

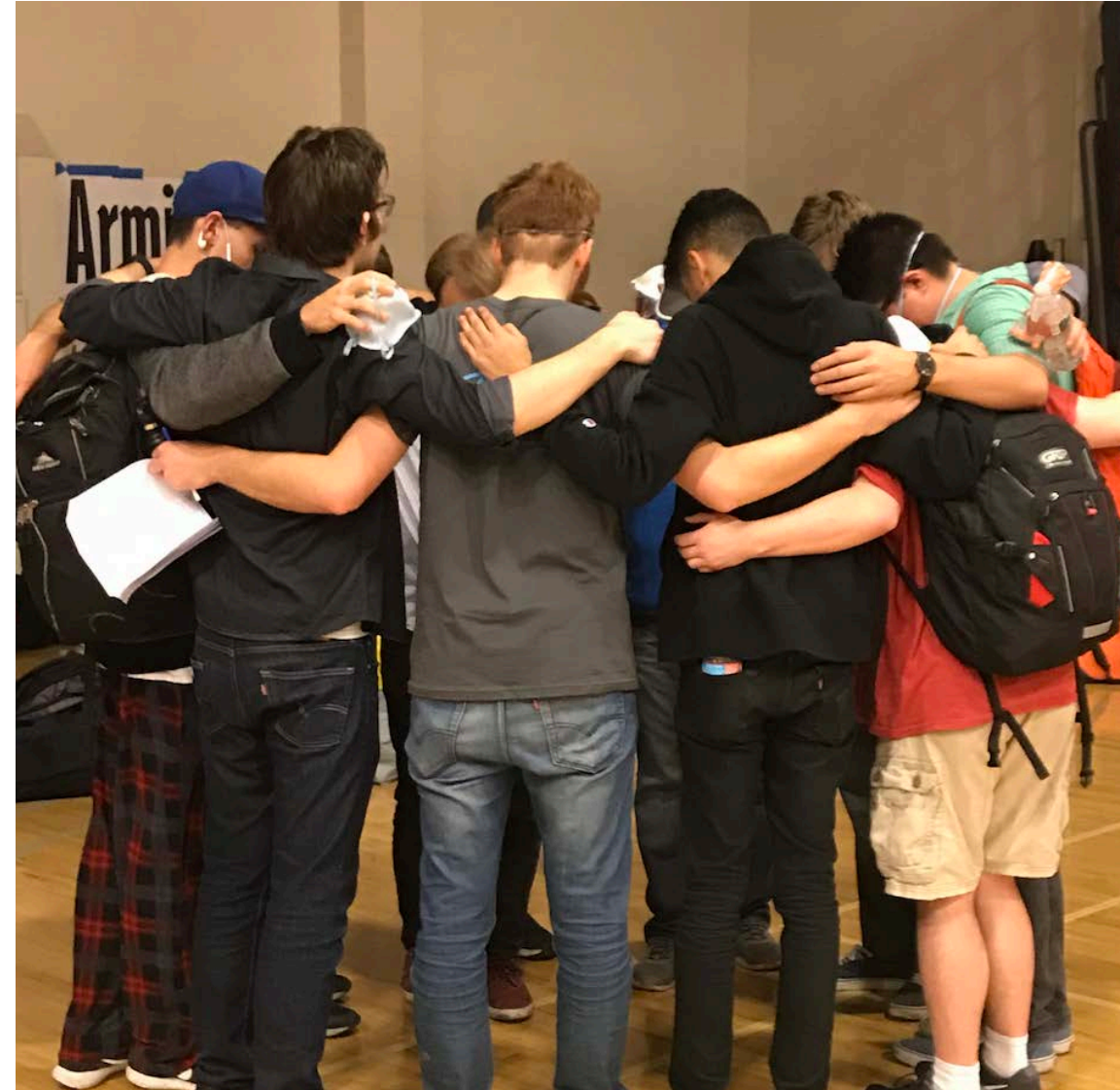
Student Success and Thriving: Insights and Resources for Parents

