



THE "IT DEPENDS" DILEMMA:

GETTING COMFORTABLE LIVING IN THE GRAY OF OUR WORK



PANTON
Cool Gray 1 C

PANTON
Cool Gray 10 U

PANTON
Cool Gray 11 XG



It depends...

ONE®
10 CP

ONE®
11 UP

ONE®
12 C





SOME ASSUMPTIONS...

- WHOLE STUDENT MINDSET
- EMPATHY
- COMMUNICATION
- FLEXIBILITY
- BOUNDARIES





NAVIGATING THE “WHAT IF” WEEDS



DEFINING THE GRAY

PANTONE®

Cool Gray 1 C

PANTONE®

Cool Gray 1 CP

PANTONE®

Cool Gray 1 U

PANTONE®

Cool Gray 1 UP

PANTONE®

Cool Gray 1 XGC

PANTONE®

Cool Gray 10 C

PANTONE®

Cool Gray 10 CP

YOU DECIDE

WHEN TO BE FLEXIBLE WITH YOUR
ABSENCE / PARTICIPATION POLICY

WHEN TO PROVIDE EXTENSIONS OR
MAKEUPS FOR REASONABLE
CIRCUMSTANCES

WHEN TO CONSIDER ALTERNATIVES TO
INSTRUCTIONAL MODE, DEADLINES, ETC.

WHEN TO SUPPORT A STUDENT WITH AN
INCOMPLETE

WHEN YOU NEED TO INVOLVE YOUR
DEPARTMENTAL OR COLLEGE LEADERSHIP

CONSULT

WHEN POLICY (OR LACK THEREOF) NEEDS
TO BE CONSIDERED

WHEN YOU ARE CONCERNED BUT A
STUDENT IS RELUCTANT TO SEEK HELP

WHEN STUDENTS ARE NOT RESPONDING
TO YOUR OUTREACH

WHEN SOLUTIONS CANNOT BE EASILY
IDENTIFIED OR EXPECTATIONS FROM
STUDENTS ARE UNREASONABLE

PASS ALONG

WHEN STUDENT NEEDS SUPPORT BEYOND
YOUR ROLE AND SCOPE

WHEN SITUATIONS ARE GROWING MORE
COMPLICATED AND/OR TAKING UP
INCREASING LEVELS OF TIME

WHEN STUDENTS NEED CONNECTION TO
RESOURCES

WHEN STUDENTS COULD BENEFIT FROM
HAVING A CENTRAL POINT PERSON

ANNA

ANNA IS IN HER SECOND YEAR AS A STUDENT. SHE LIVES ON CAMPUS, HAS A STRONG SUPPORT SYSTEM, AND IS ENJOYING HER CLASSES. IN THE MIDDLE OF OCTOBER, SHE RECEIVES A CALL FROM HER OLDER SISTER LETTING HER KNOW THEIR MOM IS IN THE HOSPITAL AFTER SUFFERING A SERIOUS STROKE. ANNA HEADS HOME THAT AFTERNOON AND OVER THE WEEKEND HER MOTHER PASSES AWAY. ANNA REMAINS AT HOME WITH HER FAMILY.

- HOW WE TYPICALLY PROVIDE SUPPORT:
 - OUTREACH AND CONDOLENCES
 - NOTIFY FACULTY OF ABSENCE
 - CONNECT STUDENT TO COUNSELING
 - ASSIST WITH UNIVERSITY PROCESSES
- HOW MIGHT YOU SUPPORT THIS STUDENT?

WADE

IT IS MONDAY MORNING AND YOU JUST SETTLED INTO YOUR OFFICE AND OPENED YOUR EMAIL. YOU SEE AN EMAIL FROM WADE TELLING YOU THAT THEY WILL NOT BE AT TODAY'S EXAM. IN THEIR EMAIL, THEY EXPRESS VAGUE REFERENCES TO SUICIDE AND SELF HARM, MENTION HAVING ATTEMPTED SUICIDE IN THE PAST, AND CONVEY THEY ARE "WORRIED ABOUT THIS HAPPENING AGAIN." THE STUDENT ENDS THEIR EMAIL ASKING YOU NOT TO TELL ANYONE, STATING THEY WILL BE OK. YOU NOTICE WADE SENT THIS EMAIL ON SUNDAY AT 3:30AM.

- HOW WE TYPICALLY PROVIDE SUPPORT:
 - OUTREACH TO STUDENT
 - PARTNER WITH UPSS ON WELFARE CHECK
 - CONNECT WITH HOSPITALIZED STUDENTS
 - ENGAGE IN CASE MANAGEMENT SUPPORT
 - CONNECT STUDENT TO COUNSELING
- HOW MIGHT YOU SUPPORT THIS STUDENT?

