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Tips & Strategies For Supporting Students In Distress





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Who We Are- and why are we standing in front of you?



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1. Roles you fulfill in your office/department
2. How do you interact with students
3. What do you want to get out of the workshop

Who Are You?



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1. Understand students behavior and experience.
2. Self-reflection around issues and situations.
3. Adaptability and preparing for Plan B.
4. Strategies for intervention for distressed students.
5. Identify support resources.

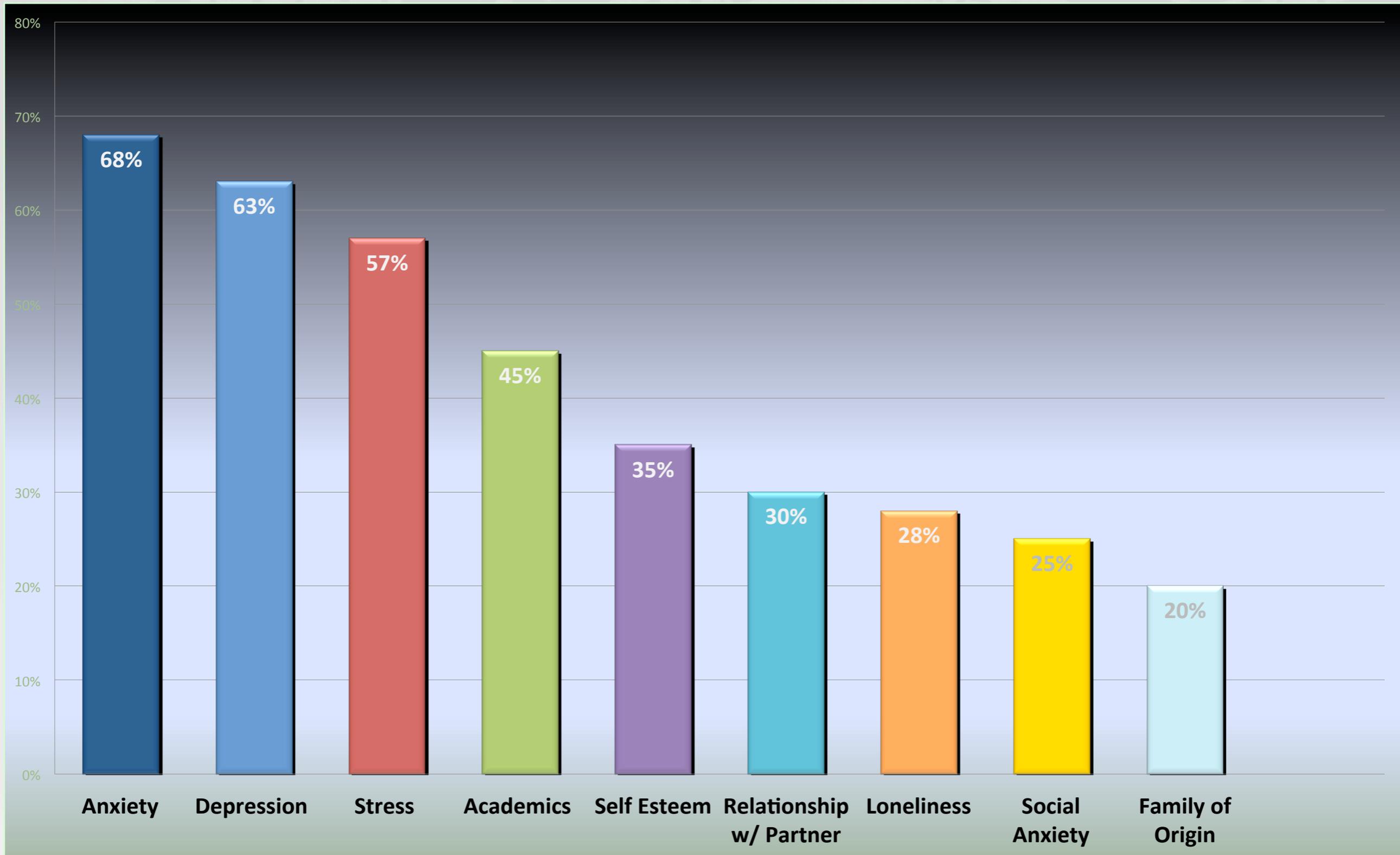


Workshop Goals

- Stress
- Identity Development
- Minority Status
- Alcohol Use/Misuse
- Drugs
- Sex
- Relationships
- Time Management



What Are Students Dealing With a Daily Basis?



