

*New Student*

# ORIENTATION



New Student & Family Programs

UNIVERSITY OF COLORADO BOULDER

# Boosting Your Skills to Support Your Buff

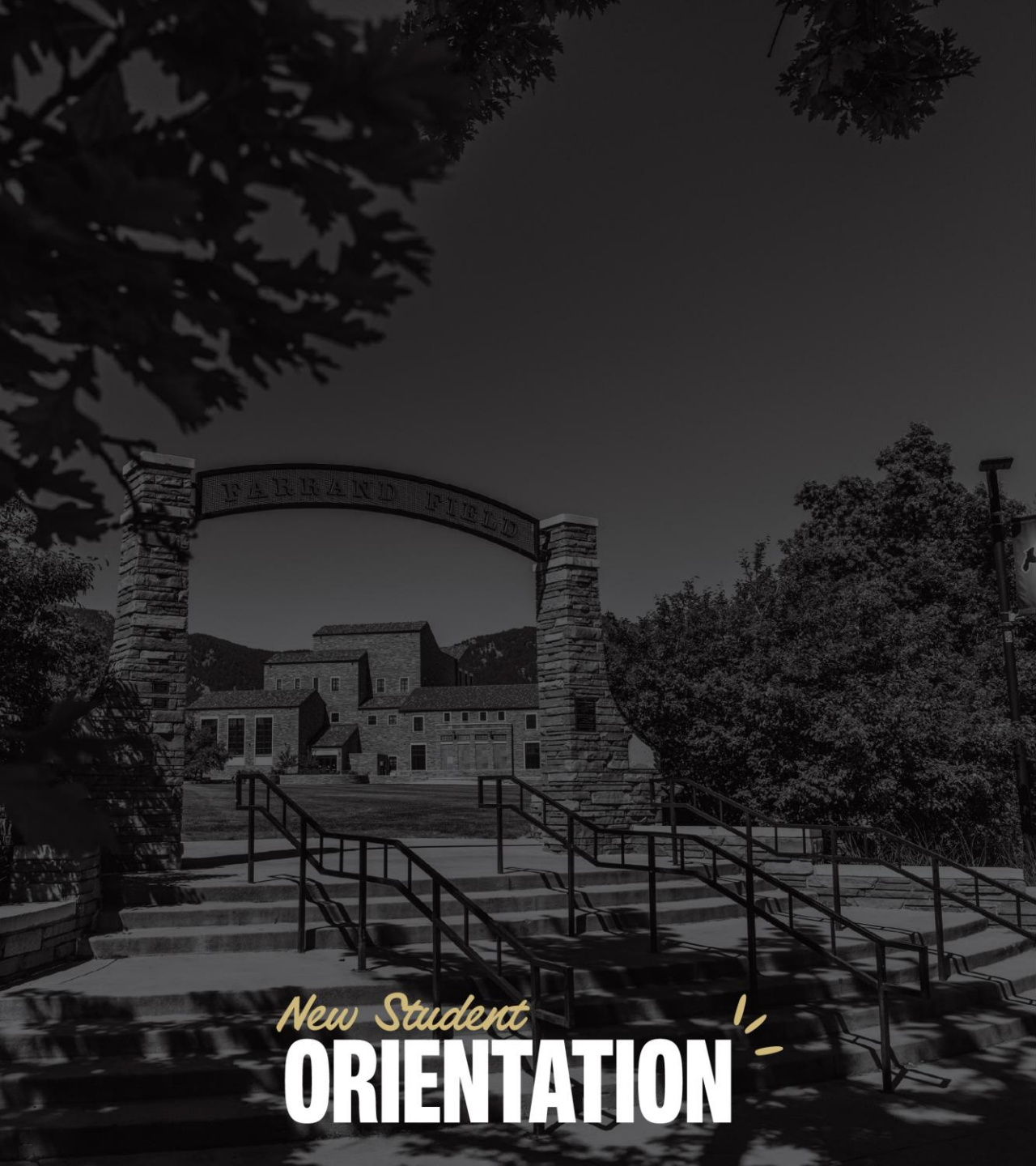
[Counseling & Psychiatric Services \(CAPS\)](#)

