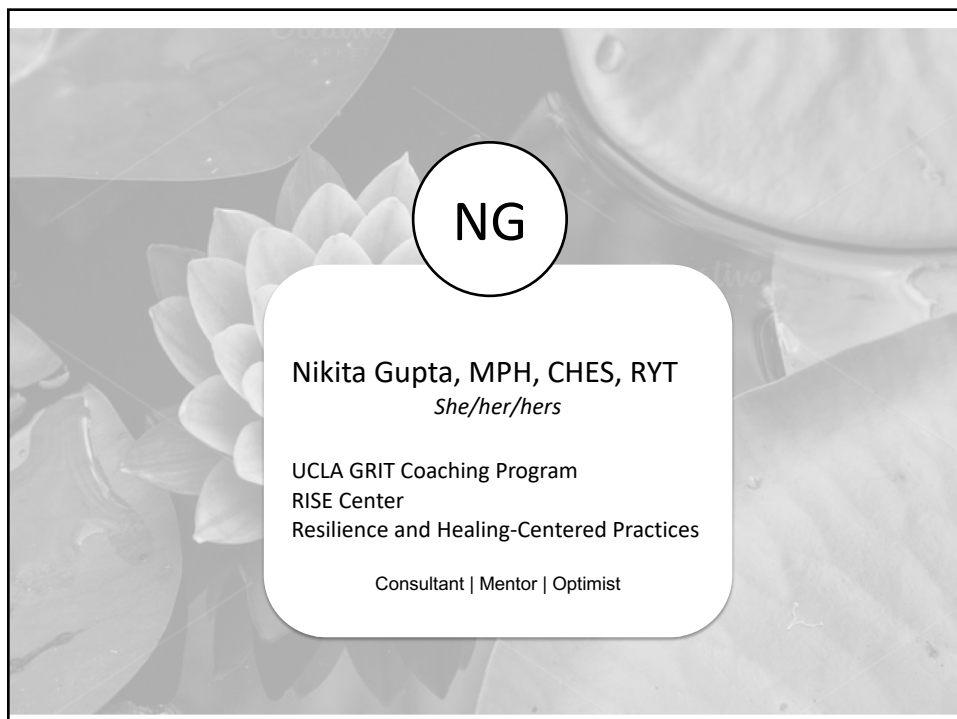


guidance · resilience
grit
ucla
integrity · transformation

Empathy as Healing: Lessons Learned from the UCLA GRIT Coaching Program

Presented by Nikita Gupta, MPH, CHES, RYT
Blueprint Conference
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NG


Nikita Gupta, MPH, CHES, RYT
She/her/hers

UCLA GRIT Coaching Program
RISE Center
Resilience and Healing-Centered Practices

Consultant | Mentor | Optimist

Grounding Practice

Mind Dump
Journaling

A silhouette of a human head in profile, facing left. Inside the head, there are several fluffy white clouds and a flock of birds flying towards the right. The entire graphic is in grayscale.

Pair Share

Introduce yourselves...

Identities
Role/Organization
What do you hope to gain from this session?

A grayscale background image of large, overlapping leaves, possibly from a plant like a peace lily, creating a layered, organic texture.

Session Goals



Healing through
Empathy: Successes
of the UCLA GRIT
Coaching Program



Empathy-in-
Action Skill to
use in daily
interactions

About



Peer coaching

strategy in which individuals of equal rank or standing coach one another towards achieving some higher level of performance



GRIT Program Background

- ◆ GRIT: *Guidance, Resilience, Integrity & Transformation*
- ◆ Pilot Year: 2014-15
- ◆ Funded by Student Fees Advisory Committee and the Pritzker Foundation
- ◆ From Bruin Resource Center to RISE





