



Discover Your Students: Tools for Early Detection and Prevention

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Opening Week – Fall 2013

Scenario - Chris



- Chris is in your class and has been doing fine, but has a few absences and fails to hand in assignments on time. Most recently Chris was absent for the mid-term exam. Later that day you receive an email from Chris that reads: "I'm feeling totally overwhelmed by everything. My job is taking more time than I expected. I'm supposed to work 20 hours a week, but lately they want more hours from me, and now it's more like 30 hours a week. I'm behind in all my classes, not just this one, and I have a math exam next week. Besides that, I had a fight with the person I am dating, I've had to move out of my apartment and find another place, so I've been busy with moving my stuff. Now, on top of everything else, I have this chest cold--I feel terrible. I just don't know where to start, or what to do next. I feel like dropping out of school. Could I at least take the exam that I missed?"

1. Reactions?
2. Response?

Scenario - Aaron



- Aaron comes to your office the week prior to final exams and asks if he/she can complete any extra credit because the D they currently have in your course will prevent them from getting admitted into a degree program.
1. Reactions?
 2. Response?

Challenge



- Diverse Teaching Styles
- Diverse Content
- Diverse Relationship Styles

Tasks



- Use only relevant material.
- Keep course organized.
- Maintain appropriate difficulty level of material.
- Actively involve students.
- Build rapport with students.
- Use appropriate, concrete, and understandable examples.
- Hold high but realistic expectations for your students.
- Help students set achievable goals for themselves.
- Tell students what they need to do to succeed in your course.
- Strengthen students' self-motivation.
- Avoid creating intense competition among students.
- When possible, let students have some say in choosing what will be studied.
- Design tests that encourage the kind of learning you want students to achieve.
- Avoid giving in to students' pleas for "the answer" to homework.
- Assign the reading at least two sessions before it will be discussed.
- Increase the difficulty of the material as the semester progresses.
- Work from students' strengths and interests.
- Emphasize mastery and learning rather than grades.
- Give students feedback as quickly as possible.
- Reward success.
- Introduce students to the good work done by their peers.
- Be specific when giving negative feedback.
- Avoid demeaning comments.
- Ask nonthreatening questions about the reading.
- Assign study questions.
- Prepare an exam question on undiscussed readings.
- Avoid using grades as threats.
- Use a variety of teaching methods.
- Be enthusiastic.

Tasks



- All the tasks emphasize building a working relationship with students and a working relationship between students and the course content.

Limitations



- Limited perspective
 - The faculty-student-classroom relationship is a dynamic interchange.
 - This session focused on the student side of the relationship equation.

Primary Goal



- *An inclusive community dedicated to the transformative power of learning*

Another Challenge



- *An inclusive community dedicated to the transformative power of learning*
 - At times students pose barriers to inclusion and transformation
 - resist inclusion
 - become overwhelmed with transformation

Secondary Goal



- *Reduce student imposed barriers to inclusion and transformation*
 - *Identify critical barriers to the student-faculty working relationship.*
 - *Implement a brief, non-invasive tool to identify and circumvent potential barriers.*

National College Health Assessment

In the past 12 months have you felt...

