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# **Campus Evangelization Round Table Summit**

## 2020 Round Table Consolidation Report

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**Canadian Catholic Campus Ministry Evangelization and Discipleship Committee**



## ➔ Introduction

The Campus Evangelization Round Table Summit was borne out of a meeting of 25 or so campus ministers in August of 2019 who wanted to share our collective knowledge and experience to benefit campus ministry and students across Canada. Offered with the support of CCCM through its recently created Evangelization and Discipleship subcommittee, the goal of the Summit was not only to hear from speakers, but to mine the expertise of participants from a wide variety of contexts to enhance our overall understanding of best practices in campus ministry. In this way, we aimed to contribute to the larger discussion regarding campus ministry across Canada.

The summit was originally designed as an in-person event. However, due to the COVID-19 pandemic, the format was changed to an online platform and the topics were adjusted to address the reality and challenges of ministry in a virtual environment. It took place on August 5 and 6, 2020. Through the round table discussions, a wealth of valuable information emerged, including innovative insights for planting the seeds of the Gospel in an online setting, as well as best practices that will continue to guide campus ministry well into the future.

Over two days, sixty-six participants heard from presenters, and split up into small groups to discuss the following topics in campus ministry:

- Evangelization with Gen Z, by presenter Pete Burak
- Online Evangelization and Outreach, by presenter Benjamin Turland
- Caring for Student Mental Health, by presenter Nicole LeBlanc
- Virtually Engaging Leaders for Mission, by presenter Marcel LeJeune

This report is a comprehensive resource document containing the fruit of our discussions.

## ➔ How to Read This Report

Each section below contains notes from the presenter's talk, followed by a compilation of best practices and gaps in knowledge recorded from our small group discussions on the topic. These insights are listed and numbered for readability, and to make the document easy to reference and use in further discussions. The numbers do not indicate an order of importance or priority.

Reflecting our lively discussions and the incredible engagement from all our attendees, there is a wealth of data reproduced here. Given the large volume of information, we recognize that not everything will be relevant in all ministry contexts, and we invite you to focus in on what will be most helpful for your particular ministry.

Following the topical sections, there is an appendix containing unedited contributions from each group highlighting what they felt were the top 2-3 best practices or insights resulting from their discussions. It is included for those interested in obtaining a sense of what participants determined to be the most important points generated by each discussion.

Please feel free to share this report with anyone that you think will benefit from it. We are so grateful to each participant and all those who contributed to this nation-wide conversation about campus ministry and the ways we can grow and improve. We are excited to continue this effort in future years, and to keep the conversation going!

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## ➔ Evangelization with Gen Z

### Notes from Presenter- Pete Burak, i.d.9:16 Director

#### 1. The Current Moment

- a. Pope Benedict "A Crisis of Discipleship"
- b. "In our days, when in vast areas of the world the faith is in danger of dying out like a flame which no longer has fuel, the overriding priority is to make God present in this world and to show men and women the way to God...The real problem at this moment of our history is that God is disappearing from the human horizon, and, with the dimming of the light which comes from God, humanity is losing its bearings, with increasingly evident destructive effects."

#### 2. Gen Z

- a. Distinctives
  - i. Innovation/Tech
  - ii. Education
  - iii. Post-2008/9 Financial Crisis
  - iv. Practicals
  - v. Inclusive culture
  - vi. Influencer-based marketing
- b. Similarities
  - i. Loneliness
  - ii. Relativistic
  - iii. Experience-driven
  - iv. Skeptical of leadership and institutions
  - v. Allergic to commitment (FOMO)

#### c. The Big Three

- i. Who am I?
- ii. Where do I belong?
- iii. What's my purpose?

#### 3. The Gospel "The Power of God for salvation"

- a. The Church contains the best answers to these questions
- b. How are we presenting it? AND Do we offer them a decision?

#### 4. 5 Tips for Engaging Gen Z

- a. Authenticity
- b. Innovation
- c. Family on Mission
- d. Lean-in
- e. Spirit-filled Leadership

## Best practices

1. With first connections, ensure that students are contacted in a timely manner, generally 24-48 hours; their world shifts quickly, and Gen Z students will be more likely to respond if an invitation comes soon after they have provided their contact information.
2. Committing to staying in relationship with students who are resistant to or openly critical of Church teaching is essential; showing Gen Z students that you are committed to unconditionally loving them with all of their thoughts and reactions (often emotional or oppositional) can help break down barriers, since their formative years have contained much polarization with decreasing dialogue between those of opposing viewpoints.
3. Provide opportunities for informal togetherness; this can be breeding ground for deep discussions and can combat the deep loneliness that many in Gen Z experience.
4. An "I Do, We Do, You Do" model for forming Gen Z students is very useful; although they respond to challenges and have great ability to rise to them, they can be hesitant about unknowns and are more easily able to grow into skills by using this method.
5. Evangelization with Gen Z is "one at a time"; despite their comfortability with multi-platform and un-incarnational engagement, we always need to see them as a unique person created in the image and likeness of God, and whose presence deserves our complete attention when we are engaged.
6. When possible re: COVID restrictions, make use of communal meals; Gen Z students are challenged by the difference between online and incarnational worlds, and physical sharing of food has a unifying and family-like quality that naturally allows sharing in the lives of others.
7. Challenge current students to invite a specified number of their peers to an upcoming event/series; they will expand the outreach capabilities and will also respond to a challenge presented to them.
8. Be bold when the Spirit leads you to boldness; challenging Gen Z members to intentionally ask God to reveal Himself to them, and using other deep conversation questions about the meaning and purpose of life are useful for helping them examine their own beliefs and be open to how God is leading them.
9. Be able to effectively know and share your own testimony; because their locus of authority is their own experience, Gen Z members are affected deeply by personal testimonies of others where they hear about another's experience.
10. Perseverance in connection is important; use various methods as a multipronged approach for contacting Gen Z students, including email, text, and Instagram/Facebook messages.
11. Utilize methods that permit the development of authentic relationships to appeal to Gen Z's desire for community but limited experience of it.
12. Intentionally cultivate the mindset that what has worked in the past for evangelization and formation may not work with the current generation; Gen Z is likely to learn and grow in a way that is much different from other generations.
13. Model commitment by your own commitment and "leaning in" to their lives: not cancelling meetings, giving yourself with passion to the work, and being a dependable person for them to come to for guidance.

