



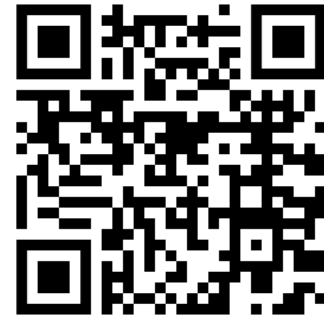
**BRIDGING AND
BELONGING**

CONNECTION

Allison Briscoe-Smith, PhD

AGENDA- CONNECTION

- Intro and connection-
 - context
- Bridging and Belonging
- What does Bridging Require
- Why we need Belonging
- Looping-active listening



BUILD BRIDGES



WHAT DOES
“BRIDGING” MEAN TO YOU?

-
- [Artist: Gustaf Öhrnell Hjalmar](#)

BRIDGING MEANS...

- Connecting across our differences
 - Bridging is important because:
 - Depolarization
 - Reducing misunderstanding
 - Broadens our circle of human concern
 - What does bridging require?
 - Out-group affiliation
 - A sense of Shared humanity with others
 - Cognitive and affective- changes in how I feel toward the "other"
 - Understanding positions of outgroups- reducing misperceptions
 - Openness/curiosity
 - Intellectual humility
-

EVIDENCE-BASED FOUNDATIONS



- Presence
 - Being in relationship with your emotions
 - Groundedness/mindfulness/prayerfulness
 - Defining Bridging
 - Active Listening
 - Looping
 - Compassionate Speaking
 - Self distancing
 - Communication techniques
 - Compassion for self and others
 - Challenging your views
 - Reducing misperceptions
 - Addressing biases
 - Cultivating intellectual humility
 - Recognizing/creating shared identities, values, goals
 - Hosting/Hospitality
 - Intergroup contact
 - Setting the table
-

Belonging and Education



Walton and Cohen

- “Do I belong here?”
- “Do I have anything in common with the people here?”
- “Can I be me here?”

[What kids say](#)

UCSF definition

Belonging is an individual–internal experience; a sense of one’s self in relation to a community, organization, or institution. An individual’s sense of belonging is supported by the demonstration of inclusion, from being acknowledged when passing in hallways, to seeing one’s image reflected in marketing, and tangible opportunities for everyone to participate and contribute.

link: <https://devlearning.ucsf.edu/belonging-index>

Why Belonging?

Belonging Research Impacts

01

MENTAL HEALTH

02

ACADEMIC
ACHIEVEMENT

03

DISCIPLINE

04

LIFE/WORK/SCHOOL
SATISFACTION

PSYCHOLOGICAL SCIENCE

A brief social-belonging intervention in college improves adult outcomes for black Americans

Shannon T. Brady^{1*}, Geoffrey L. Cohen², Shoshana N. Jarvis³, Gregory M. Walton⁴

Could mitigating persistent worries about belonging in the transition to college improve adult life for black Americans? To examine this question, we conducted a long-term follow-up of a randomized social-belonging intervention delivered in the first year of college. This 1-hour exercise represented social and academic adversity early in college as common and temporary. As previously reported in *Science*, the exercise improved black students' grades and well-being in college. The present study assessed the adult outcomes of these same participants. Examining adult life at an average age of 27, black adults who had received the treatment (versus control) exercise 7 to 11 years earlier reported significantly greater career satisfaction and success, psychological well-being, and community involvement and leadership. Gains were statistically mediated by greater college mentorship. The results suggest that addressing persistent social-psychological concerns via psychological intervention can shape the life course, partly by changing people's social realities.

Research Stories

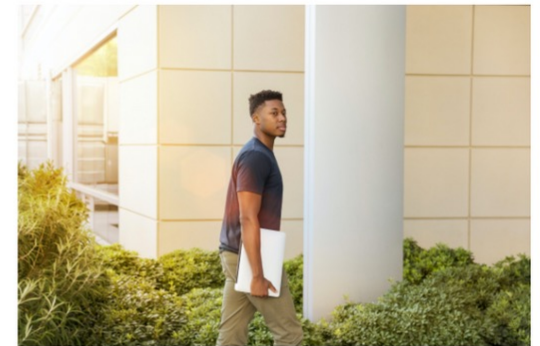
ALUMNI | DIVERSITY AND IDENTITY | HIGHER EDUCATION

College 'social belonging' intervention enhances career and life satisfaction among Black young adults

A brief exercise to address students' concerns about belonging in college can produce benefits that persist well after graduation.