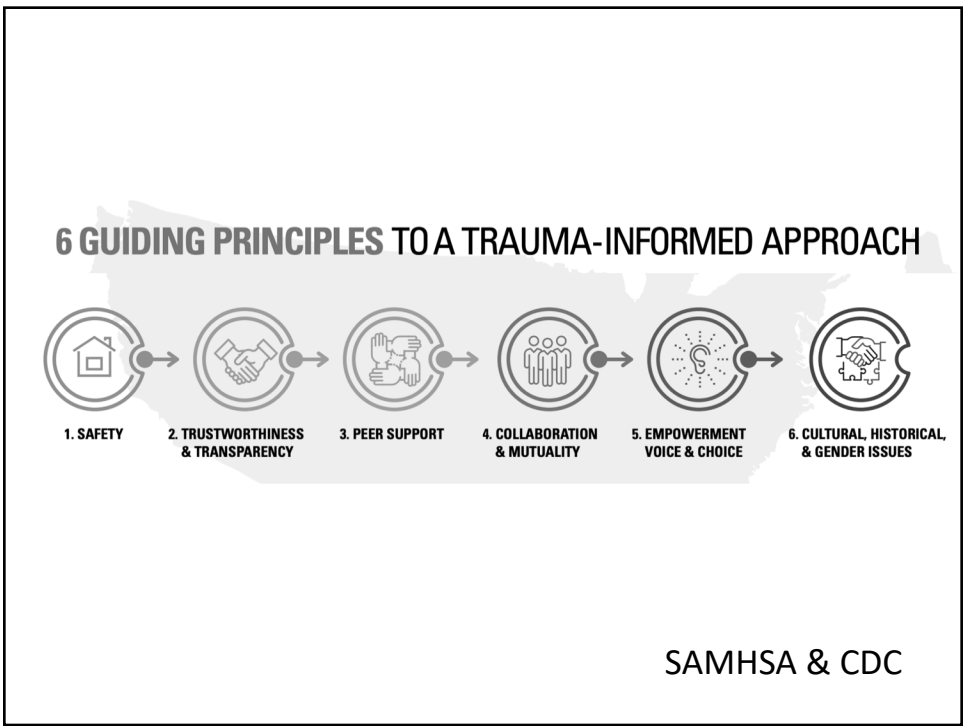
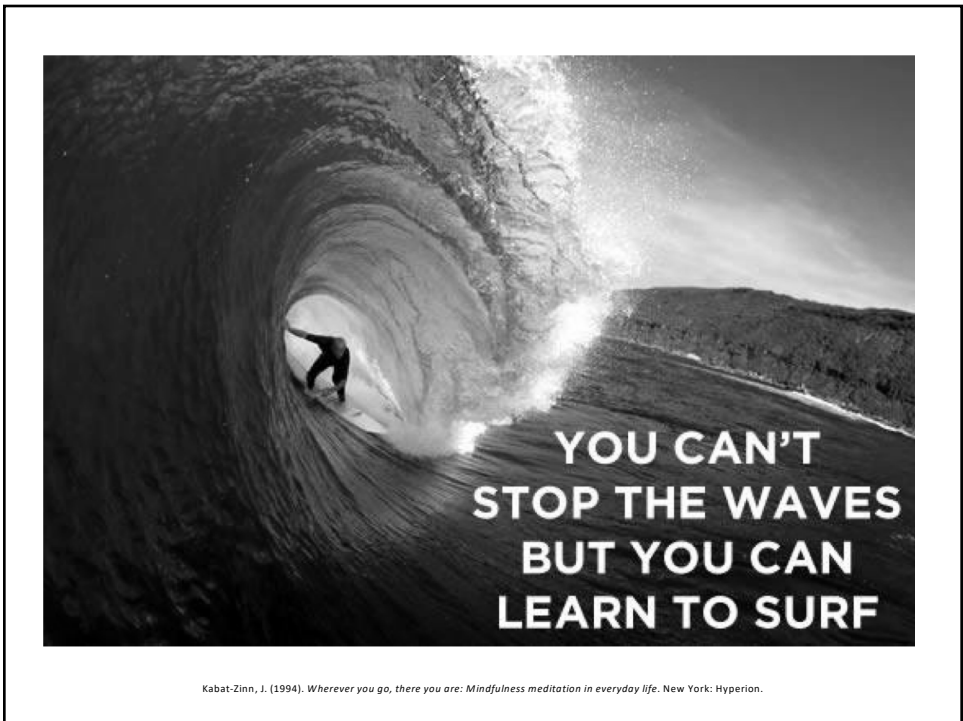
- Empathetic listening space
- Applicable coping skills and strategies to meet goals
- Campus resources and referrals