14. Use text message marketing tools to give info about events; Gen Z are almost constantly connected to others through text, and this can be very effective (see [simpletexting.com](http://simpletexting.com) as an example).
15. Gen Z lives in a world where influencers are important and influential; make use of Catholic personalities such as Fr. Mike Schmitz, Bishop Barron, etc. in social media posts, programming, and pointing Gen Z towards useful resources to answer their questions.
16. Since Gen Z are very much in favour of inclusiveness, consider this for events or engaging with students; consideration of details like dietary preferences and restrictions, details about their lives, or remembering preferences are an excellent way to appeal to their love for inclusivity and give it personal expression.
17. Gen Z have more limited social skills and often do not have the skill to make friends in new situations; utilize programming and methods that facilitate making friendships and understanding dating (e.g. The Dating Project).
18. Since Gen Z members are often uncomfortable with what is completely unfamiliar, we cannot rely on them coming to us; we need to go to where they are and be protagonists of the relationship; in this, their peers are even more effective.
19. Make use of separate men's and women's ministries; men form relationships shoulder to shoulder, and women form relationships face to face.
20. Use technology well, or have a Gen Z or Millennial use it well for you; discussions with Gen Z to help them become more aware of issues like confirmation bias and algorithms for presented content can be useful to help them examine social media critically.
21. Use a model of student involvement that uses each person's gifts, which may not necessarily be for things like directly disciplining another person; Gen Z respond well to the model of the Church as family on a mission, and using this principle for outreach and programming is essential.
22. Gen Z has grown up with more instability in their lives than any other recent generation; be a stable presence for them in your commitment to being a person on whom they can count, your commitment to follow-through on conversations, programming, assistance, etc., and be a person whose life has a stability that can model for them what stability looks like.
23. Gen Z experiences education as a pragmatic and end-goal driven experience; offering programming that helps them understand how to think instead of what to think can greatly improve their ability to critically examine the claims of the world around them.
24. Make use of peer leadership models where students more established in their faith are paired with those who are less mature in faith, with the attitude that everyone in your ministry is now a recruiter; Gen Z are in constant communication with others, and having students be responsible for caring for their peers assists with pressure on ministers who may not be as familiar with digital technology.
25. Although Gen Z have grown up in a relativistic world, they intuit when something is being "dumbed down", especially regarding faith; do not underestimate their response to deep intellectual discussions and their ability to recognize truth, even if it is sometimes at war with their accustomed sense of post-truth inclusiveness.
26. The image of a triangle is effective to help Gen Z think about the relationships in their lives and how they can foster them; up is the relationship with God, in is the relationship with self, and out is the relationship with others.

27. Utilize events or challenges where "unplugging" is part of the requirement; since challenge and contests appeal to Gen Z, bundle this preference with behaviours that will help them.
28. Introduce filtering into the discussion around media; there are excellent porn filters, time restriction apps, etc. that can help Gen Z to moderate their time online, both in quantity and what they consume.
29. Use Gen Z's positive response to challenge to motivate them to inculcate helpful practices into their lives, for example, daily prayer, regular confession, service to others, sharing their faith.
30. In programming, the practical applications should be considered and included; Gen Z responds well to things that they perceive to be of practical use to them.
31. Make use of one on one time to build relationships, and use deep open-ended questions (e.g. What is the good, the bad and the ugly in your life right now), ask them directly about their experience of Jesus and be willing to share yours; many Gen Z members have not experienced this in a non-interrupted, focused way.
32. Introduce fasting with things other than food; a phone fast for certain hours of the day or a day of the week can appeal to their response to challenge and can be powerful if those walking with them are also participating.
33. Make use of effective small/large group models of evangelization that are available or amenable to a virtual format, such as Alpha and CCO Faith Studies; students can arrange and run technology and lead small group discussions.
34. Pray intentionally and prophetically for the mission with your students/student leaders; Gen Z students can feel more responsibility towards a mission if they are spiritually invested.
35. Use the appeal to beauty as a primary means of engaging Gen Z, as well as the appeal to goodness; they both inspire the emotional and visually driven focus of Gen Z.
36. Do not underestimate Gen Z's ability to encounter God through emotive experiences; it cannot be the summary of their faith, but ignoring it disregards the reality that virtually the whole world around them uses the appeal to their emotions, so they are used to connecting to things in this way.
37. Gen Z members are very concerned about inclusion; engaging in activities focused around Catholic Social Teaching and the Spiritual and Corporal Works of Mercy is appealing, and addressing cliques within ministries is essential because it will be an immediate turnoff to new students.
38. Pay attention to your ministry environment; Gen Z are optically driven and an environment that is beautiful and/or well tended will draw them more.
39. Activities that creatively draw Gen Z in by tying action to learning and growth can be helpful; for example, prayer walks, discussion about poverty while handing out lunches, discussion about a movie's moral themes while going for a walk after viewing it.
40. Continually self-monitor to create effective boundaries; leaning into the lives of Gen Z students is essential and requires a reasonable level of vulnerability and safe self-disclosure, but it is unacceptable for those walking with them to be seeking spiritual or other personal fulfillment from them.
41. Gen Z is familiar with a world where the loudest voices are perceived as true; engaging in evangelization through the transcendental of truth must take this into account, as well as the relativistic culture they see as normal.



42. Gen Z members do not know themselves well; use a strengths or charism inventory to help them to recognize their gifts and use them in service to God, the Church and others.
43. Gen Z places a high emphasis on authenticity; intentionally apply this to ministry by asking names if they are forgotten, being honest about difficult days, acknowledging when you don't have an answer, being honest about activities you enjoy, etc.
44. Gen Z is used to a world of continually evolving innovation; make use of their ingenuity in planning, but also realize that their acceptance of rapid innovation can be challenging for your presentation and their acceptance of the Gospel, which is "the same yesterday, today and forever".
45. Gen Z tends to see restrictions on behaviour as repugnant or even evil; encourage discussions and opportunities to challenge this assumption in themselves and support them as they explore what true freedom is and why it includes boundaries for behaviour.

### **Gaps in Knowledge or Resources**

1. Technological advances breed indifference in Gen Z; how can we foster attention to detail and notice small changes, which are important for the spiritual life?
2. God is not entertaining; how can we walk with Gen Z in the spiritual life, which is often slow and requires perseverance?
3. What are the best ways to evangelize using the transcendentals of beauty and goodness, particularly with Gen Z?
4. What do responsible and healthy boundaries look like in the "leaning in" that is necessary for effective ministry?
5. How can we be authentic while using technology, both in the time of COVID and in social media in general? How can we be "un-curated" without being sloppy?
6. Training for technology would be useful since those who are ministering to Gen Z are not themselves digital natives; how can we do this and have a social media presence while still having healthy boundaries for our own use?
7. It seems that Zoom can be more suited to women as a natural face to face tool. What does online bonding look like on Zoom for men who grow shoulder to shoulder? Would shipping Lego sets and having them all build together be a way to go?
8. More resources and training on mental health relating to excessive use of social media are needed.
9. How can we cultivate the patience and perseverance in Gen Z needed for pursuing holiness and growth?
10. How can we help Gen Z widen their mindset from "human doing" to "human being" and the realization that our work doesn't equal our worth?
11. How can we increase retention rates with Gen Z? Should we be focusing on ministry that is continually innovative since this is the world they're used to, while still trying to cultivate commitment and perseverance?
12. What are the best practices in reaching out to a new Gen Z student?
13. We may need to use flexible schedules to meet the needs of Gen Z (e.g. possibly being present online in the evenings once a week), but how can we best do this, and what boundaries should be set?

14. How can we best use the information about Gen Z to minister well, while ensuring we're not stereotyping them? What should we watch for in ourselves to notice when we're doing this?
15. How can we monitor for attitudes in ourselves that are negative towards traits in Gen Z that are frustrating when ministering to them?
16. We need more spiritual direction/directors, to help students learn how to pray and discern while also developing deep relationships with spiritually mature people.
17. How can we overcome Gen Z's idea that experience is truth, especially when their experience with Catholic schools, families, the abuse scandal, etc. has had a significant impact and they may believe that Catholic moral teaching is not something followed or true or worthwhile?
18. How can we effectively engage in catechesis with Gen Z when their conception of truth is founded in relativism?
19. How can we engage in open discussions when various opinions are internalized as identities and dialogue becomes difficult because disagreeing with the person's views is equated to disagreeing with them as a person?
20. How can we cultivate informal connections in a virtual world?
21. Barriers can be present in the contexts we are ministering in. For example, some in ministry are not allowed to connect with students through social media. How can we work around or change these barriers without compromising the principles of student safety that are behind them?