April 29, 2020 By Wayne D'Orio

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A new study finds that a one-hour intervention during the first year of college had long-term benefits for young Black men.

Black students who participated in a brief exercise during the transition to college to allay worries about belonging showed improvements in their life trajectory a decade after the exercise took place, according to a new study.

The research, published April 29 in the journal *Science Advances*, examined the long-term effects of a one-hour, one-on-one exercise that Black and white students completed during their first year of college.

The one-hour intervention conveyed how "worries about belonging and difficulties in the transition to college are common," said Shannon Brady, PhD '17, lead author of the study, which took place while she

How....

01

CHALLENGES TO
BELONGING ARE
NORMAL

02

THEY ARE
TEMPORARY

03

AND IS ABOUT THE
TRANSITION NOT
YOU

Barriers to Belonging

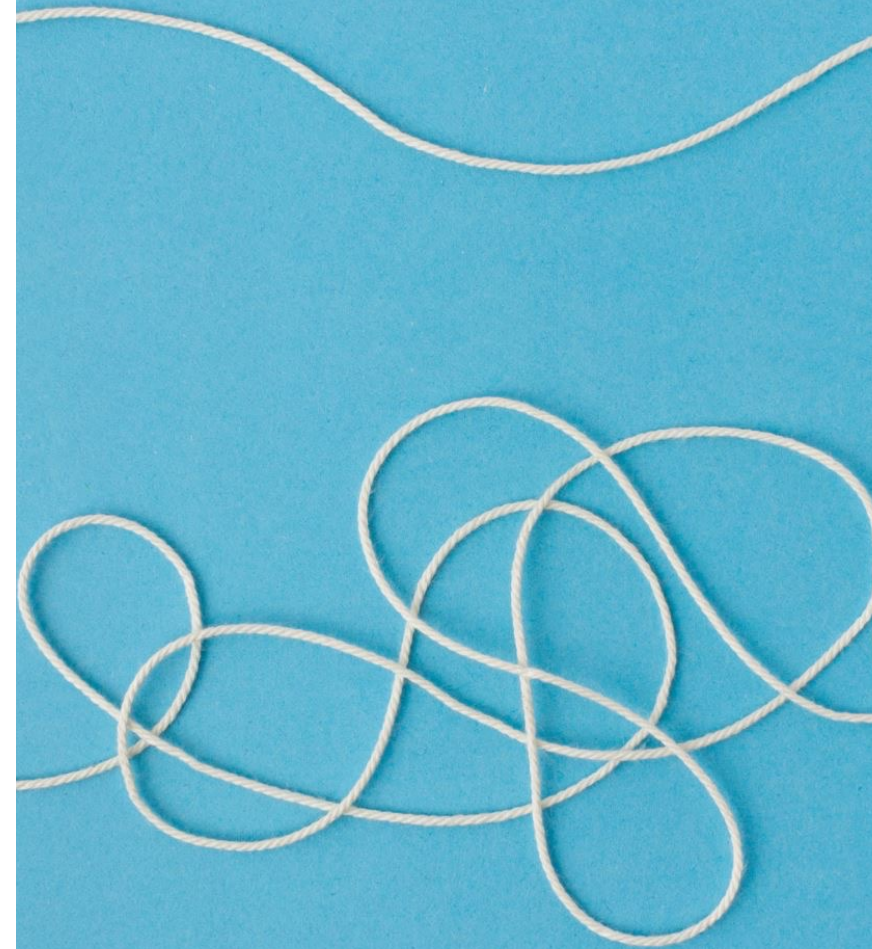
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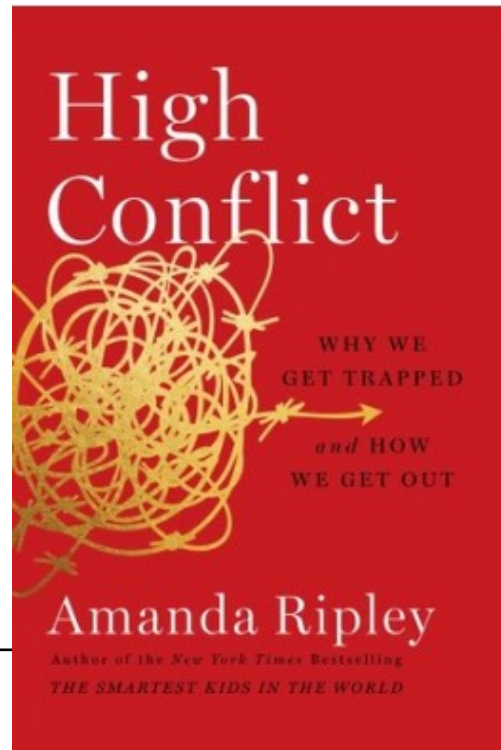
ACTIVE LISTENING AND LOOPING