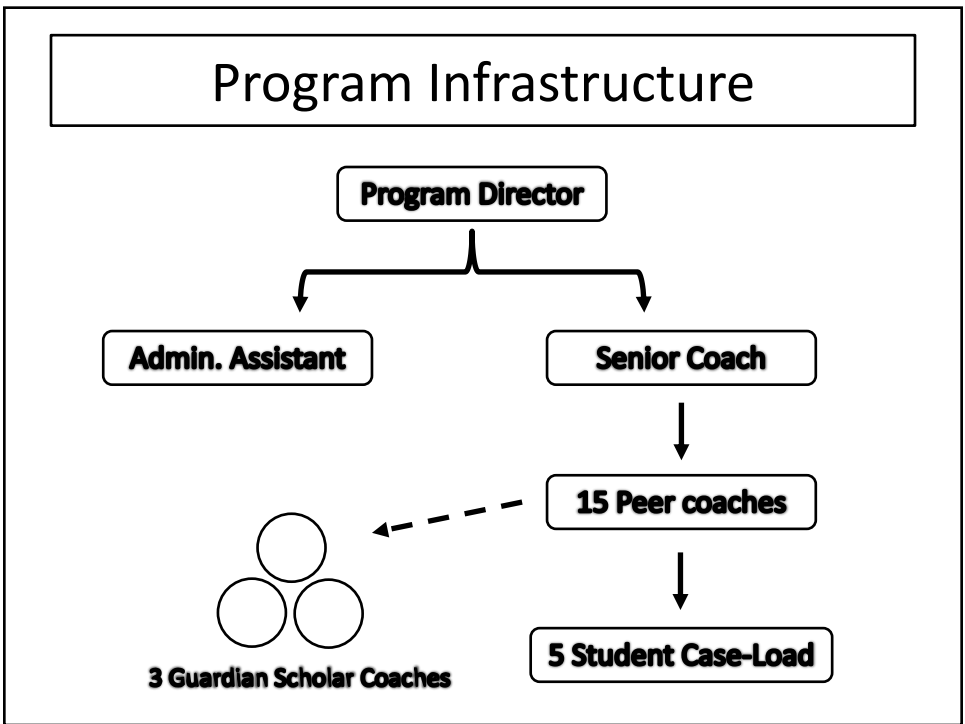
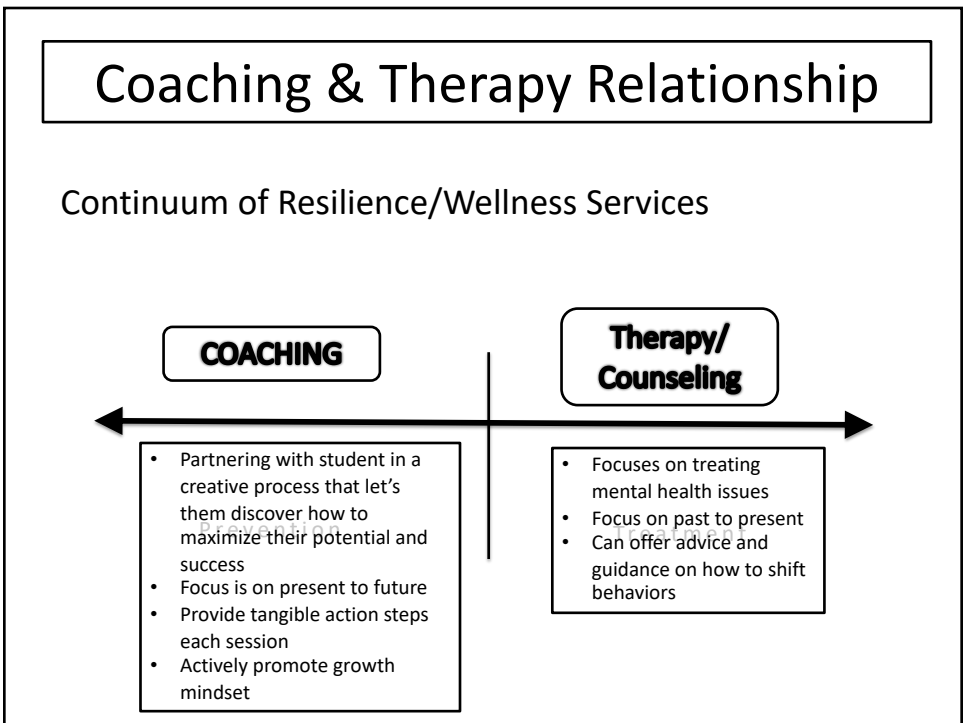
Mission of GRIT

To provide UCLA students with individualized support from trained peer coaches, with the aims of enhancing student resilience and improving academic and personal successes.

