



LOYOLA
UNIVERSITY MARYLAND

Conditions that Impair Motivation: What They Are & How to Respond

Teaching Enhancement Workshop – January 10, 2019

Mary Beth Mudric, Director – Student Support and Wellness Promotion

Jason Parcover, Director – Counseling Center

Marcia Wiedefeld, Director – Disability Support Services

**We
CAN**

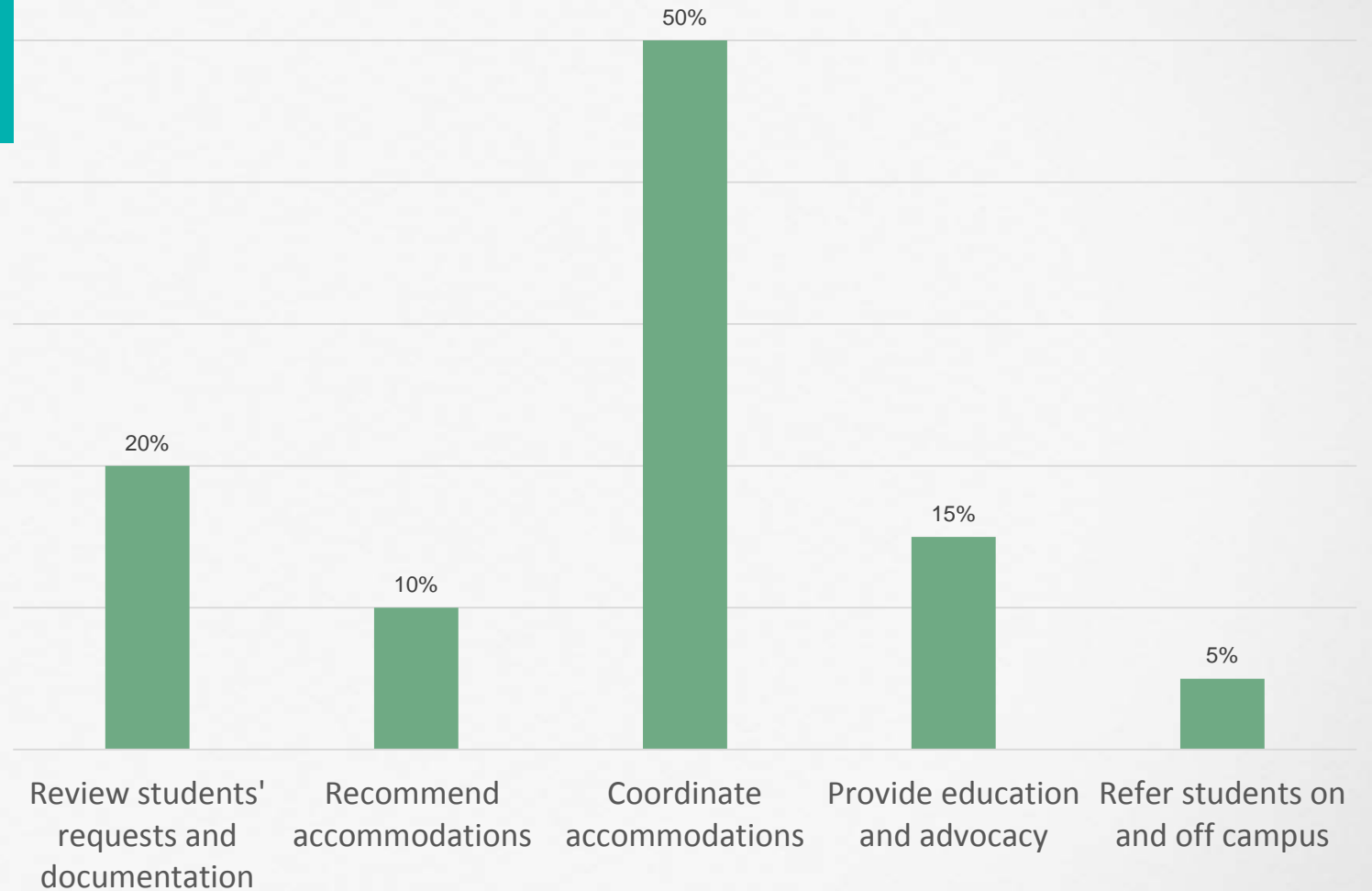
DISABILITY SUPPORT SERVICES



The first step to success is access.

Disability Support Services' mission is to provide students with disabilities the equal opportunity to participate in all Loyola programs and activities.

