

De-Programming Outreach

Shifting Counseling Center Outreach toward a Strategic
Consultation Role

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Learning Objective(s):

Core Assumptions	Strategic Goals	Support Center Goals	Translate Strategies
<p>Participants will be able to list core assumptions of strategic outreach consultation toward campus interventions</p>	<p>Participants will be able to list at least 2 goals of strategic outreach consultation that overlap with broader Student Affairs or institutional goals/priorities</p>	<p>Participants can articulate how strategic outreach supports broader counseling center goals, including clinical service delivery and/or training programs.</p>	<p>Participants will translate at least one of the strategies introduced in the program to their campus community</p>

Core Assumptions of Strategic Outreach

- A shift away from primary reliance on a medical frame that depends on “Mental Health” or “Health” as the primary paradigm of student struggle.
- A shift toward “Mental Education” with attention to mindsets and mentalities that inform campus and social culture, linked to academic and co-curricular endeavors
- Employment of an “individualistic” and a “collectivist” perspectives, in order to interpret students’ experiences, behaviors, and performance
- Incorporation of *a social justice framework* and *a resistance mindset* in addressing those student struggles that originate from social, political, economic, and environmental forces.
- Inclusion of various aspects of student development and education to contribute to intervention efforts, holistically integrating various domains of expertise and professional perspectives.
 - *Various Student Affairs/Campus Life Departments*
 - *Various entities related to student academic engagement and support*
 - *Constituents that play a role in informing the values and priorities of the institution (alumni, enrollment/recruitment, etc.)*

Outreach: The Other Therapy

- Introduce micro-interventions toward the entire campus climate throughout **all** outreach efforts
 - To impact communities
 - To impact individuals within those communities



Micro Interventions

The repetition of messages or wisdoms that often emerge in traditional individual counseling sessions, transmitted throughout various components of mental health outreach, with the aim of countering unhealthy, oppressive, or other toxic messages that currently permeate college campuses and society, as a whole.



Examples of Micro-Interventions

- Small 4x4 cards that can serve as bookmarks or bulletin board decoration or mirror-reminders
- Image files to insert into PowerPoint presentations
- Posts to social media platforms



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Strategic Plan Primary Components

- Review Drafts of Relevant Plans and Statements for Global Guidelines
- Conduct an Outreach Intake:
- Create a Structure to Organize and Guide your Outreach efforts
 - Employ clinical expertise to interpret outreach requests
 - Select or develop terminology and structure to articulate the variety of Outreach Activities
 - Select or develop a Framework to guide your outreach efforts, sufficiently relate-able and free of clinical jargon to be accessible, adopted, and utilized by campus partners.
- Identify and prioritize the constituents targeted in your outreach efforts (in short-term and multi-year efforts)
 - capacity to influence
 - engagement with marginalized communities
- Develop a communications plan toward establishing a foundation for partnership & collaboration w/ Campus partners
 - Relying on the overlap among constituents and audiences
 - Relying on inter-connectedness between constructs across outreach efforts
- Document manifestations of your outreach efforts in the campus community

Goals of Strategic Consultation Outreach

1. **Promote a community/collective understanding and pursuit of “Self-Care.”**
 - a) Finding Your Voice and Hearing Silenced or Quieted Voices
 - b) Promote Collaboration over Competition
 - c) Confronting Marginalization and Exclusion and all forms of aggression
 - d) Challenging Toxic Campus Norms
2. **Increase nuance in students’ reflection and meaning-making towards building “Confidence.”**
3. **Reduce loneliness and isolation, enhancing friendships and building community and fostering Belonging.**
4. **Address pervasive fear by helping students recognize and navigate uncertainty,**
 1. Managing disruptive fears/worry
 2. Promoting curiosity and moral courage
5. **Designing Your Life Through Your Values and Priorities**
 1. Personal Life
 2. Academic Journey
 3. Career Design and Development

Predominant Mentalities

Over-Emphasis on Certainty and Control
Increased Worship of the Quantified
Banishment of Vulnerability
De-Valuation of the Feminine/Hyper-Masculinity
Distraction from the Present
Marginalization of *Other*
Pursuit (or Maintenance) of Power/Status