[Health Promotion \(HP\)](#)

[Office of Victim Assistance \(OVA\)](#)

[Office of Institutional Equity & Compliance \(OIEC\)](#)

*New Student*  
**ORIENTATION**



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**This  
workshop is  
about you &  
for you!**

# Agenda

- Hopes & Worries
- Barriers to Communication
- Scenario Discussion
- Concerns to Pay Attention To

Opportunities for questions throughout



# Hopes & Worries

1. Reflect on one hope you have for yourself and **your relationship with your student** as they transition to college.
2. Then, reflect on one concern you have about **supporting your student** while they are at CU.
3. Share one or both with a partner or small group.



# Take Home Practice

Find ways to connect with other parents and trusted friends. Dedicate specific time to process your own hopes and worries.



# Hopes & Worries, cont.

- ❓ Do your hopes and worries for your student ever get in the way of paying attention to what your student needs?
- ❓ What strategies do you use to pause and manage your reactions when they interfere with listening effectively?
- ❓ What are you saying or doing in those moments when you feel most supportive of your student?



# Take Home Practice

Check in with your student about their hopes and worries.

Intentionally notice what is coming up for you. Is it easy to celebrate their hopes? Is it easy to let them take the lead in addressing their worries?



# Barriers to Dialogue

- Lecturing
- Punishment
- Distrust, skepticism
- Defensiveness
- Making assumptions
- Shaming, blaming, judging
- Emotional reactivity
- Being rushed
- Distracted, not paying attention
- Conflict avoidance



# New Habits are Possible

- ❓ When you notice yourself slipping barriers into conversation, what strategies have you used to switch back to a more inviting dialogue?
- ❓ What are ways that you can explore and help relieve some of your student's worries about how the conversation is going to go?



# Some Examples:

- “I know in the past I sometimes lecture. If I focus on listening, can we talk about [topic]?”
- “I trust you to [behavior], because I see how good you are at [skill]. And the situation might be a bit different in college, so I want to learn how you’ve been thinking about that.”
- “I don’t know what it’s like to be in college navigating [this topic]. Can we talk about it, so that I understand what your experience has been like?”
- “Do you want me to listen or brainstorm solutions?”



# Scenario

Your student calls because they have a cold and want advice about what medication to take.

They get worked up and start telling you they are: worried about a friend after a difficult breakup, planning an upcoming club event, unprepared for their midterm, missing friends from home, and not getting much sleep lately.

You ask, “Do you think you’ll be able to get good sleep tonight?” They respond with frustration: “You just don’t get it! I don’t even know if I want to be here anymore. I’ve got to go—my roommate is back,” before abruptly hanging up.

# Take Home Practice:

Pose scenarios to your student.

Share that you believe they are skilled at problem-solving when challenges come up and would like to know what their ideas are.

Ask them how they would like you to respond if they share a dilemma with you.



# Concerns to Pay Attention to:

- Significant emotional and/or personality changes (e.g. acting out of control)
- Behavior changes (e.g. drastic shift in activity)
- Physical symptoms (including unexpected, unmanaged, or prolonged)
- Concern from others (e.g. a roommate is worried)
  - Or, your student expressing concern about others



# Take Home Practice:

Connect with a friend, peer, or other parent to talk through what strategies you'd like to use when you feel worried vs. deeply concerned about your student.