Top Client Concerns Reported at Intake

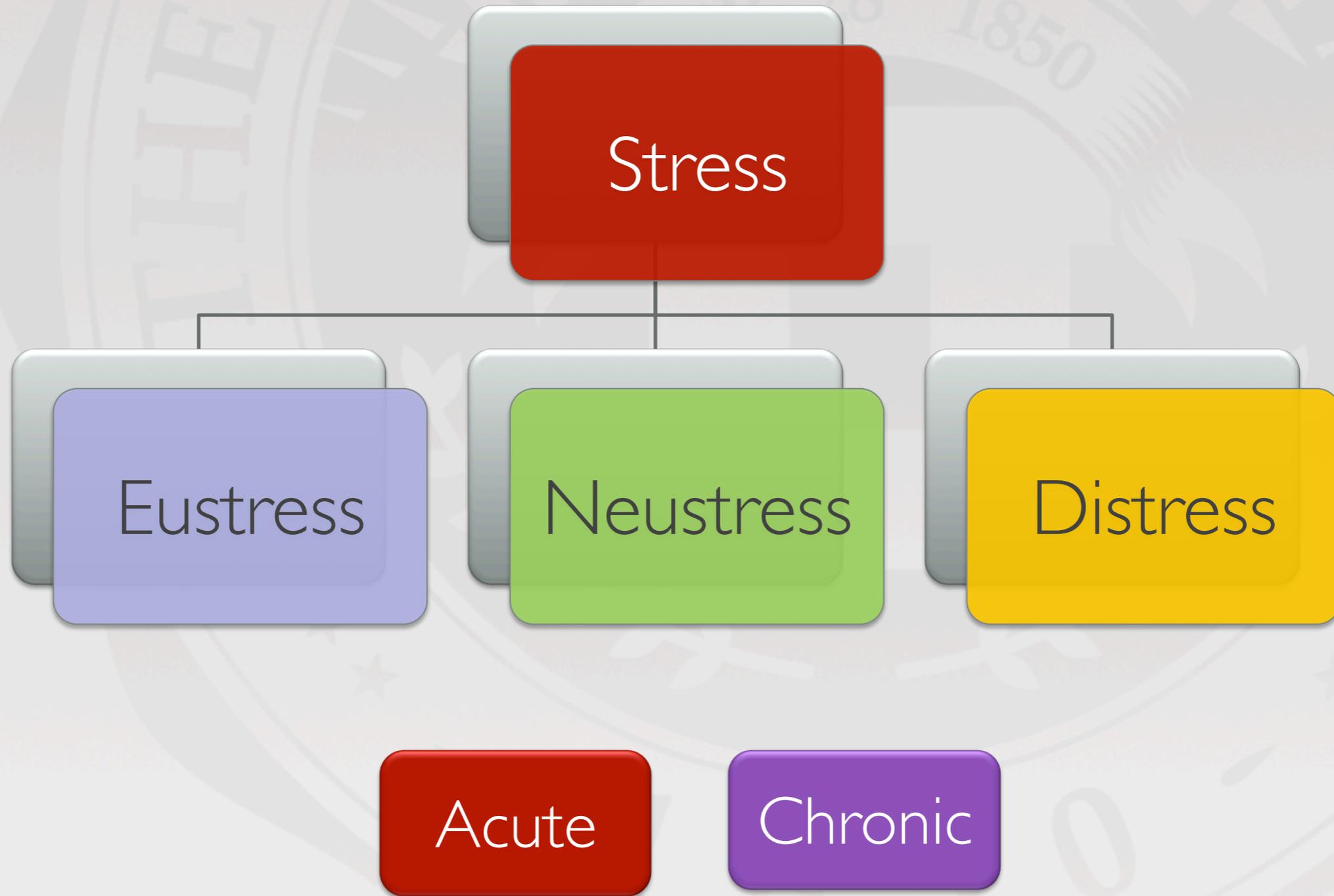
University Counseling Center 7/13 – 6/14

What do you see that impacts students academic success?