Dr. Edee Schulze
Vice President for Student Life

Crossroads

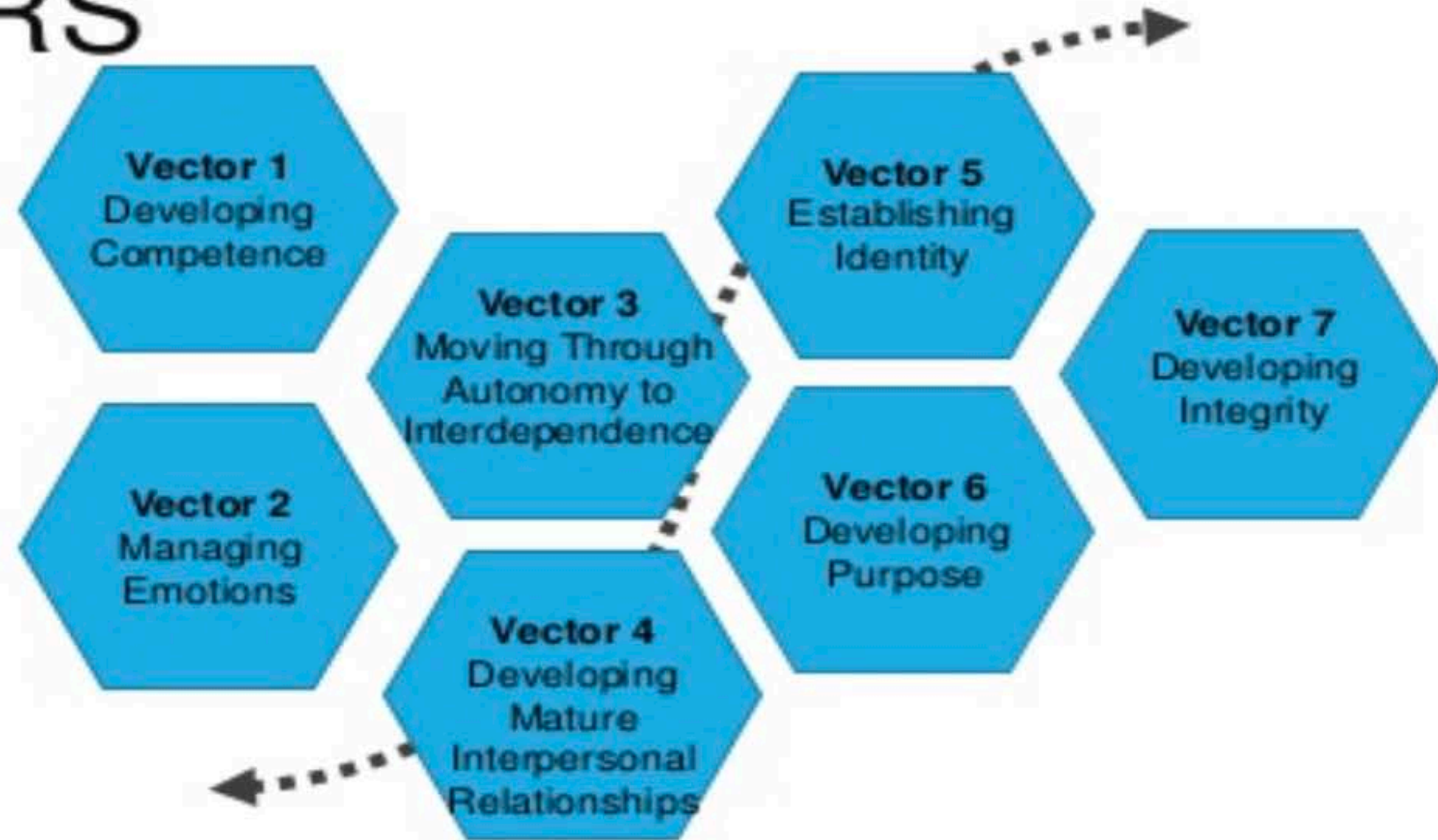


Holistic Development

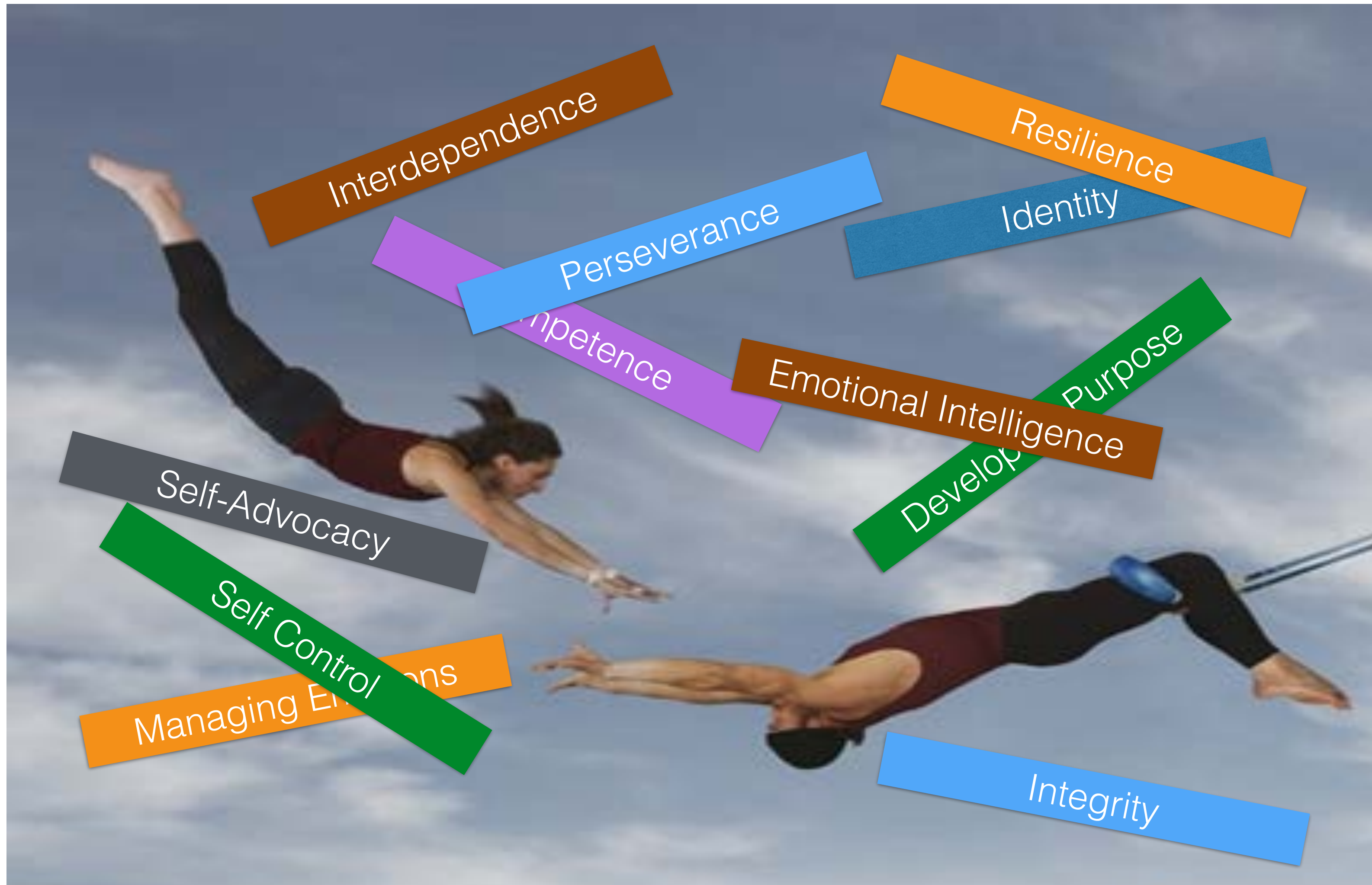


Developmental Theories

CHICKERING'S SEVEN VECTORS



Release. Fly. Catch.



Naming the Last 19 Months



Context

PRE-COVID EMOTIONAL HEALTH TRENDS: A comprehensive **context** for youth mental health

- **Complex, complicated, and convoluted society**
- **More pressure from an earlier age**
- **Far greater exposure**
- **Truth is tenuous**
- **“Plague” of immediacy**
- **Implications of social media**
- **Heightening tribalism**



Mental Health Impact of COVID

- **Normative challenges of this age group**
 - **Uncertainty**
 - **Identity confusion**
 - **Social media presence**
 - **Puberty / hormone changes**
 - **Social dynamics**
 - **Family dynamics**
- **Specific challenges from the pandemic**
 - **Remote school isolation / loneliness**
 - **loss of “coming of age” experiences**
 - **Low motivation**
 - **Family distress**
 - **Financial insecurity**
 - **Illness anxiety**



Context

Did COVID Break Students' Mental Health?

- Trending up before pandemic
- Academic distress higher
- Continuing a troubling trend that was there before COVID

Healthy Minds Study, 2015-2021

Surveys from the Healthy Minds Network show that the pandemic did not cause a spike in student mental-health issues. Rather, the increased distress is a continuation of a troubling trend.

