

Mental Health Resource Guide



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Mental Health Handbook & Red Folder Initiative

SUNY Morrisville

2025

Greetings

The 2022-2023 SUNY Morrisville Mental Health & Wellness Task Force has adapted best practices from various institutions to offer the Red Folder Initiative - originally launched by the University of California in 2012 – to SUNY Morrisville. We present this guide to all faculty and staff as integral members of a caring community to nurture the development of our students. This handbook outlines important information; and will aid you in providing a supportive academic environment, including assisting students in distress. We strongly encourage you to review this material and refer back to it in moments of challenging situations.

SUNY Morrisville Mental Health & Wellness Task Force, 2022-2023

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Dedication

This guide is dedicated to SUNY Morrisville students who have, or who will struggle with, emotional discomfort. May they find support, compassion and healing along their journey as a Mustang from the users of this handbook.

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Introduction

SUNY Morrisville faculty and staff are in a unique position to demonstrate compassion for students in distress and to assist them with connecting to appropriate resources. Faculty and staff interact with students on a daily basis and are therefore able to observe student behavior over a period of time. Familiarizing yourself with the symptoms of distress will allow you to recognize them when they manifest in your students. This knowledge lays the foundation for compassion, enabling you to respond in a caring and proactive manner.

The framework outlined in this booklet highlights how to recognize symptoms of student distress, respond with appropriate and compassionate strategies, and identify appropriate referrals to campus resources. Additionally, the two-page ancillary Red Folder Quick Reference Guide serves as a quick reference guide to mental health resources for faculty and staff while highlighting important aspects of this document in supporting students in distress. SUNY Morrisville also utilizes the College Student Inventory to assess incoming first-year students. A section is also included to aid faculty in their utilization of the CSI and subsequent follow up in areas of academic motivation, general coping skills and their receptivity to support services.

College students may experience feelings of loneliness, isolation, or even hopelessness when faced with academic and life challenges. Students exhibiting concerning behaviors in your presence are likely to have difficulties coping with life stressors. Trust your instincts; say what you see, show you care, and follow up if a student leaves you feeling worried, alarmed, or threatened. Always remember, you are never alone in dealing with these issues; you are embedded in a community of caring professionals.

Safety First: Your welfare and the welfare of the campus community are top priorities when a student displays threatening or potentially violent behavior. Do not hesitate to call 911.

(For non-emergencies, you can reach University Police at 315-684-6410)

Foundations for Helping Students

On occasion, you may find a student whose behavior is causing distress for you or others. These types of concerns vary greatly but can be broadly categorized by those who are excessively demanding or dependent, and those who are aggressive or perceived to be potentially violent. It is important to be aware of your own tolerance level and what you can offer the student on any particular day and time. If you are relatively free from other responsibilities at the moment, you may feel more able to respond. On the other hand, if the same student has returned for help day after day, or, for whatever reason your own stress level is high, it may be advantageous to ask a colleague for help.

With the help of a colleague, it can sometimes be easier to set boundaries, to check lists of resources, to get another opinion on the level of the student's distress and to not carry the burden of a student whose needs are expressed in demanding or time-consuming ways. Developing a plan that will help the student acquire necessary skills may involve a variety of helpers, from academic, counseling and other student services. Again, always remember, you are never alone in dealing with these issues; you are embedded in a community of caring professionals.

If you find yourself working with a distressing student, consider the following responses:

What you can do

- Talk to the student in a place that is safe and comfortable.
- Remain calm and take the lead. ("Tell me what is bothering you and then let's decide what solutions there might be.")
- Set clear limits up front and hold the student to the allotted time for the discussion. ("I have 10 minutes today, and so within that time, what can I try and help you with?")
- Emphasize behaviors that are and are not acceptable. ("If you want me to continue with this, I will need you to be as respectful of me when you are talking as you would want me to be respectful of you.")
- Respond quickly and with clear limits to behavior that disrupts class, study sessions or consultations.
- Be prepared for manipulative requests and behaviors. ("You came asking for my help and I have offered you several ideas, but they do not seem okay with you. What ideas do you have?")
- Maintain a posture that is poised, but not fearful.
- Maintain a voice quality that is matter-of-fact, monotone.
- Use clear, assertive statements of consequences; repeat as necessary.
- Use eye contact sparingly — only to emphasize a point.
- If you feel it is appropriate to continue meeting with a distressing/aggressive student, remain in an open area with a visible means of escape (keep yourself at a safe distance, sit closest to the door and have a phone available to call for help).
- Use a time-out strategy (ask the student to reschedule a meeting with you after he/she has more time to think). Enlist the help of a co-worker (avoid meeting alone or in a private office with the student).
- Assess your level of safety and be cognizant of your intuition.
- Call 911 if you feel the student may harm him/herself, someone else or you.

What to avoid

- Arguing with the student. (“No, you are not correct and I do not agree.”)
- Giving in to inappropriate requests.
- Adjusting your schedule or policies to accommodate the student.
- Ignoring inappropriate behavior that has a negative impact on you or other students.
- Feeling obligated to take care of the student or feeling guilty for not doing more.
- Staying in a situation in which you feel unsafe.
- Ignoring signs that the student’s anger is escalating (body language, clenched fists).
- Becoming hostile or punitive toward the student.
- Engaging in a screaming match or behaving in other ways that escalate anxiety and aggression.
- Making threats or dares.
- Touching the student or crowding his or her sense of personal space.
- Ignoring a gut reaction that you are in danger.

Ask Yourself: Am I Causing Undue Stress?

Despite good intentions, in your pursuit to push our students towards academic excellence, have you ever considered you may be the cause of undue stress? High achieving students are often already highly critical of themselves. Combine that with a predisposition towards mental distress, and perceived hostile treatment from a professor (who they may idolize), the effects can be crippling. While one approach is to build resilience in students (which we are actively working towards), we also ask that our faculty and staff reflect on their *own* interactions with students.

Consider the following:

- Are you forcing a point of view, understanding or behavior and are often met with resistance?
- Do you often encourage competition between your students?
- When you have to turn down a student’s request, do you offer alternatives or leave them to figure out next steps on their own?
- Are you quick to hand out criticism, or are you extremely thoughtful about giving negative feedback?
- Has a student ever left your office crying after communicating about their work?
- Has a student ever told you they were afraid to come to your office hours or that you seem unapproachable?
- Do you find yourself feeling impatient or even annoyed when communicating with students?
- Have you ever been dismissive of a student when you felt his/her complaint/concern was unfounded?
- If you examined your interactions, would you notice a difference in how you treat your higher vs. lower achieving students?
- Given how demanding your job can be, do you find yourself feeling stressed and overwhelmed by your own responsibilities?

After reflecting on the questions above, if you find yourself answering yes to any of these items, it is possible you are unintentionally contributing to student distress. We truly believe that each of you do the best you can every day. As we become more aware of how our actions impact others, we have an opportunity to do better.

Science has found that when professors demonstrate caring relationships with their students, they achieve more academic success. A caring professor can transform the college experience! Although not exhaustive, these are practical tips for assisting you in building better relationships within the classroom:

 Get to know your students.

- This is vitally important when students are from a different cultural or socio-economic background than you. Cultural misunderstandings between a professor and student has a hugely negative impact on students' educational experience.
- Modeling behaviors of curiosity and being open to learning yourself can also develop a deep awareness of their challenges which better assist you in helping them.



When time is limited, ask students for an “interest inventory” (e.g. Five favorite things to do) and their responses can be incorporated into the curriculum making material more relevant and it also demonstrates caring about them.

 Actively listen to students.

The practice of active listening is placing full attention to and absorbing what is being communicated to you so that the exchange is productive and fulfilling. It is an attempt to demonstrate unconditional acceptance and unbiased reflection.