Some Benefits of Peer Coaching

- Time tailored to individual needs
- Direct interaction promotes active learning
- Peer coaches reinforce their own learning by instructing others
- Students feel more comfortable and open when interacting with a peer
- Peers and students share a similar lived experience, allowing for greater understanding
- Financially efficient alternative to hiring more staff members
- Promotes positive trauma-informed practice





Training

Coaching Skills

Coaching Framework
Cultural Humility
Generous Listening, Empathy
Trauma-Informed Approach
Risk Management
Boundaries & Self-Management

Inner Grit Skills

Self-Regulation & Mindfulness
Growth Mindset and Grit
Wellness & Stress Management
Positive Psychology



Outer Grit Skills

Goal Setting/Strategizing
Assertive Communication/Advocacy
Time Management
Accessing Campus Resources

Resilience Strategies

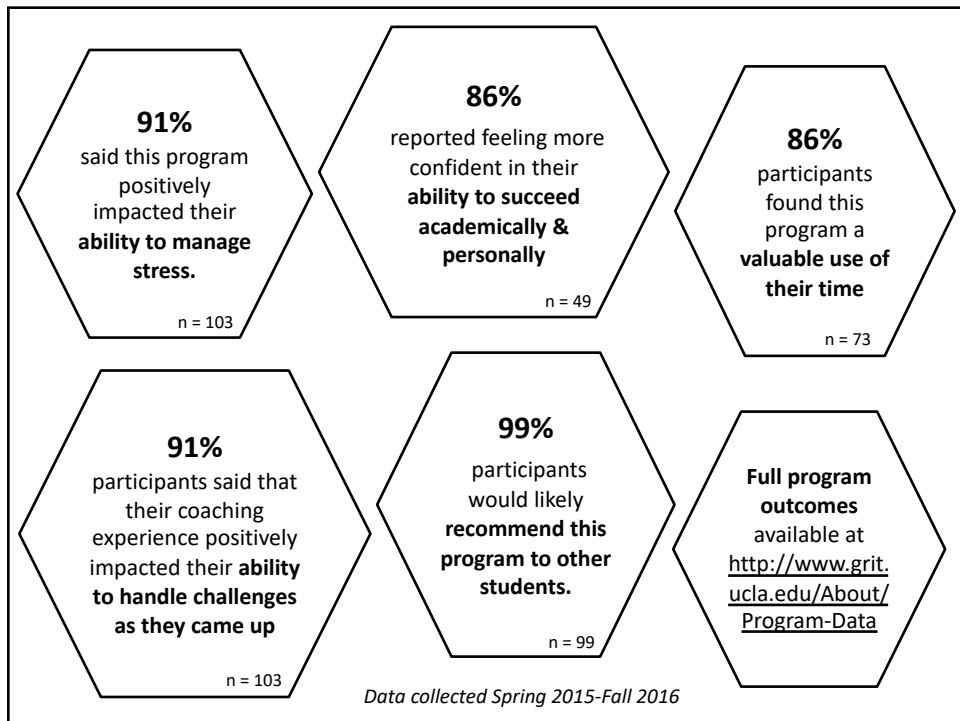
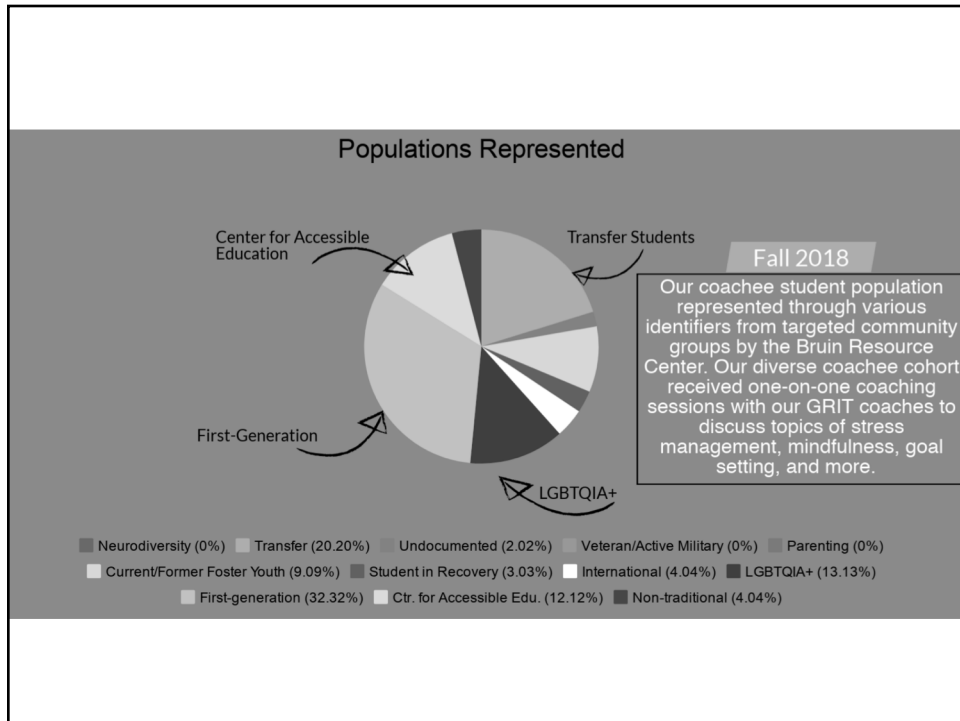
How thoughts affect well-being
Shifting from a fixed mindset to growth
Mindfulness/Deep Breathing for Anxiety
Constructive Decision-Making
Strategic Goal-Setting
Understanding values & beliefs
Communicating authentically
Self-soothing Strategies
Resource Referral