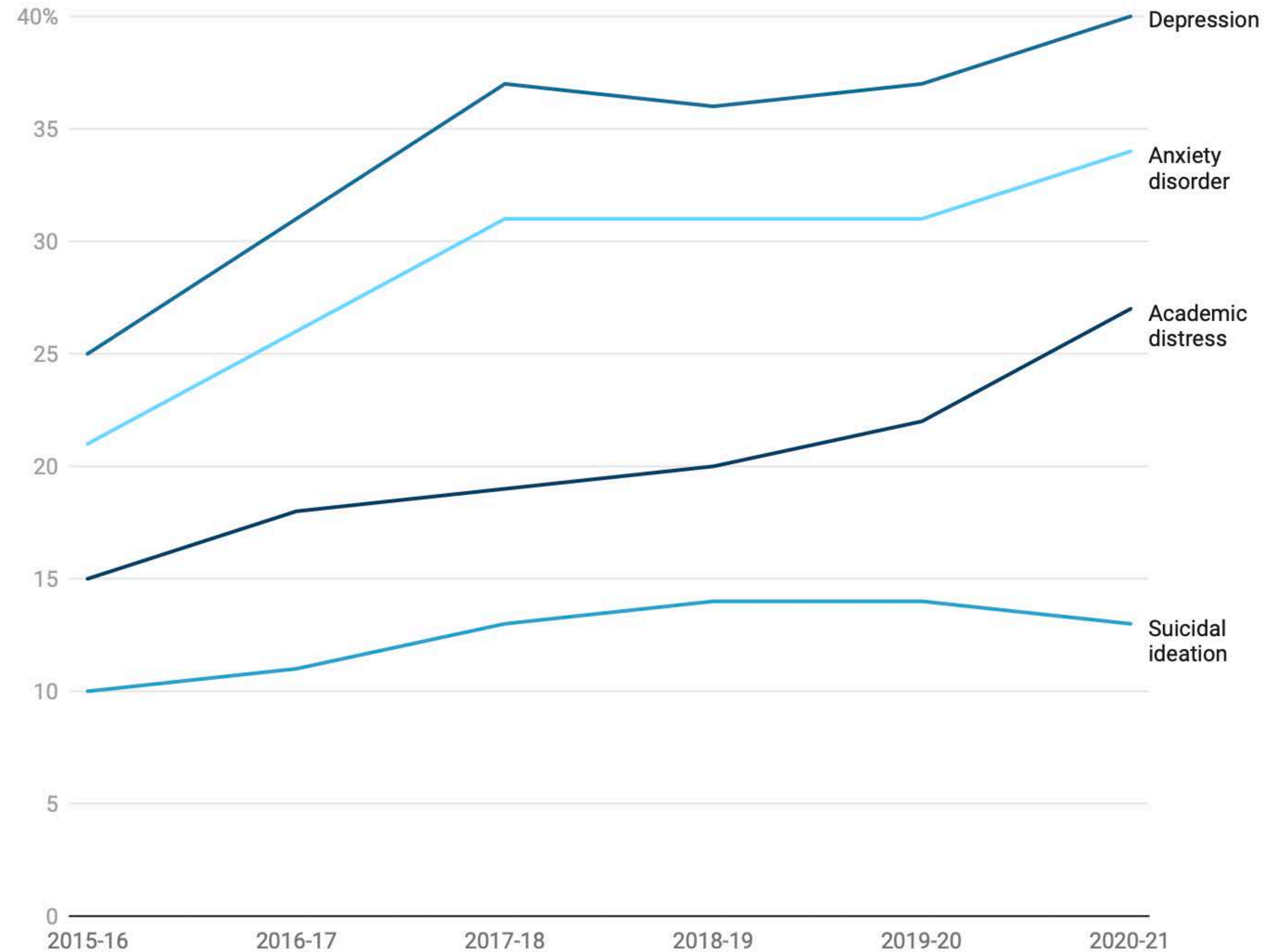


Chart: Rachel Cieri Mull • Source: [Healthy Minds Network](#) • [Get the data](#) • Created with [Datawrapper](#)

Campus Climate This Year



Cognitive Distortions

NINE THINKING ERRORS SABOTAGING YOUR BRAIN

1

HOW DO THE POSITIVES OUTWEIGH THE NEGATIVES IN THIS INSTANCE?

MENTAL FILTERING

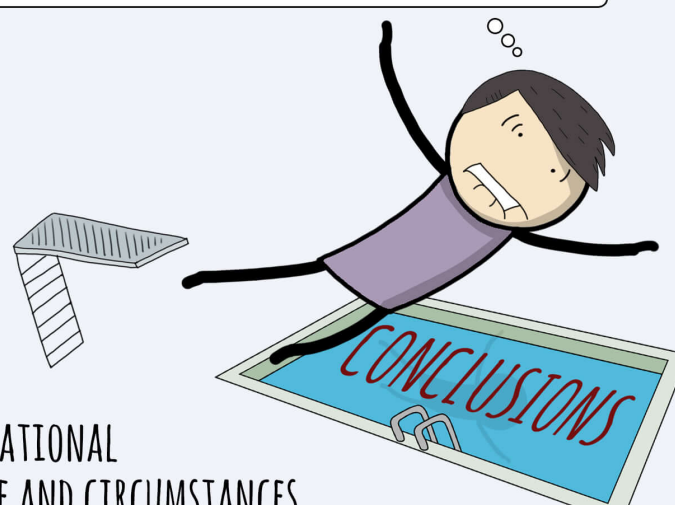


THE TENDENCY TO FOCUS ON NEGATIVE EVENTS WHILE NEGLECTING THE POSITIVES.

2

WHAT IF THERE IS ANOTHER EXPLANATION FOR THIS?

JUMPING TO CONCLUSIONS

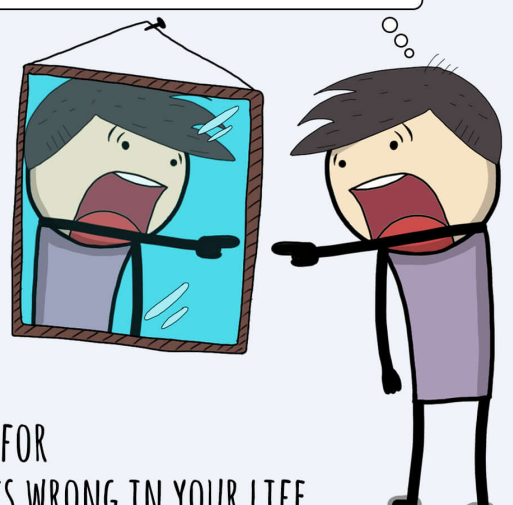


THE TENDENCY TO MAKE IRRATIONAL ASSUMPTIONS ABOUT PEOPLE AND CIRCUMSTANCES.

3

WHO OR WHAT ELSE COULD HAVE PLAYED A PART IN THIS?

PERSONALIZATION

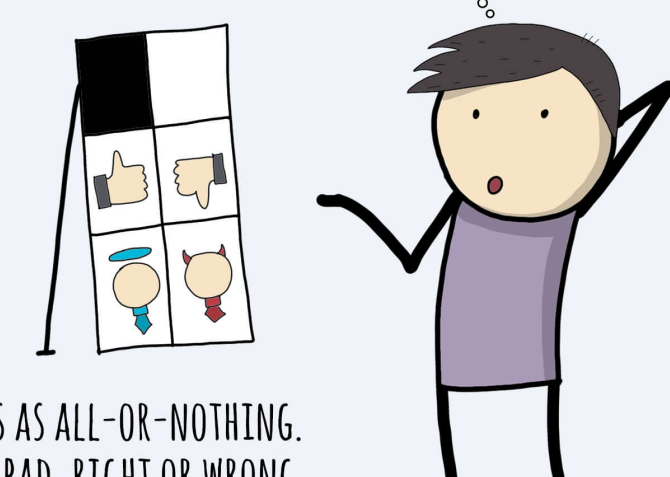


THE TENDENCY TO TAKE THE BLAME FOR ABSOLUTELY EVERYTHING THAT GOES WRONG IN YOUR LIFE.

4

HOW MANY DIFFERENT WAYS COULD OTHER PEOPLE INTERPRET THIS?

BLACK AND WHITE THINKING

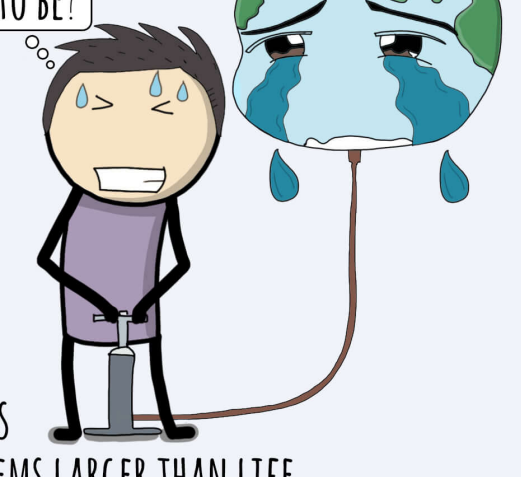


THE TENDENCY TO SEE THINGS AS ALL-OR-NOTHING. THINGS ARE EITHER GOOD OR BAD, RIGHT OR WRONG.

