

Health and Well-being: Empowering Your Student



Follow along:
bit.ly/4cjzwt



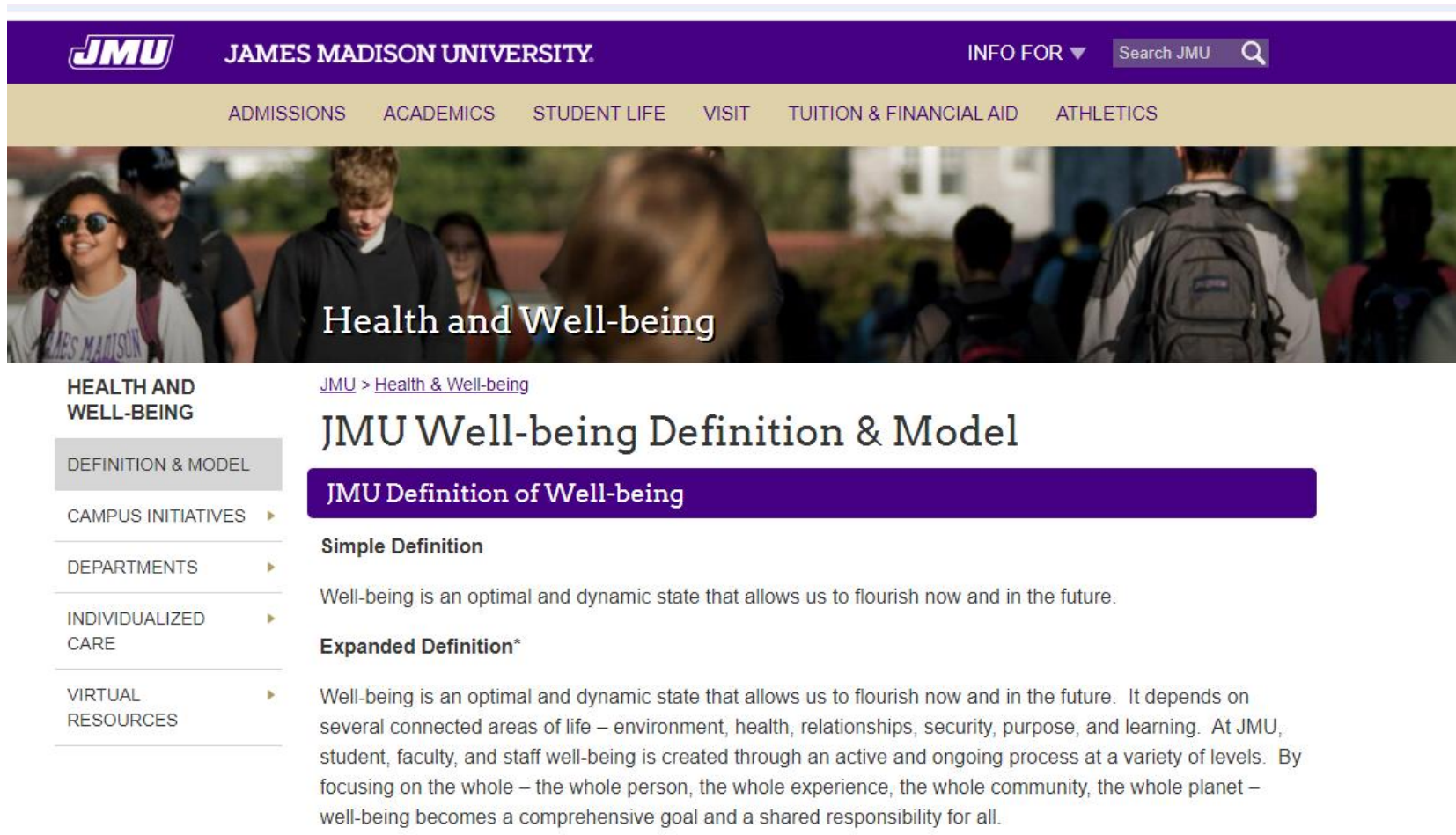
Visit our website:
JMU.EDU/WELLBEING

Overview

- JMU as a Health Promoting Campus
- How **JMU as a partner** empowers students in their health and well-being
- How you as a **family partner** can empower your student in their health and well-being
- Question and Answer

JMU as a Health Promoting Campus

“Every student flourishes”



The screenshot shows the JMU website's navigation bar with the logo and university name, and a search bar. Below the navigation bar is a menu with links for Admissions, Academics, Student Life, Visit, Tuition & Financial Aid, and Athletics. A banner image of students is overlaid with the text "Health and Well-being". The main content area features a breadcrumb trail "JMU > Health & Well-being", a title "JMU Well-being Definition & Model", and a sub-header "JMU Definition of Well-being". The page content is organized into two sections: "Simple Definition" and "Expanded Definition*", each with a descriptive paragraph.

JMU JAMES MADISON UNIVERSITY. INFO FOR ▾ Search JMU 🔍

ADMISSIONS ACADEMICS STUDENT LIFE VISIT TUITION & FINANCIAL AID ATHLETICS

Health and Well-being

HEALTH AND WELL-BEING

- DEFINITION & MODEL
- CAMPUS INITIATIVES ▶
- DEPARTMENTS ▶
- INDIVIDUALIZED CARE ▶
- VIRTUAL RESOURCES ▶

[JMU > Health & Well-being](#)

JMU Well-being Definition & Model

JMU Definition of Well-being

Simple Definition

Well-being is an optimal and dynamic state that allows us to flourish now and in the future.