overwhelmed by all you had to do

very sad

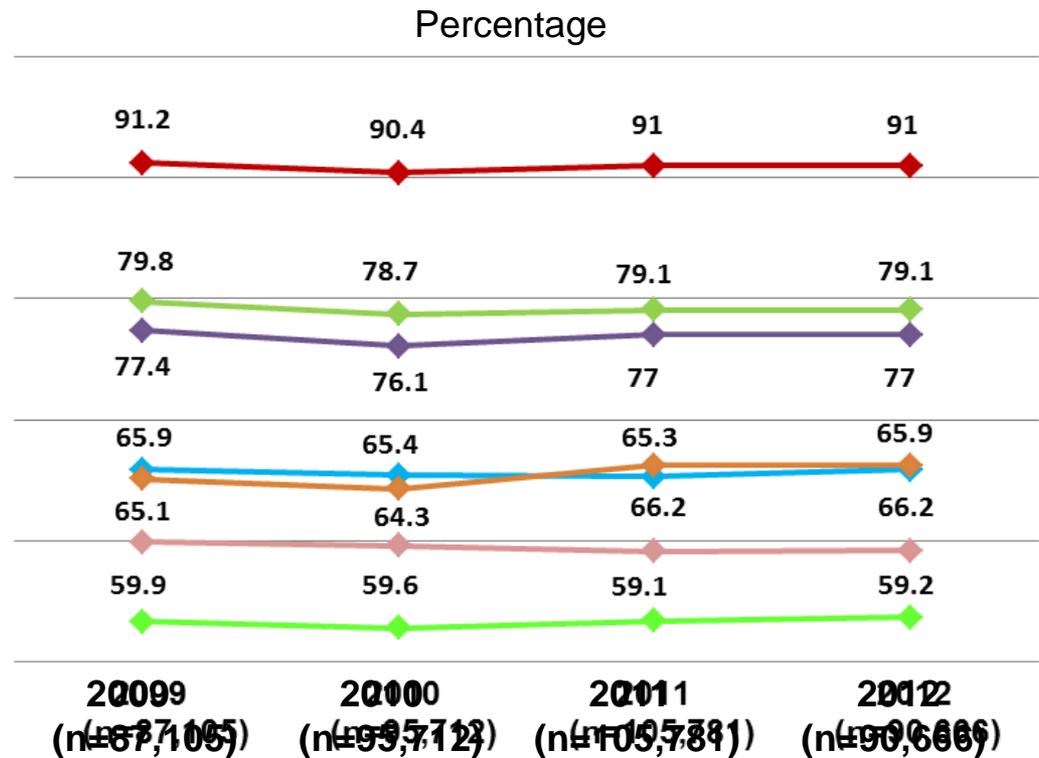
very lonely

things were hopeless

overwhelming anxiety

overwhelming anger

so depressed it was difficult to function



Barriers to inclusion and transformation

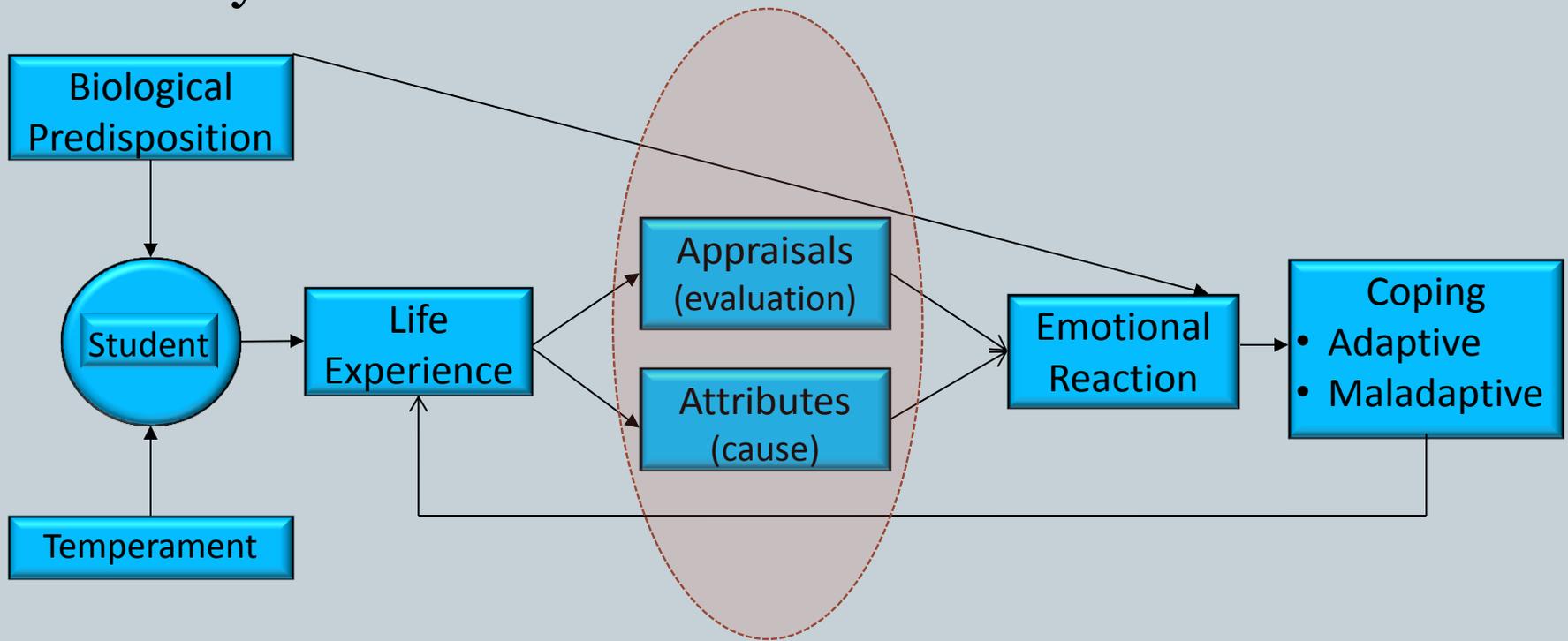


- *Culture Shock:*
 - Results from loss of familiarity and routine
 - ✦ change in role, tasks, and general environment
 - ✦ all the senses affected
 - Physiological, psychological, and emotional exhaustion from information-processing overload.
 - ✦ Unavoidable, but temporary state
 - ✦ Creates strong desire for the familiar
 - ✦ Fatigue, boredom, anhedonia, irritability/hostility

