# **GRAND CHALLENGES OPPORTUNITIES**

USC ROSSIER SCHOOL OF EDUCATION

REIMAGINING MENTAL HEALTH AND WELLNESS IN EDUCATION

#### PART 4

### Supporting the Caregivers: Staff Perspectives

This panel focuses on the experiences of practitioners within educational systems, exploring how their well-being shapes the broader community.

Panelists will discuss the unique challenges faced by staff in caregiving roles and examine how institutions can cultivate environments that promote balance, inclusion, and holistic support.

Through diverse perspectives, this session will explore the critical connections between staff and practitioner well-being and the overall health of educational systems.

#### MODERATOR



Pedro A. Noguera **Emery Stoops and** Joyce King Stoops Dean, USC Rossier School of Education

#### **PANELISTS**



**Brandi Junious** Director of DEI Workplace Associate Vice Provost for Wellness, USC Race & **Equity Center** 



**Lynette Merriman USC Campus Support and** Intervention



Robin Scholefield Senior Associate USC Athletic Director of Culture, Wellbeing & Sport Psychology



Steven Siegel Chief Mental Health and Wellness Officer, Keck Medicine of USC



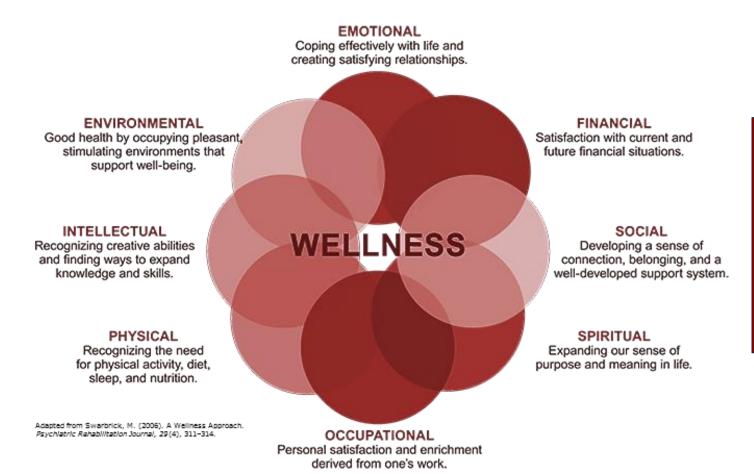


### **Brandi Junious**

Director of DEI Workplace
Wellness
USC Race and Equity Center

Inclusive Support through Whole-Person Wellness

### **Inclusive Whole-Person Wellness**



- Caregivers in learning spaces are giving their full selves to this work, whole-person wellness considers the multidimensional impact of that effort and seeks to tend to all aspects of a person's wellbeing.
- It's also important to approach wellness through a lens of inclusion since what we each need to be well is different.



### **Changing Outcomes**

1.

Whole-person wellness is an entry point for us to start thinking about what differentiated support can look like.

- It asks us to move beyond thinking about wellbeing only in terms of physical wellness programs like community walks, team yoga, and healthy eating challenges
- It helps us understand how holistic wellness supports people across identities in more meaningful ways.

2.

We are whole people, so any wellness initiative needs to consider our full wellness, not just the elements that directly link to worker productivity.

 We bring our life experiences, good or bad, to work with us and bring our work experiences, good or bad, home with us. So, one always impacts the other.

3.

If we do not consider social determinants of health in our wellness programming, our caregivers will have adjacent wellness issues that impact their work.

4.

Caring for one's well being allows them to show up more fully to their role and continue to support others, which leads to better outcomes for them and those they serve.



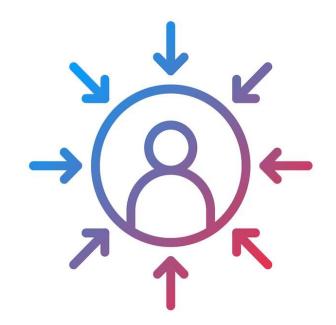
Why is an inclusive wholeperson wellness approach so important?



# **Human-Centric Approaches to Wellbeing**

# Broader implications for cultivating care through human-centric approaches to wellness:

- Human-centered approaches to wellbeing, like the whole-person wellness framework, help us to better understand and respond to role-based trauma and the need to mitigate it. These approaches allow us to see caregivers as the holders and stewards of grief needing multidimensional, differentiated care to process and make space to continue in the work.
- Whole-person wellness acknowledges the compounding nature of role-based trauma and gives spaces for caregivers to receive support in multiple areas simultaneously.
- These types of frameworks help us move away from models that engage wellness for the exclusive sake of productivity and promote the intrinsic value of wellbeing, which inevitably benefits the collective.
- This approach also allows us to tend to ourselves as caregivers and recognize when we've been holding second-hand trauma as we support other caregivers.

