Counseling Services

Lynn Braun,
Director of CS

How You Can Support Students

Counseling Services

- 12 clinical staff
- 24 hour mental health coverage
  - Walk-in during business hours
  - After hours crisis line (community)
- Consultant for faculty/staff
- Bring MH content to your classroom
  - Request Form on CS website

Reasons to Report Concerning Behavior

1. Disruptive Behavior interferes with the living community or learning environment. Your prompt to report often reflects your frustration with a students inability to adhere to generally accepted expectations. • Source of concern: HOW THEY ACT

2. Disturbing Behavior may not be disruptive but it creates another kind of concern. Your prompt to report often reflects your unease, confusion, or discomfort with a student's actions, thoughts, or feelings. • Source of concern: HOW YOU FEEL

3. Distressing Behavior reflects the student's impaired emotional well-being. Your prompt to report is when a student either appears to be struggling emotionally or discloses their personal struggle. • Source of concern: HOW THEY FEEL

OSWEGO
STATE UNIVERSITY OF NEW YORK

Supporting Our Students Who to Contact

DOES THE STUDENT NEED IMMEDIATE ASSISTANCE?

YES: The student's conduct is reckless, disorderly, or dangerous, posing immediate harm to self or others.

> **CALL** 911 or University Police at 315.312.5555

> **REPORT** to Counseling Services and the Behavioral Intervention Team

The Behavioral Intervention Team (BIT) addresses students of concern, coordinates responses and resources to meet their needs and mitigate any disruptions on campus.

*Visit **tinyurl.com/3bpbezdf** or scan the QR code to the left.*

I'M NOT SURE: Signs of distress are present, but severity is unclear, and you feel uneasy about the student.

> **CALL** for consultation:
- Counseling Services: 315.312.4416
- Dean of Students: 315-312.5483

> **SUBMIT** a "Student of Concern" report at **tinyurl.com/2a7tv2s5**

NO: No immediate safety concern, but the student has significant academic or personal issues.

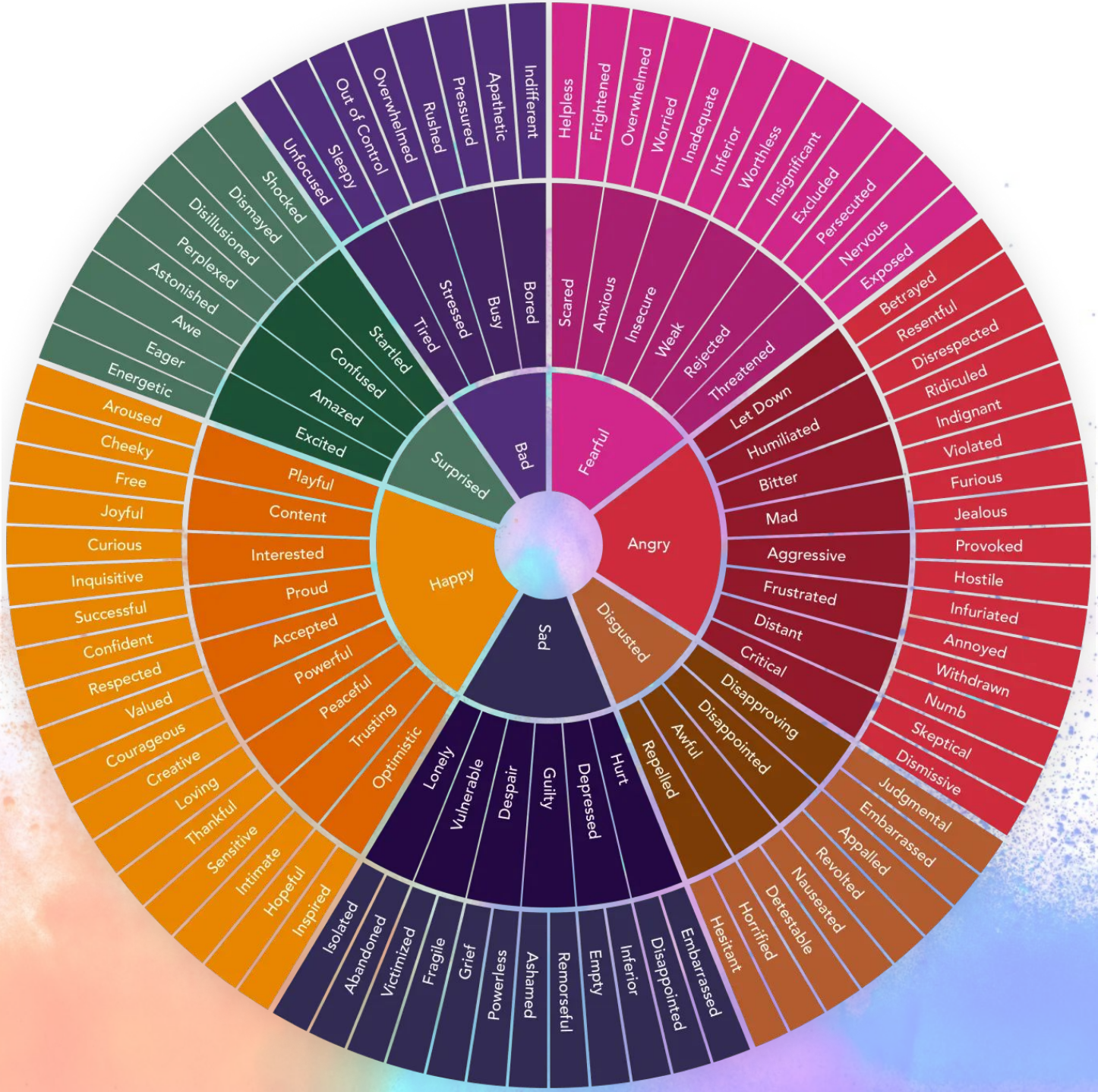
> **REFER TO CAMPUS RESOURCE:**
- Dean of Students: 315.312.5483
- Counseling Services: 315.312.4416
- Health Services: 315.312.4100
- Accessibility Resources: 315.312.3358
- Title IX: 315.312.5604
- University Police: 315.312.5555