Barriers to inclusion and transformation



- Theory of Emotion:



Barriers to inclusion and transformation



- *Anger Theory:*
 - Perceived hostility or injustice
 - Internal state that may produce external behavior (aggression)
 - Aggression is intended to fend off perceived hostility and restore justice
 - Exacerbated by physical or psychological distress

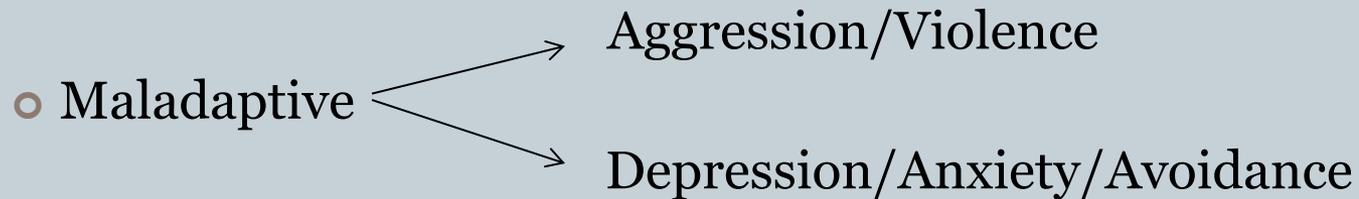
Barriers to inclusion and transformation



- *Anger Theory:*

- *Coping*

- ✦ *Adaptive:* Approach; Problem-Focused; Constructive action
- ✦ *Maladaptive:* Denial; Substance use; Emotion-Focused



Barriers to inclusion and transformation



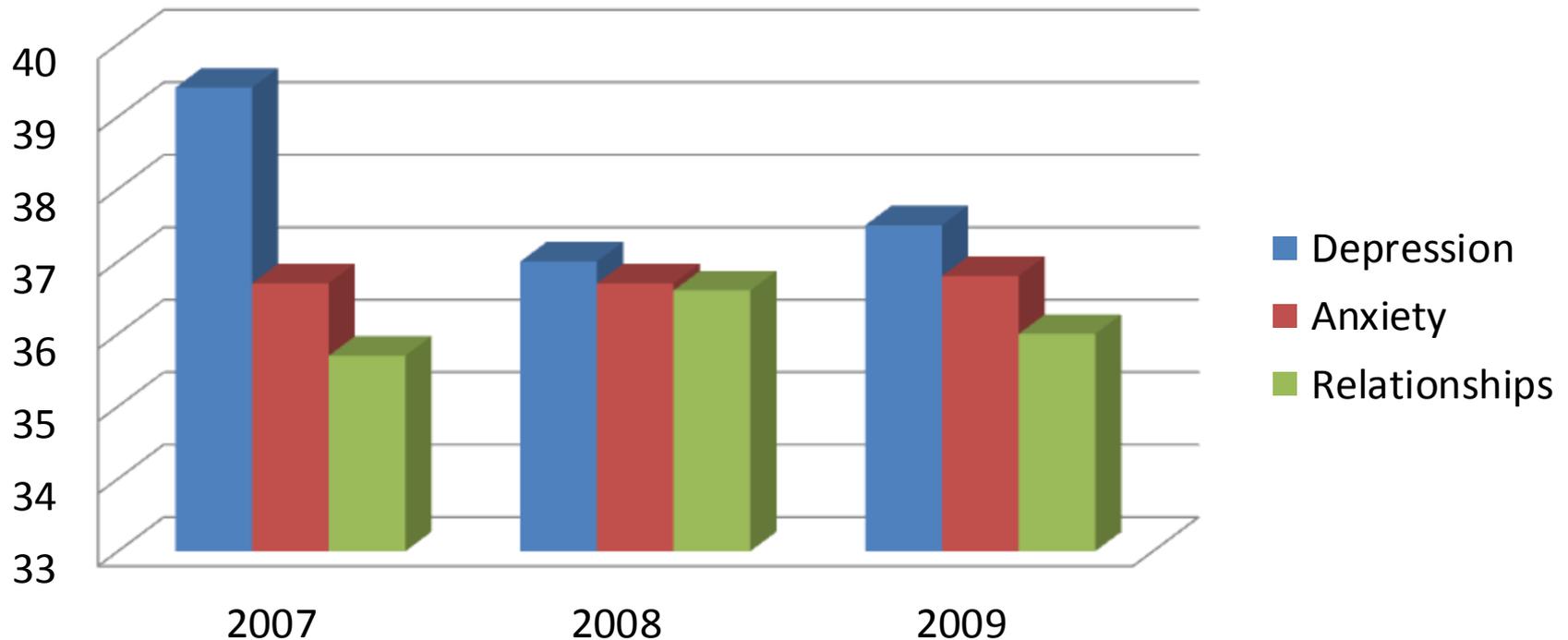
- *Anxiety/Avoidance Theory*
 - *Expectations of aversive consequences*
 - *Anticipates negative judgments*
 - *Feels like a burden or inconvenience to others*
 - *Task-irrelevant thoughts*
 - *Learned helplessness*

