Overwhelmed[2] coping[1] I have time to actually just exist as a human[3]
Learning experience[3] mental breakdowns[4] MUNDANE[4] depressed as fuck[1]
I didn't realize I needed to start looking for internships[1] not that fun[1] I need to figure out what the fuck I'm doing with my life[5]
Independent[4] mature[2] time management[5] help[1] Apathetic[1]
Falling out[3] CAPS[3] Workload[2] STRESSFUL lack of understanding[3] Boundaries[3] I HAVE TO GET IN[4]
It is okay to sleep[3] there's no point in trying[1] adapting[2] too much[4]
Physics is a really hard major[1] I have work to do[4] I can't. I have work to do[4]

YUCK.[3]

living off dorms[4][3] adapting[2] hardships of being away from home[2] it was a "yes" man[4] STRESSORS[3]

Adjusting[2] Is this just happening to me? Pressure to do everything[3] Stay patient[2] BALANCE
very genrally despressing year[1] WORK HARD, PLAY HARD[4]
When you're struggling you don't get help
You don't know how to be an upperclassman yet[1] shared experience[2]

SAM[1]
4th Year
Physics

JORDAN[2]
3rd Year
Student Athlete
YSI

MARY ROSE[3]
3rd Year
YSI

CAMILLE[4]
4th Year
History

AKASH[5]
2nd Year
Pre-Comm

Slump
The Second Year ~~Experience~~

Describe your second year experience in 3 words

What were the overall positives & negatives?

Compare your second and third year. What was different? What changed?

What, if anything, do you feel was lacking from your second year experience?

If you hit a "slump," at what point did it start? At what point did it end (if ever)?

On a scale of 1-5, how alone did you feel in this slump? Were others going through it too?

Did you ask for help? If so, from whom? What did they say?

What/who do you think could've better supported you?

If you could do your second year over again, what would you change?

What advice would you give to rising first years and current second years?

Hoppe, Michael. Active Listening: Improve Your Ability to Listen and Read. Center for Creative Leadership, 2006.
Kelley, David & Tom Kelley. Creative Confidence: Unleashing the Creative Potential Within Us All. Currency, 2013. pp. 97-103.
Reiss, Helen & Gordon Kraft-Todd. "E.M.P.A.T.H.Y.: A Tool to Enhance Nonverbal Communication Between Clinicians and Their Patients." Academic Medicine, vol 89., no. 8, 2014, pp. 1108-1112
ttps://mosaicprojects.com.au/Site_Map-Papers.php

VICTORIA ALVAREZ

VIBRATION

YAY 👍

- Moving out of dorms
- More independence
- Making new friends
- Finding joy in volunteering

YUCK 👎

Legend:
- 🔴 Wicked
- 🟠 Well-defined
- ⚪ Ill-defined

Academic Stress (Wicked)
- Not in my major yet
- Classes aren't interesting
- Workload is overwhelming
- Didn't get into my major

Living on my own (Well-defined)
- My roommates suck
- Lambeth sucks
- Taking care of yourself
- Managing time & making decisions

Lack of information (Well-defined)
- Who? Where? When? to ask
- Culture of help stigmas
- Unclear Options

Relationships (Ill-defined)
- Falling out with friends
- no effort to make new friends
- staying in bad friendships

Key Problems

🟠 Well-defined

Balance.

📚 + 🧍

Second years have trouble balancing academics and responsbilites of #adulting

🟠 Well-defined

Empowerment.

Second years are not empowered to ask for help or change existing situations

Buchanan, Richard. "Wicked Problems in Design Thinking." Design Issues, vol. 8, no. 2, 1992. pp. 5-21.
Rowe, Peter. "Procedural Aspects in Design Thinking." Design Thinking. MIT Press, pp. 39-41.
https://twitter.com/mccandelish?lang=en
https://www.researchgate.net/figure/Well-defined-Ill-defined-and-wicked-problems-Illustration-inspired-by-Rittel-and-Webber_fig1_327730435

VICTORIA ALVAREZ

VIBRATION

Balance.

