Keeping Students Out of Your Counseling Center

Coordinating Care Beneath the Threshold of Counseling

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Learning Outcomes

Attendees will understand methods the BIT uses to connect students with resources when students have not reached a level where they need counseling.

Attendees will explore resources they can connect students with before counseling that can assist them with building their resilience and connectedness.

Attendees will recognize ways their own responses to student distress can promote or inhibit their resilience.
Have we been inadvertently telling our campuses that counseling is the "go-to" way to address an emoting student?
Duckworth Grit Scale: How gritty are we?

https://angeladuckworth.com/grit-scale/
How is Resilience Built?

Duckworth: GRIT
- Perseverance
- Passion
- Accomplishing long-term goals
- Having a Growth Mindset (Dweck)

Dweck: Growth Mindset
- A belief that intelligence can increase and that failure is not a permanent condition
- How?
  - Setting goals
  - Thinking big picture
  - Connecting efforts to long term goals
  - Not disengaging in face of difficulty
  - ...yet
### 2017-2018
- High Level of Concern: 143
- Counseling Assessments: 122
- Soft interventions: 198
- Campus partner softs: 65
- Referral: 8

### 2018-2019
- High Level of Concern: 109
- Counseling Assessments: 66
- Soft interventions: 207
- Campus partner softs: 39
- Referral: 21

### 2018-2019 Types of Concerns
- Academic Concerns: 203
- Grieving students: 27
- Emotional Distress: 255
- Suspected Substance Abuse: 50
- Victimization: 13
- Missing Student: 5
- Psychosis: 6
- Self-injurious: 161
Methods

- Locating Concern
  - Level of concern chart
  - Focus on behaviors
- Investigating further
  - EAB pathfinder
  - Progress Reports
- Addressing appropriately
  - Soft Interventions
  - Training others
  - Action Plans
### LOC Chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Self</th>
<th>Community</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>No threat to self or community</td>
<td>No threat to self or community</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Behavior may be appropriate for given circumstances.</td>
<td>No evidence of significant disruption to community</td>
<td></td>
</tr>
<tr>
<td>Mild</td>
<td>Does not appear to pose a threat of violence or self-harm</td>
<td>Does not appear to pose a threat of violence</td>
<td>Behavior may be out of BIT’s scope, but student could benefit from campus resource</td>
</tr>
<tr>
<td></td>
<td>Impairment is absent or minimal, and in response to temporary crisis</td>
<td>No evidence of significant disruption to community</td>
<td>Behavioral issue has been resolved, and reporting party just wants BIT to be aware of incident</td>
</tr>
<tr>
<td></td>
<td>Student is already connected with a campus resource who can address behavior and create a success plan with student</td>
<td>No prior history (BIT, conduct, criminal, etc.)</td>
<td>Student is already connected with a campus resource who can address behavior and create a success plan with student</td>
</tr>
<tr>
<td></td>
<td>Crisis is transient</td>
<td>Crisis is transient</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>Does not appear to pose a threat of violence or self-harm, but behavior may escalate</td>
<td>Does not appear to pose a threat of violence</td>
<td>Student may already be connected with a campus resource who can address behavior and create a success plan with student</td>
</tr>
<tr>
<td></td>
<td>Impairment is minimal to moderate</td>
<td>Mild to moderate difficulties in relationships with others</td>
<td>May have a prior relevant history (BIT, conduct, criminal, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No evidence of significant disruption to community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Behavior may be appropriate for given circumstances.</td>
</tr>
</tbody>
</table>

#### Example Behaviors

**Mild**
- More stressed, anxious than usual; Academic issues
- One-time or transient difficult life event
- Difficulty adjusting to college

**Moderate**
- More stressed, anxious than usual – and behavior is pervasive
- Original one-time or transient difficult life event which has not abated
- Academic issues that are coupled with other life stressors
- One-time or pervasive roommate and/or community disruption which is minor
<table>
<thead>
<tr>
<th>Elevated</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example of Behaviors</strong></td>
<td><strong>Example Behaviors</strong></td>
</tr>
<tr>
<td>• Frequent absences significantly impacting grades / academic deficiencies</td>
<td>• Parasuicidal (cutting, disordered eating)</td>
</tr>
<tr>
<td>• Suspected eating disorder behaviors, having impact on academic or social realms</td>
<td>• Suspected self-harm behaviors without reference to suicidality (e.g. cutting behavior)</td>
</tr>
<tr>
<td>• Suspected substance abuse behaviors, having impact on academic or social realms</td>
<td>• Behavior seems unusual or bizarre</td>
</tr>
<tr>
<td>• Functioning sufficiently well at times, but may have underlying mental health disorder</td>
<td></td>
</tr>
<tr>
<td>• Behavior that is different than the norm</td>
<td></td>
</tr>
</tbody>
</table>

**Self**
- May pose threat to self
- Moderate impairment in academic performance
- Mild to moderate difficulties in relationships with others
- May be high-functioning, but also suffering from a significant underlying mental health issue that may require professional treatment.

