

Atelier Security : Health, Safety and Well-being *Good Practices*



ASSOCIATION
DES PROGRAMMES
UNIVERSITAIRES
AMÉRICAINS
EN FRANCE

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Bonnes pratiques

- ✓ **Baisser la tension interne** de l'étudiant
- ✓ **Ecouter**, le faire parler pour qu'il puisse se décharger
- ✓ **Rassurer** - il n'est pas le seul à se sentir comme cela
- ✓ **Ne pas banaliser** la situation
 - L'étudiant veut se sentir écouté
 - Offrir des points d'écoute et d'accueil
- ✓ Donner des **rendez-vous pas trop longs**
 - 30-40 min max
 - Horaires flexibles MAIS
 - Etablir des heures de disponibilité et ne pas les dépasser
- ✓ **S'adapter** à chacun
- ✓ **Ecouter sans jugement** en faisant des relances en répétant pour s'assurer qu'on a bien compris
 - « active listening »
- ✓ Ne pas hésiter à **réorienter** l'étudiant vers un professionnel
 - Avoir un carnet d'adresses
 - Ne pas tout simplement renvoyer vers un professionnel sans repères
 - Large panel de proposition
- ✓ **Communication entre paires**
 - Parrainage
- ✓ **Ne pas se culpabiliser** si on ne peut pas aider l'étudiant
- ✓ **Encourager l'étudiant à faire des activités qui lui rappelle son pays**

Comment réagir à un étudiant en détresse émotionnelle?

- ✓ **Comprendre** que l'étudiant a besoin de décharger
- ✓ **Accueillir la parole** avec empathie
- ✓ Faire de la **réassurance**
- ✓ **Ne pas dramatiser** la situation
 - Expliquer qu'il y a d'autres personnes dans sa situation
- ✓ **Repérer**
 - les blocages
 - les angoisses
 - le sommeil perturbé
 - les signes de tristesse
 - Sacher que la tristesse du soir sont normales (fatigue, mal du pays)
 - La tristesse du matin est symptomatique d'un problème plus profond
 - les phobies sociales
 - une baisse d'intérêt pour des activités
 - le niveau de détresse
- ✓ **Comprendre** que l'étudiant a tout d'abord besoin d'un lieu d'écoute
- ✓ **Protéger**
 - Pour les symptômes plus lourds – orienter vers un professionnel
 - S'il met en danger sa vie – s'il décolle la réalité / tient des propos incohérents

Limites à ne pas franchir

- ✓ **Ne jamais banaliser**- prendre toujours en compte le problème
- ✓ **Ne pas garder pour soi**
 - Il est narcissique de prendre tout pour soi et de ne pas encourager l'étudiant à chercher de l'aide ailleurs
 - Ne pas garder le « secret » pour soi
 - Utiliser la confiance pour orienter vers un professionnel
- ✓ **Ne pas penser que les autres fonctionnent comme nous**
 - Ceci met l'étudiant dans une situation d'échec et crée de la culpabilité quand il ne peut pas « être comme les autres »
- ✓ **Ne pas être trop frontal et trop impliqué dans la situation**
 - **Vous n'êtes pas un ami**
 - Ne pas avoir un rapport plus personnel avec l'étudiant

Votre rôle

- ❖ Aider l'étudiant à devenir calme –«This feeling will pass »
- ❖ Accueillir la parole
- ❖ Offrir un espace d'accueil et d'écoute
- ❖ Si besoin, réorienter vers des professionnels

Case studies

1) Qui fait quoi ? Quand ? Comment ?

2) Etablir le protocole à partir de cette question.

- 1) A student would like to drop out from the program. He comes to you in a state of distress, explaining he has been having some feelings of depression similar to when he first went to the US for school. He is not lonely because he talks with his family and friends everyday but is in a great state of disarray. He thought these feelings might pass but they have not. Now, he simply wants to know the logistics (school credit and transcripts) for what will happen if he quits the program.

Although he claims it is only a matter of finding out whether dropping from the program will affect his GPA, you have also noticed his weight loss and paleness.

- 2) A female student complains there are painters in her home and feels very uncomfortable in their presence. She explains to you that one of them said hello and winked at her. She would like to move out immediately. Nevertheless you know this student to be extra friendly as if she were on her college campus. As this is not the first time she has approached you about interactions with strangers, you start to have the impression her cordial nature might have something to do with the issues.

- 3) A student was supposed to turn in a final project for last semester. Not turning in this project may mean he fails the semester and loses his scholarship from his host school. After having tried several times and in many ways to contact the student, he is nowhere to be found. He cannot be reached by phone, email or SMS. Even his host lady is out of the country.

You have the strong impression he is purposefully isolating himself because he is ashamed and is in a downward spiral.

- 4) One of your favorite students comes to you to vent as she always does. Instead of the usual advice about a good restaurant or how to say a particular word in French, she starts talking about feelings of anxiety. This is not typically the type of student to have major issues and so you are not sure this is a red flag or not. You do not want to assume the student is depressed and needs to immediately see a psy, but you are not comfortable with everything she just told you.

- 5) A host family calls and tells you this is the second time her student has left the house and left the front door wide open. She explains that the student seems very distracted and announces there must be some sort of medical issue. While cleaning his room, she sees he has many prescription bottles.

She and her husband are afraid to communicate with the student because they do not want to make him upset and lead him to hurt himself or others. They are even afraid to leave for the weekend for fear that something might happen while they are away.

When you see the student however, he is as cheerful as he was the first day, so you have no grounds to call him to your office or refer him to a colleague.

- 6) On Monday mornings you always overhear students talking about their weekend stories, many of which take place in bars and cafés. Of course you were just walking through the common area and hear about a student that had alcohol poisoning and was taken to the emergency room by his friends. You already noticed the person was the party type, and this only confirms your suspicion that he might have some sort of addiction.
- 7) A student has gone to the Sacré Coeur on a Saturday night. Her bag was stolen in a very non-aggressive way: she put her bag at her feet to take a picture and then it was gone. Inside her bag was her cell phone, passport, and home keys. Her hostess is furious. Now all the locks need to be changed, etc.
- 8) A female student complains she is being looked at on the street too much. She wears more revealing clothing than most young French women and you suspect this is the reason she receives unwanted attention.

How do you explain to the student that she needs to take precaution without insinuating she is provoking men with her provocative dress?

- 9) A male student who identifies as being gay feels quite isolated from the gay community in Paris. His host family is on the conservative end and is still sour about "Mariage pour tous".

One evening he goes out to one of the usual night spots with some friends. A person in the bar starts to give him trouble because he is gay. Not wanting to attract any more attention, he walks away. He does not want any help from you, but he just thought you should know.

- 10) During your end of year soirée there are various wines and cheeses. Although you have limited the amount of alcohol present at the party, you suspect some students drank beforehand. Nevertheless everything appears to be under control.

Later in the evening as you are cleaning up, you receive a phone call from one of your students. Another student is in the hospital having his stomach pumped from too much alcohol.