- Focus on the intent and purpose of the conversation. Simply comprehend the content and purpose of their words. This builds authentic connection.
- Pay attention to body language including gestures, movement, facial expressions, eye contact etc.
- Give encouraging verbal cues such as responding “yes”, “mmhmm” or “I understand”. It can also be nodding; or smiling if appropriate.
- Clarify and paraphrase what is being said back to the individual. This ensures you are accurately understanding what is being communicated, and demonstrates empathy or support.
- Ask questions. By asking clarifying questions, you ensure you heard correctly. Asking open-ended questions encourages the speaker to elaborate on important aspects of the conversation. It demonstrates your listening attentively and want to know more conveying a sense of caring. Be careful asking any “why” questions; as this will seem judgmental and instead ask what/how questions. (e.g. “why did you...” becomes “what happened....” or “how was.....”)
- Refrain from judgment. Remain open, neutral and nonjudgmental. Withholding and avoiding criticism allows for engagement, perspectives and opportunity.

- Summarize, share & reflect. Providing a quick summary of the material can help focus the speaker; it can prioritize information and it also can reflect what you have digested.
- *REACH IN* as a follow up if necessary. When individuals are distressed, reaching out is not always easy or possible. It is a caring individual who reaches in and reengages them after the initial interaction.

 Ask students for feedback.

- Show your students you value their opinions and experiences. It also creates a culture of safety when asking questions; it demonstrates you are open to growing too.



Choose any topic pertinent to class and solicit feedback and have students provide what confuses or concerns them most about a topic. Without identifying them; create discussions referring back to their issues showing you care about helping them.

 Reflect on your own experiences with care.

- Reflecting on how you were cared about as a young adult may bias your approach. Use insight into the kind of caring you extend and adjust to fit their needs.

Understanding the Developing Student

Today's students face intense pressure to succeed. Guidance, support and help from faculty and staff can ensure the creation of a living-learning environment where students can productively face many issues for the first time. Traditional aged students are also facing the last stages of brain development. As faculty and staff, we can better prepare ourselves when we understand the developmental tasks facing students:

- **Becoming Autonomous**: Managing time, money and other resources, taking care of oneself emotionally and physically, working independently and interdependently, and asking for help.
- **Establishing Identity**: Developing a realistic self-image, including an ability to handle feedback and criticism, defining limitations and exploring abilities, and understanding oneself in culture.
- **Achieving Competence**: Managing emotions appropriately, developing and pursuing academic interests, identifying and solving problems, becoming confident and competent, and preparing for careers and life-long learning.
- **Understanding and Supporting Diversity**: Meeting people from diverse backgrounds, encountering differences and learning to honor the gifts of others.
- **Establishing Connection and Community**: Learning to live respectfully with and among others, and developing skills in group decision-making and teamwork.
- **Neocortical Brain Development**: Comprising the largest and most complex part brain, the cortex functions are related to thinking, language, planning, questioning, making decisions, solving problems and generating new ideas; in other words: developing judgment. The prefrontal cortex sometimes described as the “rational part” of the brain matures around age 25.

Privacy Laws*

Frequently asked questions: The Family Educational Rights and Privacy Act (FERPA)

**Please be sure to review <https://www.morrisville.edu/ferpa> for an in-depth understanding of campus policies.*

Naturally, you may have some concerns about disclosing student information. Please review the following frequently asked questions regarding privacy laws. Appropriate consideration for student privacy should be given before information is shared with people other than those suggested in this document.

WHAT DOES FERPA COVER?

FERPA limits the disclosure of information from student “education records.” Education records include virtually all records maintained by an educational institution, in any format, that identify a student on its face or from which a student’s identity could be deduced from descriptive or other information contained in the record, either alone or in combination with other publicly available information.

MAY I DISCLOSE PERSONAL KNOWLEDGE AND IMPRESSIONS ABOUT A STUDENT, BASED ON MY PERSONAL INTERACTIONS WITH THE STUDENT?