**Community**
- Behavior may escalate to disruption of community

**Additional Factors**
- May have prior relevant history (BIT, conduct, criminal, etc.)
- Unclear if student is connected to campus resources
- Reported history of similar crises and/or behavior

**Self**
- Poses a threat to self and/or community
- Impaired functioning and may also be suffering from a significant underlying mental health issue that may require treatment.
- Significant difficulties in relationships with others

**Community**
- Threat of physical violence, usually to an identifiable target, but currently lacks immediacy and/or a specific plan – or a specified plan of violence does exist but currently lacks a specific target

**Additional Factors**
- May have prior relevant history (BIT, conduct, criminal, etc.)
- Reported history of similar crises and/or behavior
## LOC Chart

### Severe

#### Example Behaviors
- Recent hospitalization for acute behavioral health needs
- Suicidal ideation
- Suicide Attempt
- Dysregulation
- Planned attack on community

#### Self
- Observable, significant, and/or severe impairment school, family relations, judgment, thinking, or mood.
- Impaired functioning, and may also be suffering from a significant underlying mental health issue that may require treatment.
- Significant difficulties in relationships with others

#### Community
- Threat to others may be / is direct with a target, and/or timeframe, and/or plan of attack

#### Additional Factors
- May have prior relevant history (BIT, conduct, criminal, etc.)
- Unclear if student is connected to campus resources
- Reported history of similar crises and/or behavior and/or one-time crisis that may allude to a history
Concerns

Self-Injurious Behavior

- Suicide attempt or talking about suicide
- Illegal drug use
- Disordered eating
- Self-harming behaviors
- Emotional distress

Concerning Behavior

- Substance use
- Unusual behavior
- Victimization
- Grieving student
- Emotional distress
## Progress Reports For [Redacted]

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>PROFESSOR</th>
<th>COMMENT</th>
<th>AT RISK</th>
<th>ALERT REASONS</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/20/2019</td>
<td>BIOL-101 Biological Principles I</td>
<td>Mihaly Czako</td>
<td>did not sign up for attenda...</td>
<td>Yes</td>
<td>Course Grade Performance, Other (Requires Comments)</td>
<td>View Report 09/20/2019</td>
</tr>
<tr>
<td>09/19/2019</td>
<td>CHEM-111 General Chemistry I</td>
<td>Morgan Stefik</td>
<td></td>
<td>Yes</td>
<td>Course Grade Performance</td>
<td>View Report 09/19/2019</td>
</tr>
</tbody>
</table>
BIT Action Plan

I will visit the following resources:

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Notes:

____________________________________

____________________________________

____________________________________

BIT Contact: _________________________
Phone/Email: ________________________

Important Numbers

- Counseling and Psychiatry: 803-777-5223
- Stress Management Consultation: 803-576-9392
- Student Success Center: 803-777-1000
- Student Disability Services: 803-777-6142
- Student Health Services: 803-777-3175
- Sexual Assault Violence Intervention and Prevention: 803-777-8248
- Law Enforcement and Safety: 803-777-4215
- Behavioral Intervention Team: 803-777-4333
1. Brief rapport building

2. Identify and address behaviors of concerns

3. Explore stressors

4. Identify campus resources or additional supports that can be helpful

5. Build an action plan
## INCORPORATING RESILIENCE

<table>
<thead>
<tr>
<th>Dealing with ambiguity</th>
<th>Developing a positive outlook/viewpoint</th>
<th>Supporting a positive sense of self</th>
<th>Adaptivity</th>
<th>Emotional regulation and expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locus of Control</td>
<td>• Referral is an act of care</td>
<td>• Challenge rigidity or negativity</td>
<td>• Work with change</td>
<td>• Identify healthy pre-existing coping strategies</td>
</tr>
<tr>
<td>• Actionable steps</td>
<td>• Can't do -&gt; How do we do?</td>
<td>• Contradictions aren't the end of the world</td>
<td>• Avoid rumination, encourage problem-solving strategies</td>
<td>• Incorporate healthy strategies into new plan</td>
</tr>
<tr>
<td>• Ambiguity is a motivator</td>
<td>• Fixed mindset -&gt; growth mindset</td>
<td>• Flexibility is an asset</td>
<td>• Locus of control</td>
<td>• Determine and/or create goals</td>
</tr>
<tr>
<td>• Ambiguity can be addressed</td>
<td>• Realistic outcomes</td>
<td>• Resilience, flexibility and perseverance are not strengths, they are skills</td>
<td>• Create multiple plans</td>
<td>• Explore what makes a student feel in or out of control of emotion expression</td>
</tr>
</tbody>
</table>

**BEHAVIORAL INTERVENTION TEAM**
Expanding Capacity through Soft Interventions

Trainings
- Housing Staff (including GAs)
- First year advisors
- Conduct staff (including GAs)
- Disability Services staff
- Bridge program staff

1 to 1 coaching
- First year experience seminar instructors
- Faculty and graduate teaching assistants
- Fraternity/sorority life property managers and/or chapter advisors
- Multicultural student affairs staff
- Student affairs staff
The Grit of BIT
Resources for addressing stress and anxiety

- Wellness spaces
- Mindfulness resources
- Academic success services
- Campus recreation yoga classes
- Online psychoeducational resources
- Wellness coaching on diet and sleep
- Campus therapy dogs
- Substance use prevention and educations
- Time management programming
- Financial wellness workshops
- Growth mindset seminars
- Cuts and Conversations
- Living and Learning Communities
- ScreenU, Kognito
- Counseling groups
- Leverage FYE personnel
- Warm handoff
- Substance use prevention and educations
- Time management programming
- Financial wellness workshops
"The Worried Well"

- The "worried well" are...
- Emotional distress ≠ mental health concern
- Responding to the "worried well"
A call to action

On the continuum of campus interventions, how can student affairs and student health professionals plug students in to a level of care that is congruent to their needs?

How do we normalize common challenges that students encounter to build resilience?

How to remove the "worried well" from overburdened counseling centers?

How do we better respond to "I'm not a mental health professional," "I'm not equipped," "someone needs to reach out to her right away"?
Questions?

Carolinian Creed

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.

Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...

I will practice personal and academic integrity;

I will respect the dignity of all persons;

I will respect the rights and property of others;

I will discourage bigotry, while striving to learn from differences in people, ideas, and opinions;

I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.