1. Stress
2. Anxiety
3. Work
4. Sleep
5. Cold/Flu/Sore Throat
6. Depression
7. Internet use/computer games
8. Concern for a troubled friend or family member
9. Relationship Difficulties
10. Finances



- National College Health Assessment (2013)



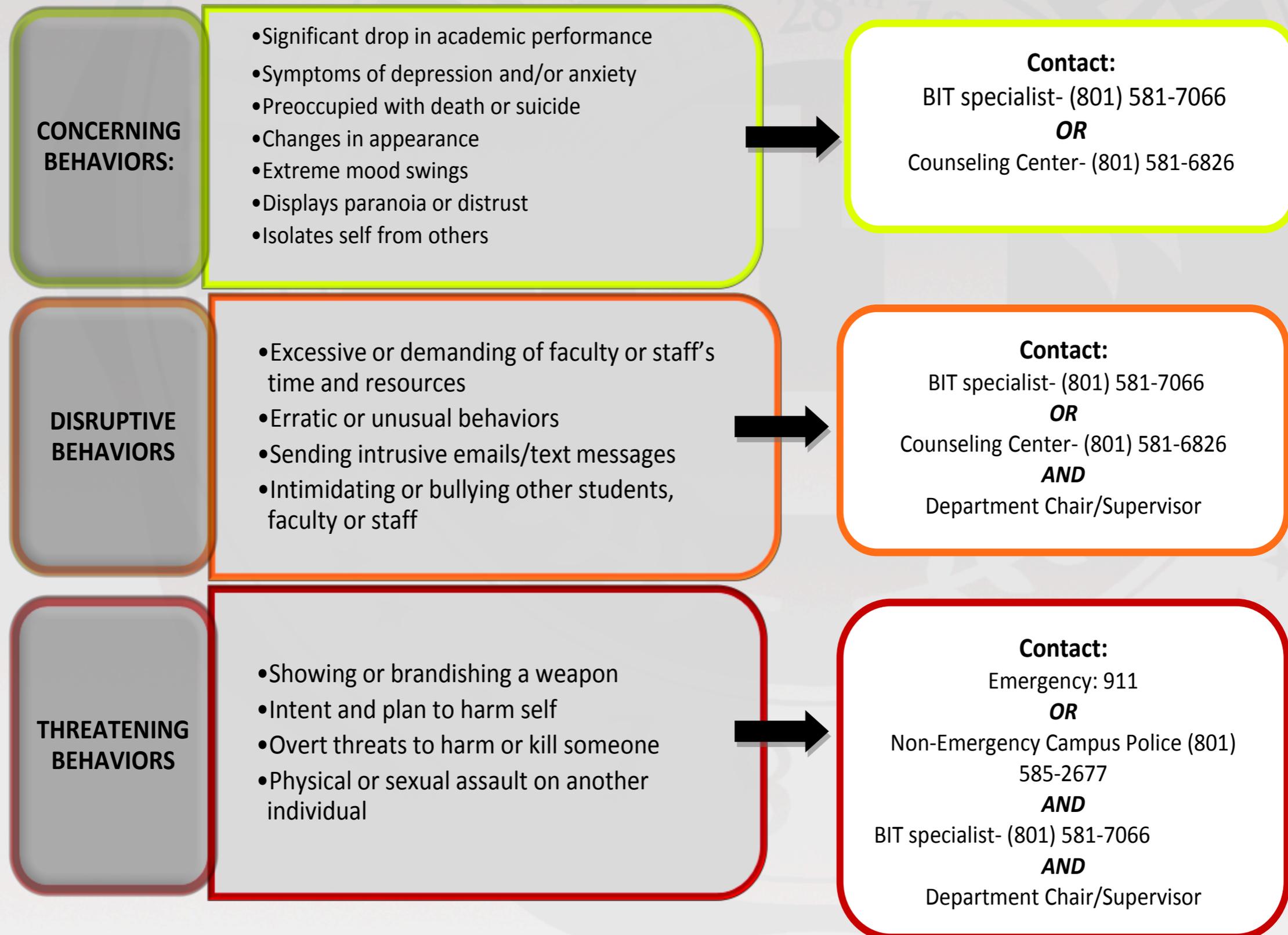
Different Types of Stress

Threatening Behaviors

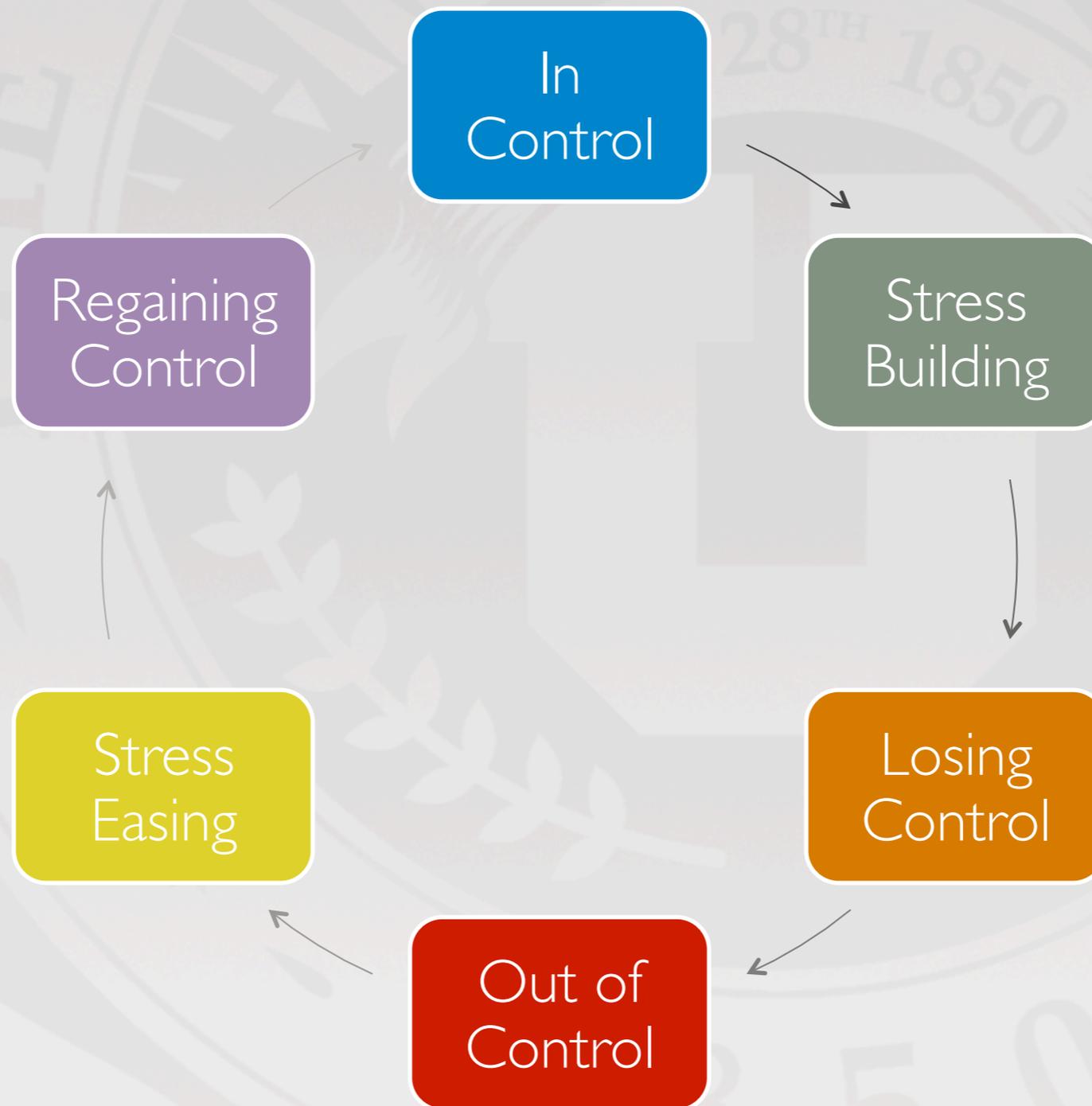