## ➔ Online Evangelization and Outreach

### Notes from Presenter- Benjamin Turland, CCO Director of Missions

#### 1. Intro

*"We must make sure that our social distance does not become emotional distance; we have to stay connected, caring for one another, listening, sharing our stories and our hope in Christ. I have been saying this for many years now, but it becomes more urgent in light of this pandemic: every one of us in the Church must feel this responsibility to be a missionary disciple. The Church has never been about programs and events. Everything is about this Person, Jesus Christ, fully and truly human and fully and truly divine, who enters into our lives and calls us to follow him and to become "a new creation." As we navigate the new reality created by this pandemic, we need to be clear about means and ends. Right now, we are all very focused on "means." That is understandable. The world has changed. Just coming together in person, face-to-face is now much more complicated. How do we reach people, how do we gather them together to teach, to share the faith, to build fellowship? These are important questions. We should be asking these questions in light of our goal, which is bringing people to a personal meeting with Jesus Christ — to see his face, to hear his voice, to know and feel his loving and merciful presence in their lives."*

~ Archbishop Gomez

- i. The above quote highlights the importance of looking at online ministry not just in terms of the means and the technology that we use, but the why behind what we do. CCO responded with the Be The Light summer mission, and found that the online mission bore fruit in the same way in person ministry has - people encountering and experiencing Jesus in their lives.
- ii. When our Campus Ministries first hit lock down we had momentum from the whole semester to carry us through in online ministry. We were mainly working to finish things up. We were like a car going downhill - when you run out of gas you still have the momentum to get to the bottom of the hill
- iii. Approaching the fall semester, we are going uphill, and this is much more difficult to do because we need to pick up steam
- iv. Our **attitude** is really important - we can't come at this thinking that evangelization won't work online. Do not block the spirit - we can't be the reason God's love and mercy isn't shared.
- v. We need to have high trust in our team and our student leaders. We need to be collaborators in order to do outreach, get new contacts and make connections
- vi. Great expectation and anticipation should be our attitude - rooted in the prophetic

#### 2. Outreach

##### a. Principles & Opportunities

- i. Start slow, and give ourselves time to meet people and get names
- ii. Relationship is everything
- iii. Activate your leaders to reach out to contacts in their circle of influence

- iv. Engage with social media more than ever before
- v. Network and be entrepreneurial
- b. Pitfalls
  - i. Not doing anything, waiting and not adapting
  - ii. Being too broad

### 3. Online Evangelization

#### a. Principles

- i. Keep your identity, and the foundational pieces of your ministry - they are what make your ministry effective - adapt them, where appropriate, to the online context.
- ii. Vertical and Horizontal Ministry - develop both
  - Vertical ministry is leaders coaching leaders
  - Horizontal ministry is peers accompanying peers
- iii. Multi-level
  - Small Groups - allow for vulnerability and relationship building
  - Large groups - help build a sense of excitement and allow students to experience being a part of something bigger
  - Also have prayer partners built into the structure
  - Excellence is important - better to do less and do it excellently, than to do more, but do it poorly
  - Be structured - have a consistent structure for each week throughout the semester
  - Have a good brand of what the semester is going to be like
  - Include fun and goofy elements - for example Facebook page where people were challenged each day and they points for completing certain challenges, and posting them to the Facebook page - this resulted in people connecting with one other without previously knowing each other
  - Track who's coming and where they are fitting into the ministry, so that we don't lose out on people

### 4. CCO Strategy

#### a. CCO strategy is a trifecta

- i. Step 1: gather new student personal contact info
- ii. Step 2: Bring people together in a regional or campus club Zoom call
- iii. Step 3: place students in faith studies
- iv. Assign the right people to the right roles - make sure to have people taking care of things like tech, so that ministry can run smoothly

#### b. Pitfalls

- i. Not adapting
- ii. Missing skill sets that would help you execute ministry online

## Best Practices

1. Be creative in approaching online ministry; enlist the help of current and former students, other professionals in ministry and fields outside ministry, and online research to form new ways of reaching new people virtually.
2. Host a virtual coffeehouse, murder mystery, or other event that translates well to online platforms.
3. Approach online ministry with a positive attitude of what can be done instead of what is being missed; have great expectations.
4. Use online advertising and social media to arrange smaller, regional in person gatherings and supplement online evangelization and outreach with in-person connections, if possible.
5. Make use of on-demand catechesis and formation sources, such as Formed; consider subscribing and using it creatively, such as viewing parties, discussion groups and prayer ministries.
6. Find ways of praying in community, both for the mission and for those who are present/engaged already in chaplaincy; the mission still requires a foundation of prayer, even when we're not together.
7. Use fasting and prayer to participate communally in a common initiative, but on their own time; this may especially help students feel connected in mission to others if there are further COVID restrictions.
8. Use small groups such as faith studies, discipleship groups, men's/women's groups; this fosters connection and accountability while still being comfortable for those who would be shy in large groups or one on one meetings.
9. Be honest with students and co-ministers about the reality of online ministry; acknowledging that being online together is not the same as being together in person can be helpful to be transparent and remind students and leaders that we are ultimately incarnational, and relationships are best when incarnational.
10. Make a communications schedule of whom you need to contact, when that's happening, and use it to schedule meetings with people regularly, check off when you're praying for them, etc.; it can also be a shared document with leaders, and it's important to track everything so that no one falls through the cracks.
11. Use your social media presence and ads; they don't have to be professionally done to be effective.
12. Focus on communal experiences; be prepared for non-typical people to be involved; there may be more students looking for opportunities to connect, and this may affect the usual dynamic of the community.
13. Planning to connect with those who are not already connected is essential; reach out to active leaders who can reach out to their circles, reach first year students by connecting with Pastors/parishes/high schools/chaplains etc. to get contacts for potential students who would be coming, and look at how the clubs for the university are engaging so that you can get involved in that.
14. Create a virtual welcome kit containing video tours, testimonies, info about ways to get involved, etc.; this can introduce new people to the chaplaincy in a way that feels more incarnational.

