

## Resources for Stressful Times

# The 12 Warning Signs of Health

1. **Persistent presence of support network.**
2. **Chronic positive expectations; tendency to frame events in a constructive light.**
3. **Episodic peak experiences.**
4. **Sense of spiritual involvement.**
5. **Increased sensitivity.**
6. **Tendency to adapt to changing conditions.**
7. **Rapid response and recovery of adrena line system due to repeated challenges.**
8. **Increased appetite for physical activity.**
9. **Tendency to identify and communicate feelings.**
10. **Repeated episodes of gratitude, generosity or related emotions.**
11. **Compulsion to contribute to society.**
12. **Persistent sense of humor.**

**If 5 or more of these indicators are present, you may be at risk for full-blown health.**

For more information, contact [ocwellne@oberlin.edu](mailto:ocwellne@oberlin.edu) or [oswell@oberlin.edu](mailto:oswell@oberlin.edu)

The resources below offer a multi-partiality view of the Israel/Palestine conflict.

## Articles/Websites

- [Guy Burgess, Heidi Burgess, and Sanda Kaufman, “Applying conflict resolution insights to the hyper-polarized, society-wide conflicts threatening liberal democracies”](#)
- [Conflict Information Consortium \(CIC\): Beyond Intractability](#)
- [Ezekiel J. Emanuel, “The Moral Deficiencies of a Liberal Education” \(Op-ed\)](#)
- [Sam Harris, “The Sin of Moral Equivalence”](#)
- [Danya Ruttenberg: Life is a Sacred Text](#)
- [“What if Instead of Calling People Out, We Called Them In?”](#)

## Books

- Sara Ahmed, *Complaint!*
- Kazu Haga, *Healing Resistance: A Radically Different Response to Harm*
- Sam Horn, *Talking on Eggshells: Soft Skills for Hard Conversations*
- James W. Tamm and Ronald J. Luyet, *Radical Collaboration: Five Essential Skills to Overcome Defensiveness and Build Successful Relationships*
- Ximena Vengochea, *Listen Like You Mean It: Reclaiming the Lost Art of True Connection*

## Organizations

- [One Voice Movement](#): A grassroots movement to bring Israelis, Palesetinians, and their global allies to find solutions and resolution that “unlocks the full potential of both peoples – in this generation”
- [Wahat al-Salam/Neve Shalom \(Oasis of Peace\)](#): A village of Palestinian and Jewish citizens of Israel dedicated to building justice, peace, and equality in the country and region

## Videos

- [Loretta J. Ross, “Don’t call people out – call them in”](#)
- [Jim Tamm, “Cultivating Collaboration: Don’t Be So Defensive!”](#)
- [Nuseir Yassin \(NasDaily\), an Israeli-Palestinian, and his views on his own identity as well as the future of peace in the region and the world](#)

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## Resilience: Framework and Campus Resources

A Brandeis University resource guide, created March 2021

Prepared by:

Wendy Gordon, Care Team Manager

Leah Berkenwald, Director, Health and Wellness Promotion (HAWP)

Vilma Uribe, Assistant Director, Prevention, Advocacy, and Resource Center (PARC)

Mai Dewees, Program Coordinator, Graduate Student Affairs

## What is resilience?

A recent New York Times article<sup>1</sup> defines resilience as the ability to recover from difficult experiences and setbacks, to adapt, move forward, and sometimes even experience growth.

Resilience is dictated by a combination of genetics, personal history, environment, and situational context. So far, research has found the genetic part to be relatively small; you can think of resilience as a set of skills that can be, and often are learned. Part of this skill-building comes from exposure to very difficult – but manageable – experiences.

We can think of resilience as a function of interrelated systems: individual; family; community; institutional (school/workplace); local (town/city); and so on. Most of the research is currently at the individual level, but many items can be extrapolated.

Resilient individuals share the following:

- They have a positive, realistic outlook. They don't dwell on negative information; look for opportunities, strive to find the positive.
- They have a moral compass and a solid sense of what they consider right and wrong, and it tends to guide their decisions.
- They believe in something greater than themselves, often found through religious or spiritual practices. The community support that comes from being part of a religion also enhances resilience.
- They are altruistic; they have a concern for others and a degree of selflessness. They are often dedicated to causes they find meaningful and that give them a sense of purpose.
- They accept what they cannot change and focus energy on what they can change.
- They have a mission, a meaning, a purpose. Feeling committed to a meaningful mission in life gives them courage and strength.
- They have a social support system, and they support others.<sup>2</sup>