Limited Authentic
Connection/Intimacy

Pervasive
Fear/Worry

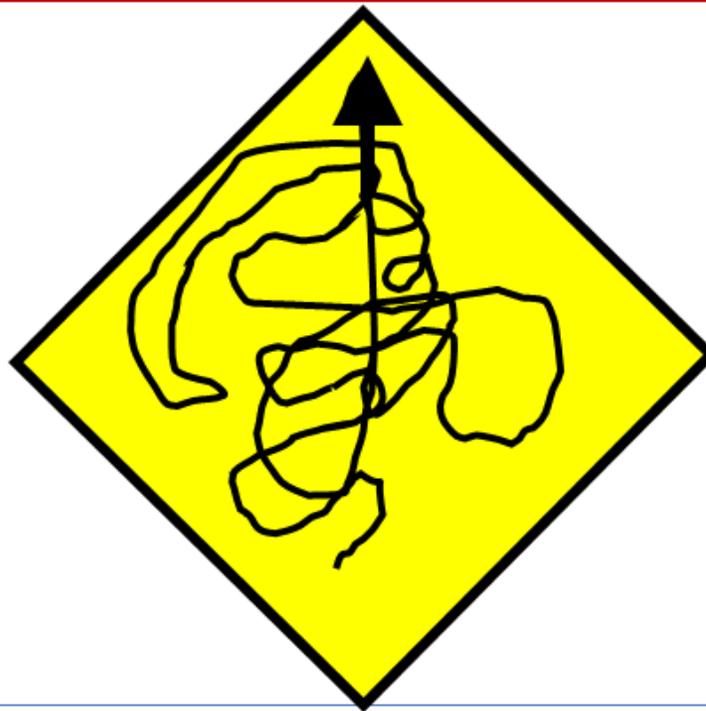
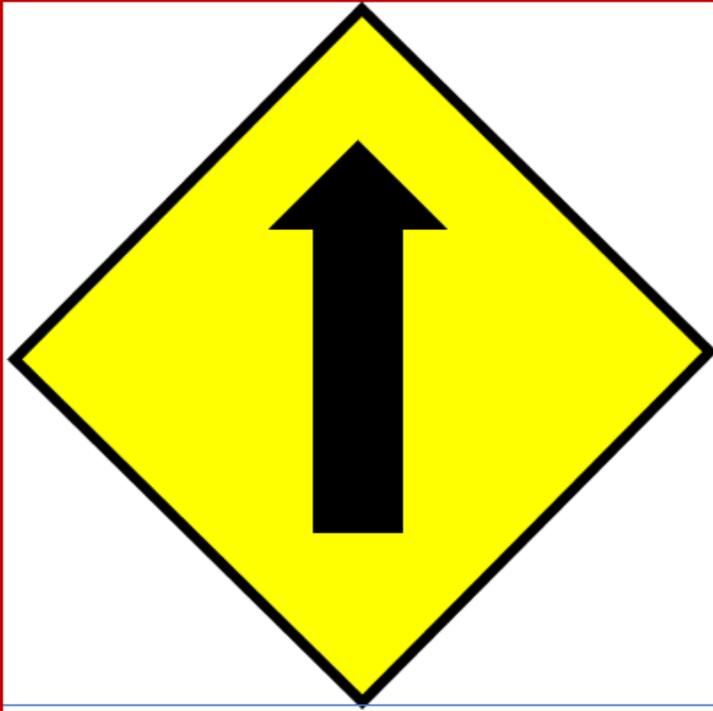
Loss of
Nuance in Perspective

(Glass, 2015)

The Impact of **fear**

A diagram consisting of two blue arrows pointing downwards from the word 'fear' in the title to a large blue rectangular box containing text.

De-Activates Problem Solving,
Eclipses Self-Trust,
Imagines a Dangerous or Unhappy Future



Just a Few Common Paths to Success and Happiness

Want to explore and discover how? Visit Counseling and Career Services

...or have a chat with a faculty member, a staff member, a family member, or one of your peers!