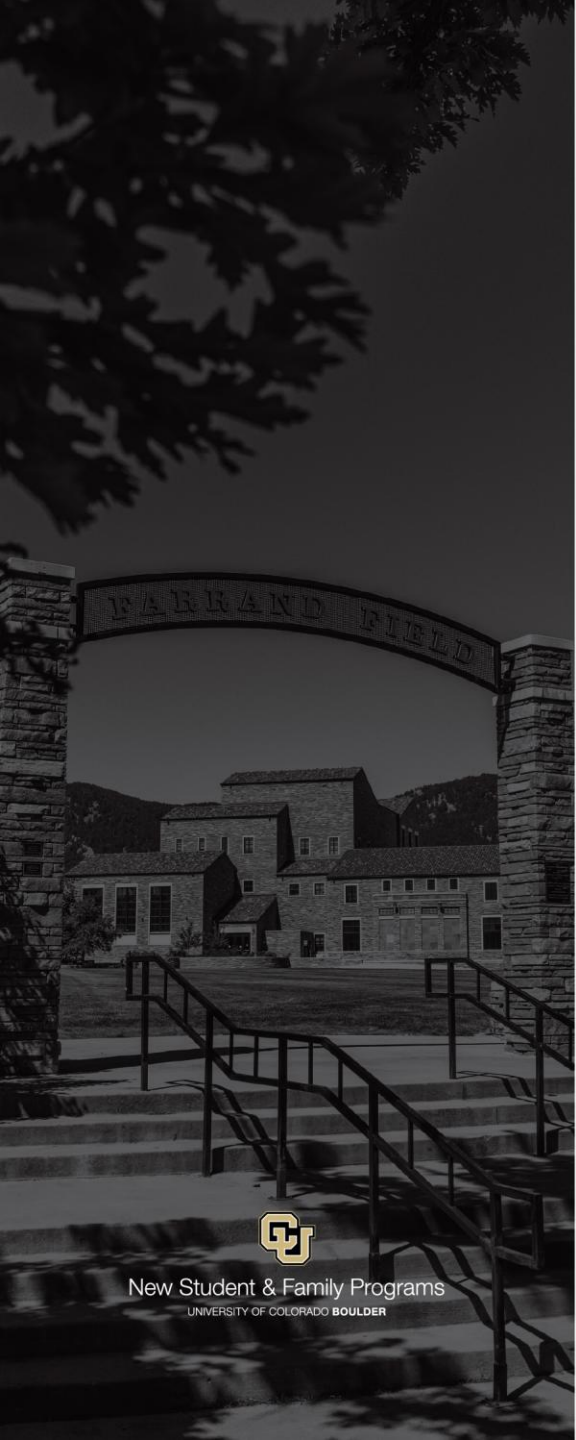
# Take Home Practice:

Talk with your student about the behaviors that might be signs of concern.

Share how student privacy limits the ways you can connect with the school, and discuss different strategies for still offering help.

Discuss the ways they hope to find support on campus for friends, roommates, or themselves.

Explore how you two may navigate situations where something feels more concerning to one of you than to the other.