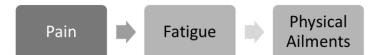




### **How to Recognize Second-Hand Trauma**

What is Second-Hand Trauma? Second-hand trauma, secondary traumatic stress, and vicarious trauma all refer to the emotional distress someone experiences when listening to the first-hand trauma of others. For helping professionals, the essential act of listening to traumatic stories may take an emotional toll affecting professional functioning and quality of life. Awareness of the effects of this indirect trauma exposure is integral to protecting the health of the caregiver and ensuring they can continue to provide the best possible care or service.

#### **Physical Symptoms**



#### **Emotional Symptoms**





Utilizing a whole-person wellness approach to stress management can help combat the impact of secondhand trauma.







### **Lynette Merriman EdD**

USC Associate Vice Provost for Campus Support and Intervention (CSI)
Adjunct Professor, USC Rossier

# Supporting the Support Team Through a Leadership Lens

### Leader/Manager/Practitioner Role



- Background
- Work of CSI
  - collaboration, consultation, communication
- Level 2 relationship lens\*
- Observe, listen, know



<sup>\*</sup>Schein, Edgar H. and Schein, Peter A., (2018). *Humble Leadership: The Power of Relationships, Openness, and Trust;* CA: Berrett-Koehler



- Know the team. Observe, listen. find the pulse
- Know
  - when a reset is needed
  - when you need to reset model self-care
  - you will mess up

"Who takes care of CSI?"



#### Steven Siegel MD, PhD







#### Chair of Psychiatry and the Behavioral Science, KSOM Chief Mental Health and Wellness Officer, Keck Medicine

#### **Care for the Caregiver Team:**

- Tammy Capretta, RN, MPH, Chief Transformation and Risk Officer
- Ed Hall, Executive Administrator of the Office of Integrated Risk Management
- John Brodhead, MD, Executive Vice Chair, Department of Medicine, KSOM Jonathan Wong, PsyD, Clinical Director
- Dara Weinraub, MSW, Program Director
- Tiffany Nakamura, MA, LPCC, Caregiver Emotional Wellbeing Coordinator
- Kristian Dijamco, BSN, MS-DRL-SW, Emotional Support and Wellness Counselor
- Rebecca Cahal, LCSW, MPH, Senior Program Manager
- Diana Gonzalez, Administrative Assistant

## **Keck Medicine's Care for the Caregiver**

**C4C Mission Statement:** Care for the Caregiver supports our Keck Medicine of USC workforce by helping to create an environment where staff, faculty, and trainees can thrive and provide outstanding patient care.

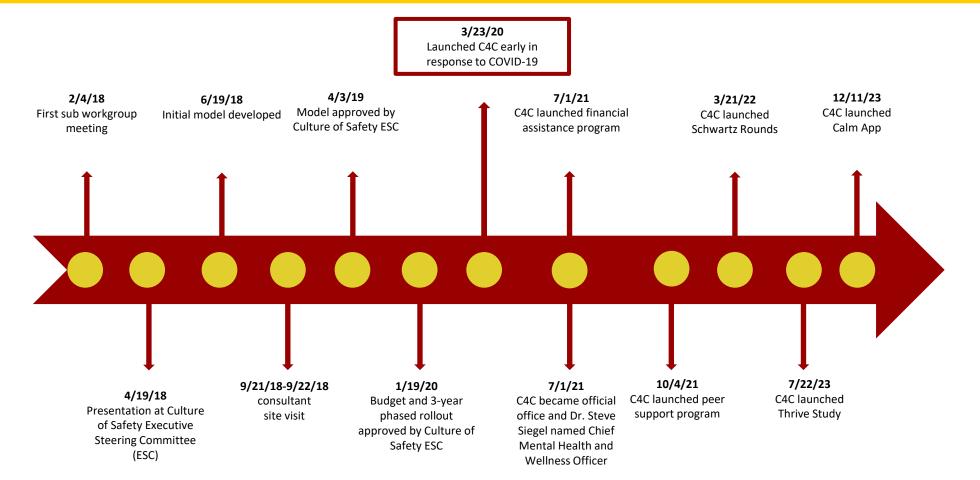
**C4C Vision Statement:** Care for the Caregiver is an exemplary healthcare wellness organization that fosters job fulfillment and meaning for all employees of Keck Medicine of USC.

**Founding Principle:** The wellbeing of our caregivers is directly related to patient safety and resilience.





## **Keck Medicine's Care for the Caregiver**





#### From Chaos to Calm: Guiding Teams through Natural Disasters

A comprehensive workshop designed to equip managers with the essential skills for supporting teams in the aftermath of natural disasters. Learn about the post-disaster mental health stages, how to navigate support conversations, and how to respond effectively when emotional situations are being shared. Participants will also learn practical strategies to help support their own wellbeing as they lead their team during turbulent times.