Risk Management	
Campus Entity	Function
Program Director (PD)	<ul style="list-style-type: none"> • Conducts Coach Training • Leads weekly group Case Management Meeting
Coach Case Manager (experienced Peer Coach)	<ul style="list-style-type: none"> • Bi-weekly small group meetings with coaches (1-2 coaches present) • Meets with PD weekly to discuss cases
Professional Staff Case Manager	<ul style="list-style-type: none"> • Designated Case Manager supports high risk students as needed in conjunction with the coach
Counseling Center	<ul style="list-style-type: none"> • Partner closely with CAPS to cross refer/manage high risk cases
Campus Assault Resources & Education (CARE) + Title IX	<ul style="list-style-type: none"> • Partner closely to usher students in to seek resources and victim advocacy support
Peer Coach Partners	<ul style="list-style-type: none"> • Coaches meet weekly with each other 1-1 to coach each other, problem solve, maintain balance

Program Outcomes (AY 2018-19)

- 170 Unique Students
- 25% returning
- Waitlist of 20 students/quarter
- 1,300 Coaching Sessions





Student testimonial on being a GRIT coach (video)

"I definitely realized that in order for me to perform well in anything I do, I must understand the benefit it brings me personally because everything is not always a positive experience, but [we] must still grow from them."

--Guardian Scholar Coachee Spring '16

"This program is a great way for UCLA students to have someone there for them. This campus is huge and many students do not feel that they have a person to speak with when something is wrong, or just as friends. This program has helped me to think in a positive way each and every day. I appreciate what I have learned and I will continue to teach my friends and family members about the things I learned in this program."

--GRIT Coachee

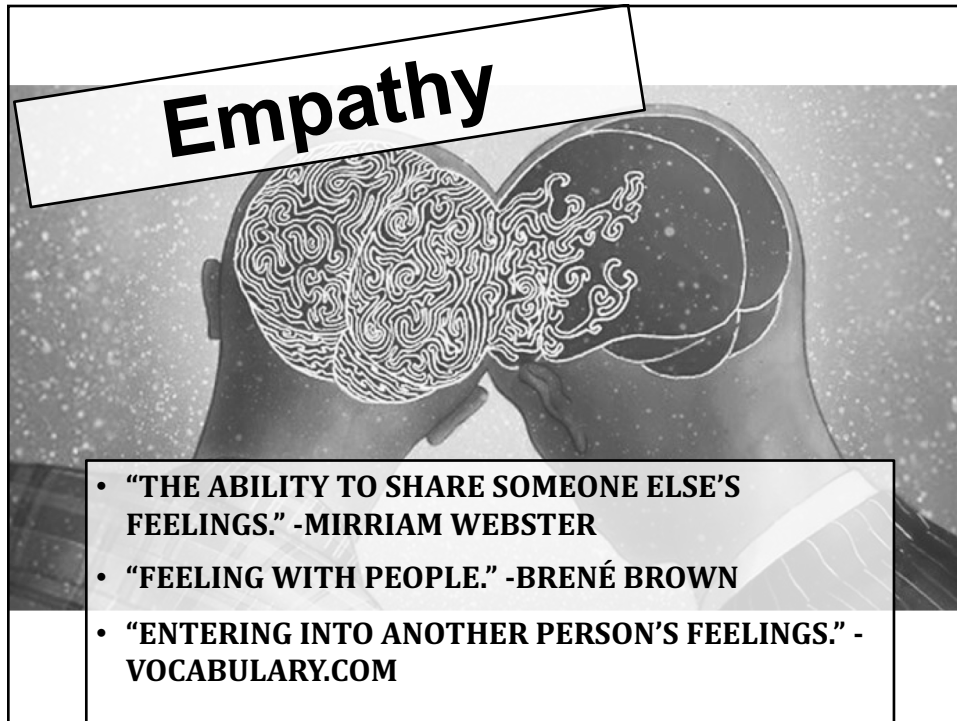
Ways to Implement this Work

- ✓ Peer Mentoring Program
- ✓ Professional Staff Coaches
- ✓ Growth Mindset in the Classroom
- ✓ Strategic Case Management
- ✓ Skill Building Workshops (Resilience Tool Kit)
- ✓ Staff/Student Leader Trainings
- ✓ Other?