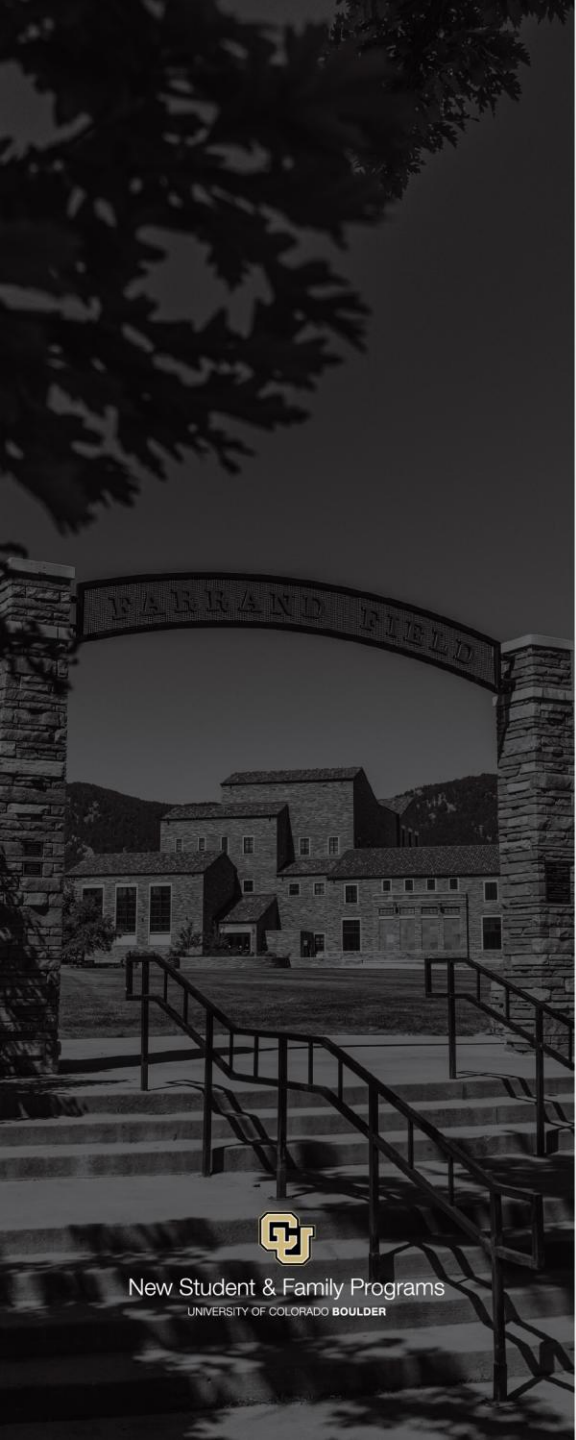


# Campus Support

Campus provides support for a wide range of issues:

## Social:

- [Center for Cultural Connections & Community \(the Center\)](#)
- [Center for Student Involvement \(CSI\)](#)
- [Fraternity & Sorority Life \(FSL\)](#)
- [Residence Life \(RL\)](#)
- [Service Learning & Impact in Community Engagement \(SLICE\)](#)