Led by Jonathan Wong, PsyD

- Assistant Professor in the USC Department of Psychiatry
- Clinical Director of Keck Medicine's Care for the Caregiver office

#### Virtual Workshops

Friday 1/24 from 6:30-7:30am and 12-1pm Monday 1/27 from 6:30-7:30am and 4-5pm Tuesday 1/28 from 6:30-7:30am and 10-11am Wednesday 1/29 from 10-11am Thursday 1/20 from 4-5pm

To register for any of the dates:

https://tinyurl.com/KeckC4CWorkshop



## **Human-Centric Approaches to Well-Being**

Culture & Thrive **Emotional** Peer Schwartz Support Workshops Engagement Study Support Support Rounds Groups Survey Phone Line Response AAAA C.A.R.E. Calm App Caregiver Resource Relaxation Smile Cart/ Hub Program **Emergency** Therapy Smile Bag Fund







#### **Robin Scholefield PhD**

Senior Associate Athletic Director Professor, KSOM Dept of Psychiatry Associate Director, CMH

Wellbeing & High Performing Teams:

Are we what we teach?



## **Components of Wellbeing in OUR Elite Environment**

- 1. Relationship Quality
- 2. Complete Identity/Sense of Self (who are you as a whole person)
- 3. Meaning & Purpose
- 4. Sleep
- 5. Ability to Manage Stress
- 6. Proper Fueling
- 7. Exercise
- 8. Social Media & Screens
- 9. RRR: Rest, Recovery, Rejuvenation
- 10. Mastery: athletic, academic, eventually vocation



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### **High Performing Team Behaviors**

- Team > Me
- High Energy & Effort
- Adapt
- Focus on Shared Purpose
- Teammates Matter
- High, Continuous Communication
- Continuous Accountability
- Seeks to Resolve Conflict



### Periodization: Well-Being During a Championship Sport Year

Post CFPs:	Jan & Feb:	March/April	May:	June & July:	August/Fall	Sept/Oct/Nov:	Dec Post
		Spring Ball:			Camp:		Season:
Standards reviewed	Build S&C Set Schedule	Build Team Culture	Exams	Build S&C (power & endurance) to	Affirm Culture	Performance Mindset	Exams
Physical &		IQ		last through fall season	Schedule set	Perfect Play	Purposeful
Psychological Recovery	Ahead in Academics	Technique	Recovery:	Deepen Culture	Ahead in	Football IQ	Recovery
Time Off	Build Team	Execute new Plays	Physical &	(spend time together)	Academics	Compete Relentlessly	S&C
Adjusted to	Standards	Compete every day in Practice	<b>Psychological</b>	,	Fine Tune Technique	Recover Relentlessly	Culture
new schedule	Technique	Push football IQ		Build Performance Mindset &	Hone Plays	Culture Diligence	Fine Tune
Focus on	Introduce new	Pusii lootbali iQ	Time Off	Emotional Control	Compete every	Maintain Physical	Everything
academics	plays	Purposeful Recovery (spring break)		Skills	day in Practice!	Competitive Endurance	Compete Relentlessly



# **Dignity**

DIGNITY	RESPECT
Given (birthright, worth)	Earned (by behavior)
All humans are worthy of care & attention (equal in dignity)	A person's action may not deserve respect
Has nothing to do with accomplishments/innate qualities	Admiration based on effort & accomplishments
Maintain our dignity through treating others with respect	Others' bad behavior doesn't give us a pass to treat them badly in return
Deserved no matter what we do	Our humanity needs to be respected



### 10 Essential Elements of Dignity (Hicks 2011)

- **1. Acceptance of Identity** no one inferior or superior to you
- **2. Inclusion** everyone on our team belongs, intentional
- **3. Safety** physical & psychological, free from shame/humiliation/retribution
- **4. Acknowledgment** full attention, listen to understand, respond to concerns/experiences
- **5. Recognition** validate & give credit
- **6. Fairness** treat staff justly
- **7. Benefit of the Doubt** treat staff as trustworthy/good motives
- **8. Understanding** believe what others think matters, solicit staff perspectives
- **9. Independence** allow others to act on their own, bolster's hope
- 10. Accountability acknowledge & commit to changing if you violate



### **Honor Dignity: Individual & Shared Purpose**



- --> Collective Results vs Ego/individual
- --> **Accountability** honors dignity, requires effort to not accept mediocrity
- Not including staff in decision-making & recovery from violations impedes
   Commitment
- --> **Debate** & maintain dignity
  Leaders own mistakes w/ subordinates
  Lack of empathy & artificial harmony avoids
  real issues
- --> Trust comes from leaders respecting dignity of each staff/unit & requires high competence & character, recognition/attention to needs, development of leaders/staff

### THANK YOU FOR COMING!





USC ROSSIER SCHOOL OF EDUCATION

**JOIN US FOR PART 5** 

Uplifting Educators: Teachers & Faculty Perspectives

Tuesday, March 4 | 4:00 PM