Yes. FERPA applies only to information derived from student education records, and not to personal knowledge derived from direct, personal experience with a student. For example, a faculty or staff member who personally observes a student engaging in erratic and threatening behavior is not prohibited by FERPA from disclosing that observation, although any such disclosures should be for the purpose of seeking assistance for the student.

MAY I DISCLOSE INFORMATION ABOUT A STUDENT TO OTHER UNIVERSITY EMPLOYEES?

Yes. FERPA permits disclosure of information about a student to other “school officials” who have “legitimate educational interests” in the information. A “legitimate educational interest” is not limited to employees directly involved in academic or educational functions, but rather includes any university employee for whom the information is relevant and necessary to perform their university duties. This can include the Vice President of Student Affairs, campus legal counsel, the student conduct office, the campus police department, the campus student health or counseling center, etc.

CAN INFORMATION FROM A STUDENT’S EDUCATION RECORD BE DISCLOSED TO PROTECT HEALTH OR SAFETY?

Yes. FERPA permits the disclosure of information from student education records to appropriate parties either inside or outside of SUNY Morrisville in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

WHAT CAN I SAY IF A PARENT CALLS ME?

FERPA does not give parents a blanket right to access information about students, even where the student is financially dependent on the parent. However, as discussed above, FERPA and other student privacy regulations generally allow the release of information to parents, police or others whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. In addition, as discussed above, FERPA does not prohibit disclosure of personal knowledge or impressions about the student that are not contained in student records.

If you are unsure if disclosure is necessary to protect the health and safety of the student, seek consultation from your direct supervisor; Go to www.morrisville.edu/ferpa or reach out to the Office of the Registrar.

Remember, you can always listen to a parent's concern and let them know you will get back to them after you get clarity on what information you can release. FERPA does not prohibit you from gathering information from outside sources.

For more information about FERPA:

[Http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

Diversity

SUNY Morrisville is comprised of a highly diverse student population. As a faculty or staff member, you will undoubtedly have frequent interactions with students who are different from you. These differences may be in the form of race, ethnicity, cultural background, physical abilities, gender, sexual orientation, religion/spirituality, social class, etc. These are all important components to be mindful of when dealing with students in distress.

Traditionally, counseling has been viewed with some hesitation and mistrust by certain ethnic or cultural groups. Therefore, for some students, there may be hesitation and/or reluctance to seek out counseling or any form of mental health treatment on their own. Although the stigma regarding mental health appears to be decreasing as more and more students of varied backgrounds are presenting to Counseling Centers, it still exists. As faculty and staff, you are in an influential position of being able to suggest counseling as an option for students who may not otherwise seek this out on their own.

This chapter will help you:

- Become aware of the potential barriers to students seeking help
- Consider varying communication styles in your interactions with students
- Understand the intersection of multiple identities

Barriers to Help-Seeking

You are being asked to approach students from different backgrounds with sensitivity, an open mind and flexibility. It is vital to have an understanding of some of the potential reservations and concerns students may have about counseling. Consider the following:

- Some students may consider attending counseling as a personal weakness, and an indication that they cannot solve their own problems. Other hesitations about attending counseling may have to do with a student's family members not supporting treatment, as they may not believe in depression, anxiety, etc., and feel that the student should be able to overcome challenges on their own. In addition, some students may come from certain backgrounds in which it is considered a betrayal to the family to share information about family problems and struggles with a stranger.
- The ways in which distress is expressed can vary between cultures. For example, members of some cultural groups more easily disclose physical symptoms as a way to explain emotional distress. Other cultures will acknowledge being under a lot of stress but will not identify with having anxiety, feeling depressed or any other clinical mental health term. The best thing you can do is ask the student what they think of counseling. Never assume what barriers a student is facing. Question if they know anyone who attends counseling and if they think it could help them. Use your own knowledge and experience to make a recommendation.

Various Communication Styles

When interacting with a student, be aware of how your communication style might be viewed by someone from another culture. This is important, as communication styles can differ between groups. These differences may center on personal space, volume, tone, eye contact, direct vs. indirect communication, assertiveness, expectations of authority figures, etc. Avoid getting frustrated and instead try to understand your differences.

Even if you believe you are familiar with a student's cultural background, it is important to listen for their cultural perspective, and inquire about this if necessary. There is great variation within cultures so do not assume two students from the same background will think or act alike. It is important not to make assumptions and rely on stereotypes based on a student's membership in a certain group.

It's OK not to know everything! As members of a highly diverse community, we are all continually learning from each other about experiences that are different from our own, and this serves to expand and enrich our lives.

Intersectionality

Intersectionality is the study of the relationships among multiple identities which exist within the same person. More specifically, the theory of intersectionality suggests that — and seeks to examine how — various biological, social and cultural categories such as gender, race, class, ability, sexual orientation and other dimensions of identity interact on multiple and often simultaneous levels, contributing to systematic injustice and social inequality (Crenshaw, 1989; Collins, 2000).

Consider your own identities. Are you solely your race, gender, sexual identity or religious affiliation? Or are these and various other identities constantly at play with each other forming the basis for your interactions with and understanding of the world? Students with mental health challenges will not experience those challenges in a vacuum or in a one-dimensional way (example: Filipino student with depression). More often than not, they will experience mental health challenges along with the intersection of their multiple identities which may include multiple forms of discrimination and oppression all working together (example: Filipino, gay, male, able-bodied, Catholic student with depression).

Again, it is OK not to know everything! The rich and diverse identities of our students are what make it such a privilege to get to know them on a personal level. Try to avoid making assumptions based on one particular identity and listen carefully to how the student describes their concerns.

For more information:

<https://www.morrisville.edu/office/diversity-equity-inclusivity>

Responding to a Student of Concern

KNOW YOUR ROLE

Safety first. Do not hesitate to call University Police for help. Your safety, and that of our students and community, are our top priority. University Police can also direct you to other resources on/or off campus as needed.

CONSULT

If you don't know where to start – or you're having trouble dealing with the situation yourself, know you are not alone. You can connect with a Student Health Center counselor for consultation and support. They can assist you in how to respond to the student, provide information toward appropriate referrals and assist in necessary documentation. You can also seek consultation with your co-workers or supervisors. You can notify the CARE (Coordination, Assess, Response & Educate) Team through the Office of Student Rights and Responsibilities.

SET CLEAR BOUNDARIES

Set boundaries around anything that helps to preserve your own mental well-being. You cannot give students the support they need if you are suffering. Your role does not involve acting as a counselor, and it is important to recognize and adhere to this distinction.

BE WARM

Your role as a faculty or staff member is to provide a safe, warm and supportive presence for the student facing challenges. It is crucial to understand that you are not there to resolve issues or offer unsolicited advice.

BE PROACTIVE

Have conversations about well-being with student early and often. This normalizes the process of assessing help and becoming well.

DOCUMENT

Ensure you consistently document your interactions with distressed students. Consult with your division chair or director following each interaction or incident. If you call counseling for a consultation, document suggestions are often given. Document student responses and use quotes if necessary.

PRACTICE SELF-CARE

Supporting student's well-being can take a toll on our own. If this happens, please do what you need to recover and recharge. When students see you practicing self-care, it helps them realize that their community supports and prioritizes this practice.

SET EXPECTATIONS ABOUT RESOURCES

Help the student be realistic about what to expect from resources and on what timeline. Not every resource can address all needs, and obtaining access to a resources and experiencing its benefits may require patience. In the event resources are being met with resistance, inquire further by asking open ended questions about the underlying hesitation. Sometimes providing education or clarification helps remove stigma, concerns or misunderstandings towards certain resources. If you are also trying to “push” or “force” them toward a resource, it will be met with resistance. Simply provide the information as an option.