5

WHAT IF THINGS AREN'T AS BAD AS I MAKE THEM OUT TO BE?

CATASTROPHIZING




THE TENDENCY TO BLOW CIRCUMSTANCES OUT OF PROPORTION BY MAKING PROBLEMS LARGER THAN LIFE.

6

WHAT EVIDENCE SUGGESTS THAT THINGS COULD NOW BE DIFFERENT?

OVERGENERALIZING



THE TENDENCY TO MAKE BROAD GENERALIZATIONS BASED UPON A SINGLE EVENT AND MINIMAL EVIDENCE.

7

WHERE'S THE EVIDENCE THAT THIS IS TRUE IN ALL SITUATIONS?

LABELING



THE TENDENCY TO MAKE GLOBAL STATEMENTS ABOUT YOURSELF OR OTHERS BASED UPON SITUATION SPECIFIC BEHAVIOR.

8

MUST THINGS BE THIS WAY? IS THERE ANOTHER WAY TO DO THIS?

SHOULDING AND MUSTING

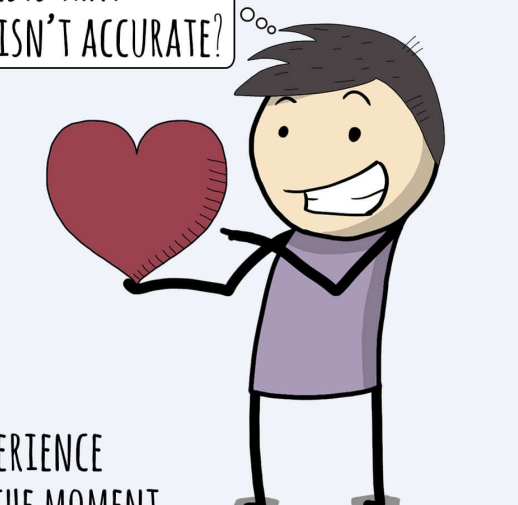


THE TENDENCY TO MAKE UNREALISTIC AND UNREASONABLE DEMANDS ON YOURSELF OR OTHERS.

9

WHAT EVIDENCE SUGGESTS THAT HOW I'M SEEING THIS ISN'T ACCURATE?

EMOTIONAL REASONING



THE TENDENCY TO INTERPRET YOUR EXPERIENCE BASED UPON HOW YOU'RE FEELING IN THE MOMENT.

Cognitive Distortions

THE TENDENCY TO MAKE BROAD
GENERALIZATIONS BASED UPON A SINGLE EVENT AND MINIMAL EVIDENCE.



8



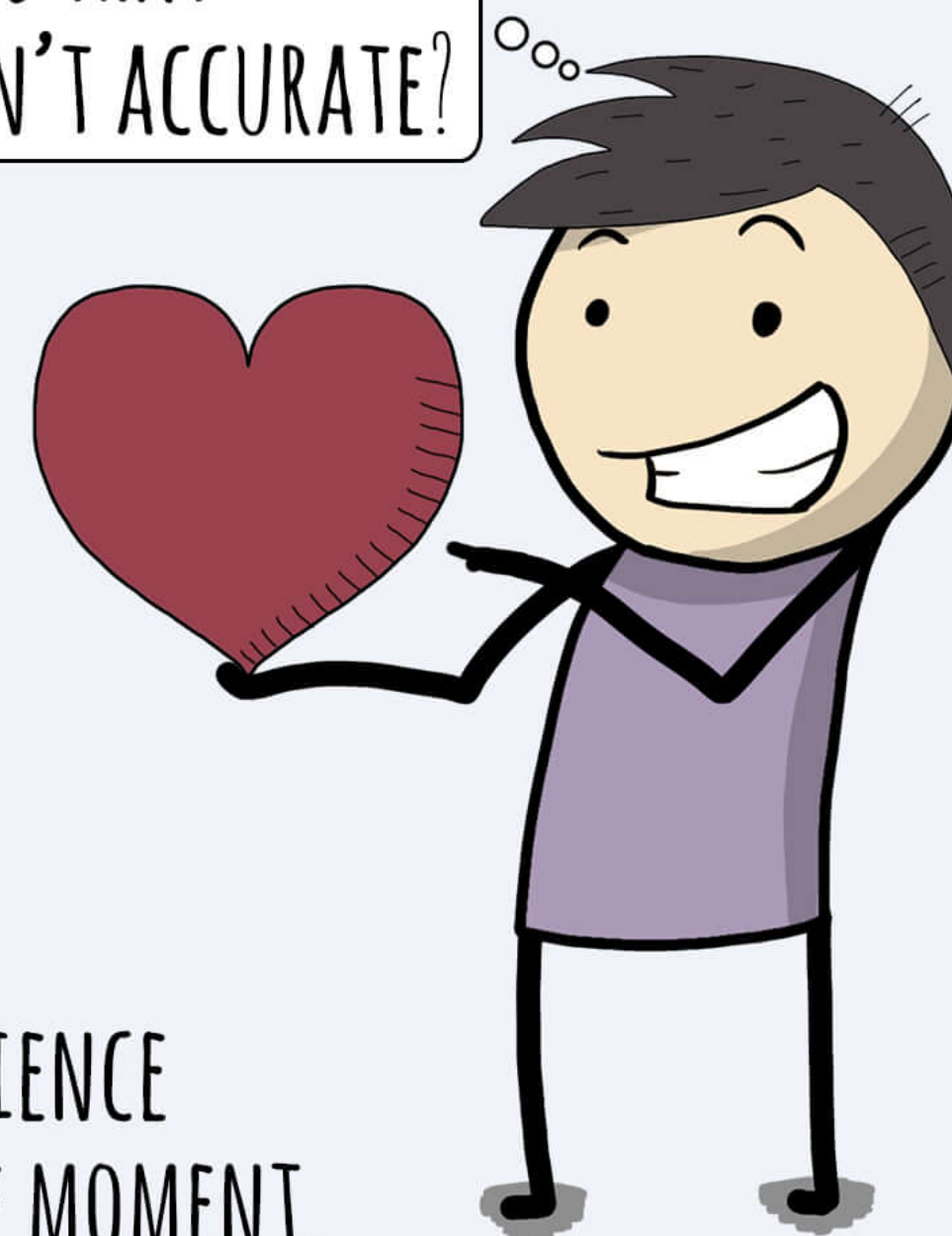
ERS.

WHAT EVIDENCE SUGGESTS THAT
HOW I'M SEEING THIS ISN'T ACCURATE?