Programs Served

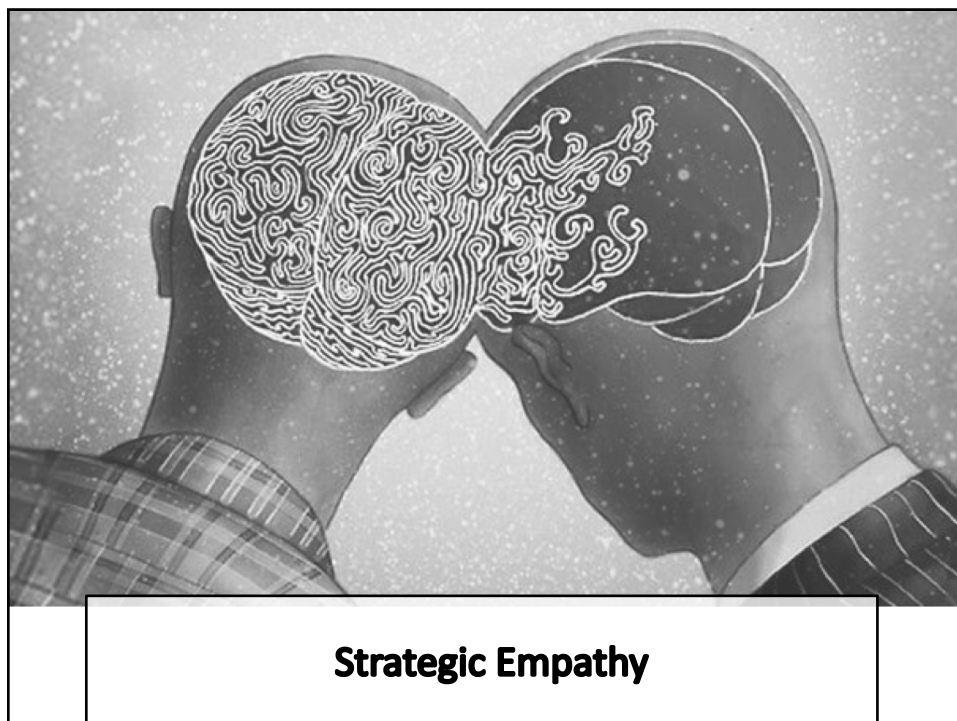
- ✓ Imperial Valley College
- ✓ Orange Coast Community College
- ✓ Pierce College
- ✓ LA Valley College
- ✓ Cal State Long Beach
- ✓ Cal State Northridge
- ✓ UC Los Angeles
- ✓ Norco College
- ✓ College of the Canyons
- ✓ Rio Hondo College