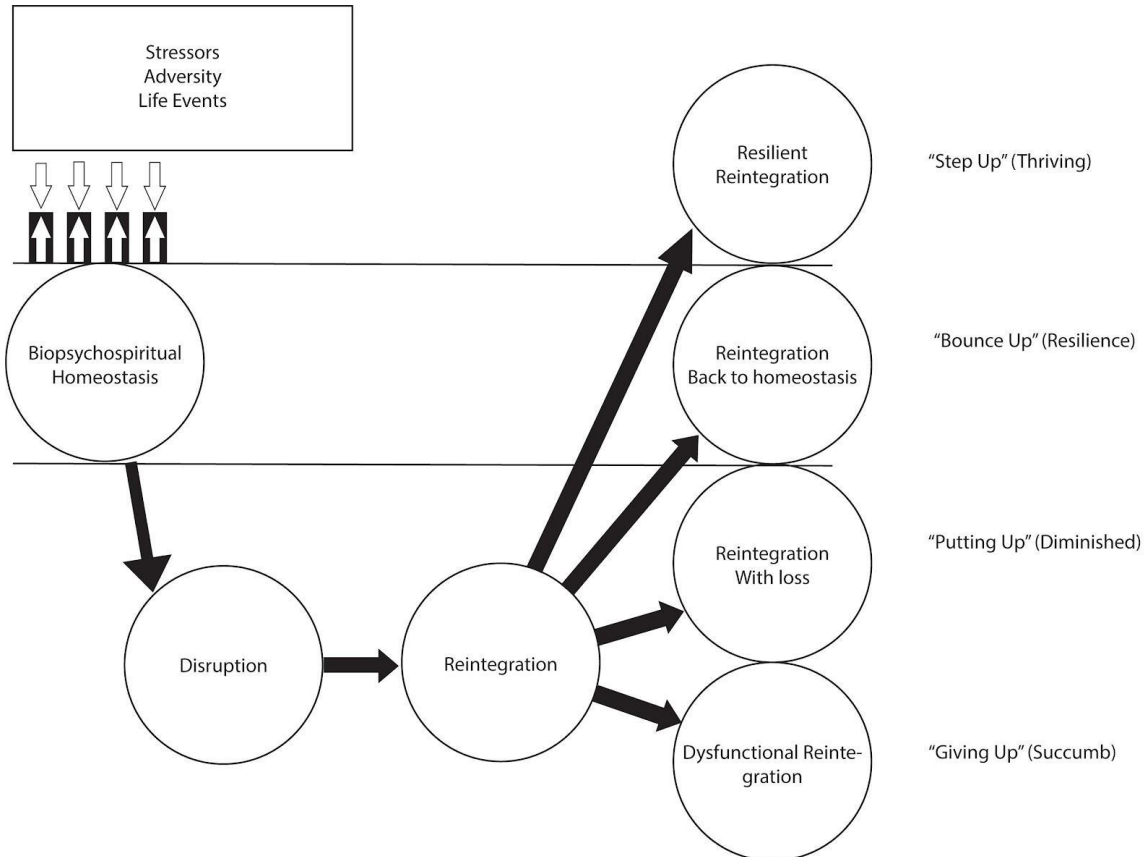
## Metatheory

We all experience stressful life events, but protective factors (individual and environmental) often support how we deal with them. Think of a low-level example of a roommate leaving stinky socks all around your shared space. Does this cause a disruption in your functioning? Why or why not? Do you ignore/give up, put up, use strategies to deal with it, etc.? The theory described below, from Glenn E. Richardson's article *The Metatheory of Resilience and Resiliency*, helps conceptualize a model of resilience. Can you think of a way to apply it to a stressful situation that happened to you or a friend?

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<sup>1</sup> Zimmerman, E. (2020, June 18). *What Makes Some People More Resilient Than Others*. New York Times. <https://www.nytimes.com/2020/06/18/health/resilience-relationships-trauma.html>

<sup>2</sup> Ibid.



The Resiliency Model, from Richardson, G.E. (2002). The Metatheory of Resilience and Resiliency. *Journal of Clinical Psychology*, 58(3), 307-321. <https://doi.org/10.1002/jclp.10020>

The Resiliency Model shows how people become resilient to adversity with the help of protective factors: Biopsychospiritual homeostasis is affected by disruptions (Stressors, Adversity, or Life Events). Once a disruption has disturbed homeostasis, different types of reintegration, with the help of protective factors or other qualities that promote resilience, can lead to different outcomes. The “Resilient Reintegration” in the model shows people as doing better than they were before.