DSS → Access for Students



Tasks DSS staff performs to help provide access





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SERVICES

Common Accommodations

- Testing accommodations (such as, extra time, reduced distraction, computer for essays)
- Note-taking
- Flexibility (attendance or assignments)
- Others –
 - Assistance animals
 - Medical single rooms
 - Meal plan modifications
 - Priority registration



Services to Fit your Needs



- Comprehensive Referral Support
- Short-term Individual Counseling
- Group Counseling
- Workshops
- Assessment & Recommendations

Let's
Talk



Students of Concern (SOC): 2017-2018

SOC 2017-2018: 155

SOC fall 2018 to date:
134

Retention: about 80%

Top Five Concerns:

- Suicidality
- Depressive-related symptoms
- Anxiety-related symptoms
- Substance Use Concerns
- Eating Disorder Concerns



Session Plans

- I) Context Setting
- II) How physical/mental health conditions can relate to motivation
- III) The Role of the “Village” at Loyola



SIGNS OF POOR MOTIVATION

- What do you see from your students?
- Inside the classroom and outside?



SIGNS OF POOR MOTIVATION

- What do you see from your students?
- Inside the classroom and outside?

- * Not coming to class
- * Not being prepared for class
- * Looks of disinterest
- * Surfing the web etc.



Generation Z

- Follow the Millennials
- Post-911
- Terrorism is part of the landscape
- Sour economy
- Uncertainty defines their mindsets



Is Poor Motivation . . .

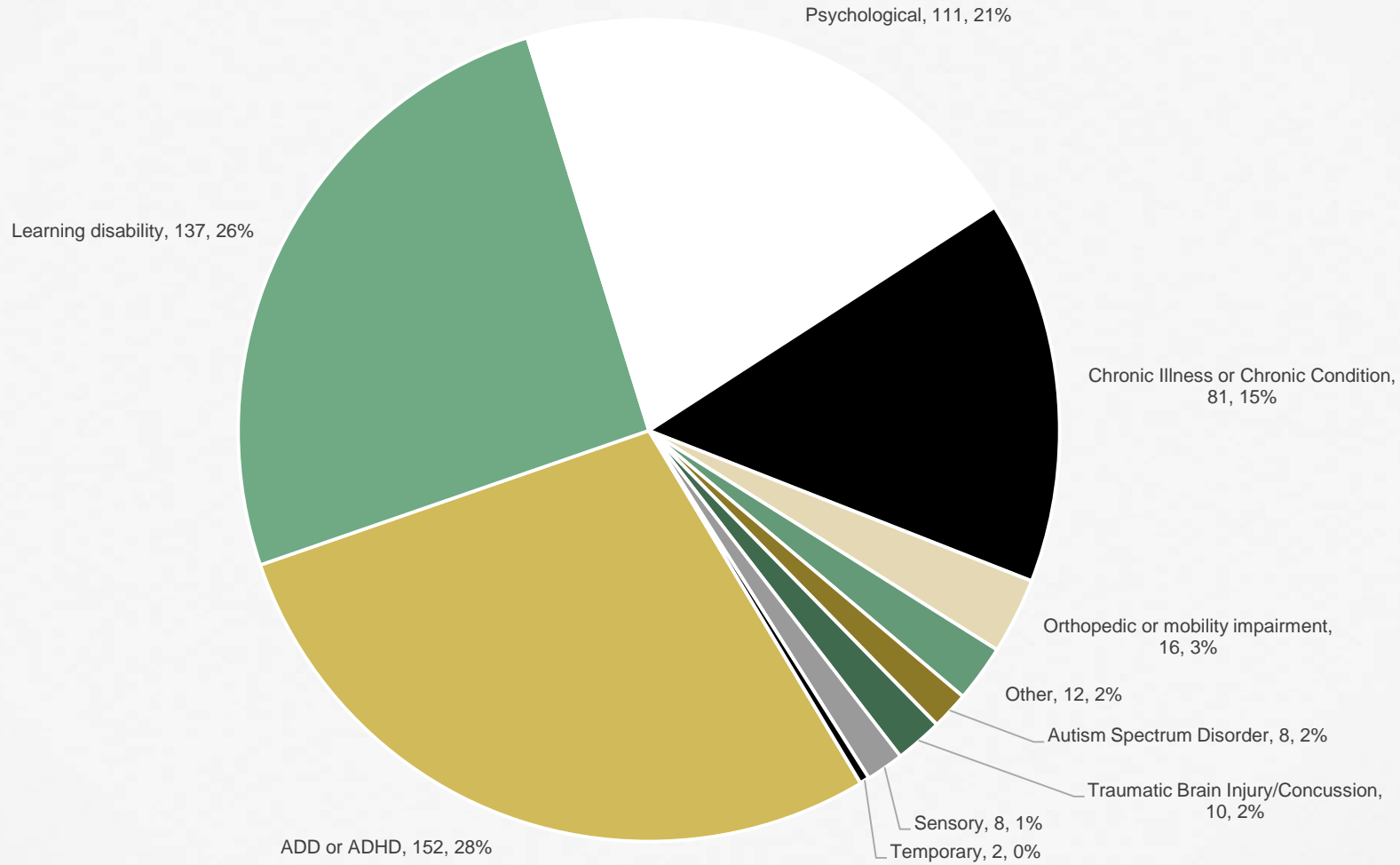
- Just poor motivation?
- Caused by another condition?
- Look like another condition?