Oxford College of Emory University

Strategic Audiences

- **Student Leader (highlighting those who inform/maintain social structures)**
 - Student Government
 - RA's
 - Orientation Leaders
 - Particular student communities
- **Faculty**
- **Staff with Direct Student Contact**
 - Leadership Development
 - Academic Support
 - Orientation
- **Career Development (Internships)**
- **Parents and Family**

Let's take a look at a few "consultation" examples.

Campus Well-Being and Student Leadership

Student leaders help shape Oxford.

Not to "other students"?

Oxford College students elect the officers of our Student Government Association (SGA). SGA represents the interests of the student body to college administration, faculty, and staff, and it's a resource for you and all students during your time at Oxford. Oxford's SGA is a divisional council of the Emory University's SGA, which is the central student governing body of the university.

SGA sponsors several committees that address the concerns of students such as the Food Committee, Public Safety Committee, Student Activities Committee, etc. So students who want to have a voice and make a difference in the everyday life of Oxford can always find ways to serve, even if they do not run for an office. Whether you are interested in running for office, starting your own club, or just learning more about Oxford's close-knit community, SGA is a great place to start.

SGA comprises motivated and diverse individuals who work hard to represent the student body throughout their term. From approving budgets for student events, organizing campus-wide campaigns, listening to student concerns and chartering innovative student organizations, this group plays an important part of student life at Oxford.

Most Common Diagnoses of Clients

Diagnostic Category	Clients
Anxiety Problems	48.30%
Depression Problems	48.30%
Substance Abuse	23.02%
Trauma Related Concerns/Experiences	9.06%
Mixed Anxiety-Depression	15.85%
Disordered Eating	7.55%
Situational Relational Difficulties (family/social) including grief	10.19%
Attention Management challenges	9.43%

But what is the context
of these diagnoses?



So, what can SGA do?

1. **Friends vs. Friend Groups**

How do we define our friends and how do they define us?

2. **Finding a Home away from Home**

How to thrive and adapt in new and unfamiliar environments

3. **Interests or Conformity**

Do we act on our own interests or in favor of the status quo?

4. **Discovering your Own Path. Who am I?**

What goals do we live by and how do they reflect who we are?

5. **My best and “the Best.”**

How do competition and comparison define what we consider our best selves?

6. **Finding space to Breathe: How to elevate and escape stress traps**

How can we find a space to relax in an ever-changing and stressful environment?

7. **Identity in Crisis**

How do we create or find a safe space for people who are just like me?

Faculty and Academic Affairs: Pedagogy

Making the Grade



The Implication of Grading Practices On Students Facing Personal Struggles

A Faculty Lunch & Learn Session

Gary D. Glass, PhD.

What Do Grades Mean to Students?

GRADE INFLATION

Student Grade Fears

Student Grade Entitlement

Not Well: Between Student Performance and
Physical/Mental Conditions

Oxford College Leadership Education

Welcome to the Oxford College Virtual Leadership Toolkit!

These modules were designed for the Oxford community to create a leadership education opportunity for students throughout the summer. These modules will help prepare you for your work as a leader in the Oxford community. Thank you for your service to Oxford College!

The modules are designed sequentially, so you will need to finish one to access the next one. Feel free to go back and review the material at any time.

[Designing a Path Forward in Uncertain Times](#)

[Communication Skills](#)

[Navigating Conflict](#)

[Dimensions of Self Care](#)

[Success & Failure](#)

YOU ARE
**MORE
THAN
A NUMBER**

**DEVOTE
TIME TO
PLAY**

*success
includes*
FAILURE

You chose
Oxford.
Oxford chose
you.

YOU CAN DO
MANY THINGS
but not all things

**YOU ARE
ENOUGH.**

**be.
kind.**

Aligning Mindsets and Mentalities

Supporting Wellness for Faculty
and Staff at Oxford College

Faculty and Staff Retreat
Fall 2019

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Revisiting Orientation Themes in the context of your experiences...

- How do the messaging themes apply to staff
- Acknowledge the implicit and explicit message to faculty
 - A university priority is TO SUPPORT FACULTY
 - The university challenges you to excel in numerous things
- Consider ways in which we, as staff, may be able to engage in self-care toward ourselves but also consider ways to help both students and support faculty, too,
 - toward recognizing toxic messages and
 - adopt more supportive and positive mindsets
 - While aligning and maintaining our priorities and high-standard goals.