MARKUS


YOU HAVE NOTICED MARKUS DISPLAYING VARIOUS BEHAVIORS IN YOUR CLASS BEFORE. THESE INCLUDE HIS SPEAKING TO HIMSELF UNDER HIS BREATH, A LACK OF EYE CONTACT DURING CONVERSATIONS, AND INCREASED AGITATION ESPECIALLY WHEN HE ENCOUNTERS A PROBLEM. TODAY DURING LECTURE, YOU NOTICE MARKUS WELLING UP WITH TEARS AND GETTING RATHER FIDGETY. SHORTLY AFTER, MARKUS GRABS HIS BELONGINGS AND LEAVES CLASS.

- HOW WE TYPICALLY PROVIDE SUPPORT:
 - OUTREACH TO STUDENT
 - LEARN MORE INFORMATION – FROM NAVIGATE, CAMPUS PARTNERS LIKE DRC AND ADVISING, OUR HISTORY (IF ANY)
 - ENGAGE IN CASE MANAGEMENT SUPPORT
 - CONNECT STUDENT TO RESOURCES
- HOW MIGHT YOU SUPPORT THIS STUDENT?



AMBER


WHILE WORKING IN YOUR OFFICE, YOU NOTICE AMBER PACING BACK AND FORTH IN THE HALLWAY. SHE HAS PASSED YOUR OFFICE FOUR TIMES, LOOKING IN EACH TIME, BUT SHE IS NOT A KNOWN STUDENT TO YOU. YOU ASK AMBER IF SHE NEEDS HELP, AND SHE IMMEDIATELY BREAKS DOWN CRYING, SHAKING, AND IN A PANIC. SHE IS HAVING A DIFFICULT TIME CATCHING HER BREATH. YOU DON'T NOTICE ANY SIGNS OF SELF HARM AND SHE DOES NOT APPEAR TO BE IN ANY DANGER OR MEDICAL DISTRESS.

- HOW WE TYPICALLY PROVIDE SUPPORT:
 - OUTREACH TO STUDENT
 - PARTNER WITH UPSS ON WELFARE CHECK
 - ENGAGE IN CASE MANAGEMENT SUPPORT
 - CONNECT STUDENT TO COUNSELING
 - HOW MIGHT YOU SUPPORT THIS STUDENT?
- 



KRISTI

KRISTI HAS BEEN A STUDENT IN YOUR CLASS BEFORE, SO YOU KNOW THAT SHE HAS A LOT OF FAMILY AND MENTAL HEALTH CHALLENGES SHE IS MANAGING. THIS SEMESTER, KRISTI HAS NOT TAKEN ANY OF THE SCHEDULED EXAMS ON TIME FOR ONE REASON OR ANOTHER. IT TOOK SEVERAL ATTEMPTS TO SCHEDULE MAKE-UPS AS SHE WOULD ASK TO RESCHEDULE AT THE LAST MINUTE OR NOT SHOW UP. KRISTI SPORADICALLY ATTENDS CLASS AND HAS MISSED TWO LABS. KRISTI HAS ASKED FOR AN INCOMPLETE AND PROMISES TO GET THE WORK DONE OVER WINTER BREAK.

- HOW WE TYPICALLY PROVIDE SUPPORT:
 - OUTREACH TO STUDENT
 - PARTNER WITH UPSS ON WELFARE CHECK
 - ENGAGE IN CASE MANAGEMENT SUPPORT
 - CONNECT STUDENT TO COUNSELING
 - HOW MIGHT YOU SUPPORT THIS STUDENT?
- 



PROFESSIONAL DEVELOPMENT RESOURCES

- AUTISM SPECTRUM RESOURCES FOR PROFESSIONALS WORKING WITH COLLEGE STUDENT POPULATION
[HTTPS://WWW.COLLEGEAUTISMSPECTRUM.COM/](https://www.collegeautismspectrum.com/)
- AUTISTIC SELF ADVOCACY NETWORK
[HTTP://AUTISTICADVOCACY.ORG/](http://autisticadvocacy.org/)
- VICARIOUS TRAUMA INFORMATION [HTTPS://VTT.OVC.OJP.GOV/](https://vtt.ovc.ojp.gov/)
- PROFESSIONAL QUALITY OF LIFE (PROQOL) SURVEY AND RESOURCES ON BURNOUT, COMPASSION FATIGUE, AND SECONDARY TRAUMA
[HTTPS://WWW.PROQOL.ORG/](https://www.proqol.org/)



CONTACT US

OFFICE OF THE DEAN OF STUDENTS

212 OLD MAIN

715-346-2611

DOS@UWSP.EDU

REFER STUDENTS HERE:

