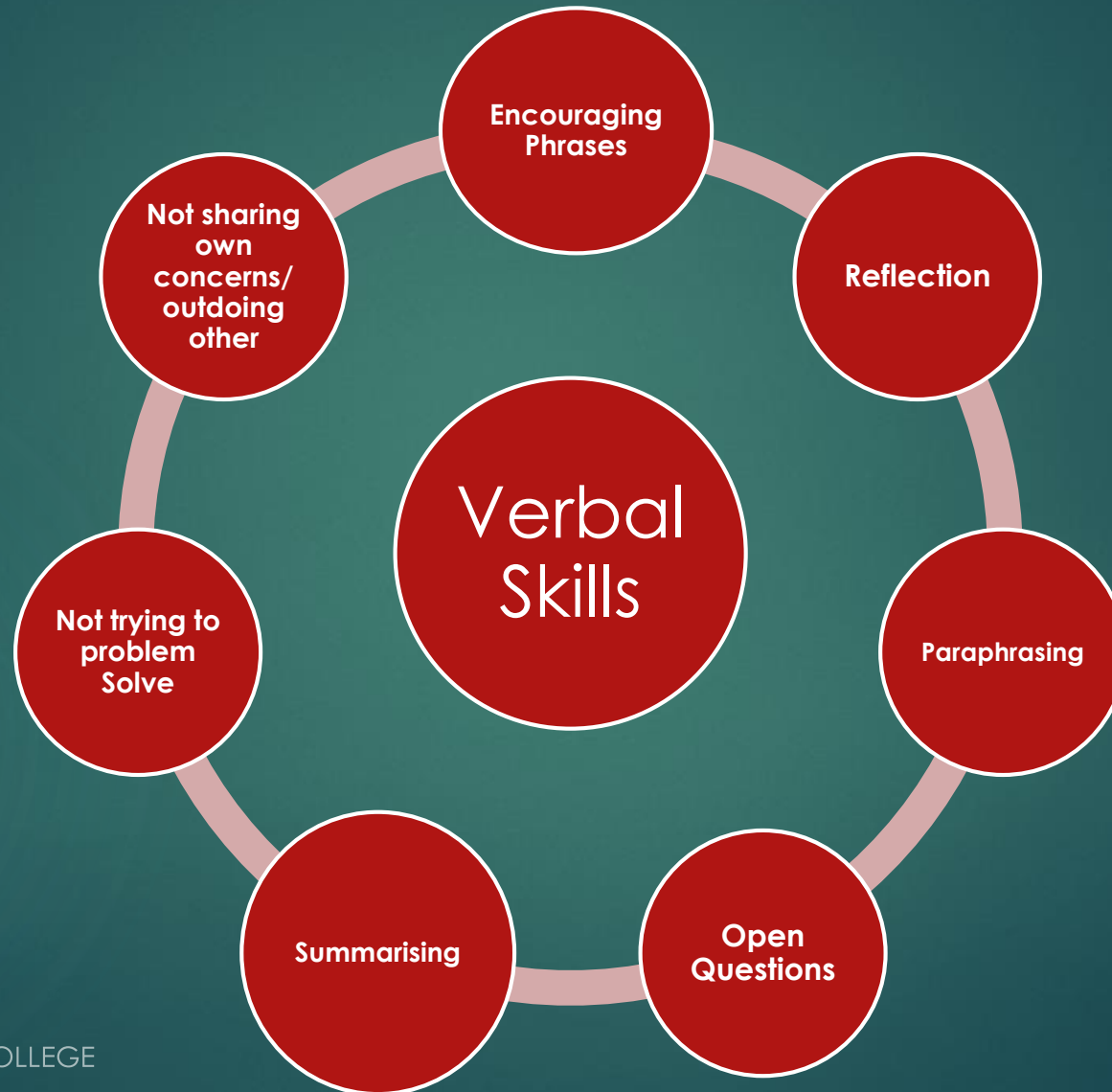
EMPATHY VS. SYMPATHY



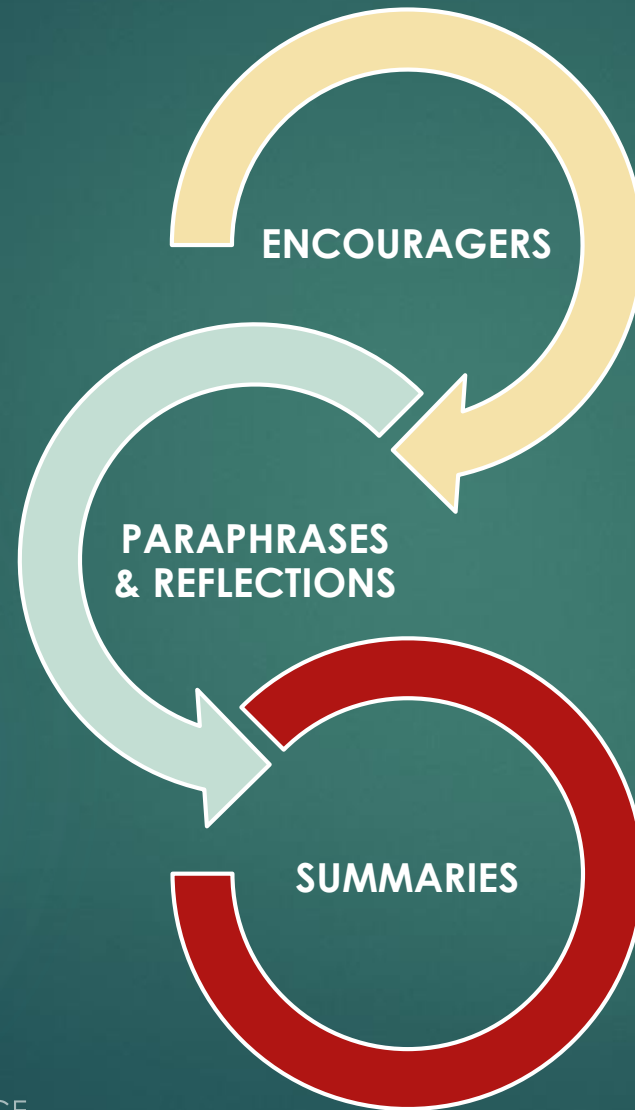
ACTIVE LISTENING SKILLS



VERBAL ACTIVE LISTENING SKILLS



ACTIVE LISTENING SKILLS



- **ENCOURAGERS, PARAPHRASES AND SUMMARIES CONVEY THAT WE ARE WORKING TO UNDERSTAND THE OTHER PERSON.**

PARAPHRASING

To paraphrase or reflect, choose the most important details of what someone has just said and speak them back. Paraphrases are in your own words and reflections are in the other person's words.

EXAMPLE

I have just broken up with Andy. The way I was being treated was just too much to bear. Every time I mentioned it Andy would just shut me down. I feel so much better now.

REFLECTION: It was just too much to bear.

PARAPHRASE: You feel much better after breaking up with Andy.

SUMMARISING

Summaries pull together verbal and non-verbal comments from the other person over a period of time, highlighting key parts of the communication, restating them as accurately as possible.

EXAMPLE

Joan is listening to Mary. Mary, has been speaking for 5 minutes- she is feeling down, behind in college, concerned about her relationship with her boyfriend, and overwhelmed by parents' demands.

Here is what a succinct, tentative summary would sound like:

INTRODUCING PARAPHRASES AND SUMMARIES

- ▶ ○ 'So what you are saying is...'
- ▶ ○ 'I hear you saying that...'
- ▶ ○ 'If I understand correctly, you...'
- ▶ ○ 'You are telling me that...'
- ▶ ○ 'It sounds like you...'

POSSIBLE SUMMARY

“It sounds like you are feeling really low and you’re worried your coursework isn’t going well. Things with your boyfriend aren’t the best, and you’re unhappy with the amount of stress your parents are putting on you to get a first.

Does that sound right?”

ROLE PLAY

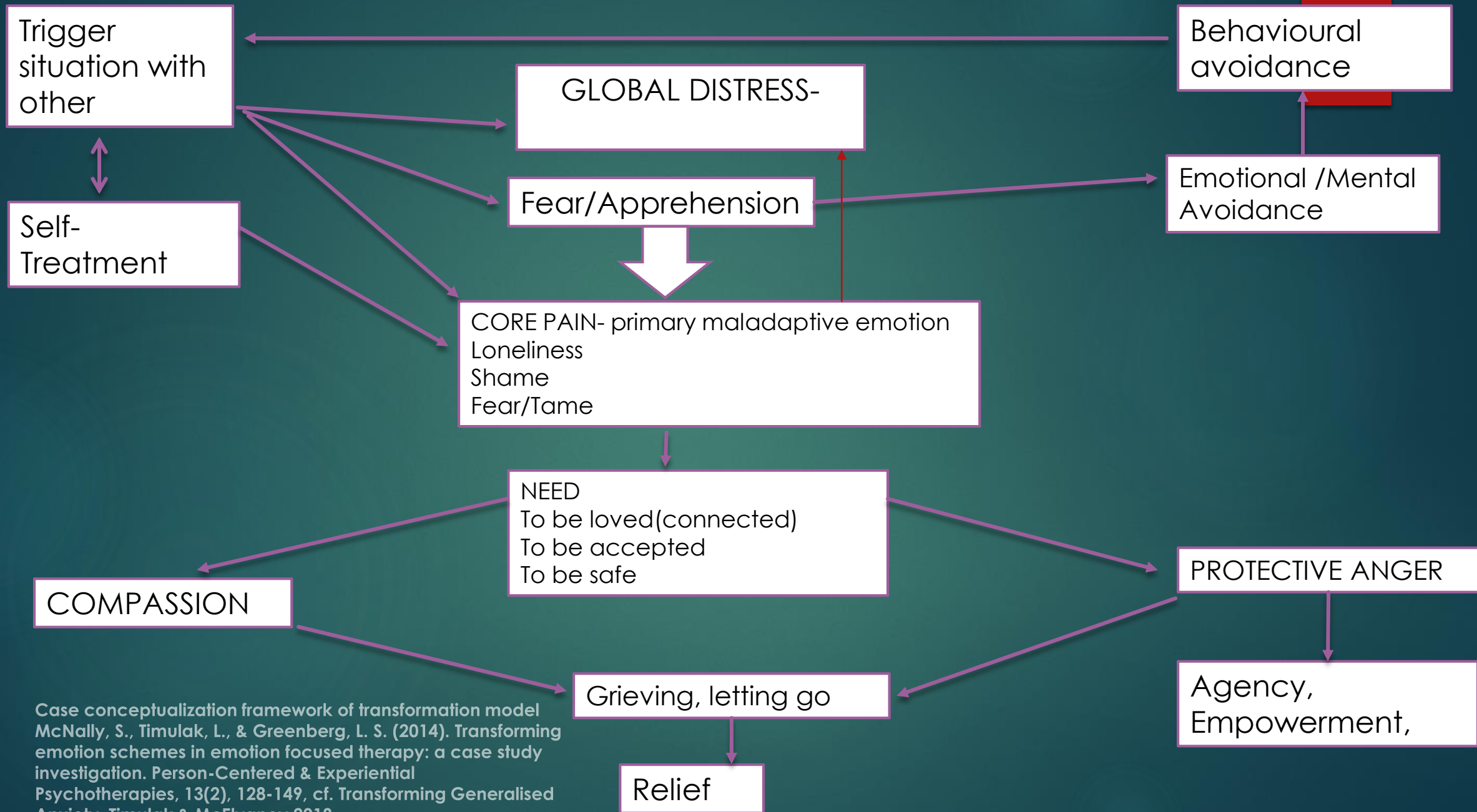


1 speaker
1 listener- use reflection, paraphrase, summary
Observers give feedback

ROLE PLAY

SPEAKER TALKS ABOUT BEING VERY STRESSED DUE TO:

- Needing very high exam/ project/ assignment/ placement scores to get the qualification they want not sure they can get these
- Summer plans have recently fallen through due to money worries



Case conceptualization framework of transformation model
 McNally, S., Timulak, L., & Greenberg, L. S. (2014). Transforming emotion schemes in emotion focused therapy: a case study investigation. *Person-Centered & Experiential Psychotherapies*, 13(2), 128-149, cf. Transforming Generalised Anxiety, Timulak & McElvaney 2018

SKILLS TO DEVELOP

- ▶ • Good listening
- ▶ • Knowledge regarding college policies.
- ▶ • Ability to empathise.
- ▶ • Awareness regarding referrals to appropriate services.

CHALLENGES

- ▶ • Setting boundaries
- ▶ • Time constraints
- ▶ • Other commitments and stress
- ▶ • 'Leaving work in work'
- ▶ • Supervision / debriefing
- ▶ • Unrealistic goals