VICTORIA ALVAREZ

Value.
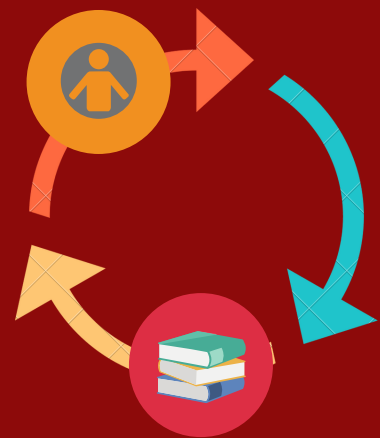
UVA Life Skills Curriculum

- Second year program
- Graduation requisite
- 15 hours per semester
- Partial area requirement replacement
- Hour-long, workshop-based instruction
- Flexible : students take core workshops and choose elective workshops based on personal schedules
- Lead by : faculty, community members, Career Center staff, & upperclassmen
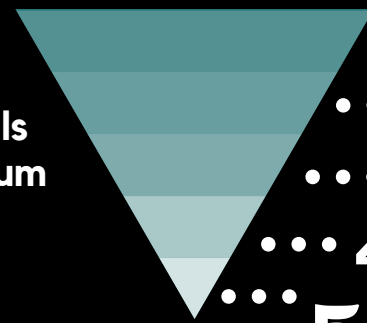
1 Identity & Exploration
includes career/major exploration

2 Decision Making
guidance with key second year decisions

3 Relationships
forming & maintaining healthy relationships

4 Health & Self Care
learning to take care of yourself

5 Practicum
time management and independent living skill building

Time Bank
- Partnership with
- Cville Time Bank
- Workshop-based instruction
- Engagement with larger Charlottesville community

Students exchange time for practical skill building

Students earn time dollars by teaching others

Students connect with community members to learn skills like : personal finance, car/bike maintenance, cooking, etc

Students are equipped with knowledge to help them manage personal and academic lives

Students explore interests while learning valuable independent living skills

Students learn the value of time and practice balancing commitments

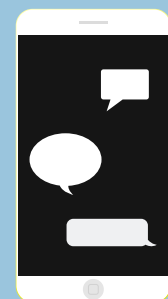Students build social networks of people who can give guidance

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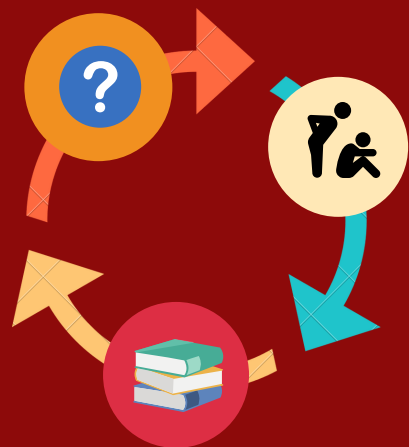
Empowerment.

"Ask Mark"
UVA-sponsored platform designed to provide quick & timely access to help and advice

- Pilot with first & second years
- Requisite app like Duo Mobile

Question box

Symptom Calculator

Counselor chat rooms

Asking
Students anonymously text in or voice record questions of all kind. No appointments necessary

Diagnosing
WebMD- like tool for students to enter their "symptoms" and identify problems

Connecting
Students can chat or video call with on-call staff and counselors to discuss problems

Responding
Students are immediately connected to resources or answers in a timely manner

Students have a defined "place" to go to find information & are more informed about their options

Asking for help is faster, easier, & anonymous, empowering students to ask more often

Students feel supported and know they have someone to go to in times of crisis

Dorst, Kees. "The core of 'design thinking' and its application." Design Studies, vol 32, no. 6, 2011.
"Veterans Crisis Prevention." Veterans Crisis Prevention Research, 2017.
https://cvilletimebank.com/
https://symptoms.webmd.com/default.htm#/info

VIBRATION