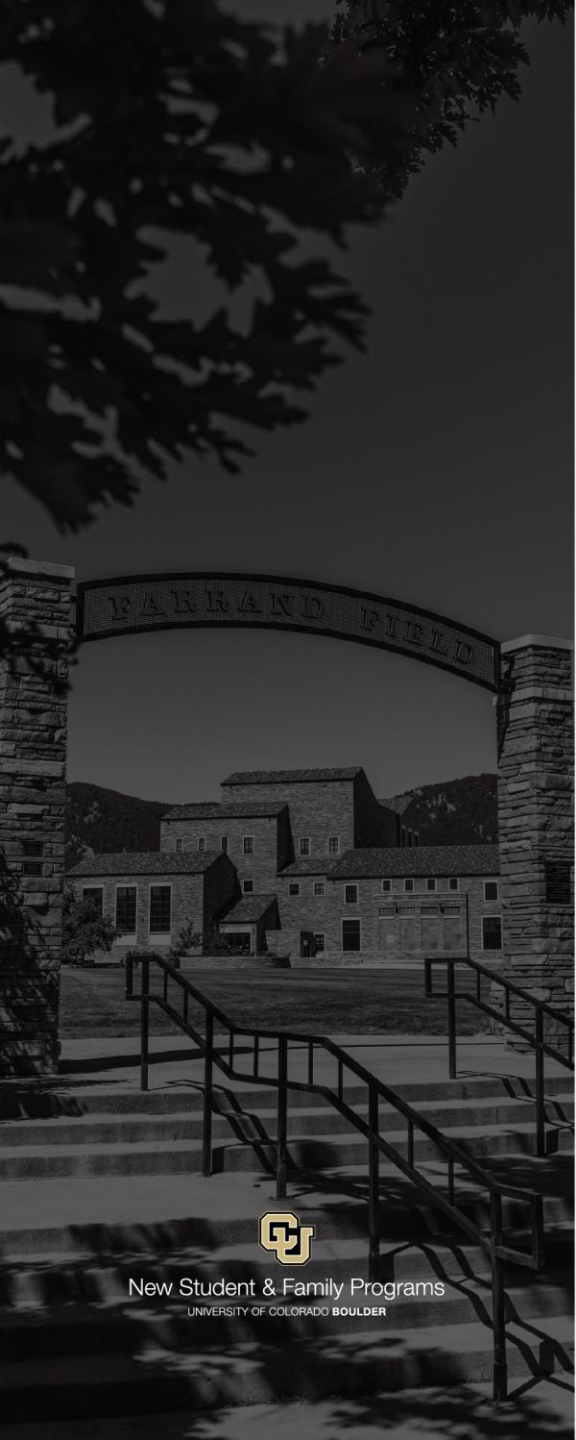
# Campus Support

## Academic:

- [Disability Services](#)
- [ASAP Tutoring](#)
- [Academic Advising](#)
- [Writing Center](#)

## Financial:

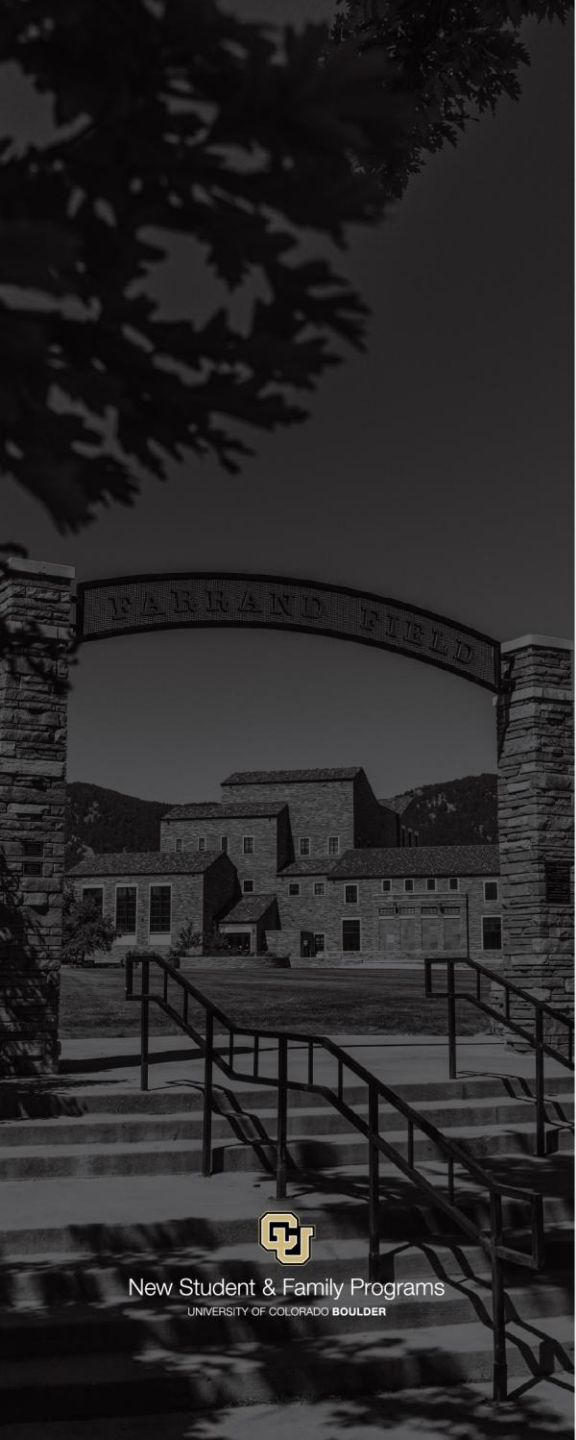
- [Financial Aid](#)
- [The Basic Needs Center \(BNC\)](#)
- [Career Services](#)



# Campus Support

## Crisis\* & Well-being:

- [Counseling and Psychiatric Services \(CAPS\)\\*](#)
- [CU Police \(CUPD\)\\*](#)
  - [Mental health co-responder](#) & [Embedded victim advocate](#)
- [Health Promotion](#)
- [Office of Institutional Equity and Compliance \(OIEC\)](#)
- [Office of Victim Assistance \(OVA\)\\*](#)
- [Wardenburg Medical Services](#)
  - Acupuncture, Lab & Radiology, Nutrition Services, Pharmacy, Physical Therapy, Primary Care, and more!