Counseling Center Outreach:
Training Student Leaders
RA's, Student Orientation Leaders,
and International Student Mentors

*You belong here.
You are part of that diversity.
You deserve to be here.
You are not expected for what you do.
You are loved for who you are.*

YOU ARE ENOUGH.

**SUCCESS INCLUDES
FAILURE.**

*Success is seldom reached
on a straight line.
A stumble won't lose you.
The opposite of confidence is
uncertainty is part of the journey.
Leaders are made, not born.*

**YOU ARE MORE
THAN A NUMBER.**

**You chose
Oxford and
Oxford
chose you.**

**DEVOTE TIME TO
PLAY.**

*You are a student first.
Your schedule is your choice.
Your pace is fluid: Find yours!
Understand your values.
Reject the glorification of busy.*

**YOU CAN DO MANY
THINGS, BUT NOT
ALL THINGS.**

BE KIND.

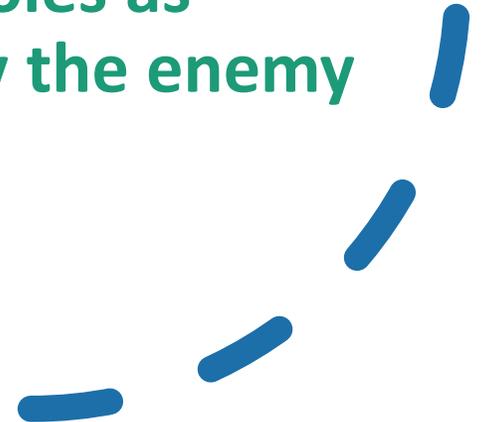
*Be kind to everyone.
Treat others how you want to be treated.
Taking care of yourself is not selfish.
"Stand by what is good."
Leave the world better than you found it.
Don't let anyone eat your soul.*



Reviewing Orientation Mindsets in terms of Campus Culture

For Each of the Orientation Mindsets:

- What is the Enemy mindset?
- What are the Toxic norms that strengthen the enemy mindset for each of these or weaken the Orientation mindset
- What actions can you (in your roles as student leaders) take to remedy the enemy mindset and toxic norms?





YOU CAN DO
MANY THINGS
but not all things

YOU CAN DO MANY THINGS, BUT NOT ALL THINGS



YOU CAN DO
MANY THINGS
but not all things

- **Enemy mindset - “Valuing people by their involvement.”**
- **Toxic norms: overcommitment, glorification of being busy, comparing each other (sleep schedules, classes, hours spent studying)**

Actions to remedy the enemy mindset and toxic norms:

- **Enforce a cultural shift where students do what they enjoy and focus on self-care**
- **Remind self/others “You don’t need to rush college.”**
- **Say “no” when needed or confront/speak up instead of trying to do it all**
- **Remember: “It’s OKAY TO BE VULNERABLE!”**



Success
includes
FAILURE

SUCCESS INCLUDES FAILURE



Success
includes
FAILURE

- **Enemy mindset - “Failure means there’s something wrong with me.”**
- **Toxic norms: Fear of sharing failures with others (I.e. grades), Everyone seems to be successful, Reducing selves to resumes**

Actions to remedy the enemy mindset and toxic norms:

- **Share personal experiences involving failures**
- **Engage in self-reflection**
- **Share lessons learned with other students (e.g. life hacks, reflections)**
- **Remember we can move past a failure and it is needed for success**

A purple hexagon containing the text "be. kind." in white, lowercase letters.

Be. Kind.

A purple hexagon containing the text "be. kind." in white, lowercase letters.

- **Enemy mindset - “Hyper-competitiveness.”**
- **Toxic norms: Living on autopilot, Thinking about the past or worrying about the future instead of being present, Being competitive with peers, Not focusing on kindness toward the self**

Actions to remedy the enemy mindset and toxic norms:

1. Ask someone (maybe someone new!) if they want to have lunch, talk to professors, check-in with others
2. BE PRESENT in your own life and in the lives of your friends
3. Know your neighbors
4. Model kindness to others – self-care and to anyone you pass on campus
5. Prioritize time for yourself

YOU ARE
ENOUGH.