Expanded Definition*

Well-being is an optimal and dynamic state that allows us to flourish now and in the future. It depends on several connected areas of life – environment, health, relationships, security, purpose, and learning. At JMU, student, faculty, and staff well-being is created through an active and ongoing process at a variety of levels. By focusing on the whole – the whole person, the whole experience, the whole community, the whole planet – well-being becomes a comprehensive goal and a shared responsibility for all.

How JMU Empowers Students in their Health and Well-being

IDENTIFY

Their needs, goals, values, and strengths for well-being

- Well Dukes
- Counseling Center

ACT

To seek and invest in activities, services, and resources that align with their goals and support their well-being

- Student Life
- University Recreation
- University Health Center

GROW

In well-being skills like resiliency, advocacy, and self-awareness

- Office of Disability Services
- Dean of Students

“Social organizations are a huge thing at JMU. There’s a club for everyone! It’s great to have support from your peers, and enjoy fun activities together.”

Student, Class of '25

“JMU has a ton of resources for students. You might not know exactly where to go first thing, but all you have to do is ask, and someone will get you to the right place!”

Student, Class of '25

Exploring Independence

***Empowerment:** The process of becoming stronger and more confident, especially in controlling one's life*

How might your student describe what “independence” means to them?

How might independence be rewarding and how might it be challenging for THEM?

How might their independence be rewarding and how might it be challenging for YOU?

“Hearing my daughter say ‘I get to now manage my own calendar and schedule,’ is incredibly rewarding for our family and her independence! She said creating her own weekly, monthly, and semester calendar was a huge help.”

Carr Family

Parents of Class of ‘24 and ‘27

“I didn’t anticipate how hard it would be to let him go. His entire life I’ve wished him happiness & independence and then when he spread his wings and showed that independence it was so hard!”

Christine Carbone

Parent of Class of 2026

Empowering Your Student – A New Journey



Conversation Checklist

- Creating healthy routines
- Medical support
- Essential documentation
- Waking up independently
- Laundry
- Self-awareness
- Communication
- Family expectations
- Their values, strengths, and priorities
- Trying new things / meeting new people
- Setbacks and resiliency
- Resources
- Time Management

Which conversation(s) would you want to have with your student over the summer?

"Family expectations is an important conversation. What's changing with the transition to JMU, what's staying the same? If that would have been discussed more up front and we were on the same page, some tough conversations later on could have been avoided."

Student, Class of '25

"Meeting new people is a huge part of the new student experience. Talk about boundaries, what a healthy relationship looks like, and the kind of people they want to meet and hang out with."

Student, Class of '25

How Families Can Empower Their Student – Guiding vs. Directing

Open-ended Questions

- *What do you think might be going on?*
- *How are things going with _____?*
- *Where can you learn more about _____?*
- *What do you think you will do?*

Affirmations

- *You're following through. This is important to you!*
- *You already have a good idea of what might be going on...*
- *This is a new challenge for you, and you're ready for it!*

Avoid the “Fixing Reflex”

- Even with good intentions, why might this fixing instinct not best serve your student?

Open-ended questions

Affirmations

Fixing Reflex



Real Life Scenario #1

Student: *“Hey, I’m super sick. I’ve felt awful all week. What should I do?”*

Family: *“I’m sorry you aren’t feeling well. What’ve you tried so far to feel better?”*

Student: *“Well, I’ve taken some ibuprofen...but...I’m just not getting any better.”*

Family: *“Good...you knew some first steps to self-care....What do you think you need right now?”*

Student: *“I don’t know. I need to feel better! I have a test in a couple of days.”*

Family: *“You know, at Summer Orientation...you remember the Health Center? I bet they’d be a good resource to start with. I think you can even make an appointment online.”*

Student: *“Okay...yeah you’re right. I remember where they’re at. I’ll look them up now.”*

Open-ended questions

Affirmations

Fixing Reflex



Real Life Scenario #2

Student: *“Hey Dad, there is something going on with my roommate. They are skipping a lot of classes; they are always in bed, and they are just acting different than they were before. I don’t know what to do.”*

1. *“That doesn’t sound good at all. Do their parents know? I will call and talk to them and figure out what’s going on right away. This can’t continue.”*
2. *“You’ve noticed a big difference, and I can see you’re concerned. What do you think could be some options here to help your roommate?”*
3. *“How long has this been going on? It may or may not be a big deal, but you need to tell your RA.”*

Open-ended questions

Affirmations

Fixing Reflex



Real Life Scenario #3

Student: *“Ugh. I’m not fitting in here the way I wanted to. My roommate and I get along but we’re not really friends. We’re just into different things. And I don’t really have a group of friends yet and its already October! I feel like everyone else has found their place, and I already feel behind.”*

1. *“Why don't you invite your roommate to go get lunch with you this week? I'm sure if you keep trying, you'll find some things that you both have in common.*
2. *“It's only October. There's plenty of time to find friends! Don't focus on it so much. It will happen eventually.”*
3. *“You're so good at making the effort to meet people, even though it's taking longer than you want! What could a 'next step' look like to keep trying?”*

Please Check Out the Resource Fair Later Today!



Question and Answer

What questions do you have about empowering your student in their health and well-being?



Slides:
bit.ly/4cjzwt



Visit our website:
jmu.edu/wellbeing