EMOTIONAL
REASONING


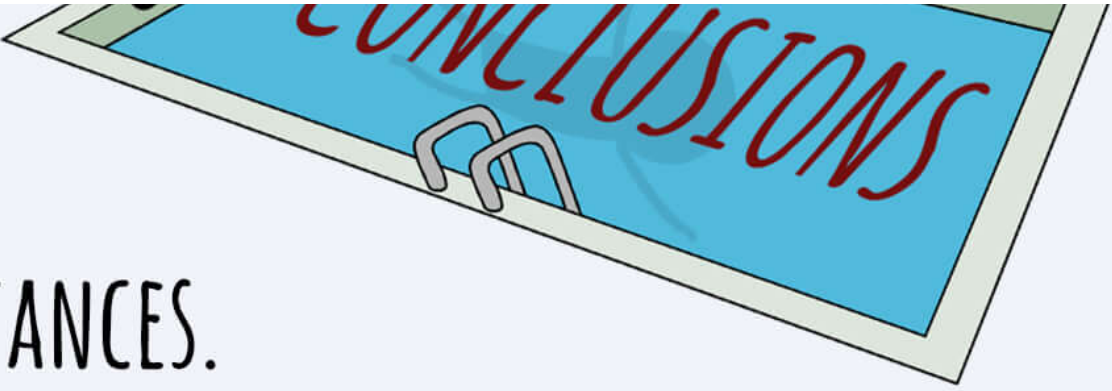




THE TENDENCY TO INTERPRET YOUR EXPERIENCE
BASED UPON HOW YOU'RE FEELING IN THE MOMENT.

9



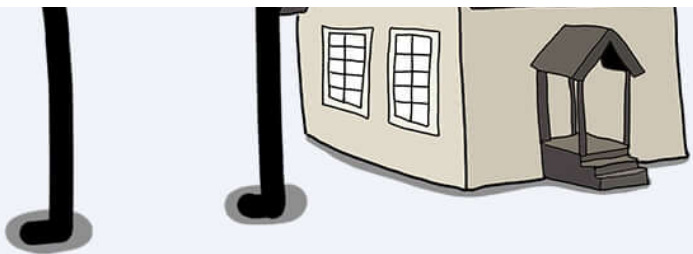
CREATED BY ADAM SICINSKI
DOODLED BY BARTOSZ KLOSINSKI

Cognitive Distortions

	<p>THE TENDENCY TO MAKE IRRATIONAL ASSUMPTIONS ABOUT PEOPLE AND CIRCUMSTANCES.</p> 	<p>THE TEN ABSOLUT</p>
<p>4</p> 	<p>WHAT IF THINGS AREN'T AS BAD AS I MAKE THEM OUT TO BE?</p> <p>CATASTROPHIZING</p> <p>THE TENDENCY TO BLOW CIRCUMSTANCES OUT OF PROPORTION BY MAKING PROBLEMS LARGER THAN LIFE.</p> 	<p>5</p> <p>WHAT E</p> <p>OVER</p> <p>THE TEN GENERAL</p>
<p>7</p> 	<p>MUST THINGS BE THIS WAY? IS THERE ANOTHER WAY TO DO THIS?</p>	<p>8</p> 

Cognitive Distortions

THE TENDENCY TO FOCUS ON NEGATIVE
EVENTS WHILE NEGLECTING THE POSITIVES.

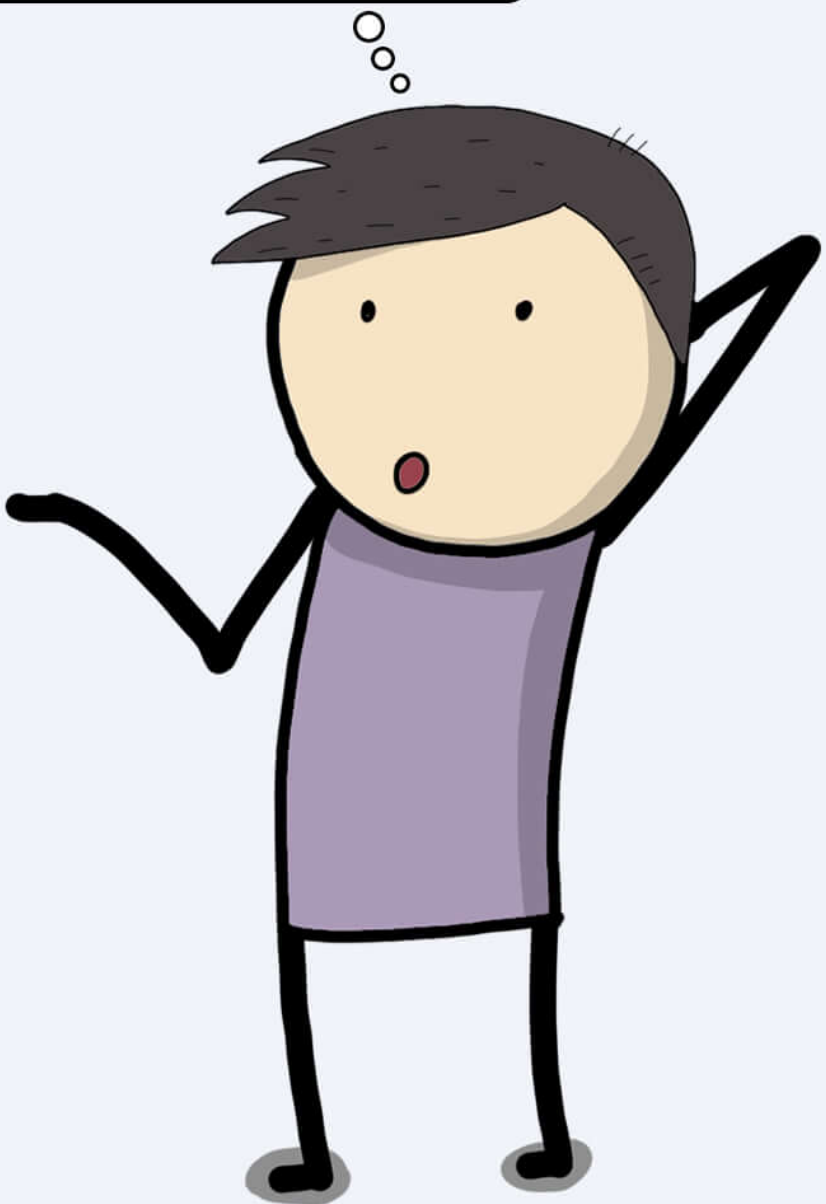
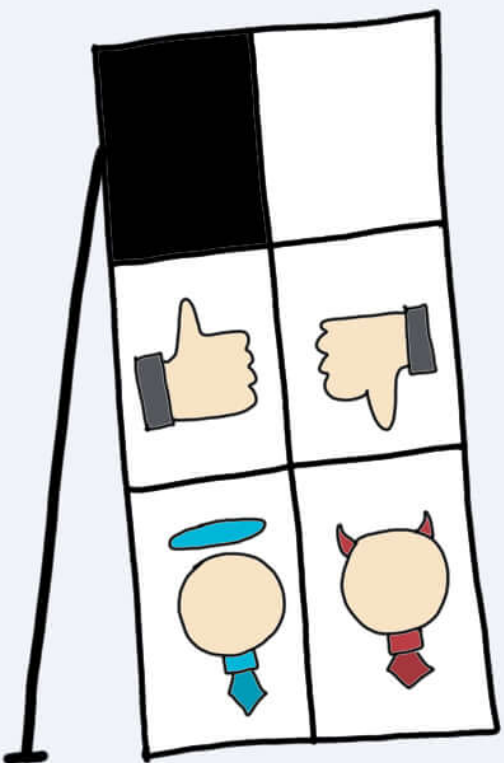


THE TENDENCY TO MAKE
ASSUMPTIONS ABOUT

HOW MANY DIFFERENT WAYS COULD OTHER PEOPLE INTERPRET THIS?