If the resource was not helpful for the student, ask follow-up questions to understand what about the resource did not fit the needs and determine which resource would be a better fit. Seek to understand specifically what aspects of the resource did not meet their needs, and work collaboratively to identify a more suitable alternative.

If the severity of the situation is unclear, you do not know which resource is the best fit, or you need off-campus resource information, consult with counselor or even your administrative dean. You should always consider also notifying the Vice President of Student Affairs or the Office of Students Rights & Responsibilities for the CARE Team.

A Guide for Appropriate Intervention

1. SAY WHAT YOU SEE

Be direct. Let the student know that you have noticed a change and you want to talk. Say what you have noticed, share facts not opinions, and avoid making any judgments or assumptions. Start this conversation in a setting where the student will feel safe to be open and honest with you. Follow up with the Office of Student Affairs, Administrative Deans, or Counseling Services if you still have concerns. As you work through the indicators remember the context of the interaction, the student and their expressed distress.

INDICATORS OF DISTRESS

Academic

- Repeated absences and/or a sudden decline in quality of work or classroom performance
- Multiple requests for extensions or grades of incomplete
- Course warnings
- Inappropriate and disruptive classroom behavior
- Writing or creative work that includes disturbing content and/or themes of despair, hopelessness, suicide, violence, death, or aggression.
- A need for more personal counseling rather than academic counseling.

Physical

- Marked changes in physical appearance, including changes in hygiene or excessive weight loss/gain
- Repeatedly appearing ill, excessively fatigued, or lacking motivation
- Obvious changes in mental state and/or apparent intoxication
- Appearing disoriented or garbled, tangential, or slurred speech
- Excessive cuts, bruises, or other injuries

Psychological and Interpersonal

- Drastic change in interactions with others; withdrawing from social groups/support; loss of interest in activities, etc.
- Direct comments about distress, family problems, etc.
- Extreme changes in personality and/or mood; unprovoked anger or hostility; excessive tearfulness, panic reactions, irritability or unusual apathy; signs/expressions of hopelessness, worthlessness, or shame
- Self-injurious, destructive, or reckless behavior
- Implied or direct threats of harm to self/others
- Expressions of concern by peers

2. SHOW THAT YOU CARE

Be warm. We all need to know others care about us. Showing you care about student's well-being can have a positive impact on their mental well-being and increase the likelihood they seek help if needed.

Build trust. Do what you say and say what you are going to do. Then do it. Do not make promises you cannot follow through on. By being honest, vulnerable and open yourself, you model healthy behaviors and create trust.

Ask what they need. The kind of support students need will change based on the context, and the only way to know what they need from you is to ask. Sometimes students may not know what they need in the moment, but giving them your time and assuring them that you are there to figure it out together can make a world of difference.

Everything you do can signal to students that you care about them and that you are a safe person to whom they can reach out.

3. HEAR THEM OUT

Be there to listen. Your priority is to provide a space where students can speak and be heard. They need you to be warm, compassionate, and fully present. Listen patiently as you try to understand where THEY are coming from and take time to affirm THEIR feelings. This is about them, not you.

Be curious. As an active listener, ask follow-up and open-ended questions that might help you understand students and ensure they feel heard. Most importantly, listen and let them speak.

Share carefully. Most of the time it may not be helpful to share your experiences. Your role is to listen and learn so you can connect the student to resources. Sometimes, however, it can be helpful for a student to hear about your experiences with your own well-being or interactions you have had with mental well-being resources, but you do not need to go into much detail. Listening involves the ears; reflection, paraphrasing and focusing on them.

4. CONNECT TO HELP

Determine need. Does the student need resources for social connection, specialized professional help, or is this an emergency?

Reaffirm your connection. Sometimes communicating to student that they may benefit from professional help can make them feel like they are being passed off as a problem or burden. Prevent this by explicitly affirming your connection with them. Again, show you care.

Help them connect to resources. Students in distress may need help connecting with a resource. Showing them how to access the resource increases the likelihood that they actually do so. If able, physically accompany the student to the resource or office.