15. Give a challenge to students to get people signed up for something (faith studies, alpha, etc.); students like the challenge and it can be very effective for getting people out who wouldn't normally come to an in person event.
16. Provide creative ways for students to connect one-on-one, for example, advertising that they can message in social media accounts or hosting "office hours" that they can sign up or drop in for.
17. Be aware of events online being hosted by other organizations; if we can make students aware of these, and even possibly "attend" as a group, it can expand our ministering abilities without expanding our need to offer something of good quality ourselves.
18. Less is more; it is better to do fewer things with excellence than more things in a mediocre way, and it is possible for students to experience decision fatigue if there is too much offered.
19. Gather student leaders together regularly for prayer and ask student leaders to pray for chaplaincy staff; if you have small groups, gather them together for a larger event periodically so that they see that there is a larger community.
20. If parishes are closed and Mass is online, consider using Zoom as opposed to livestream; it has a different sense of presence and community in this form.
21. Recognize that buy-in and momentum building may be a challenge; believe that the Lord will still do great things even in challenging circumstances.
22. Use or make podcasts or challenge a group of students to make a podcast.
23. Use creative outdoor activities that allow people to be in person in a safe way.
24. Pray intentionally for students that we won't meet this year; entrusting them to God and praying for them to encounter Jesus is necessary.
25. Make a schedule of daily online activities to mitigate against Zoom fatigue, but also to ensure that activities are well spaced and not logistically difficult.
26. Involve student leaders whenever possible so that they encounter new students regularly; some events can be turned over to student leaders completely to maximize reach.
27. Consider daily/weekly/monthly challenges that go out via social media; if small groups are used, challenges could be posed to groups to focus on team effort instead of individuals.
28. Consider pairing/grouping students with common interests to facilitate relationship building
29. Consult with current students to determine what incoming students will be missing by having a virtual start to university, or what those graduating may be missing in their final year; be creative and use experiences that will be missed to determine how to fill that gap through the events and initiatives you offer (e.g. new students will not have the same Orientation week, but an in person distanced event could be organized that new and returning students come to).
30. Use regular video messages to students shared via social media.
31. Consider forming partnerships with other student groups for common initiatives; challenges between student groups could also engage more students in communal activities.
32. Be open to trial and error; flexibility is needed and ministry may need to adjust depending on student needs and what actually works, and it may be prudent to use a feedback mechanism for students to provide input about what they would like to see changed.

33. Consider using spiritual gifts/skills inventories to determine where student leaders will be best suited to help; not all student leaders may be comfortable speaking on Zoom events, but may have gifts for social media, advertising, technical support, etc.
34. Regularly make time to acknowledge the contributions of student leaders, both personally to them and in other ways, such as social media thank you posts.
35. Use social media to introduce your leadership team and your chaplaincy team; letting students do a “takeover” day on social media can help new students to see who is involved in leadership and gives a sense of vitality.
36. Consider using tools like Eventbrite for event registrations; there are built in engagement and tracking tools that can give insight into who is coming to events.
37. Consider creating a virtual prayer board where students can add prayer requests; this could be paired with a staff member or one of the student leaders using Instagram Live or a pre-recorded video to lead others in prayer for those intentions.
38. Adoration and other forms of in person ministry where we help students to personally encounter Jesus may not be easily accessible; consider making scripture and prayer with scripture a central part of ministry since it is more amenable to online use.
39. Before events, use ice breakers that introduce a sense of goofiness/fun/lightheartedness into the gathering; these could include Would You Rather, a scavenger hunt in their home, Two Truths and a Lie, the Whisper Game (where someone mutes, says a word, and people have to guess what they are saying), heads up, or online karaoke.
40. Use branding that includes inspirational photos/photos of smiling students, and a solid consideration of the who, what and why of social media posts so that there is clear intentionality and purpose to them; if you don’t have one already, create a brand (i.e. logo, colours, hashtags, etc.) and use it to identify all of your posts easily.
41. Design and host a good activation event for student leaders so that they will embrace the vision and be captivated by the mission; momentum matters especially in August/September for setting the tone for the year.
42. Foster the culture that forms among the students during the year; what inside jokes come up, what things are they emphasizing, what are they bonding around?
43. Small groups are excellent for building relationships, but also use larger lectures or gatherings. This can be a way for new students to come that is less intimidating due to anonymity; pay attention to who comes and connect with those who are new.
44. Consider asking your students to complete a survey asking for their class schedules; this can be useful in determining when to hold events/meetings both for optimal attendance and to minimize their Zoom fatigue.
45. Planning using a 2X2 grid is useful; we can give either content (podcast, talk, etc.) or community (them interacting with us or each other), and we can do it actively (at a set time in a group somehow together) or passively (something they do on their own time), and the aim should be to use all four areas.
46. Consider shifting budgetary resources to a technology focus, including making use of social media ads.
47. Consider getting the address of those who are new and mailing them something (branded mug, t-shirt, etc.).

48. Consider tabling at parishes or other gathering places that students may be; student leaders could be included in this to “hit” a number of different places, and if there are multiple campuses in an area they could team up to communally advertise campus ministry.

### **Gaps in Knowledge or Resources**

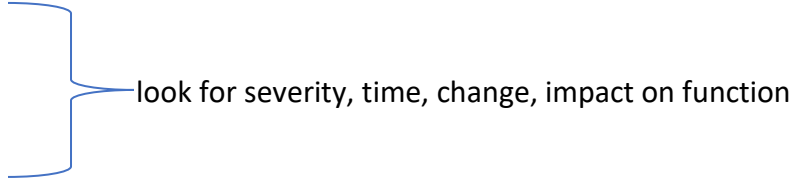
1. Catholic resources online offer some excellent formation, but this can't replace the mission of evangelization; how can we best make use of them while still fostering discipleship relationships?
2. How can we overcome the millennial/Gen Z “what's in it for me?” mentality when we're inviting them to engage in online initiatives?
3. How can we add value to what we're offering to make it different from other things that are offered? How can we best motivate people to be involved?
4. How can we combat online fatigue, both in students and in those who minister to them?
5. How can we train students, especially our leaders, in recognizing Zoom fatigue?
6. How can we foster commitment and continuing engagement in the virtual world, and how is this different from how we would foster it in the in-person experience?
7. How can we determine best where our efforts and money should be spent during this time where there are more financial pressures?
8. Determining the course of ministry is difficult; many campuses/colleges/universities are still waiting to hear what the course of the year will look like in terms of online/in person learning.
9. How can we effectively create momentum when online ministry has a somewhat disjointed feel to it?
10. Can templates of events and initiatives be shared in a database so that campuses can get ideas or use them?
11. Can a national list of connections be created that includes youth ministers, high school chaplains, diocesan staff, movement staff, etc. to more widely share contacts?
12. Building trust can be more difficult in online activities. How can we overcome/minimize this?
13. Many parishes, schools and other organizations are not willing to put info out regarding connecting with campus ministries. How can we inspire confidence in our ministries so that people working with students coming in from high school will not be hesitant to promote connecting with campus ministers?
14. How can we help people feel like they are not on the fringes in a larger group Zoom meeting?
15. What are best practices in translating effective relational ministry online?
16. How can we engage with new people in a large group Zoom or other setting? Would it work to have leaders pre-assigned to watch for new people and then message them privately to chat with them and welcome them?
17. Without having the incarnational ways to help students encounter Christ (i.e. adoration, prayer in person, Mass, etc.), what will be effective to help them encounter Christ when we are not physically with them?



18. What is the best kind of large group event to host virtually that will engage new people?
19. How can we continue to share ideas, resources, and what has worked and not worked with each other as the year goes on?
20. How can we effectively “create memories” in an online reality?
21. How can we best minister to students who come from a non-Christian or non-Catholic background? When should we refer them elsewhere and when should we advocate for them to join us for events?