- How do you know?





DSS Worked with 537 Students in Fall 2018





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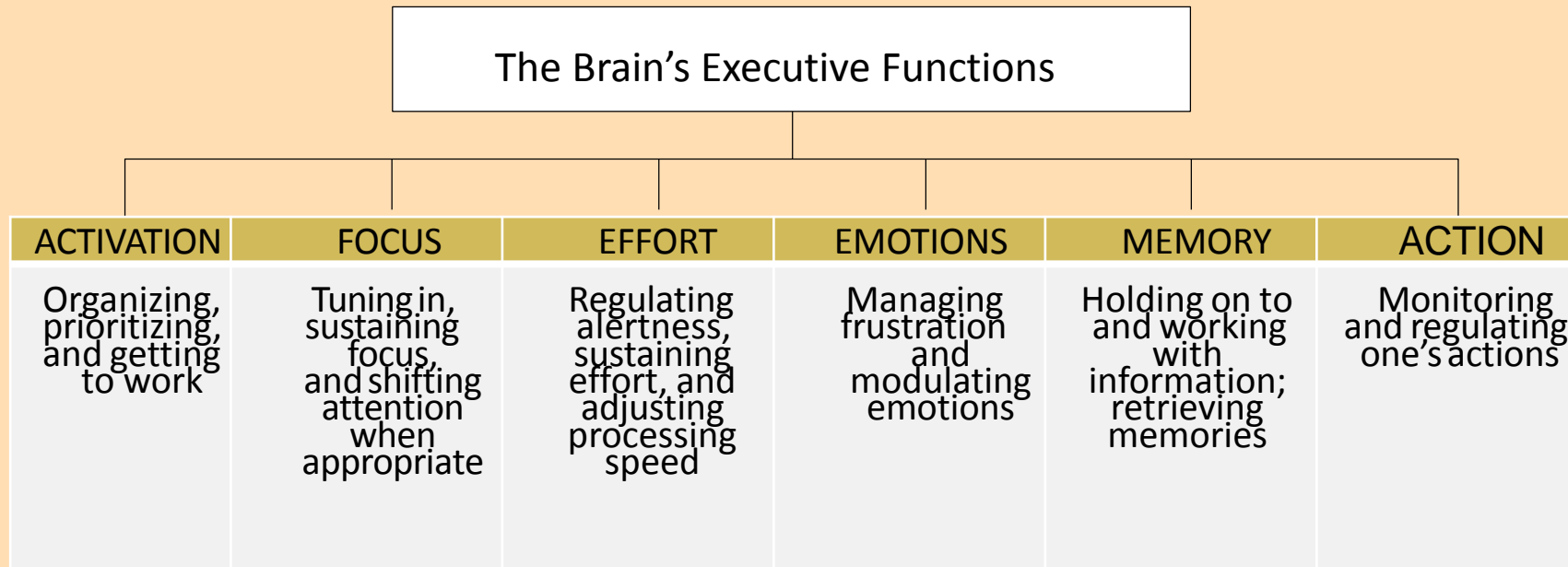
A Word about Executive Functioning Difficulties...





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Executive Functioning Components...



Difficulties with EF reflect kinks in the brain's "executive functions," which manage learning, perception, judgment, and so on. Dr. Thomas Brown organizes executive functions into six clusters (above). Impairments in these clusters tend to show up together in persons with ADHD and others who have EF difficulties.