Barriers to inclusion and transformation



- Association for *University and College Counseling Center Directors' (AUCCCD) Annual Survey*

Most Frequently Presented Concern

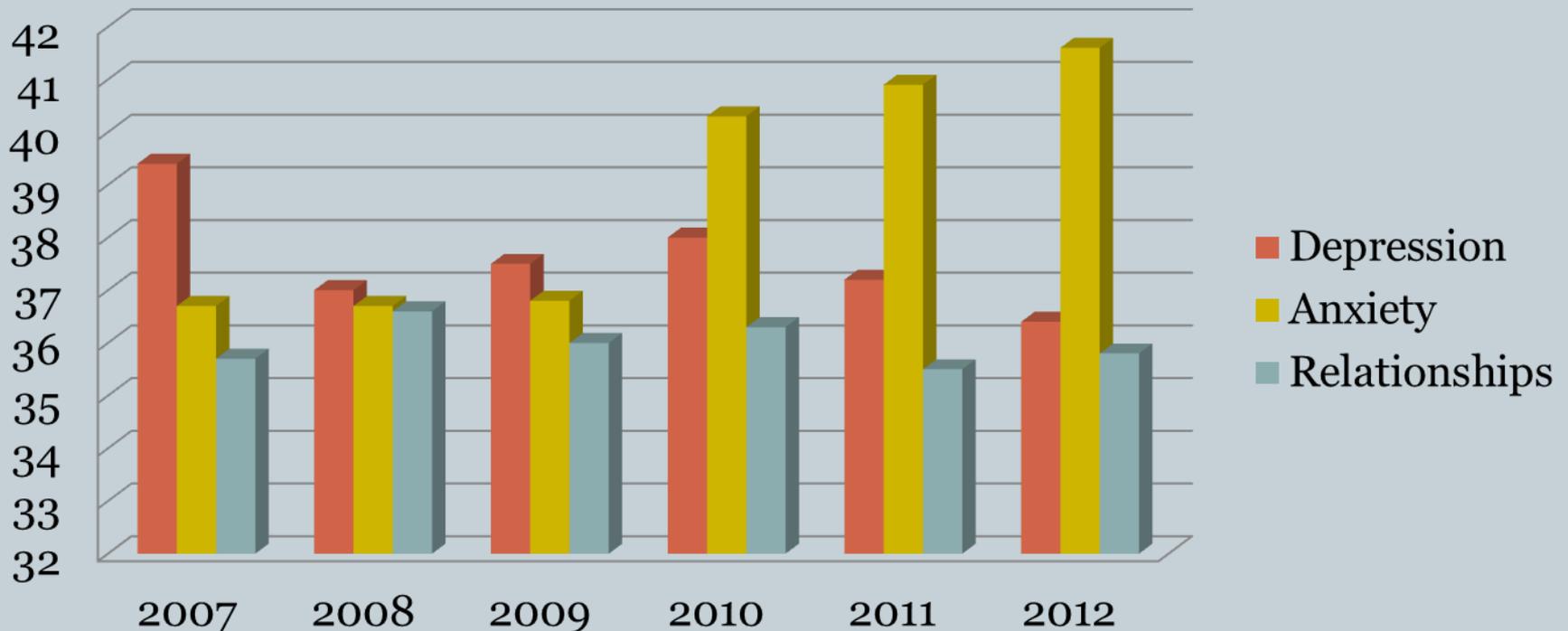


Barriers to inclusion and transformation



- Association for *University and College Counseling Center Directors' (AUCCCD) Annual Survey*

Most Frequently Presented Concerns



Barriers to inclusion and transformation



- *The Disengaged Student*
 - *Possibly angry*
 - *Possibly anxious*
 - *Possibly depressed*
 - *Definitely avoidant*

Barriers to inclusion and transformation



- What do your students want you to know about them?