## ➔ Caring for Student Mental Health

### Presenter Notes- Nicole LeBlanc, MSW, RSW

1. The healthy person is integrated in these areas:
  - a. Biological
  - b. Mental
  - c. Emotional
  - d. Spiritual
  - e. Environmental - social

look for severity, time, change, impact on function
2. The helping relationship includes:
  - a. Unconditional positive regard
  - b. Authenticity
  - c. Holy Spirit and prayer
3. Practical considerations:
  - a. Validate feelings; don't downplay them
  - b. Avoid labelling emotions as bad or sinful
  - c. Listen, ask open ended questions, and don't assume anything about the person's experience
  - d. Be authentic and express concern and empathy
  - e. Destigmatize mental health and need for professional help (medical & counselling)
  - f. Respect confidentiality
  - g. Listen to your gut- take it seriously
  - h. Encourage self-reflection and discernment and provide skills for engaging in these
  - i. Be a sign of hope- relay truths of redemptive suffering and God's compassion for our pain while showing hope that this dark period will one day pass for them.
4. Boundaries:
  - a. It is normal to struggle with this especially early on.
  - b. It is better to establish boundaries early as opposed to lacking them and trying to create them with a person later. They can feel dependent and then be more hurt by the rejection.
  - c. Look for signs in yourself:
    - i. You're overwhelmed
    - ii. You feel you're the only one who can help
    - iii. Other aspects of your life or ministry suffer/ are neglected
    - iv. You feel cynical or apathetic or stuck

(This and more from Trauma Stewardship by Dernoot-Lipsky, 2007)
  - d. Establish appropriate "rules" for yourself
  - e. Is problem ongoing and not improving? Seek more support for yourself and this person!

- f. Have a mentor, peer or group to help you with tough cases and to see any blind-spots. Consider the possibility your own issues can impact them or vice versa.
  - g. Boundaries by Cloud and Townsend (1992) is another good resource on this.
5. COVID challenges:
- a. Increased isolation
  - b. Increased stress from social media
  - c. Increases in domestic violence
  - d. Increased anxiety
6. Specifics on how to respond:
- a. With depressive and anxious states:
    - i. Encourage pushing self to do at least one normally enjoyable social or active thing and not isolating from friends.
    - ii. Apps like Breathe and Mindshift can be useful
    - iii. Also encourage routines to take care of physical health especially sleep, diet and avoiding substance use.
    - iv. Discernment of spirits is helpful psychology brought to us by St. Ignatius of Loyola before the field of psychology even existed
    - v. Scripture can provide powerful counter-messaging to the negative beliefs that come with mental health struggles. Encourage memorization and repetition of key relevant scripture.
  - b. With suicidal thoughts:
    - i. Keep the conversation open and non-judgmental.
    - ii. Ask what they think about and how often and if anything sets them off. Ask if they have a plan.
    - iii. If there is an imminent plan to commit suicide, try to escort to hospital right away or call police or other trauma team in your area if there is one for mental health emergencies.
    - iv. If no immediate plan, talk about safety, remain supportive, and gently push them to seek further help.
  - c. With any mental health issue that seems more severe or that are not clearing up within a month or two:
    - i. Encourage seeking medical attention and counselling.
    - ii. Medical: They can go to their family doctor or CAMH/ another hospital if more severe.
    - iii. Counselling: Many cities have affordable counselling options, especially for youth. Good2Talk phone line and MYSSP can be decent short-term interventions for college age students. Check your local Catholic Charities. Schools often have free counselling and insurance coverage for private therapists. It's great to have a personal connection that you feel comfortable recommending.

## Best Practices

1. Form appropriate boundaries; this is especially important in relationships with students who are experiencing mental health challenges.
2. When talking with a student experiencing adverse mental health, find out about their current support system, including parents, friends, other adults, if they've experienced this in the past, what they are trying to do to cope and whether they are being cared for by any mental health/medical providers.
3. Communicate with the student from the beginning of your discussions regarding the qualifications that you do/do not have and when you would refer them to appropriate care should the need arise; it is also recommended to confirm with them the number of times that it would be helpful for you to meet (5-10 is recommended) before referring if they still require additional support.
4. Be mindful of transference (definition with respect to counselling: redirection of a patient's feelings for a significant person to the therapist) and counter-transference (definition with respect to counselling: redirection of a therapist's feelings toward a patient, or more generally, as a therapist's emotional entanglement with a patient) as they apply to pastoral ministry, and refer should either of these occur.
5. Meet with students in a space that is private but preferably with glass in the door, or in an area that is private but not walled; if this is not possible, consult with your institution or supervisor about the precautions to take when conducting sensitive meetings with students.
6. Be mindful of possible attractions that can occur if meeting a student who is of the opposite sex; if you suspect this, refer them.
7. Involve a variety of people who are all responsible for caring for the mental health of those in the community by observing students and noticing signs of mental health distress, including priests, peers, other staff, alumni and others in your ministry.
8. Consider setting boundaries with students about when they can contact you, and through what methods they can contact you, as well as why it's important for you to have non-ministry time; letting students know that they can contact you if they are experiencing a crisis is helpful, but information for contacting another crisis support person or centre should be widely available to students if they cannot reach a member of the chaplaincy team.
9. Pray with students who are experiencing adverse mental health and continue to pray for them and check in with them regularly.
10. Learn how to recognize the warning signs that someone may be experiencing adverse mental health, and train student leaders to recognize those signs and share them with a staff member; make it clear to student leaders that they are always welcome to come and speak with chaplaincy staff if they recognize any of the warning signs in themselves.
11. Be creative in planning and try to have in person ministry where possible; especially in the early fall, it may be possible to be outside with groups of students and this is helpful for having a sense of community.

12. Create a referral sheet of trusted people you can refer students to for various needs (e.g. eating disorders, post-abortion counselling, family doctors, domestic violence, homelessness, Catholic counsellors, university services, help lines etc.); make this referral sheet available to your student leaders so they are also aware of available resources.
13. Create a culture in campus ministry aimed at reducing stigma around mental illness; hosting discussions, having students or others share testimonies (if that self-disclosure is safe and they are not currently experiencing adverse mental health), displaying posters advertising mental health services and wellness, including events and programs where possible.
14. Consider incorporating mock scenarios regarding mental health emergencies into leader training.
15. Create a support kit to use if students are seeking support; it can include Bible verses helpful with anxiety/discouragement/depression, extra rosaries or holy medals, numbers they can call to access services, the Litany of Trust, etc.
16. Be aware of bereavement support groups available for students.
17. Be aware of the effects that women experience from hormone fluctuation and be open to talking about this (in same-sex conversations, specifically).
18. Be proactive in supporting mental health in students by tracking when you've been in contact with students and planning regular opportunities in your schedule to send messages to students you haven't spoken with in awhile.
19. Obtain ASIST (Applied Suicide Intervention Skills Training) certification; it is the same training many paramedic services and police forces use to gain skills in assisting someone who is suicidal, and the university you work at may be willing to pay for training.
20. Encourage students, and especially student leaders, to complete SafeTalk training; it is the introductory level training for learning about suicidality and helps students feel equipped to respond to disclosures; many universities offer it for free for students.
21. Attend workshops available on mental health and wellness where possible; the university may offer some that you can attend for free.
22. Offer workshops each term for students about mental health and wellness, possibly with advertising on how to manage stress so that a title pinpointing mental health won't be a barrier for students who experience stigma around mental health issues.
23. Recognize that there are cultural influences and stigmas around mental health support; there is a need to be sensitive to students' levels of openness and to take this into account when helping them connect with mental health professionals.
24. Offer formation in Ignatian discernment of spirits to help students become more aware of and navigate their feelings and experiences.
25. Engage in/provide opportunities to have students become more self-reflective; this will help with identifying and understanding mental health issues and will also support overall growth in holiness.
26. Model to students our own self-reflection.
27. Notice severity, length of time, swings in mood, change from known demeanour, and impacted functioning in students; this requires regular contact.
28. Having empathy is always a way to lean in while maintaining healthy boundaries.

