



New Student

ORIENTATION



New Student & Family Programs

UNIVERSITY OF COLORADO **BOULDER**

Supporting Your Student In Their First Year

Presented By:

Health & Wellness Services
and The Office of Institutional
Equity and Compliance

New Student
ORIENTATION



Session Overview

- Overview of Our Offices
- Being in Transition
- Scenarios and Discussion
- Additional Campus Resources



New Student & Family Programs
UNIVERSITY OF COLORADO BOULDER



Overview of Our Offices

Resources & Services to Students

New Student
ORIENTATION



Health Promotion

Peer education and peer wellness coaching, health education and programming, alcohol and other drug classes, health supplies, recovery community and support.

Wardenburg 3rd Floor

(303) 492-2937

HealthPromotion@colorado.edu

colorado.edu/health/promotion



Counseling and Psychiatric Services (CAPS)

Supportive mental health care including 24/7 crisis services, same day drop-in in appointments, short-term therapy, group therapy, psychiatry, skill building workshops, and informal consultations.

Center for Community (C4C) 3rd Floor N352

303-492-2277 (24/7 support)

Secure Message through your health portal: ?AskCAPS
colorado.edu/counseling



Office of Victim Assistance (OVA)

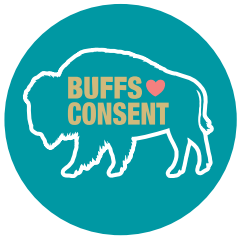
Confidential, trauma-specific counseling and/or advocacy services available to those impacted by recent or past traumatic experiences. Support is also available for witnesses, family and friends supporting trauma survivors.

Center for Community 4th Floor

303-492-8855 (24/7 support)

Assist@colorado.edu

colorado.edu/ova



Office of Institutional Equity and Compliance (OIEC)

Facilitates required and optional prevention education with all students, faculty, and staff and provides resolution options and safety measures in response to discrimination, harassment, sexual misconduct, intimate partner violence, and stalking.

Available Virtually or on Campus

OIEC@Colorado.Edu

colorado.edu/oiec

New Student
ORIENTATION



New Student & Family Programs
UNIVERSITY OF COLORADO BOULDER

Being in Transition



New Student
ORIENTATION

Transition Is Happening

- Upon entering college, your student may:
 - Seek out increased independence
 - Rely on others for support, especially friends.
- In supporting a new college student, you may:
 - Experience a shift in time-commitments, sense of self, being depended on, etc.
 - Experience a range of emotions, including grief, worry, relief, comparison, etc.

New Student
ORIENTATION



New Student & Family Programs
UNIVERSITY OF COLORADO BOULDER

Relationship Roles Are Changing

- Balancing interdependence, often across distance
- Navigating expectations around communication topics, frequency, and modality
- Shifting responsibility for planning and doing daily and life tasks



Supportive Problem-Solving Strategies

- Develop or strengthen positive **communication tactics** like open and regular communication.
- Remind your student of their **internal strengths** and values and their **external supports**
- Ask your student to **identify what is getting in the way** or making a dilemma particularly difficult to address.
- **Ask their preference** for how you or other external supports might offer assistance.



What's on Your Mind?

When you think of your student's first semester at CU, what potential situations do you want more support around?

New Student
ORIENTATION

Scenarios & Discussion



New Student
ORIENTATION

- Knowing my student, what might make this situation difficult for them? What assets do they bring to the situation?
- Given the situation, how can I help my student identify their worries and strengths?
- Are there resources or information that could support my student with this situation?

Scenario 1

It's late August. Your student is continually responding to the family group chat at all hours of the night.

In addition, you two have talked about getting them set up to receive their medication refills at the pharmacy on campus, but your student still hasn't followed up on that.

Now they tell you they need to pull an all-nighter to finish some homework that is due sooner than they realized.

Scenario 1 – Time Management

1. Knowing my student, what aspects of time management **might be difficult** for them?
2. What **skills** might they already have to navigate unstructured time in college?
3. What **conversations** might you have with your student about time management?



Potential Resources

Time Management Skill Building: [Peer Wellness Coaches](#)

Academic Support: [Writing Center](#), [Advising & Coaching](#),
[Tutoring](#), [Academic Accommodations](#)

Peer Leaders: Resident Advisors, Journey Leaders

Medical: [Medical Services](#) & [Pharmacy](#)

Scenario 2

It's almost the end of September. Your student is participating in fraternity & sorority recruitment because they want to meet more people and find a lasting community.

They haven't really connected with their roommate because their roommate mostly wants to spend a lot of money eating out all the time and doesn't have the same interests.

At the end of recruitment, they are not selected to join a chapter.

