



NAVIGATING THE TRANSITION: WINTER EDITION

WELCOME!

- Feel free to say hi and put where you are zooming from in the chat!
- Use the Q & A feature for questions.
- The chat is open for us to share links once the presentation begins.
- Email families@du.edu with any follow up questions.

WHERE TO FIND TODAY'S SLIDES AND RECORDING:

All webinar slides and recordings are accessible on
[NSFP website](#) and in the [DU Family Experience](#).

Slides and recording will be posted by 5pm
tomorrow!

FAMILY WEEKEND 2026

REGISTRATION OPENS THIS WEEK!

- CHECK YOUR EMAIL FOR INSTRUCTIONS OR VISIT OUR [**FAMILY WEEKEND WEBSITE!**](#)

FAMILY WEEKEND

APRIL 24TH-26TH, 2026

SAVE THE DATE!



DU UNIVERSITY OF DENVER

STUDENT EVENTS:

- PURPOSE DINNER - THURSDAY (01/22) 6-8PM ([SHARE THIS LINK WITH YOUR STUDENT](#))
- WE LEAD CONFERENCE: LEADERSHIP FOR ALL FRIDAY, 2/27 9AM-1:30PM ([SHARE THIS LINK WITH YOUR STUDENT](#)).



PURPOSE DINNER 

Talk with DU staff and faculty about how they found their purpose while enjoying a special catered dinner

THUR. JAN 22, 2026 @ 6-8 PM IN CCOM 1700



QR code   **4D Experience**
UNIVERSITY OF DENVER 

CONNECT YOUR STUDENT:

APPLY TO BE A 4D PEER
MENTOR! APPLICATION CLOSES
1/26

APPLY TO BE A THRIVE PEER
EDUCATOR! APPLICATION
CLOSES 2/8

PRES

SENTATION OVERVIEW

SETTING
THE SCENE

RESOURCES
&
STRATEGIES

OFFERING
SUPPORT

QUESTIONS



TODAY'S PRESENTERS



AUSTIN GANE, MA
COORDINATOR OF
MENTAL HEALTH
HEALTH PROMOTION



JUSTIN STOECKLE, M.ED
ASSOCIATE DIRECTOR
HEALTH PROMOTION

STUDENT WELLNESS TRENDS

Developing a physical fitness routine

Getting more sleep

Healthier eating and meal prep habits

Improving stress management habits

Creating a personal budget and spending tracking habits

Students are often seeking support in more than one of these areas



HURDLES IN WELLNESS

Not
enough
time!

Not sure
where
to start!

I can't
do it!

I keep
forgetting!

I'm too
stressed!



WHAT WINTER IS LIKE

Weather

- Colder, darker
- But manageable: 40s and sunny
- SAD/Winter Blues are common

Social

- Roommate conflicts
- Broadening circle/ involvement

Academic Load

- Recommended to take fewer credits
- Semi-cumulative
- Crammers pay the price
- Need to knock off rust