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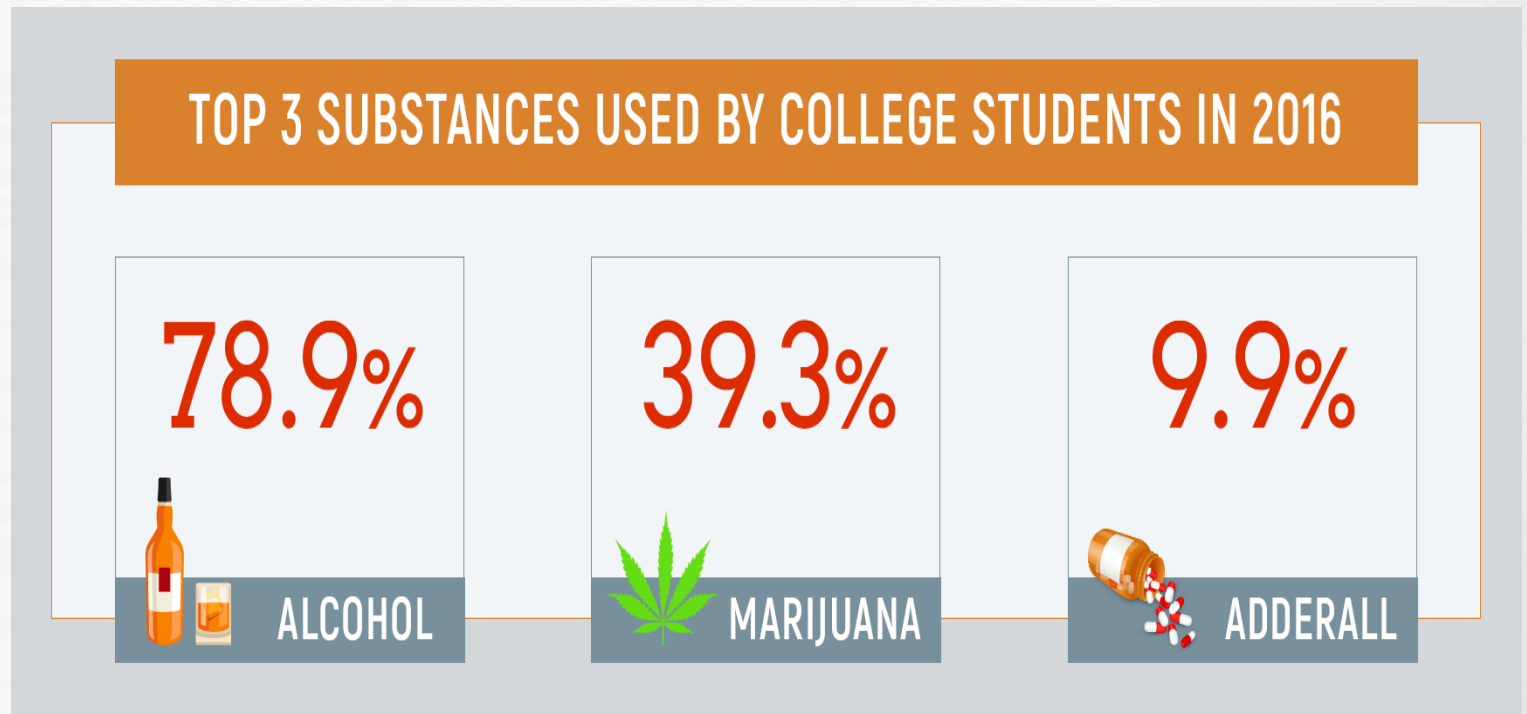
Executive Functions and Clinical Diagnoses

- A sampling of conditions which might exhibit EF deficits:
 - Autism or Asperger's Syndrome
 - ADHD
 - Brain injury, Concussion, Stroke
 - Chronic Illness or Health Impairment
 - Diabetes
 - Migraines
 - Learning Disabilities
 - Mental Health impairments
 - Substance Abuse