4

BLACK
AND WHITE
THINKING



THE TENDENCY TO SEE THINGS AS ALL-OR-NOTHING.
THINGS ARE EITHER GOOD OR BAD, RIGHT OR WRONG.

WHAT IS
BAD AS

CATASTROP

THE TENDENCY TO BL
OUT OF PROPORTION

WHERE'S THE EVIDENCE THAT
THIS IS TRUE IN ALL SITUATIONS?

7



Challenging Cognitive Distortions

HOW TO CHALLENGE COGNITIVE DISTORTIONS

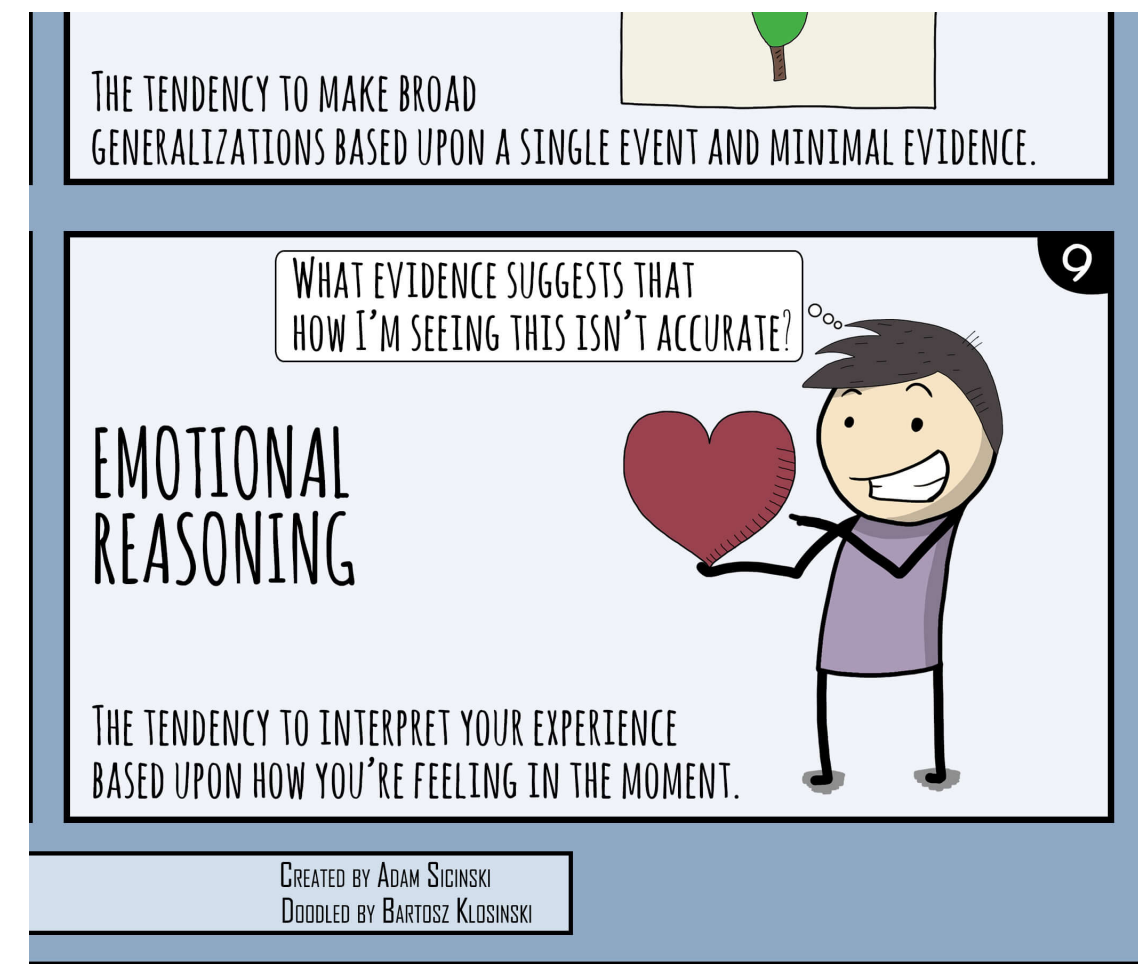
- How do I know if this thought is accurate?
- What evidence do I have to support this thought or belief?
- How can I test my assumptions/beliefs to find out if they're accurate?
- Do I have a trusted friend who I can check out these thoughts with?
- Is this thought helpful?
- Are there other ways that I can think about this situation or myself?
- Am I blaming myself unnecessarily?
- What or who else contributed to this situation?
- Is it really in my control?
- Am I overgeneralizing?
- Am I making assumptions?
- What would I say to a friend in this situation?
- Can I look for "shades of gray"?
- Am I assuming the worst?
- Am I holding myself to an unreasonable or double standard?
- Are there exceptions to these absolutes (always, never)?
- Am I making this personal when it isn't?

- How do I know if this thought is accurate?
- What evidence do I have to support this thought or belief?
- Is this thought helpful?
- Are there other ways that I can think about this situation or myself?
- Can I look for "shades of gray"?
- Am I assuming the worst?

NYT: Is Your Child Emotionally Ready for College (Aug 2019)

Readiness: ability to overcome **Fear of Not Belonging**

- “Not clicking with my roommate”
- “Don't have anyone to eat with”
- “Tried to join a club but it didn't feel right”
- “I don't have any friends”