YOU ARE ENOUGH

YOU ARE
ENOUGH.

- **Enemy mindset – Imposter syndrome “You’re not supposed to be here.”
Compulsion to compare yourself with others.**
- **Toxic norms: Over-commitment, Perfectionism, Expectations of being or doing more (from self and parents/family), Weird flexes such as, “I only got 3 hours of sleep.” “Well, I only got 1 hour!” Busy as a badge. “Shouldn’t you be studying?”**

Actions to remedy the enemy mindset and toxic norms:

1. **LESS COMPETITIVE, MORE COLLABORATIVE – grow together**
2. **Positive encouragement of self and others**
3. **“Perfection is NOT better than progress.”**
4. **“It’s okay to be okay.”**
5. **Checking in with others**



DEVOTE TIME TO PLAY



**Enemy mindset - “Work now, play later.” “Money/Success will bring happiness.”
“Glorification of busy”**

**Toxic norms: Stress studying/always need to be studying/all-nighters,
Competitive relationships, Substance abuse (“If I go to this party and drink, I’ll
forget about everything I have to do.” or “I’ll just smoke pot to relax.”)**

Actions to remedy the enemy mindset and toxic norms:

**Reach out to others and invite them to do something with you – encourage fun!
Be inclusive in clubs – make it known that there is an open invitation to join**

Lead by example – make time for play, make it a priority



YOU ARE
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YOU ARE
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Enemy mindset - “There are limited positions.” “I need to have ‘X’ GPA.”
Competition with peers

Toxic norms: Glorification of being busy, Competition in grades/schedules/activities, # instead of passion (quantity v. quality), Carrying high school competition/habits into college, Making college “worth the money.”

Actions to remedy the enemy mindset and toxic norms:

1. Stop sharing grades/salary/scholarship info with peers
2. Ask about emotions/how others are feeling instead of sharing stats/the numbers
3. Stop the “depression Olympics” - “Let’s change how we compare and compete to be the most miserable.”

Re: online talk for Oxford Studies?

Gary,

I hope you are doing well. Thank you for what you are doing to support our students--virtually at this point. As you likely know, Oxford offers a 1-credit course each semester that essentially supports students attending intellectual and public events and writing critical essays about them. Nearly half our students--so around 450--enroll in this opportunity each semester. We have decided, in our remote-learning world for the next five weeks, to post a few talks (whether recorded or live-then-available-as-recorded) related to some dimensions of the COVID-19 outbreak and response.

With encouragement from Joe Moon and others, I'm writing to ask if you might be available to do a talk on the question of how the COVID-19 response, including the move to remote learning and shelter-in-place for much of America and world, is affecting mental health. It could make a turn to "how to care for yourself," of course, though I'd want the focus to start off as more of an overview of the situation, as you as mental-health expert are viewing it. I think this would be fascinating and an important topic for our students.

Aligning with Institutional Priorities:



EMORY | OXFORD COLLEGE

Dear Oxford Students:

In a letter I emailed to you last November, I invited you to consider how to spend your summer in meaningful ways. At that time I certainly did not anticipate the challenges that COVID-19 presents to all of us. Now we are learning to navigate a changed society and economy, complicating the plans and aspirations that you held for the summer. Many of you are re-designing your summer activities. We are here to help.

Below is an overview of what Oxford College, in cooperation with partners across Emory, is doing to support you, and of how we might assist you as you finalize plans.

Student Employment with Oxford College

A few offices at Oxford College, including the Office of Enrollment Services, Counseling and Career Services, and the Advising Support Center, expect to be able to employ a few students for targeted projects—to be undertaken virtually—that will support key activities of our college over the summer. If you are interested in such employment opportunities, please contact Sarah Dobbs at sarah.dobbs@emory.edu for more information.