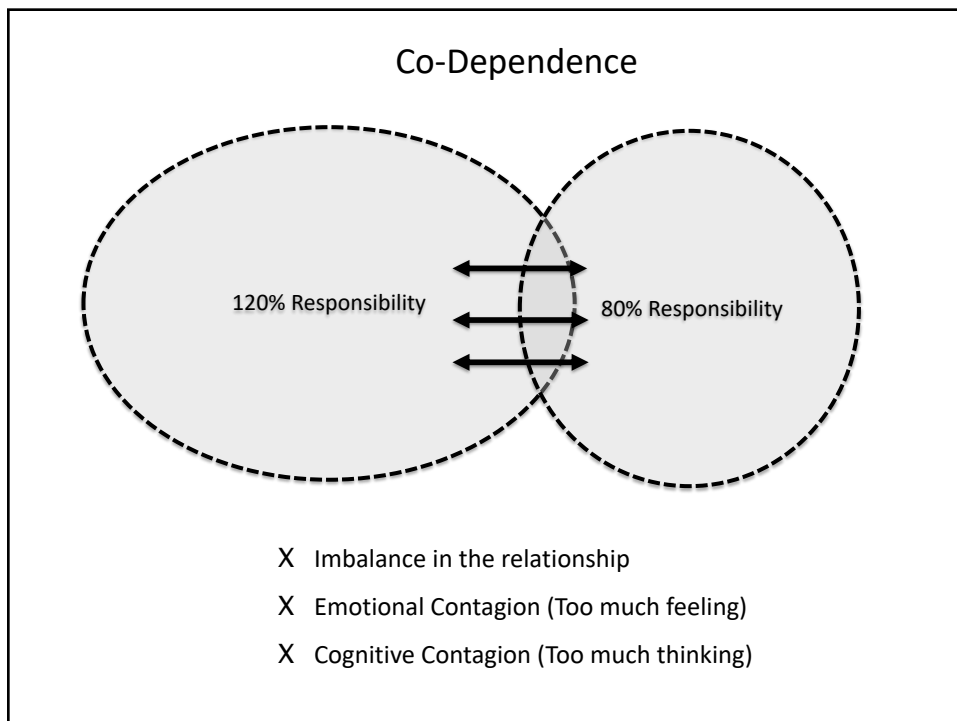
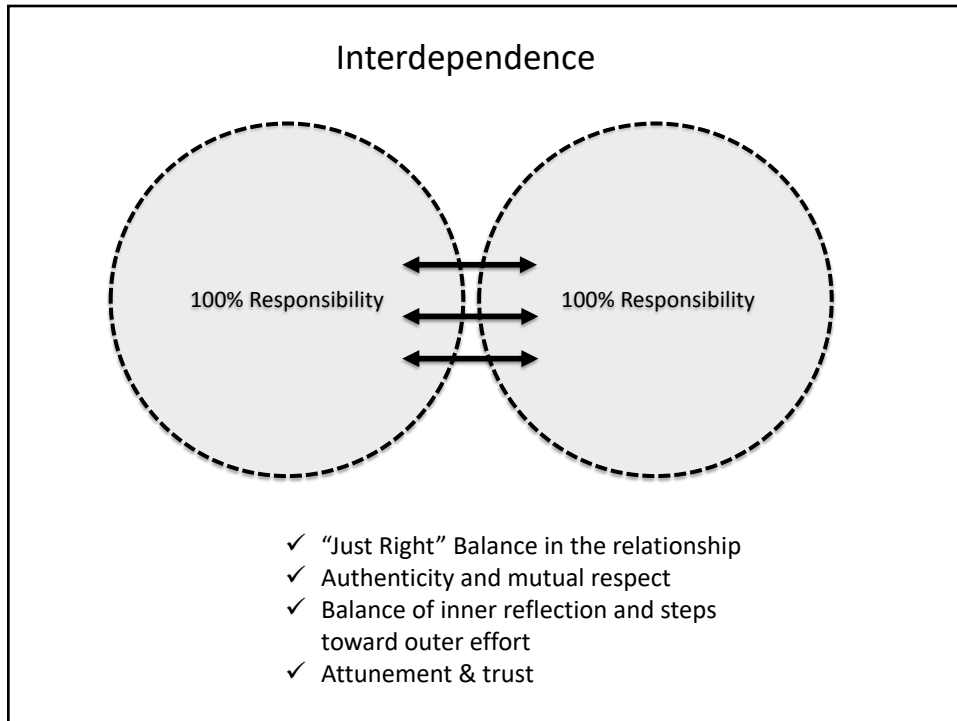


Empathy

- **“THE ABILITY TO SHARE SOMEONE ELSE’S FEELINGS.” -MIRRIAM WEBSTER**
- **“FEELING WITH PEOPLE.” -BRENÉ BROWN**
- **“ENTERING INTO ANOTHER PERSON’S FEELINGS.” - VOCABULARY.COM**



Strategic Empathy



Strategic Empathy

Promotes

- Biological growth
- Emotional regulation
- Connection, Safety & Healing
- Growth Mindset
- Self-Esteem
- Healthy Independence



Empathy-in-action:
Effective Praise

About Effective Praise

A targeted form of praise that seeks to *identify, reinforce and link* specific behaviors to a desired *positive outcome*

Helps one to value their micro-efforts so that the behavior can be repeated and translated in the future

Promotes a growth mind
denc

I learned how to listen to my body. It helps me with working less hours and being more productive overall.

I thought often about what my GRIT mentor would say and decided not to be too hard on myself.

I highly appreciate my GRIT coach for taking the time to meet with me every week to provide a space to talk openly about pretty much anything on my mind, and I believe just having that opportunity helped my mental well-being substantially.

NICE WORK!

GOOD JOB!

YES!!!

LOVE THE PROGRESS!

Vague Praise

Effective Praise Example

“I studied and studied, but I couldn’t understand standard deviations. So I went to office hours and now I get it, but I felt like a loser needing to get help from my professor.”