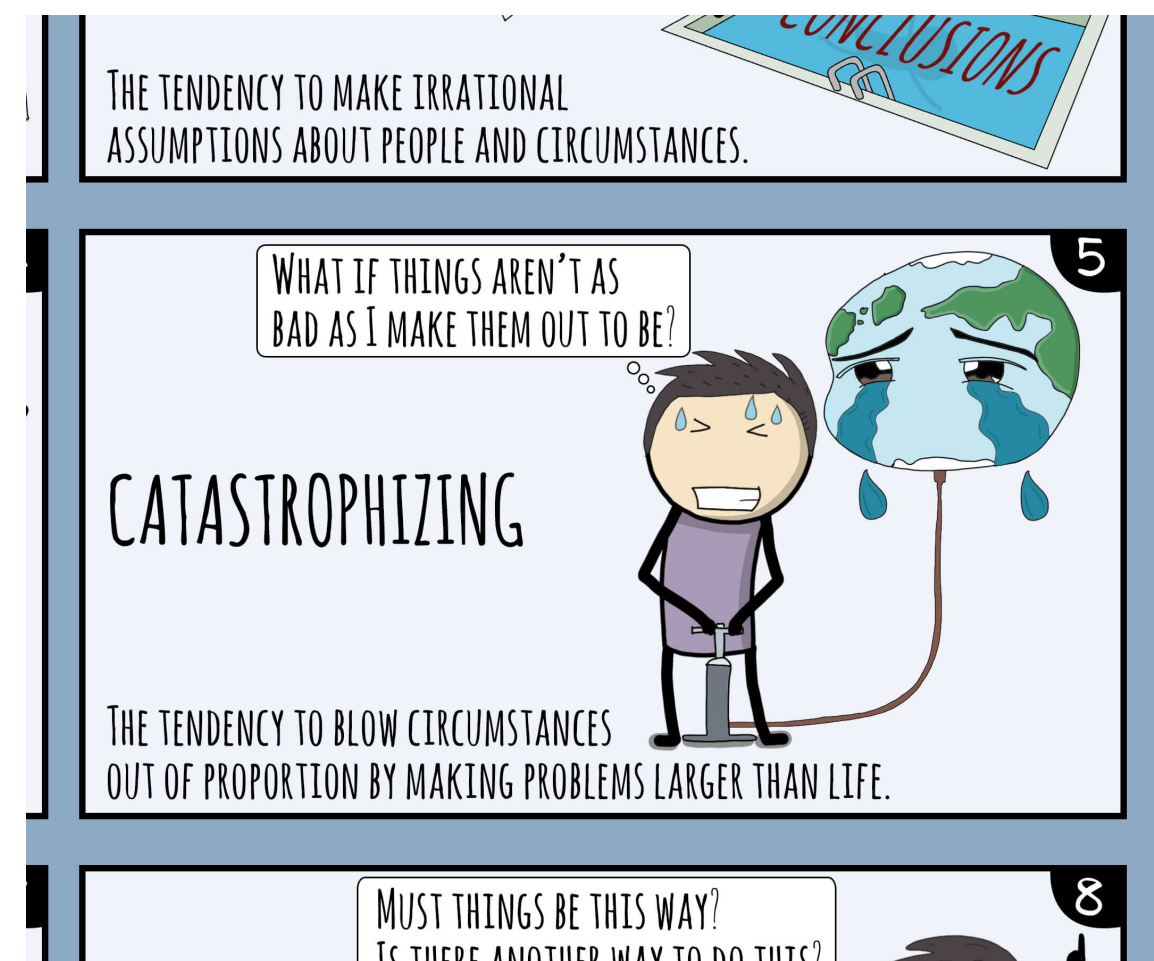
Cognitive Distortions

- How do I know if this thought is accurate?
- What evidence do I have to support this thought or belief?

NYT: Is Your Child Emotionally Ready for College (Aug 2019)

Readiness: ability to overcome **Fear of Not Making It Academically**

- “I bombed my first test”
- “I'm just wasting your money”
- “I'm in over my head”



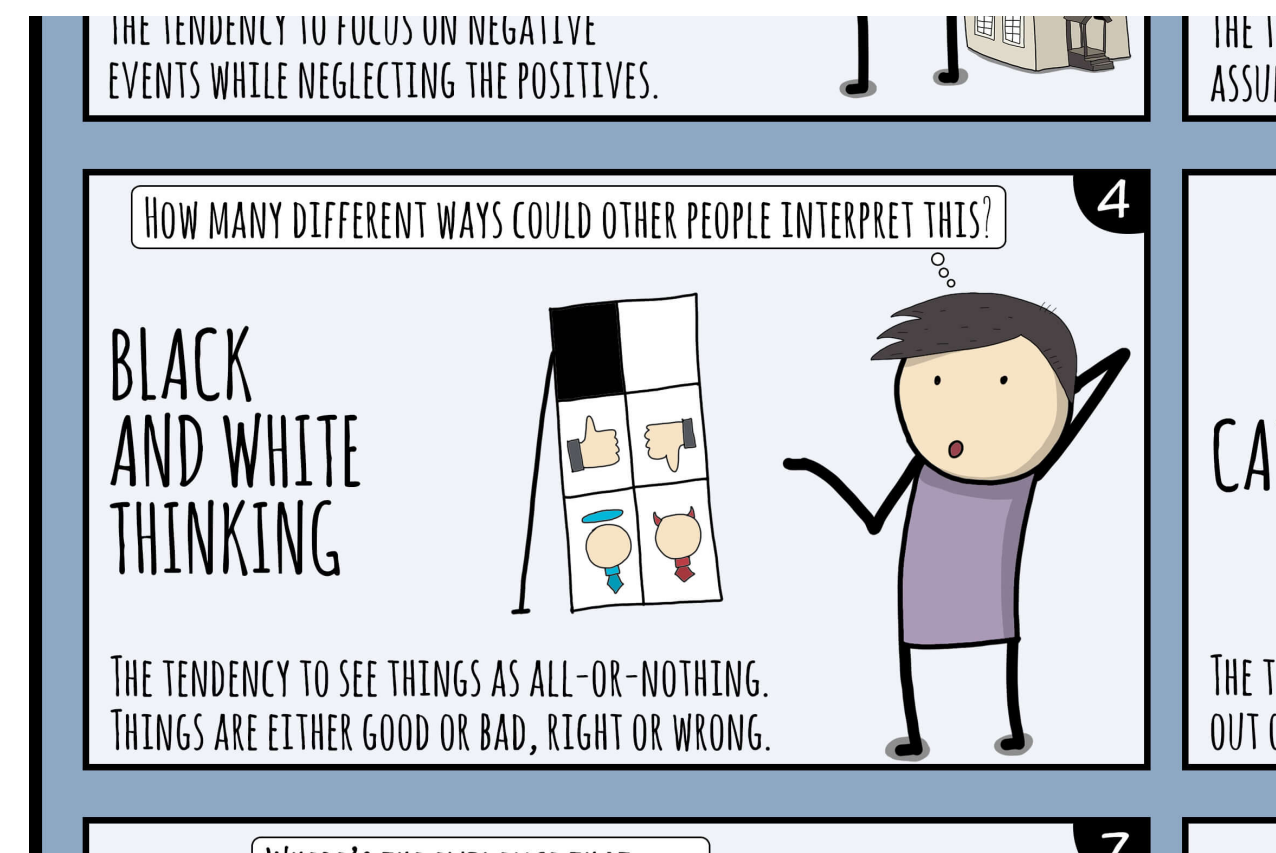
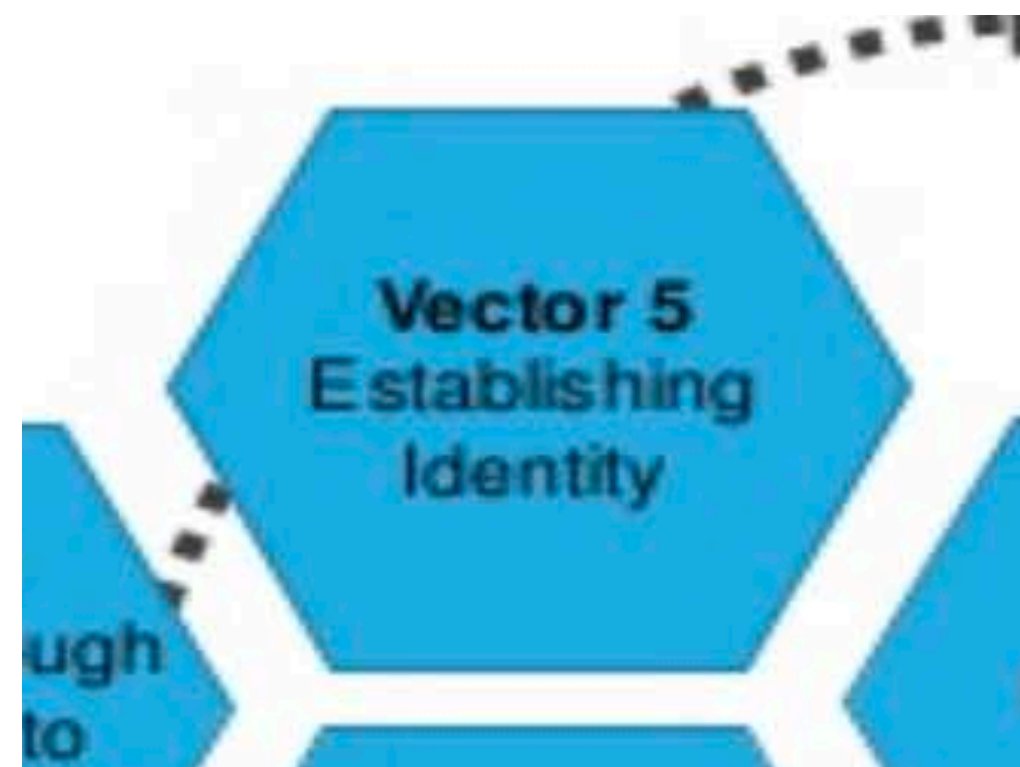
Cognitive Distortions

- Is this thought helpful?
- Are there other ways that I can think about this situation or myself?