Disruptive Behaviors

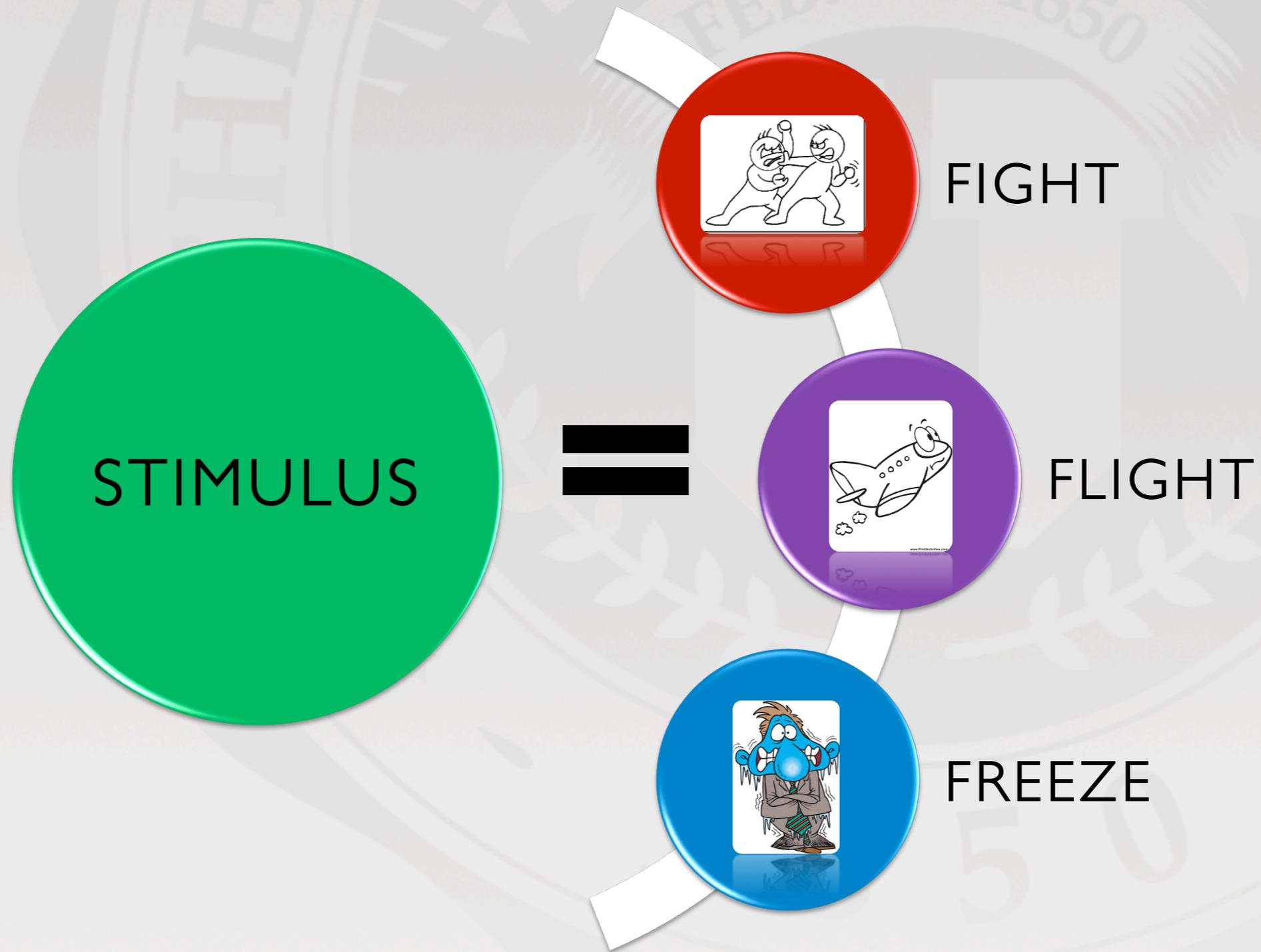
Concerning Behaviors

Three Levels of Behavior



Three Levels of Behavior





Oh! The Drama!

I've called a million times!