29. In conversations with students, avoid level one responses that don't acknowledge the difficulty (i.e. "you shouldn't be feeling that way because things seem pretty good" or "if you pray about this I'm sure it will get better" and aim for level three responses (i.e. "I'm sorry you're hurting right now...it seems like things have been really challenging lately and that the situation is difficult to navigate") that show empathy but also acknowledgement of how they are feeling.
30. Ask open ended questions, use active listening, and confirm what they've said by restating it back to them.
31. Use of mental health care apps and promote them for student use.
32. Encourage students to intentionally choose mentors for themselves from various age groups and backgrounds; connecting with mentors can be a great help in overcoming isolation.
33. Encourage students to engage in spiritual direction by organizing some Religious to regularly provide those opportunities, as well as for mentorship and confession.
34. Encourage students to pay attention to movements of the heart when engaged in social media; they need to discern if this is a healthy use of their time.
35. Post a list of Bible verses that specifically address various struggles students might be facing so they can take those passages to prayer, with an intro such as "What to pray when you're feeling anxious/ rejected/ weak/ depressed/ like a failure. . . "
36. Print Examen cards as a tool for students to help them grow in self-reflection and the habit of prayer at the end of the day.

### **Gaps in Knowledge and Resources**

1. Training in mental health awareness and treatment specific to campus ministers.
2. Standardized protocols for dealing with adverse mental health in students, including suicide awareness and intervention.
3. Defined healthy boundaries for campus ministers; despite many contexts within campus ministry in Canada, there are some universally applicable guidelines that could be adopted.
4. There is often a lack of mental health care professionals to refer to; there are often long waits for university services, and it is a challenge to know what counsellors will be supportive of faith as a part of wholistic counselling.
5. It is a challenge when the experience of students with Catholic counsellors is that sometimes they are not faithful to Church teaching and recommend things that are directly contradictory to Church teaching.
6. A national directory of Catholic and other trusted mental health care professionals willing to see students would be incredibly helpful.
7. There is no (known) fellowship organization or group to support Catholic students who struggle with mental illness; the development of one, especially possible now when Zoom meetings are commonplace, could be extremely helpful.
8. More information regarding specific mental health supports for areas such as racial or other discrimination, stigma, disability and cultural practices would be helpful.
9. Students are often financially challenged, and chaplaincies are also; how can we help students access services creatively, or alternately, allocate more funds for mental health?

10. More resources could be developed for students to learn how to best support a friend/classmate/peer who is going through adverse mental health.
11. Increase in depression is a concern of COVID measures. How can we help students who are dealing with this?
12. How can we help students trust us quickly so that we are able to develop the trust needed for vulnerable discussions?
13. How can we become more comfortable in discussions around mental health/not let fear deter us if these kinds of discussions are new for us?
14. A mental health first aid kit, including procedures, how to refer, how to recognize signs of mental distress or suicidality, etc. could be very useful.
15. How can we respond when a student indicates that a mental health care provider says to use some practices such as mindfulness/meditation/centering that may not be consonant with Catholic practice?
16. If a program were made available to train campus ministers in spiritual direction and Ignatian discernment, that could greatly facilitate chaplaincy staff in supporting students.

## ➔ Virtually Forming Leaders for Mission

### Notes from Presenter- Marcel LeJeune, Founder of CatholicMissionaryDisciples.com

1. What are the needs of student leaders?
  - a. Need leadership modeled for them as an apprentice needs a mentor
  - b. Need constant reminders of WHY (keep the mission/vision in front of them)
  - c. Need to know that we value and appreciate them
  - d. Need to know that we accept and love them
  - e. Need to know that what they bring to the table is necessary for God to work in the world
2. Limitations of virtual engagement
  - a. We are unable to fully disciple someone virtually. Discipleship must be lived out together.
  - b. What we are able to do is teach, guide, coach, mentor, pray with, and build up.
  - c. Accept these limitations and work on what you can do and you can grow your student leaders.
3. Clearly articulate your expectations of what can and cannot happen during virtual sessions
  - a. What tools, guides, and methodology will we use?
  - b. What they are to do during and between virtual sessions?
  - c. How they are to serve those they are leading?
  - d. Why they need to maintain their personal prayer life as well as intercession for others?
4. Principles to work with:
  - a. Students tend to grow spiritually at a more rapid rate when they are serving and leading others.
  - b. Start with their heart - where are they in their walk with Jesus? What are the next steps they need to take? Have they had a personal conversion? Do they pray regularly? Are they on mission and are actively evangelizing?
  - c. Then form their minds and mission. Help them think clearly about Jesus, the Gospel, the Church, how to live as a disciple, and the practical ways of how to evangelize and build up other disciples.

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Questions for further discussion:

1. Do I know where each of my leaders are spiritually and where they need to go next?
2. Do I have the knowledge, skills, ability, and relationships that it takes to lead my student leaders? If so do I have a solid plan for each of them? If not, what do I personally need to do to form myself as a better leader?
3. What do I believe God wants to do through our campus ministry in the next year, even with the limitations that we now have?



## Best Practices

1. Don't make assumptions about the spiritual lives of our leaders; make an intentional effort to ask them about their spiritual lives and continue to ask this of them as time goes on.
2. Online activities may make it more possible for students to step into leadership since transportation and cost are not an issue; watch for opportunities to involve students who haven't been able to get involved in leadership previously.
3. Tailor formation for student leaders to the current reality rather than our usual leadership training.
4. Demonstrate for students how leadership works in a virtual setting.
5. Use mock Zoom sessions (if they are not familiar with Zoom) for leaders to practice their skills for facilitating things like faith studies.
6. Provide lists of questions to leaders/event coordinators that they can use as conversation starters while leading online events.
7. Train students how to know and give their testimony as a witness to others.
8. Consider having a regular service or other event with leaders so that they can work together on something and develop relationships with each other at the same time as they are developing relationships with those they are leading.
9. Respect the time of leaders and ask them to do the same for those they are leading, by sticking to the listed start and end times of meetings.
10. Consider asking leaders to do a gifts and skills inventory so that they can offer the things they are gifted in as opposed to the things that we think they should be doing.
11. No one of us has it all together, but together we have it all; help leaders to know that they are not expected to do it all and that they can rely on chaplaincy staff and peers to support them just as they will be invited to support others.
12. Regularly run ideas by student leaders; their input will be extremely valuable.
13. Consider assigning prayer partners within your leader group.
14. Consider using varied ways to connect with leaders so that Zoom is not the only communication tool they have, for example, calling them, meeting safely in person, etc.
15. Foster a culture where failure is acceptable and is perceived as actually helpful; model this in your own life by owning and learning from your failures.
16. Alternate student leadership roles; if possible, to give everyone the opportunity to develop different skills.
17. There is a way to be friendly and develop strong relationships without being friends, and this is healthy but also effective.
18. It's possible to do virtual formation for leaders, but we are unable to have an incarnational relationship in the same way as we can in person; it's freeing for us and them to know this and acknowledge it.
19. Asking great questions is an art, and we need to ask things that are broad and bold; we also need to be unafraid to challenge student leaders or call them forward.
20. Consider having small groups of leaders come together for regular meetings for mutual support and accountability, but also for opportunities for ongoing formation.
21. Use creative online tools to stay connected; examples include Jackbox (paid) or Plato (free, non-video chat, so it can also be used if zoom fatigue is a problem).