NYT: Is Your Child Emotionally Ready for College (Aug 2019)

Readiness: ability to overcome **Unrealistic Expectations about Performance and Success**

- “I don’t have a major and can’t decide”
- “Everybody else is better than me”
- “I'm not made for college”



Cognitive Distortions

- Can I look for “shades of gray”?
- Am I assuming the worst?

Challenge and Support



Student Life Departments, Programs and Services



Residence Life



Campus Life



The COVE Career Center



Campus Pastor's Office



CAPS: Counseling and Psychological Services



Health Services



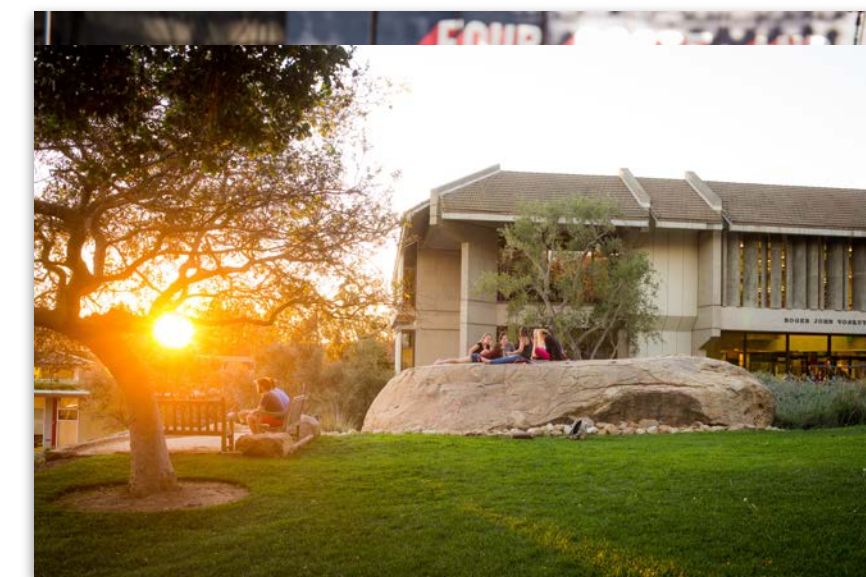
Intercultural Programs



International Student Services



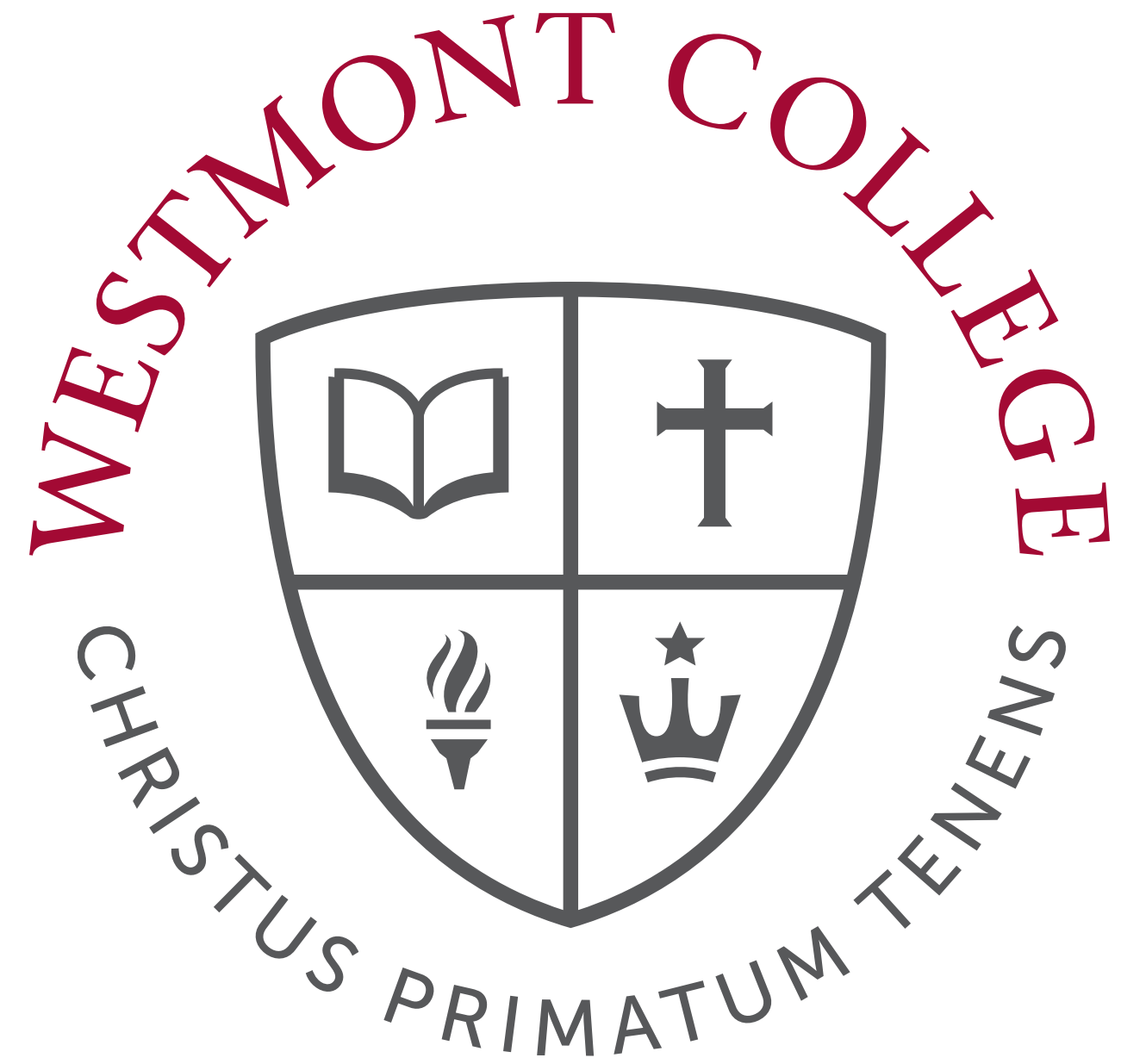
Student Success



Student Services and Programs

Only Arms Big Enough...





Student Success and Thriving: Insights and Resources for Parents

Dr. Edee Schulze
Vice President for Student Life