Early Detection



Name

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

Early Detection



1. Explain how meaningful/important this course is to you?

- ✓ Assesses possible degree of course engagement
- ✓ Assesses importance of doing well
- ✓ May assess how well course was “sold”

Early Detection



2. Describe how difficult you anticipate this course being?

- ✓ Assesses confidence level
- ✓ Assesses potential anxiety
- ✓ Assesses expectations for success

Early Detection



3. What grade do you anticipate earning in this course?

- ✓ Specifies confidence level with measureable outcome
- ✓ Specifies potential anxiety with measureable outcome
- ✓ Specifies expectations for success with measureable outcome.

Early Detection



4. Describe what you do outside the classroom (i.e. campus activities; work)?

- ✓ Assesses general engagement
- ✓ Assesses personal interests and possible sources of meaning making
- ✓ Assesses degree of potential stressors

Response Set



Question	Response
1. Explain how meaningful/important this course is to you?	<i>This class is required for my program of study.</i>
2. Describe how difficult you anticipate this course being?	<i>I am not worried. I had a class like this in high school and did well. This should be a good review.</i>
3. What grade do you anticipate earning in this course?	A
4. Describe what you do outside the classroom (i.e. campus activities; work)?	<i>I play soccer.</i>

Response Set



Question

Response

1. Explain how meaningful/important this course is to you?

This class is about what I want to do with my career. I am excited!!

2. Describe how difficult you anticipate this course being?

The group project may be hard. I generally don't work well in groups. I have high expectations, so I will take over if I have to.

3. What grade do you anticipate earning in this course?

A

4. Describe what you do outside the classroom (i.e. campus activities; work)?

I am President of XYZ student organization and volunteer at a homeless shelter.

Response Set



Question

Response

1. Explain how meaningful/important this course is to you?

It seems okay

2. Describe how difficult you anticipate this course being?

Might be hard

3. What grade do you anticipate earning in this course?

B

4. Describe what you do outside the classroom (i.e. campus activities; work)?

Response Sets - Chris



Question

Response

1. Explain how meaningful/important this course is to you?

I had to pick a science. I took it last year, but had to drop it when I got sick and fell behind.

2. Describe how difficult you anticipate this course being?

The first half should be easy because I did it last year. I don't know about the second half.

3. What grade do you anticipate earning in this course?

A or B

4. Describe what you do outside the classroom (i.e. campus activities; work)?

I work 20 hours/week, sometimes 30.

Response Sets -Aaron



Question	Response
1. Explain how meaningful/important this course is to you?	<i>I am on academic probation. I need to do well in this class to stay enrolled and get admitted into my degree program</i>
2. Describe how difficult you anticipate this course being?	<i>Similar classes have been difficult for me.</i>
3. What grade do you anticipate earning in this course?	<i>B (I hope) 😊</i>
4. Describe what you do outside the classroom (i.e. campus activities; work)?	<i>I work at a restaurant 15 hours a week and play in a band</i>

Self-care Policy



- **Basic Elements**

- Stress and distress are predictable
- Academic success depends on managing stress and distress
- Early intervention is most effective, more difficult around due dates
- You don't have to manage stress and distress alone
- Direct to campus resources

Self-care Policy



Your academic success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Your other professors and I strongly encourage you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. Please know that in addition to your academic advisor in the Crouse Center for Student Success (844-6870), there are a number of other support services on campus that stand ready to assist you. I strongly encourage you to contact them when needed.

Career Services	Judie Caribeaux	844-5403	career@aurora.edu
Center for Teaching and Learning	Susan Lausier	844-5267	slausier@aurora.edu
Chaplain's Office	Jonathan Dean	844-6866	jdean@aurora.edu
Counseling Services	David Reetz	844-5416	dreetz@aurora.edu
Residence Life	Matt Khoury	844-4578	mkhoury@aurora.edu
Wellness Center	Cheryl Block	844-5434	wellness@aurora.edu