Scenario 2 – Making Friends

1. Knowing my student, what aspects of making friends **might be difficult** for them?
2. What **skills** might they already have to develop new friendships when arriving to college?
3. What **conversations** might you have with your student about building friendships?



Potential Resources

Student Organizations: [CSI's Buff Connect](#), [Intramural Sports](#),
[Fraternity & Sorority Life](#), [Residence Hall Association](#)

Affinity Groups: [The Center's Community Gatherings](#), [Beyond Campus Buffs](#), [Collegiate Recovery](#), [International Coffee Hour](#)

Volunteer & Lead: [Service Learning](#), [Student Government](#)

Campus Events: [Fall Welcome](#)

Scenario 3

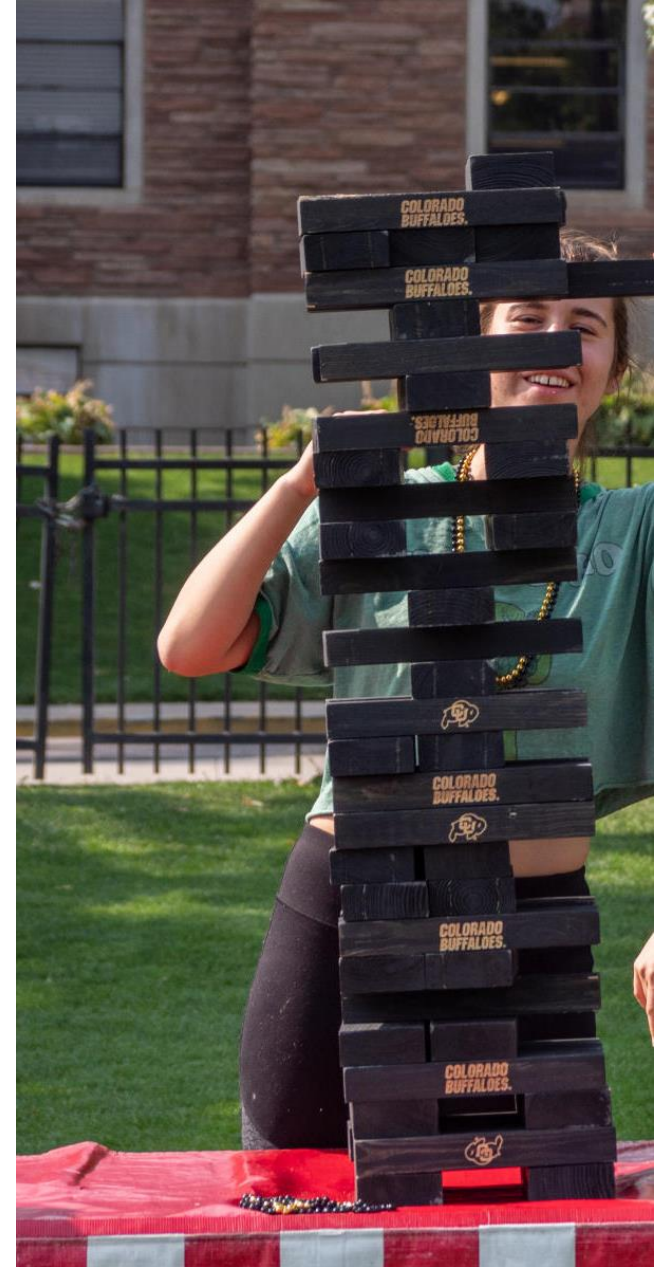
Now it's late October. You have a check in call with your student. They rattle off a long list of things that are going on like being worried about a friend after a bad breakup, planning for a club event coming up, a midterm, and missing friends from home. They sound stressed but upbeat about it all.

A few days later, your student texts you saying, “I’m too stupid for my major!”

Scenario 3 – Coping with Stress

1. Knowing my student, what aspect of stress management might **be difficult** for them?
2. What **skills** might they already have to cope with stress?
3. What **conversations** might I have with my student about stress management?

New Student
ORIENTATION !-



New Student & Family Programs
UNIVERSITY OF COLORADO BOULDER

Potential Resources

Counseling and Advocacy for Relationship or Sexual Harm:
[Office of Victim Assistance](#)

**Counseling (Individual and Group) and 24/7 Mental Health
Crisis Services:** [Counseling and Psychiatric Services](#)

Stress Education: Stress(Less) Events

Conflict Resolution: [Mediation and Education](#)

Planning Ahead Does Not Guarantee a Fully Developed Skillset



New Student
ORIENTATION !-



Building a Learner Mindset

- How will you remind your student that they can learn from imperfect attempts at trying new things?
- How can you remind your student (and yourself) that they are not alone in struggling and it doesn't mean that they don't belong in college?
- How will you discern when your student is okay versus when they need more support than what they are asking for?