“When you felt confused, you went to office hours. That move helped you to better understand statistics. This is what successful students do. Keep reaching out for support, Claudia!”

Example: Effective Praise

“When you felt confused, you went to office hours. That move helped you to better understand statistics. This is what successful students do. Keep reaching out for support, Claudia!”

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Acknowledge
specific positive
behavior

Example

“When you felt confused, you went to office hours. That move helped you to better understand statistics. This is what successful students do. Keep reaching out for support, Claudia!”

Identify the
Benefit

Example

“When you felt confused, you went to office hours. That move helped you to better understand statistics. This is what successful students do. Keep reaching out for support, Claudia!”

Encourage
continuing the
positive behavior

Let's Practice: Effective Praise

“When I was young, I had friends and did well in school. Now, being here on this campus I feel like an outsider. It's hard for me to be here. I don't think this stuff is for me.”

1. **Acknowledge:** describe the positive behavior or quality you wish to reinforce
2. **Impact:** Identify the benefit of the behavior or quality
3. **Encouragement:** Applaud continued use of the behavior or quality

Let's Practice: Effective Praise

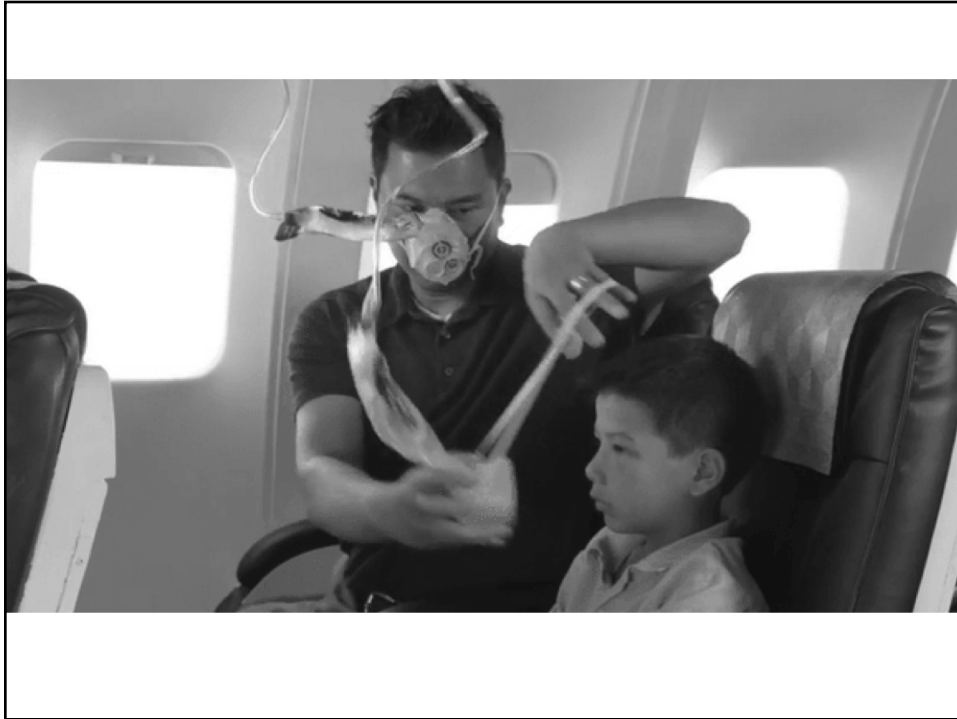
"When I was young, I had friends and did well in school. Now, being here on this campus I feel like an outsider. It's hard for me to be here. I don't think this stuff is for me."

It makes sense that you feel isolated on campus. What's great is that you took the brave step to share this with me, and now we can explore ways for you to make friends. This is the first step!

Effective Praise Key Points

- ❖ Praise often!
- ❖ Name the behavior
- ❖ Actively grow skills ("tough love")





4 Recommendations

1. Prioritize self-care and well-being

- Give your 100%--not more, not less
- Honor your human capacity
- It is not your job to “fix”
- Model good boundaries: maintain consistent check-in to your inner experience to guide you in self-regulation



4 Recommendations

2. Invest in your continued growth and evolution
 - Get a mentor, therapist, life coach
 - Body-based practice: meditation, yoga, tai chi



4 Recommendations

3. Be awake to your story and share it!



4 Recommendations

4. *You're doing a great job! You are valuable!*
Celebrate your successes every day!



Key take-aways?
Questions?



For more information, contact

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THANK YOU