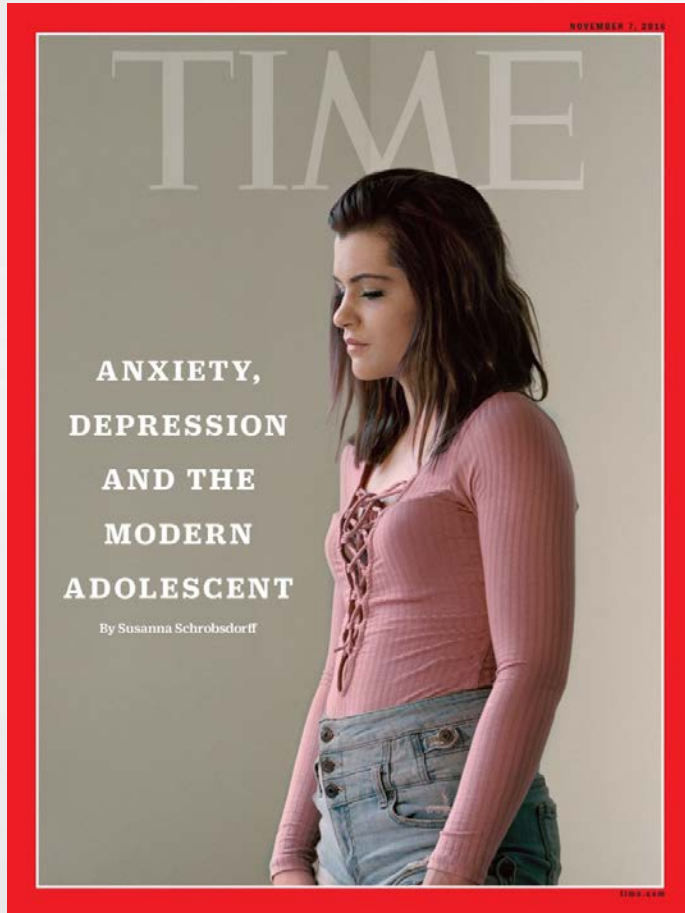


The Effect of SUBSTANCE USE on MOTIVATION

- ❖ Decline in **grades**
- ❖ Class **absences**
- ❖ **Sleepiness**
- ❖ **Lack of engagement** in class
- ❖ **Mood swings**
- ❖ Questionable **hygiene/appearance**
- ❖ Lack of **motivation**
- ❖ Inability to initiate **contact**



Time Magazine (November 2016)



- **1/3** college students had debilitating depression at least once in the past year
- **1/2** had overwhelming anxiety (2015 National College Health Assessment)
- **19%** of women are coping with sexual assault (Krebs et al., 2014)
- **21%** of incoming LUM students have *already* been in therapy (New Student Survey 2018)



ANXIETY DISORDERS

- Doubt and vulnerability about future events
- Anxious thoughts
- Unexplained physical sensations
- Avoidant or self-protective behaviors



DEPRESSION

- Feeling sad, and/or hopeless
- Lack of interest & in activities
- Physical aches/pains without physical cause; lack of energy
- Difficulty concentrating, remembering, making decisions
- Changes in appetite and weight
- Unwelcome changes in usual sleep pattern
- A decrease in personal standards
- Thoughts of death and suicide



GRIEF AND LOSS

- Irritability/anger
- Continued obsessing/missing of the other
- Hyperalertness/fear of loss
- Behavioral overreaction
- Addictive/self-harming behaviors (e.g., overeating)
- Apathy/numbness /low-grade depression



How do you know if it is just poor motivation?

- Speak to Student ([click here to learn about Kognito software](#))
 - Describe behaviors/concerns
 - Don't make assumptions
 - Don't diagnose
 - Provide resources
 - Academic – office hours, syllabus, tutoring, class dean, withdraw date
 - Health Center, Counseling Center, Disability Support Services
- Refer to CARE team
 - Describe your observations and concerns about student
 - Is the student missing class, not handing in assignments, not paying attention in class, grades in class are declining, change in appearance



“The CARE Network”

Student Life

Dean of Students and
Class Deans

Student Support & Wellness
Promotion

ALANA Services

Disability Support
Services

Student Health &
Education

Academic Advising &
Support

Counseling Center

Faculty

Recommended Syllabus Statements

- **Students with Disabilities** – If you are registered with DSS and a faculty notification email has been sent to me on your behalf, please schedule a brief meeting during my office hours to discuss accommodations. If you need academic accommodations due to a disability you must register with [Disability Support Services](#). For more information please contact DSS at DSS@loyola.edu or (410) 617-2750.
- **The Counseling Center** - Stress is a normal part of a being a student. However, if personal or emotional concerns are interfering with your ability to live and learn at Loyola, please stop by the Counseling Center in Humanities 150 or call 410-617-CARE (2273). More information about the Counseling Center is at www.loyola.edu/counselingcenter



Accommodations: What they can and cannot do

What they can do

- Provide students with opportunity to demonstrate their knowledge
- Ensure effective communication for students
- Modify programs of the University to provide access

What they don't do

- Eliminate essential course functions
- Guarantee success
- Provide personal assistive devices or personal assistants
- Abolish attendance policies or deadlines for assignments



Helpful academic strategies and supports

- Well-defined expectations
 - Clear course syllabus ([click here for an accessible syllabus template](#))
 - Organized Moodle site ([click here to learn more about Moodle](#))
 - Email to student with revised deadlines, acceptable number of absences, grades
- [Academic Advising](#)
- Academic Supports
 - [Writing Center](#)
 - [Tutoring](#)
 - [Library](#)
 - [Time Management/Organization coaching](#)
 - [Class Dean](#)