Additional Campus Resources

[Student Outreach Team](#)

[Health and Wellness Services](#)

[Academic Dates and Deadlines](#)

New Student
ORIENTATION

Don't Ignore It

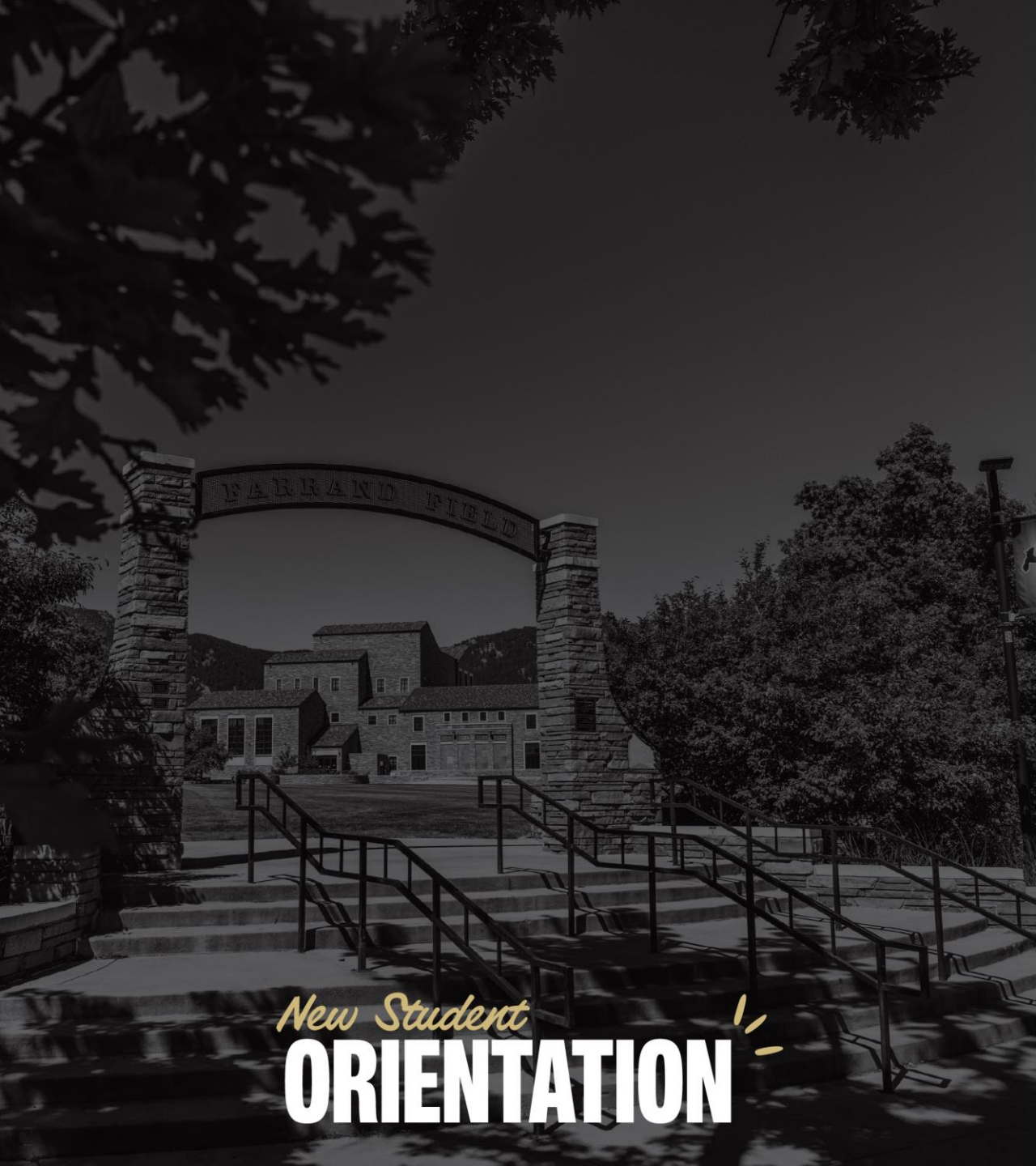
 [What to Report](#) [Get Support](#) [How to Help](#)

There are options...

For seeking confidential support, reporting concerns, referring someone for help, and learning skills for helping others. Don't ignore mental health concerns, potential threats, harassment, racist incidents, unwanted sexual behavior, abuse in a relationship, stalking, hazing, and other interpersonal or abusive conduct.

[colorado.edu/
dont ignore it](https://colorado.edu/dontignoreit)

New Student
ORIENTATION 



New Student
ORIENTATION 

Thank You!

& Welcome to CU!