THE FLOW OF THE QUARTER

Weeks 1-2: All good

- No major assignments, adhering to strategies

Weeks 3-5: Midterms

- Oh yeah, this is hard

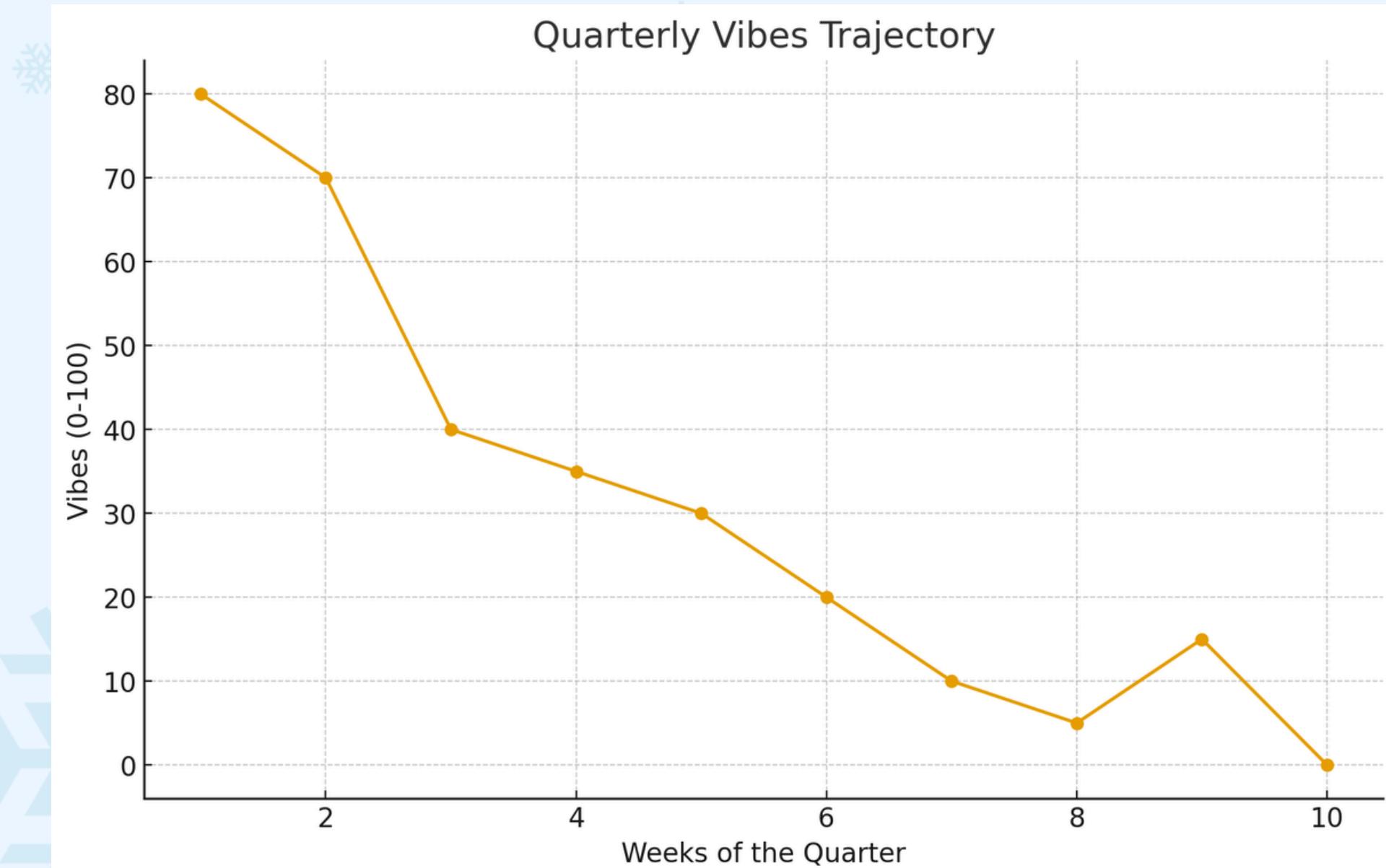
Weeks 6-8: MORE Midterms

- This won't relent

Week 9: A Breath

- But I need to prep for...