The Oz Concern Navigator is an app designed to help you find resources on and off campus based on various concerns.

*Visit **oswego.concerncenter.com** or scan the QR code to the left.*

Things to Remember

- Students, in general, have increased difficulty managing negative emotions
- Any distress can feel like a crisis
  - Feedback causes distress
- Remember that students come to us with a lot of their mental bandwidth already taken up
- How do we help?
  - Normalize struggle
  - Model enoughness
  - Remember that you have skills to listen & understand & it's ok to use them
  - Model using a wide range of emotional expression - Emotional Granularity
    - Greater resilience when coping with stressors
    - More effective emotional regulation
    - Less frequent use of maladaptive coping strategies


Bad
Bored
Busy
Stressed
Tired
Surprised
Startled
Confused
Amazed
Excited
Fearful
Scared
Anxious
Insecure
Weak
Rejected
Threatened
Angry
Let Down
Humiliated
Bitter
Mad
Aggressive
Frustrated
Distant
Critical
Disgusted
Disapproving
Disappointed
Awful
Repelled
Sad
Hurt
Depressed
Guilty
Despair
Vulnerable
Lonely
Happy
Playful
Content
Interested
Proud
Accepted
Powerful
Peaceful
Trusting
Optimistic
Indifferent
Apathetic
Pressured
Rushed
Overwhelmed
Out of Control
Sleepy
Unfocused
Shocked
Dismayed
Disillusioned
Perplexed
Astonished
Awe
Eager
Energetic
Aroused
Cheeky
Free
Joyful
Curious
Inquisitive
Successful
Confident
Respected
Valued
Courageous
Creative
Loving
Thankful
Sensitive
Intimate
Hopeful
Inspired
Isolated
Abandoned
Victimized
Fragile
Grief
Powerless
Ashamed
Remorseful
Empty
Inferior
Disappointed
Embarrassed
Hesitant
Horrified
Detestable
Nauseated
Revolted
Appalled
Embarrassed
Judgmental
Dismissive
Skeptical
Numb
Withdrawn
Annoyed
Infuriated
Hostile
Provoked
Jealous
Furious
Violated
Indignant
Ridiculed
Disrespected
Resentful
Betrayed
Exposed
Nervous
Persecuted
Excluded
Insignificant
Worthless
Inferior
Inadequate
Worried
Overwhelmed
Frightened
Helpless

Statement on Success

Success in this course program depends heavily on your personal health and wellbeing. **Recognize** that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. I strongly encourage you to reframe challenges as an unavoidable pathway to success. **Reflect** on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. Please feel free to **reach out** to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition, I strongly encourage you to contact the many other support services on campus that stand ready to assist you including Office of Learning Services, the Counseling Center, Accessibility Services, and your academic advisor.

Early Detection Strategy

Name

1. Explain how meaningful/important this course is to you?
2. Describe how difficult you anticipate this course being / What could get in the way of your success?
3. What grade do you anticipate earning in this course?
4. Describe what you do outside the classroom (i.e. campus activities; work; personal projects)?

How do you define Success?

- ❑ Continuing the lifestyle and status that I grew up with, maintaining the standards of the community of my personal background
- ❑ The accomplishments of all the goals I had originally set for myself
- ❑ Achieving and maintaining a higher standard of living than the one I grew up in, able to make things easier for those who raised me
- ❑ Living a life that allows me to pursue my interests and passions, knowing how they enrich me and give my life meaning
- ❑ A life that follows the path of obtaining a high salary from a prestigious profession with material living standards well above average
- ❑ A life that seems similar to those who I admire or envy for the things they have or what they get to do
- ❑ A life that is consistent with what my parents or family expect of or want for me
- ❑ A life that includes having the respect of whichever community I contribute to through my professional or personal accomplishments
- ❑ A life that is fulfilling and enriching because it is consistently defined by what I value most

What Do You Believe Your Grades Actually Reflect?

a) My professor's most efficient and objective assessment of whether I demonstrated learning the things that that were identified as successful learning outcomes for this academic activity.

b) My location on a normal distribution of scores, relative to how other students in this class scored on this particular academic activity.

c) My professor's assessment of my performance on this academic activity, based on their subjective and objective data, relative to their assessment of my potential.

d) Any of the above, integrated with any information that I share with my professors about whatever life experiences I have been navigating while completing this academic activity.

e) The degree to which the professor likes or dislikes me integrated with a ball-park estimate of what the objective data suggests about my performance on this academic activity.

f) My professor's desire to impact my future by putting a label on the kind of student I am.

g) None of the above or I have no idea because I never really thought about this.

Perhaps, something to discuss with your professor?