22. Form leaders in a multi-pronged way; spiritual, personal, catechetical, emotional formation etc. are all important in ensuring they are well-rounded.
23. During each term, identify student leaders and non-leader students who are FACT high (Faithful, Available, Contagious, Teachable) to invest intentionally in them in the coming term.
24. Consider using a mentorship tree that works back to leaders and the chaplaincy staff; this allows students to experience close accompaniment by a leader who was also being closely accompanied by a leader (and so on). It also allows the ministry team to stay connected with the leaders without having to personally follow up with all of them frequently, which can be complicated as the leadership team and general student body increase.
25. Engage in regular spiritual checkups with leaders.
26. Encourage leaders to have a spiritual director; help them to find one if needed.
27. Work with programs that lend themselves well to the online format.
28. Consider using *lectio divina* to pray with students; it lends itself well to deep/personal discussions.
29. Consider implementing a monthly day of prayer and fasting for the ministry that leaders also engage in.
30. Give leaders the freedom to remove themselves if it is not healthy mentally or otherwise for them to continue to be involved; if possible, engage them in a smaller way so they can remain connected.

### **Gaps in Knowledge or Resources**

1. How can we readily identify Zoom fatigue in leaders? What do we do when leaders are finding online activities too overwhelming?
2. What creative mediums can we use besides Zoom to mitigate against Zoom fatigue?
3. How can we engage in self care for those ministering while also providing extra support to our leaders?
4. What are the best methods to receive student feedback regarding whether programming is well-received or whether it needs to be adjusted?
5. How much responsibility should we be entrusting to student leaders; how do we know when it's too much since the context is so new?

## ➔ Suggested Topics for Future Formation Events

- How to foster a relationship of trust with your university/university officials
- Effective formation and creative ideas for prayer and fasting
- Avoiding the trap of comparison in ministry, and how to effectively encourage each other's gifts
- Creative ways to engage in social justice and the corporal and spiritual acts of mercy
- Effective memory-creating in an online realm
- How to be friendly while not being a friend to student: boundaries and how to navigate them
- Creative budgeting in ministry: where to put your money and how to steward it well

## ➔ Appendix

### Evangelization with Gen Z

#### *Top Best Practices/Interesting Insights from Discussions (Raw Data)*

- Truth as an experience can be both a challenge and an opportunity - to give students a new experience, an experience of Christ
- Some of the best opportunities for evangelization come in spaces outside of formal "programming" - need to be innovative about how we allow for these opportunities!
- Difference between loneliness and isolation - loneliness is a normal part of the human experience, but isolation is really terrible because we need community. A lot of young people are feeling more isolated and we need to pray about this and how we are called to respond.
- Small things add up- dietary restrictions, details about their life, preferences and remembering those go a long way if they feel known and recognized in that since inclusiveness is important to them, so try to aim for those small details being appreciated
- Be stable- as much as possible with communicating and transparency around presence, availability, telling them you're praying for them because their lives have a lot of instability in them
- Intentionally facilitate friendship building skills and facilitating relationships between students
- Challenging students with a practical application of the content, calling them to step forth into greatness
- 1 on 1 interactions to form a deeper more intimate relationship
- Evangelization through the lenses of beauty and goodness as a first approach
- Intentionality in what we're doing
- Living the life of a disciple by example, not just by our words
- Building meaningful relationships one person at a time
- The importance of a personal connection
- Constantly persevering in pursuing students
- The authenticity that Pete talked about: not being the person you think they want you to be.
- Engaging in their interests, but also remaining true to yourself.
- Demonstrate commitment by committing to them (leaning in)
- Sharing own experience of encounter of Jesus and providing them opportunity to share own experience
- Have a grasp on where they are and knowing what we're dealing with
- Having events centred around food and conversation. Many wonderful things happen around the kitchen table - bringing this into the idea and reality of ministry
- Challenging students in their leadership through invitation and recognizing their strengths in ministry.
- Being examples of faith and friendship through an accessibility to students lives and interests. Showing interest and showing up for them.

- Specifically affirming and encouraging someone when you are inviting them into a leadership opportunity or ministry opportunity. For example, "Patrick, I really believe that you would be a great faith study leader. I see the way that you are always so welcoming to the new person, the way that you invite your friends from your program into our Catholic centre, and how you are so engaged in the faith study. I want to invite you to be a faith study leader for September, what do you think?".
- Direct, specific, and affirming asks. Just say it!
- Relationship and accompaniment is key. Having a "familial" relationship, like being family. Maybe you're the "mom", the "big sister or big brother" or the "sister or brother" but you have this authentic, vulnerable, free, relationship with them. You invite them into your life (by cooking with them, by inviting them with you when you are doing simple chore things like groceries, having them in your living room). And they will "catch" things from you, they will touch and taste your life. It will model to them how they can be vulnerable with you. Then lean into THEIR life. Be overly present when you know they're going through a breakup, when their dad is diagnosed with cancer, when they feel like dropping out of school. Relationship is key to the proclamation of the kerygmatic Gospel!
- Authenticity - appropriate self-revelation, appropriate sharing about your life. dynamic of priest sharing myself in my homily vs overstepping the sharing. Goes a long way when you share your humanness, your hobbies, etc.... don't always give doctrine. they want to know you are real.
- Foster student leadership/ownership within their chaplaincy. Encourage student leaders to take the lead in events they would like to host on campus.
- Sincerely ask direct questions about where their students are in their relationship with God.

## Online Outreach and Evangelization

### *Top Best Practices/Interesting Insights from Discussions (Raw Data)*

- Don't disregard hybrid approaches (in person + online) if they are possible in our campus context
- Be intentional about sharing our ministry through "word of mouth", by ensuring our leaders make personal invitations to at least 5 other people
- Social media, running tech are all skills - ensure that people in charge of those aspects of ministry are equipped to work with those media to effectively contribute to the ministry
- Make yourself a communications schedule of who you need to reach out to, when that's happening, schedule meetings with people regularly, check off when you're praying for them....track everything so that people don't fall through the cracks
- Leveraging the people you already have and fostering that healthy competition...giving the challenge to students to get people signed up for something (faith studies, alpha, etc.) is very helpful. A friend of a student is less likely to ghost them than a random person who was connected through an unaffiliated source (website form, university event, etc.).
- Great expectations...Romans 8:28. We can't put God in a box.
- Daily/regular social media challenges to engage people Entrusting more things to students so that they can take on more responsibility
- "Thinking outside the box", coming up with creative ideas, and more ways to deliver an online experience (different ways we can connect with people)
- Virtual coffeehouse
- Virtual murder mystery
- Priest "coffeetime/office hours" - students can click a link and just talk to a priest virtually
- Shaping leaders by first knowing where they are through a skills inventory and then prayerfully activating them
- Being open to feedback, especially during the first month, from our students Praying as we plan and inviting others to pray for us during this process
- Small groups are more essential in order to connect to people - More opportunities for one on one conversations
- Less is more – it's better to do a small number of things and do them well and professionally - we should discipline ourselves and gather those who are part of our community and have them be together to create a more vibrant community
- Be selective about what you're being offered – overwhelming online presence – identify what is most valuable to each campus so that people aren't overwhelmed. It's Important to be thinking about the head space in which students are in – what could we do in ministry to get them outside or off screen if it all becomes too much
- Chrisandra has built this 2x2 Quadrant where on one axis it is "content and community" and on the other axis "passive and active". All 4 modes of how we are online and what kind of engagement you're inviting by the participants. It is multimode - there's different modes of being online and we can be intentional with it. For example, active engagement is being somewhere at certain time & engaging in community whereas passive is listening to a podcast or blog. Content is like a training piece but community is just fellowship-friendly based. Balance of all 4 quadrants.