I will literally die.

Guess I'll go kill myself

Look for observable behavior

Or behavior change



HYPERBOLE IS
THE BEST
THING EVER!



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BUILDING SKILLS

For working with distressed students

Here's what we'll cover:

- Setting healthy boundaries
- Communication Skills
- Listening Skills
- Gathering Information
- Referrals and campus resources



- What is your style or comfort level of involvement with a student?
- How do I stay involved while setting appropriate boundaries?
- Fears of being involved?



Body Language

- Open vs. Closed
- Eye contact
- Multitask

Tone

- Calm
- Slow speech
- Word Choice
- Genuine

Timing

- Lead time
- Taking a break
- Cycle of Control
- Remove others from situation

Location

- Closed or open door
- Private vs. public
- Work or leisure

Is it best to tap-out and let someone else work with the student?

Validate when ever possible!

- “It makes sense why you would be upset”
- “I see that this is very important to you”
- “I want to be sure I have a clear understanding of your concern.”

Remember!!

Validation doesn't mean you have to agree with a person's perspective or behavior!

Listening is a choice – not a skill (no, I really believe this)

When you listen
Who you listen to
What you listen for

We're not as good as we think

Research
Consequences
It's hard! ☹️

Ultimately, people want to be listened to
Treated fairly

Willingness – if you are, they are
Check our bias, views, differences
Allow them to be heard



Listen Linda... This is Where it All Starts

Do you have enough information?

- Socratic questioning/open ended questions
- Clarifying statements

- Tell me more about your concern.
- I want to understand what has upset you.
- What other information might I need to know?
- Are there parts to your concern that I've missed?



Consider a Person's Personal History

DO:

- Talk to the student
- Be supportive and validate the student's emotions
- Express your concerns directly to the student
- Ask; "Are you talking with anyone else about this?"
- Let the student know that this issue isn't your area of expertise, but you know people who are and are willing to help them seek these resources

DO:

- Give the student numbers of resources on campus or community
- Follow-up with them to make sure they are getting help
- Seek support and process your own feelings after talking with the student, while respecting the privacy of the student.



<http://vimeo.com/66776386>

“It’s Not About the Nail”

1. Recognize the limits of my role – what I can and cannot do
2. Communicate these to the student while also sharing concern
3. Use your leverage and connection to facilitate a referral to the appropriate campus resource
4. Help the student identify next steps

The Family Educational Rights and Privacy Act (FERPA) allows you to share relevant student information and observable behaviors with other University officials without a FERPA release per “...educational need to know.”

<http://www2.ed.gov/policy/gen/guid/fpco/index.html>.”

Office of Equal Opportunity

(801) 581-8365

- Discrimination
- Harassment
- Sexual Misconduct

Office of the Dean of Students

(801) 581-7066

- Student Code violations (Alcohol, misuse of university resources, etc.)
- Disruptive or concerning behaviors
- Advocacy

Academic Department

- Academic Violations
- Cheating, plagiarism, etc.
- Faculty Issues

Duty to Report



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- Office Layout
- Emergency Planning (and practice)
 - Code word
 - Get out
 - Hide out
 - Take out
 - <http://m.fbi.gov/#http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video>
- Campus Police: 911 or 801-585-COPS (2677)
 - Safety escorts (801-585-2677)
 - RAD class (<http://dps.utah.edu/>)
- Behavioral Intervention Team (BIT) 801-581-7066



Questions and Scenarios Specific to Your Department



University Counseling Center

Room 426 Student Services Building
801.581.6826

www.counselingcenter.utah.edu

Anonymous online mental health screenings

Information on crisis & counseling services

Mindfulness & self help resources

Information & resources specifically geared to staff & faculty



Center for Student Wellness

wellness.utah.edu

wellness@sa.utah.edu

Student Services Building, RM 328

Spring: Student Life Center, 2nd floor

801-581-7776

wellness@sa.utah.edu





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- Women's Resource Center
- Center for Disability Services
- Campus Police
- LGBTQ Resource Center
- International Center
- Veteran Support Center
- Center for Ethnic Student Affairs
- Academic Advising
- Registrars' Office
- Student Support Advocates
- Office of the Dean of Students