Weeks 10-F: Finals



*Not real data, graph provided for humorous purposes only

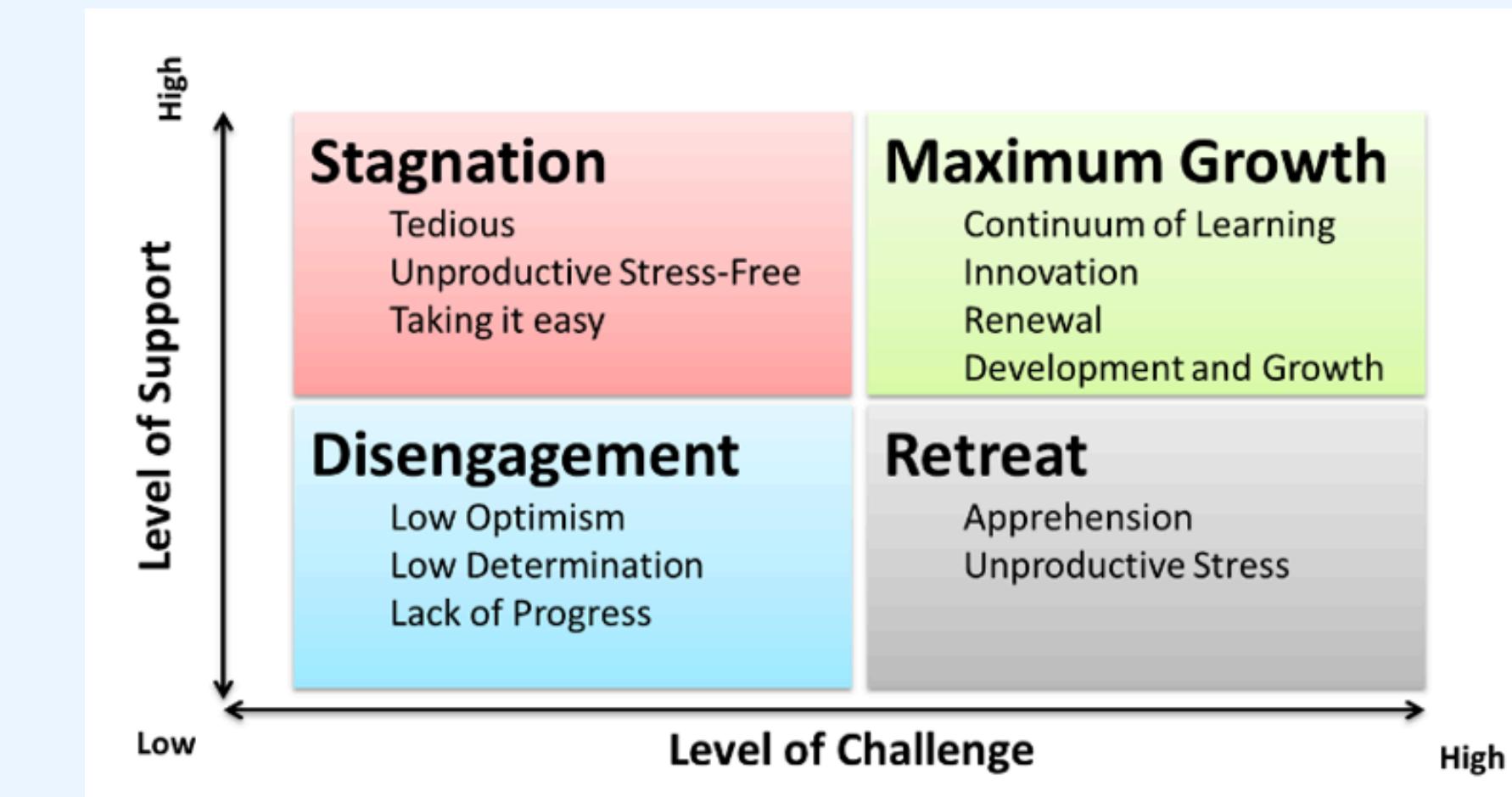
OFFERING SUPPORT

When to reach out:

- When communication is low
- When academics seem to be a concern
- When other concerns may impact academics

How to reach out:

- Discuss mutual expectations for communication
- Strive for a tone of care and concern not control or oversight
- Balance probing and pestering
 - Independence vs collaboration
 - Challenge vs support
 - Return to old strategies, test new ones
 - Encourage resource utilization



Taken from Nevitt Sanford's formative Challenge and Support student development theory

WHEN TO BE CONCERNED

Normal

You can still support them; just don't worry

Having less time for check-ins

Feeling like they have a lot—maybe even too much—on their plate

Self doubt or imposter syndrome. Wondering if they can do this.

Missing a class or two

Having some bad days

Concerning

One instance, meh. A few? Time to check in.

Regularly failing to respond to messages

Always seeming to be overwhelmed

Never overcoming that doubt. Genuinely believing they don't belong.

Regularly missing class. An unexpected class drop.

Regularly having bad days

Alarming

One is enough. Time for a serious conversation.

Complete isolation. Waiting till absolutely necessary to reach out

Shutting down due to overwhelm. Leaving responsibilities unaddressed

Equating their failure with their value, or lack thereof. Catastrophizing.

Missing weeks of class. A late drop.

Not having any good days



WHAT SUPPORT LOOKS LIKE

Brief check-ins (weekly or bi-weekly)

Asking open ended questions

Celebrating effort, not only outcomes

Respecting the student's choices

“How do you best want me to support you here?”





WHAT TO AVOID

Setting goals for them

Checking in only when things go wrong

Trying to “fix” them

Comparing them to others



RESOURCES & STRATEGIES

STRATEGIES FOR STUDENTS

Focusing on one issue at a time

Setting realistic and easily attainable goals

Making intentional time for wellness

Build in accountability

Track your progress and celebrate small wins

Practice self-compassion if you come up short

STRATEGIES: ENVIRONMENTAL WELL-BEING

Prioritize getting outside while the sun is out

Supplement with Vitamin D or Sun Lamps if needed

Give yourself grace! Feeling a little blue is common.

Don't let weather prevent physical activity

Bring the greenery to you with a small houseplant

Don't let daylight dictate your sleep. Keep a regular routine. .





WHY IS COACHING SUCCESSFUL

Strengths-based goal setting that builds on what is already working

Regular recognition of effort, progress, and small wins

Skill-building that increases self-efficacy and confidence

A future-oriented focus that builds hope, resilience, and growth mindset

Growth Mindset: The belief that abilities and skills can be developed over time through effort, learning, and perseverance rather than being fixed or unchangeable

Positive Psychology: A scientific approach to studying human thoughts, feelings, and behavior, with a focus on strengths instead of weaknesses.

RESOURCES FOR STUDENTS

DU Well Coaching: A free 1:1 wellness coaching for students that provides support and accountability for students working towards a wellness goal

Health and Counseling Center: Students' on-campus resource for quality medical and mental healthcare services, useful and engaging health education information, and support through transitions and challenges





Q & A SESSION



THANK YOU

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