Messages and Mentalities

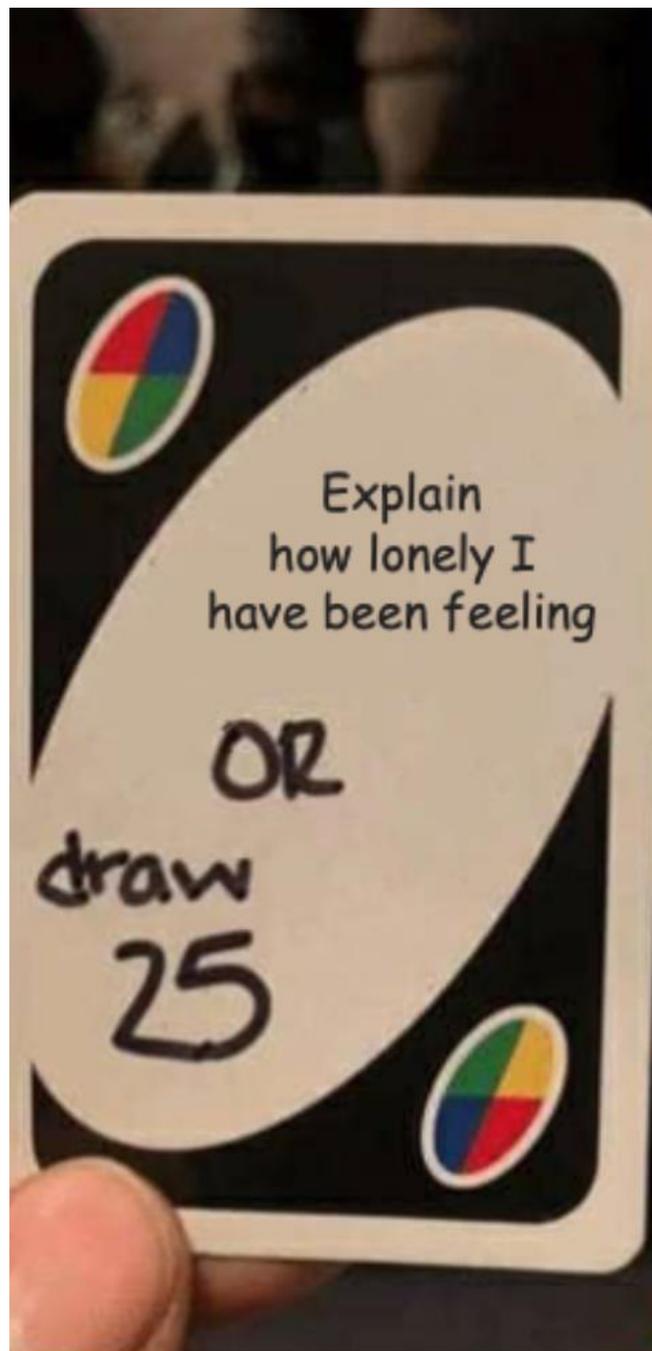
CCS Summer 2020 Internship
Training #1

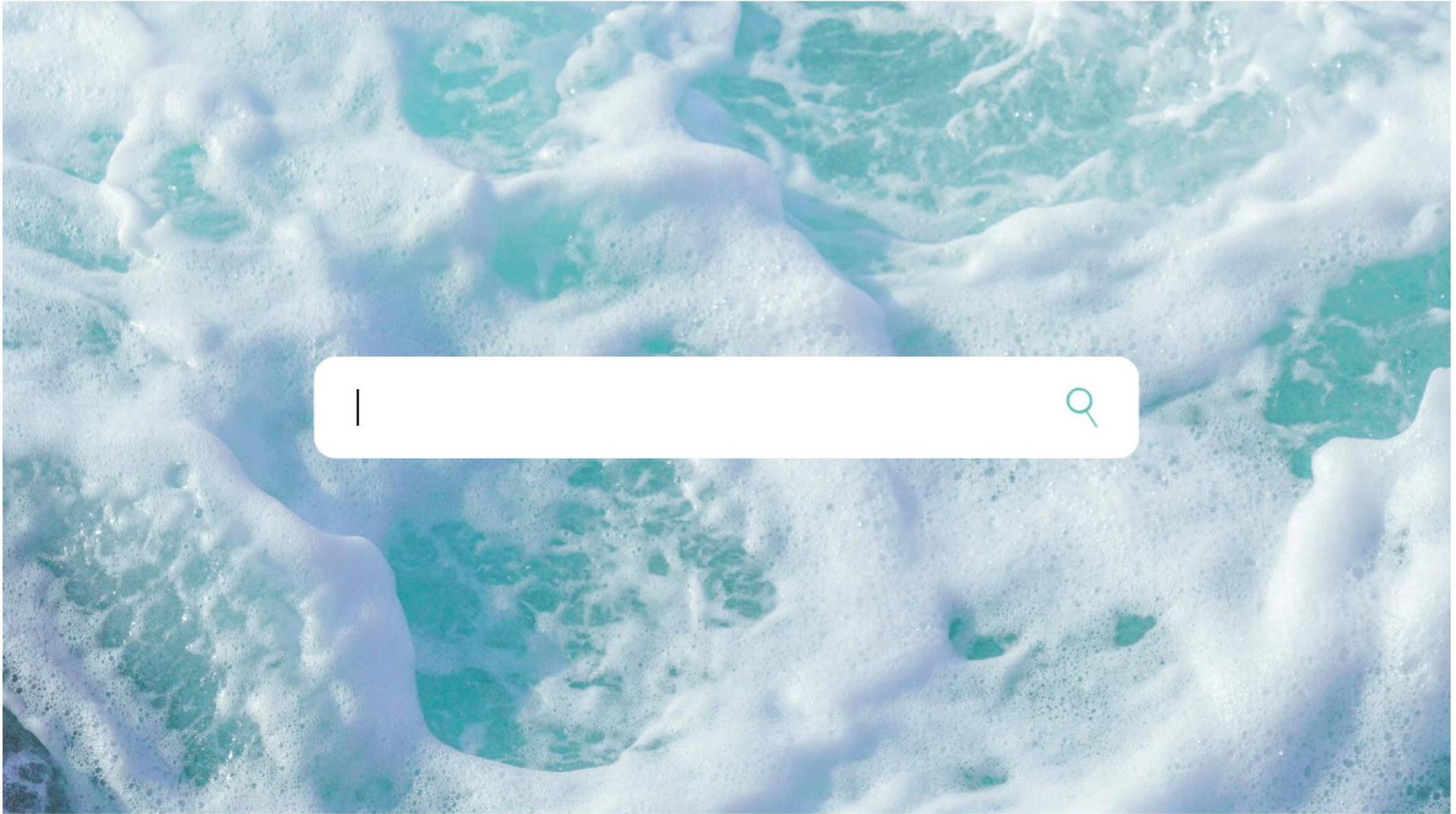


**DOOLEY WAITING
FOR OXFORD STUDENTS**



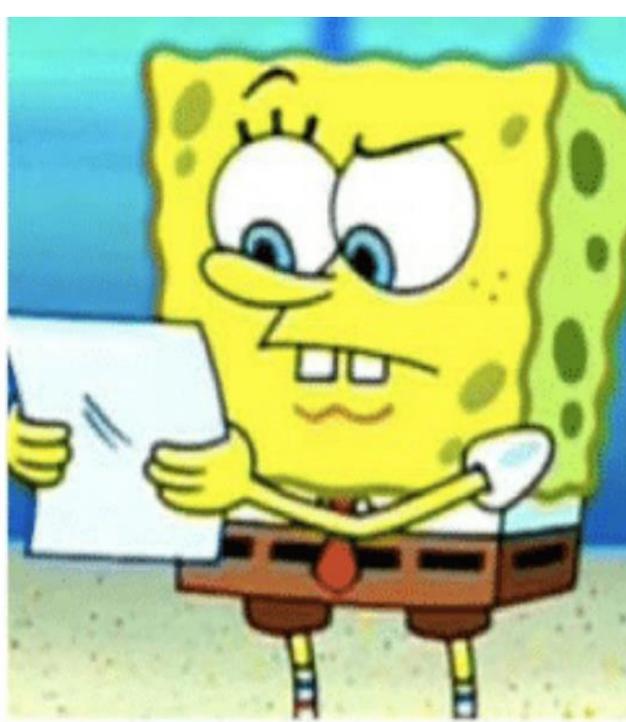
**TO HAVE HONEST
CONVERSATIONS ABOUT THEIR PROBLEMS**



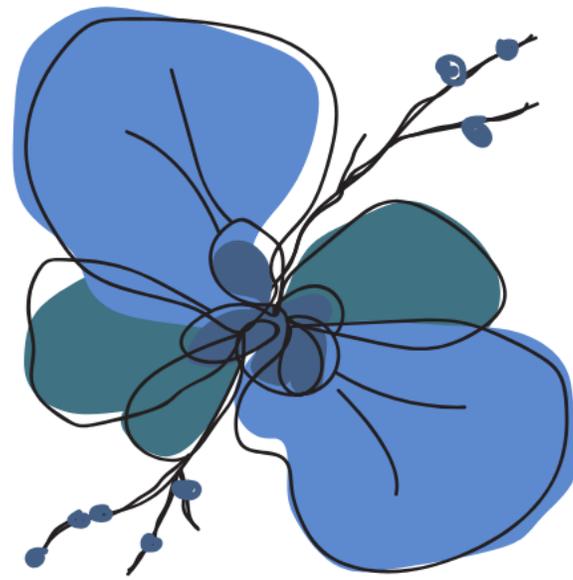
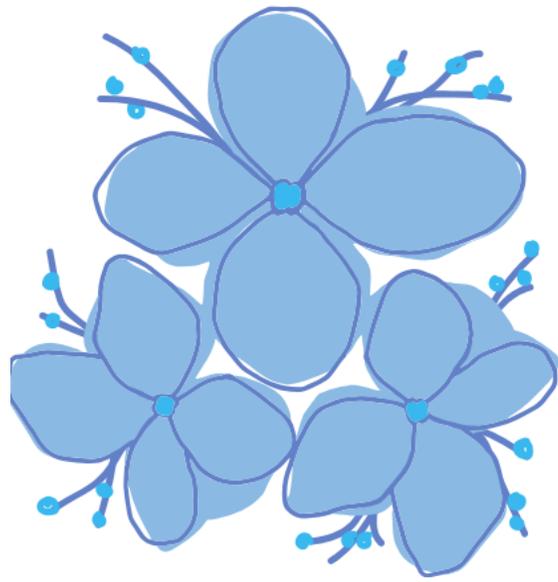




always
needing to
be certain
and have
control

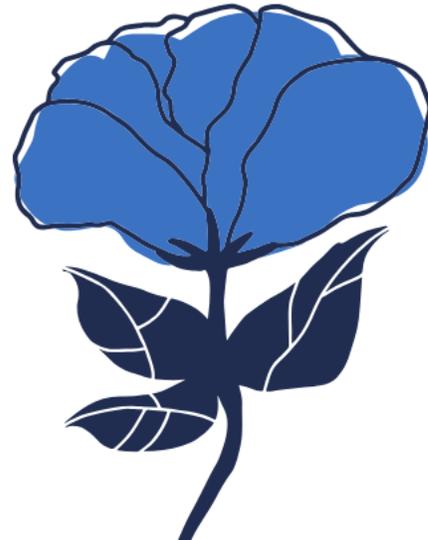


The opposite of control is
TRUST



CREATE A CAMPUS CULTURE

TO BE PROUD OF
Oxford College of Emory University



Questions?
Comments?



Links to Explore A Bit More

Video Links to Self-Care Series

INTRO: Self-Care – A Campus Wide Approach

<https://youtu.be/gwslzkrFSzs>

This brief video serves as the Introduction to the Self-Care series of brief videos for Oxford College, offering a perspective on how to promote self-care of students and address the challenge of stress that impacts the campus community.

Self Care – A Mindset of Balance

<https://youtu.be/9E3goxhvpU8>

Self Care – Relating to Time

https://youtu.be/CWP_fzg7lak

Self-Care – Balancing Life Approaches (shifting from hyper-masculinity culture)

<https://youtu.be/yP-ERtsF7HU>

Self Care – Competition Mindsets

<https://youtu.be/X5tobf59X6o>

Links to Explore A Bit More

Video Links to Integrative Mental Health Approach Series

Introduction - A Campus Wide Approach to College Mental Health

https://youtu.be/Jkih0UXf_hk

A Framework to Consider: Shifting Away from Predominant Mindsets

<https://youtu.be/g8-AHnLRdrY>

Confronting Toxic Norms:

<https://youtu.be/UAcvXxknuuE>