- Takes work
- Lean in
- Show you are listening



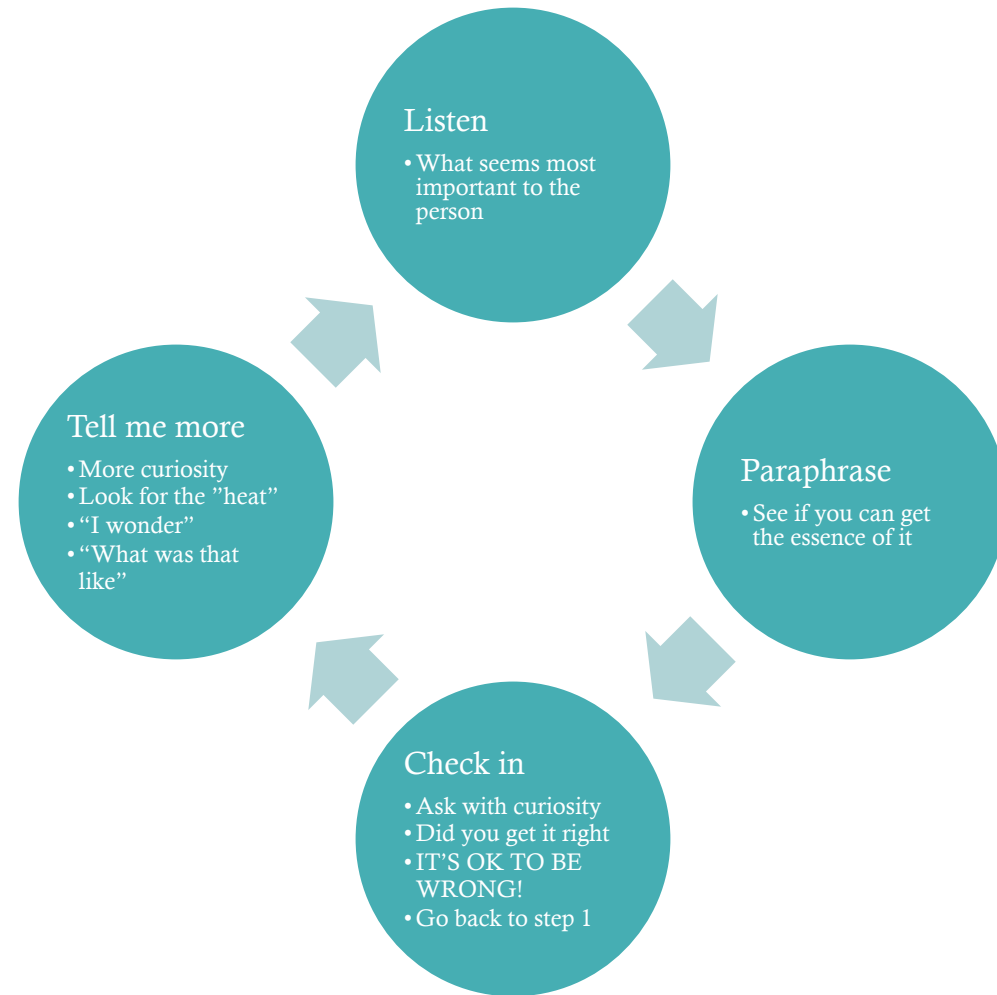
LOOPING

- High Conflict- Amanda Ripley
- Thegoodconflict.com



- Looping-
 - 1) Listen
 - 2) Paraphrase
 - 3) Check In
 - 4) “tell me more”
-

LOOPING- AMANDA RIPLEY THEGOODCONFLICT



PRACTICE

- What brings you to this work?
- In 3's
 - One answers
 - Talk for about 1-2 minutes
 - One listens and asks questions
 - Try looping for about 1 minute
 - One observes
 - In one minute what did you notice what looping did you see?



RESOURCES

- Drbriscoesmith.com