**Skills**

Resilience is made up of skills, and like a muscle, we need to continually practice so the skills are available when we need it. The image below describes resilience skills: social engagement; self-awareness and self care; attention and focus; meaning; and how they connect to opportunities for practice. In the section below on campus resources, read about Brandeis options and opportunities to develop and/or strengthen resilience skills.



Framework for Building Student Resilience, from *Building Resilience*. Cornell University. <https://health.cornell.edu/resources/health-topics/building-resilience>

## Campus resources Resources for all students

### Arts Engagement

Connects campus and external community members to resources in the arts.

781-736-5008  
[arts@brandeis.edu](mailto:arts@brandeis.edu)

### Athletics

Provides opportunities to incorporate exercise into daily life. Includes access to group fitness classes, personal training, and exercise facilities including a weight and cardio area. Whatever your level, we can help you meet your fitness goals.

781-736-3657  
[kpage@brandeis.edu](mailto:kpage@brandeis.edu)

### **Brandeis Counseling Center (BCC)**

Meets the developmental, emotional & mental health needs of the students of the university. Multicultural treatment center committed to the values of diversity and inclusivity.

781-736-3730  
[bcc@brandeis.edu](mailto:bcc@brandeis.edu) (non-urgent)

### **Care Team**

Addresses concerning student behavior and non-emergency distress observed by staff, faculty, administrators, and students. Promotes safety, health, and well-being to support success. Assists struggling students, provides outreach, and connects them to resources. Provides support for student reporters as needed. Please note, the Care Team is not for emergencies (for emergencies call 781-736-3333 on-campus or 911 off-campus).

[Submit an I Care form](#)  
[careteam@brandeis.edu](mailto:careteam@brandeis.edu)

### **Center for Spiritual Life**

Offers a safe space for students to explore their spirituality and find their place in the world, on their terms.

781-736-3570  
[slife@brandeis.edu](mailto:slife@brandeis.edu)

### **Community Engagement and Service**

Empowers Brandeis students to be lifelong engaged global citizens and reflective thinkers through predominantly co-curricular community engaged leadership programs that mirror the needs of our community.

781-736-3237  
[communityservice@brandeis.edu](mailto:communityservice@brandeis.edu)

### **Dean of Students Office**

Serves as an advocate for all Brandeis students, strives to ensure the quality of their overall co-curricular experience at the university, and promotes opportunities for students to engage in leadership activities and to experience personal, social, and emotional growth and development.

781-736-3600  
[deanofstudentsoffice@brandeis.edu](mailto:deanofstudentsoffice@brandeis.edu)

### **Food Resources**

The Brandeis Food pantry (FRESH) is currently providing a GrabNGo system as well as working closely with Healthy Waltham. The FRESH GrabNGo provides access to non-perishable food options and hygiene products to students and to raise awareness about resources that are available both at Brandeis and within the greater Waltham community.

781-736-3546  
[foodpantry@brandeis.edu](mailto:foodpantry@brandeis.edu)

### **Gender and Sexuality Center (GSC)**

Provides leadership and expertise in creating a diverse, equitable, and inclusive university; providing education and training on LGBTQ+ identities; and fostering community for LGBTQ+ individuals and allies.

781-736-8583  
[gsc@brandeis.edu](mailto:gsc@brandeis.edu)

### **Health Center**

Provides medical assessment, diagnosis, treatment and specialty referral, as well as preventive and wellness health promotion.

781-736-3677 (business hours)  
781-239-1948 (after-hours urgent)  
[brandeishealthcenter@brandeis.edu](mailto:brandeishealthcenter@brandeis.edu)

### **Health and Wellness Promotion (HAWP)**

Coordinates campus-wide health and wellness efforts through evidence-based promotion and prevention strategies, such as educational programs and events, health information and resources, and peer education.

781-736-3678  
[hawp@brandeis.edu](mailto:hawp@brandeis.edu)

### **Intercultural Center (ICC)**

Dedicated to creating a haven of respect, education, and celebration that aims to foster growth and awareness of the myriad cultures of Brandeis University. The ICC fosters a welcoming community where diverse experiences and perspectives are valued and dedication to the understanding of cultures and ethnicities is essential. The ICC serves as the umbrella office for 15 diverse student clubs and organizations.

781-736-8580  
[interculturalcenter@brandeis.edu](mailto:interculturalcenter@brandeis.edu)

### **International Students and Scholars Office (ISSO)**

Determines visa eligibility; prepares and issues the visa documents needed for non-immigrant students, scholars, and their dependents to obtain visas in order to come to Brandeis University to study, teach, and/or conduct research.