# Campus Support

SOAS can conduct wellness checks:

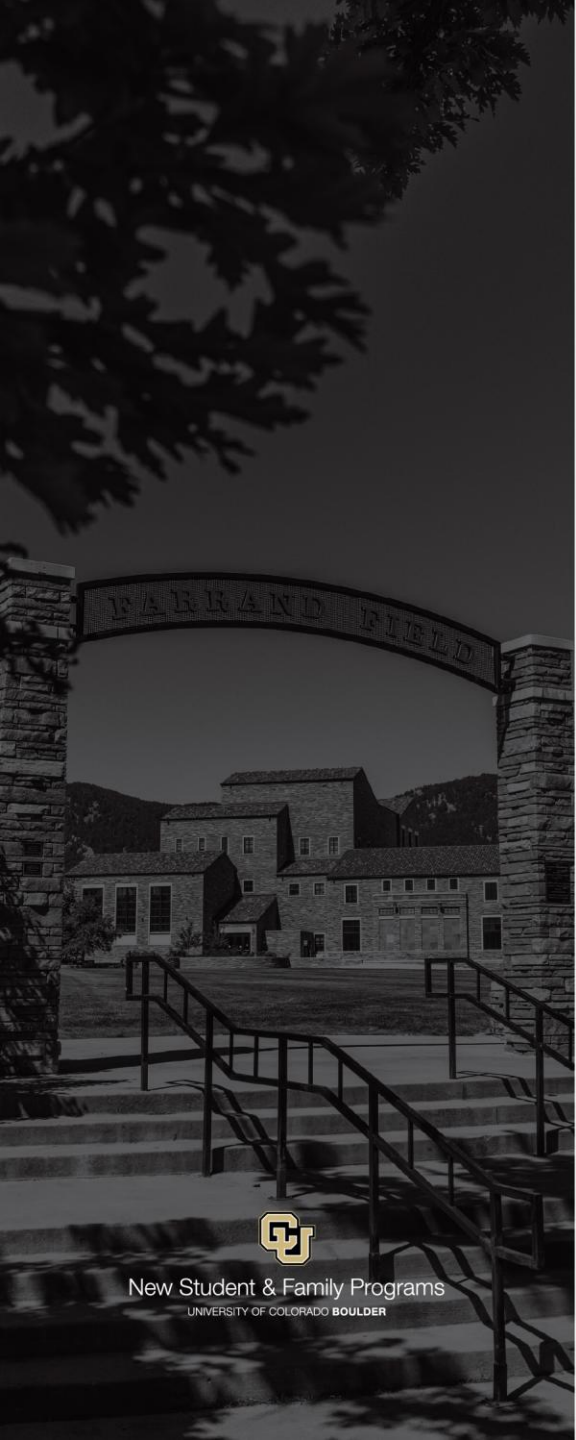
**[Student Outreach, Advocacy & Support \(SOAS\)](#)**

**[SOAS@Colorado.Edu](mailto:SOAS@Colorado.Edu)**

303-492-7348

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## Don't Ignore It

[Home](#) [Recognizing Concerns](#) [Getting Support](#) [Helping Others](#)

## Getting Support

### At CU Boulder

- [+ Confidential Counseling and Assistance](#)
- [+ Campus Support Resources](#)
- [+ Protective Orders, Academic Accommodations & Housing Adjustments](#)
- [+ Medical and Health Services](#)
- [+ Visa and Immigration](#)



### Other Resources

- [+ Community-Based Resources](#)
- [+ Medical Resources](#)
- [+ State and Federal Resources](#)



# Summary of Skillset:

1. How to pause and manage your reactions so you can fully listen to your student.
2. How to approach conversations in ways that help your student feel supported and understood.
3. How to connect your student with additional support when needed.