- Managing our expectations of what we're asking students to do, not overburdening them with online since their classes are already online and zoom fatigue is a real thing. So solution is doing those few things very well in order to manage everyone's needs and limits
- Also taking advantage and always seeking opportunities for ways that we can still do ministry not online: like writing a letter, calling people, sending treats. Be creative in those ways too. It's so incarnational: people need to hold something in their hand sometimes! (Like a coffee sent by UberEATS to their house!).
- Invest in areas in deficiency (both with time and finances). This can be a way of building ministry and outreach opportunity for students.
- Building a system of communication.
- Example of the Outreach Trifecta and Be the Light Mission is a great way to strategize.
- Keep it simple! Whether that be through social media connections or video messages.
- Innovative in our outreach: Having our students reach out to their friends - especially people that are on their campus that we can build up in the future / exploring other resources and how they reach out (sororities etc., how do they do it?)
- Keep things light and fun - even for the new person they might be likely to stay if they experience relationship
- Leading with the Prophetic, what we need more is direction and prophetic sense of what is happening. Get our students behind the prophetic and pray with us for it. They can get behind it
- A time to build up leaders, and rebuild culture: missionary tone, or (we are cliquey, and we need to address this)
- Have faith-based learning followed up with one-on-one's with students.
- Meet students in small groups, in person, while respecting social distancing.
- Take time to come up in fun online games for your students (Family Feud/Jeopardy).

## **Caring for Student Mental Health**

### ***Top Best Practices/Interesting Insights from Discussions (Raw Data)***

- Taking care of yourself and being aware of different resources available to increase awareness, knowledge, and understanding about mental health. (Boundaries and Resources)
- Respecting others and empathizing with what they might be going through. Building vulnerable trust through conversations.
- Opportunities for conversation about mental health (Awareness)
- Process of escalation based on capabilities of individuals who are accompanying the student in their mental health
- Have a list of resources on hand so we never find ourselves in a situation where we have no one to send somebody to (including private therapists/practitioners that can be accessed who are known in the Catholic community)
- Encouraging openness and transparency regarding what you, the minister can offer to the student regarding mental health. Ensure that they know where the rules of confidentiality may or may not apply (ie. suicide abuse) and cultivate a culture of honesty.
- Know Your Resources (Chaplaincy/School/Church/City/Etc.)
- Know Boundaries and Intervention Levels
- Know Their Support System (Gaps in Knowledge)/Suggest Improvements To Care
- Engage in practices that help students to become more self-reflective (ties into Gen Z's challenges) so that they can become more aware of the movements of their heart and then be able to address them/communicate them more effectively
- We can always lean into people's lives with our empathetic response (preferably level three); we also need responsible boundaries at the same time, and it can be helpful to communicate it compassionately to students in initial conversations
- Universities have funds for wellness; if there is an established relationship (or even if you want to establish a relationship) they may be willing to pay for some things like sending students to SafeTalk or you to ASIST, or bringing in mental health care practitioners to speak to your student
- Mental health first aid course for all
- Networking with counseling services at the University
- Creation of a resource list that could be shared among summit participants ie. list on good books and literature i.e. grief, worry etc..."
- Boundaries: A good deal of time and energy is directed towards building relationships. Because of these intimate relationships that are formed, boundaries are important
- Knowing when to refer... when they need more help than we can offer.
- How do we keep relational barriers with students who struggle? We don't want to become a counselling ministry... we want to live the great commission!
- Encourage other healthy relationships with friends and priests. Give them a support group.
- Understand our role: Prayer and Intercession
- Referring to a professional you can trust accessible on campus
- "I'm not a saviour, I'm a helper"
- Know warning signs
- Learn how to identify when things are getting serious.



- During this time, we need to look for opportunities for people to get together.
- Avoid students being isolated, go for a walk with them, plan a small gathering, laugh with them.
- To know what is my limit, not a counsellor, but know what I can do to help E.g.: maybe they need someone else – women to speak with women, etc.
- Be aware of what is available – might be the first point of contact, but need to know who else can help further
- Sheet of contact info and people who can help in what capacity
- Being open and caring for them as a person; empathy and listening ear
- Removing stigma; mental health is not a sin
- Workshops on depression and anxiety – basic skills for managing and coping, advertising it as “How to manage stress”
- Encourage students to intentionally seek out mentors from a variety of age groups and backgrounds that they can connect with on a regular basis.
- Enlist the help of Religious to provide spiritual direction for your students.
- Set up a "Prayer Board" where students can post prayer requests and express deep and vulnerable needs.
- Establishing from the get go that we are so happy to listen and be there for the student but that we are not equipped to help them in ways that a counsellor or other support resource might be. Gently encourage them to seek that help throughout our dialogue and relationship with them.
- Don't dismiss but recognize those small movements towards recovery for a student, and if appropriate, reflect those small positive movements back to the student as a source of encouragement. This has led in the past to the student feeling confident to initiate taking a bigger step forward in their own journey to recovery. Also, with that unconditional positive regard Nicole spoke about, listen to the students' setbacks without dismissal, but in the face of set back reflect hope (sometimes just a peaceful gentle reception of their set back is a source of hope).
- Recognize there can be difference between male and female students that impact their experience of a problem in their lives. From a female perspective, to model to our students that our biology and physiology contributes to our mental health, and that sometimes our struggles are impacted by what our bodies are going through in a particular way and that that's ok.

## **Virtual Formation of Leaders for Mission**

### ***Top Best Practices/Interesting Insights from Discussions (Raw Data)***

- Training students to write and share their testimony. This is an important evangelistic tool that can be done effectively online
- Delivering content that is relevant to current events, and tailored to individual needs
- Engage students in charitable projects and social justice activities so that they can participate in these works together
- Be Intentional About...(Fostering Deep Spiritual Growth/Connecting/Etc.)
- Have (Great) Expectations and Set (Great) Expectations (Start With "Why?")
- Embrace The Process/Don't Give Up/Let Up (Be Authentic)
- We need to go back to basics- we will need to continually touch base with our leaders this year to see how they are and how their relationship with the Lord is
- It's totally possible to do virtual formation and we should be engaging in all the possibilities for this, but we are totally unable to have an incarnational relationship in the same way that we can in person. It's freeing to know this, but this should also be communicated transparently to our leaders.
- We need to have big and open-ended questions in mind throughout the year so that we are always being responsive to students and in how we adapt ministry, but also in terms of making use of variant resources so that we are flexible and adaptable throughout the year.
- Maintain personal connection and schedule one on one chats to have opportunities to have heart to heart conversations (Help them see that you care)
- Balance of gendered intentional accompaniment corresponding to natural gifts and charisms
- Selection of students we would like to invest in based on leadership characteristics (Faithful, Available, Contagious, Teachable, Interpersonal Skills, Intrinsic Motivation)
- Entrusting our students to take the lead on the new technology- when we entrust the students with more responsibility they will take it and run with it!
- Mission and methodology are not the same thing- PEOPLE OVER PROGRAM
- We can shift the mindset in how we use this time for its strengths- our own attitude check