781-736-3480  
[isso@brandeis.edu](mailto:isso@brandeis.edu)

### **Library**

Impacts our community by fostering research, teaching, and discovery, and by providing professional services, resources, experience, and expertise.

781-736-5626  
[library@brandeis.edu](mailto:library@brandeis.edu)

### **Ombuds**

Confidential, independent, impartial, and informal resource for all members of the Brandeis community, including undergraduate and graduate students, faculty, staff, alumni, anyone with a connection to Brandeis University.

781-736-2265  
[brandeisombuds@brandeis.edu](mailto:brandeisombuds@brandeis.edu)

### **Prevention, Advocacy, and Resource Center (PARC)**

Provides education, empowerment, and confidential support to members of the Brandeis community who have been impacted by violence and those who want to contribute to the anti-violence movement.

781-736-3370 (24/7 hotline)  
[parc@brandeis.edu](mailto:parc@brandeis.edu)

## Resources for undergraduate students

### Academic Services

Brainstorms and provides feedback on academic plans: Build a balanced schedule, access accommodations for documented disabilities, pursue special research opportunities, and connect with peers for group study and advising.

781-736-3470  
[acserv@brandeis.edu](mailto:acserv@brandeis.edu)

### Community Living

Works to establish a quality living environment, facilitate strong leadership development of community members, and foster the development of the individual.

781-736-5060  
[dcl@brandeis.edu](mailto:dcl@brandeis.edu)

### Hiatt Career Center

Collaborate with us to develop career skills and strategies that develop and harness your adaptability, creativity, entrepreneurship, and resiliency to be successful in an ever-changing professional world.

781-736-3618  
[hiattcenter@brandeis.edu](mailto:hiattcenter@brandeis.edu)

### Student Activities

Plan and support campus-wide programs and events to enhance student experiences outside the classroom.

781-736-5065  
[studentactivities@brandeis.edu](mailto:studentactivities@brandeis.edu)

## Resources for graduate students

### Career Development Center (CDC) at Heller

Seeks to educate, advise, and connect students and alumni with the goal of helping Heller students navigate entering the workforce upon graduation. The CDC provides comprehensive services such as workshops on a variety of topics, including resume writing, networking, and interviewing techniques. The CDC also connects students with NGOs, research and policy institutes, state and local governments, etc. and runs several experiential treks to major cities.

781-736-3362  
[bbevin@brandeis.edu](mailto:bbevin@brandeis.edu)

### Career Strategies and Engagement Center at the International Business School

Offers comprehensive career development resources to its students. From industry treks to coaching on interviewing and assistance in writing resumes, graduate students have ample opportunities to engage with the professional world while receiving mentoring to prepare them to enter today's job market.

781-736-8502  
[globalcareers@brandeis.edu](mailto:globalcareers@brandeis.edu)

### Center for Career and Professional Development (CCPD) at GSAS

Recognizes the holistic career development needs of graduate students. These include support for a variety of diverse career paths, continued development of professional skills, and access to employers seeking graduate-level candidates.



Staff members in CCPD support students by:

- Providing one-on-one specialized appointments to MA and PhD students; assisting in researching possible career paths; creating application materials; providing mock interview sessions; and salary negotiation
- Connecting students with prospective employers and GSAS alumni through information sessions, career fairs, and webinars

781-736-3414

[gsascareers@brandeis.edu](mailto:gsascareers@brandeis.edu)

### **Graduate Student Affairs**

Seeks to foster community and help graduate students navigate life during graduate school. The office provides resources as well as hosts a series of academic programming and social events for the community. The office works with campus partners to ensure the graduate community is aware of all of the offices/resources available to them.

781-736-3546

[graduatestudentaffairs@brandeis.edu](mailto:graduatestudentaffairs@brandeis.edu)

## **Closing thoughts**

In this document, information on a conceptual framework for resilience and campus resources that support resilience are provided. How can Brandeis “put it all together” as a campus community? What are the roles of the institution, faculty, staff, and students? Below are some thoughts, through the lens of living through a year of the COVID-19 pandemic/political change/social unrest:

- Life has stressors; this is normative, but living through our past year is anything but normal and brings about different forms of (often completely unexpected) stress. How has this impacted resilience in how the University as a whole, departments, staff, faculty, and students function? Below are some thoughts to consider:
  - Policies and procedures to “slow the spread:” Adherence to federal, state, and local mandates regarding COVID-19 and how these apply to the physical campus
  - Changes to classes: Impacts of synchronous/asynchronous, fully online/hybrid, syllabus flexibility, decisions about deadlines to support engagement but also allow for grace when needed
  - Extracurricular activities: Impacts of clubs, athletics, community
  - Social relationships: Impacts of social distance, technology/screen use, bandwidth of friends, family, colleagues, administration
  - Internships and jobs: Financial impact, career planning, professional development
  - Overall wellness (eating, sleeping, physical activity, safety, mental health): Experience of exposure to trauma/violence, access to food, recreation opportunities, Zoom fatigue, cold winter/less daylight, isolation, housing
- It may take some time until we are able to “bounce up” and embrace resilience at a holistic level, but there are things we can do intentionally in the meantime. Some ideas:
  - Adjust the “internal bar” of achievement: What does this look like systemically at Brandeis, not just individually? It is ok to “do less and rest”; how best to communicate this?
  - Advocacy: How does Brandeis as an institution support community members to speak up about a concern/ask for help, and what does response to advocacy look like?
  - Tune into your needs as well. As advocates, supporters, and connectors, it is important that we also check-in with ourselves about our own bandwidth and ability to be present for others

## Inclusive Teaching in Challenging Times<sup>3</sup>

Questions about this document? Contact [incitl@lehigh.edu](mailto:incitl@lehigh.edu)

What can I do or say when teaching during an event or incident that is likely on the minds of my students? How can I most effectively support students whose attention, sense of well being, or sense of safety are affected by stories in the news and on social media?

Lehigh faculty and staff with experience and expertise in this area recommend the following actions. We recognize that not every instructor feels ready to do everything listed here; however, we encourage you to start at the beginning (actions that take the least amount of time and effort), take those actions you feel ready to take, and work toward others as you are able.

### 1. Acknowledge the event or incident during class.

*Not sure what to say?*

- It's okay to start by acknowledging that you aren't sure what to say.
- Say that you are aware of the event or incident (name it so they know what you're talking about) and that it may be on their minds right now.
- State the facts as you understand them.

### 2. Tell students you are concerned about how these events are impacting them.

*Not sure what to say?*

- Acknowledge that you don't know exactly what they are experiencing.
- Tell students that you recognize the diversity of their experiences.
- Tell them what you are doing to learn more about what they are going through.

### 3. Tell students how these events are impacting you.

*Not sure what to say?*

- If you are not a member of a group that is most impacted by the events, frame your comments by acknowledging that fact.
- Name the emotions you are feeling.
- Share stories of how events are impacting your daily life.
- Tell them how you are learning more about how events are impacting others.

### 4. Ask colleagues about general campus resources available to students and remind students how to access those resources.

### 5. Learn what others on campus are doing in response to the event/incident and share that information with your students. It means a great deal when they hear it from you, even if they also hear it elsewhere.

<sup>3</sup> Adapted from *Inclusive Teaching in Challenging Times*. Lehigh University Center for Innovation in Teaching & Learning. <https://drive.google.com/file/d/10fP0xDESLxXuZX3BkgN-Q7gVctQN9hJv/view>

**6. Attend a campus event (lecture, workshop, rally, march) on this topic, event, or incident. It matters to your students to see you there.**

**7. Devote some class time to actively listening to student concerns.**

*Not sure what to do?*

- Begin by letting students know why you are inviting them to discuss their concerns; state how much class time you are able to dedicate to this open listening.
- Listen with curiosity; focus on the speaker; maintain eye contact; be present.
- Attend to the person and what they are saying, not on finding solutions.
- Reflect back what you hear. (“I hear that you are \_\_\_\_.”)
- Slow down; let the person speaking know they have your time and attention.
- Open the floor for others to speak.

**8. Devote some class time to a discussion of the incident or topic.**

*Not sure what to do?*

- Frame the discussion by saying why you want to have a discussion, how much class time you will dedicate to it, and what approach you will use.
- Bear in mind that some of your students may want to talk about it in class while others – even some among those most impacted by events – may prefer to use class as a time to focus on their academic work.
- If you are unsure how to proceed, invite an outside speaker or a faculty or staff member with expertise in this area to address the incident or topic.
- If you want to get better at facilitating difficult conversations, consult these “[Guidelines for Discussing Difficult or High-Stakes Topics](#)” or attend a workshop focused on building these skills.

**9. Make time for your students outside of class for further discussions.**

Do this only if you are willing to make the time and if you feel ready for difficult conversations. If you aren't, tell students that... and redirect them to other campus offices who do this work. Start with the Office of Diversity, Equity, and Inclusion.

**10. Care for yourself as well.**

Often the work of supporting students is distributed inequitably, so make choices you are comfortable making, with an awareness of the impact this work has on your own well being, personal and professional life, etc. As you support your students, make sure you have support for yourself as well.