Follow up & Reach IN. If possible, reconnect with students to make sure that they successfully connected with the resources that you suggested. If not, what prevented the connection? Can you assist with that need first?

“I really think _____ can address some of your needs, but sometimes it takes several tries to find a place that is the best fit. For any reason, if it doesn’t feel like a match, then as (the resource) what other resources may be a better fit for your needs”.

*This is not a script, but rather examples of what you might say in a conversation with a student. It is important that you use language that feels natural to you and fits the context of your interaction with the student.

SAY WHAT YOU SEE

- “Hi _____, I just wanted to check in. I’ve noticed _____ and wanted to see if you want to talk about it”.
- “I’ve noticed _____ and I want you to know that I am here to support you”.

SHOW THAT YOU CARE

- “I care about your well-being, so I just wanted to check in to see how you’re doing. I want to know how I can be most helpful”.
- “Thanks for taking some time to talk with me. I wanted to have this conversation because I care about how you’re doing and want you to know that I’m here to support you in the ways you need”.

HEAR THEM OUT

Listen. Ask questions if appropriate.

- “Wow, I’d like to hear more about that”.
- “That sounds hard; how does that affect your life here at Morrisville?”

CONNECT TO HELP

- “Thank you for being so open with me. I want to continue this conversation, and I want to make sure that you are getting the help you need. I really think you may find _____ to be a very helpful and comforting resource”.
- “Reaching out to _____ for the first time can be a little confusing. Would you like help connecting to _____?”

College Student Inventory

Assisting Freshman Students with the CSI*

What is the College Student Inventory?

The College Student Inventory (CSI) is a survey designed especially for incoming first-year students. The inventory identifies the strengths, challenges and receptivity to interventions to increase student success. SUNY Morrisville utilizes Form B of the inventory, which is comprised of 100 items subsumed in 17 different scales. These scales are organized under the following main categories:

- Academic Motivation
- General Coping Skills
- Receptivity to Support Services

The CSI also contains a number of single items reporting such background characteristics as high school GPA, hours the student plans to work, and family educational background. With information from this inventory, an advisor and/or success coach is in a position to initiate a meaningful conversation with a student, perhaps through an appeal to his or her capacity for tolerance, reading interests, social engagement, background, or yet another area. Students complete the CSI online usually before the term begins or early in the term.

How should we prepare our students to take the survey?

Since students are asked to reveal personal information by completing the survey, it is helpful to create a sense of trust by building rapport. This rapport can be accomplished by preparing a few comments that will be directly communicated to students or emailed to students.

A few simple tips are:

- Provide an introduction to the purpose and goals of the inventory.
- Remind students that it is important to read all instructions in the CSI carefully.
- Emphasize the value of this inventory for students to “get started right” in their college experience, and remind them how they can receive their results.
- Be clear on the expectation to complete the CSI and inform students of the timeline within which they can do so.

Reports from the CSI:

1. Advisor/Counselor Report

The Advisor/Counselor Report is a one-page synopsis of each student’s strengths, needs, and background. Motivational Assessment allows advisors to identify areas of strength and challenge for individual students at a glance. The motivational scales are reported in two ways, as a percentile rank and with a bar graph. Student Background Information provides a context for discussing motivational patterns within the scales, such as activities in which the student participated during high school. Specific Recommendations for each student provide action steps based on need and receptivity scores. The strength of each recommendation is indicated by its priority score. These statements are useful when encouraging students to commit to goals and as a means of facilitating referrals to support offices. The focus of this report is on the motivational assessment, recommendations, and background information.

2. Student Report

The CSI Student Report contains the same information as the CSI Advisor/Counselor Report, as well as written interpretations that explain a student's score on each scale. The interpretations are written in very clear, non-technical language and are designed to provide students encouragement and guidance.

What is your role as an advisor, success coach or counselor?

As an advisor, success coach, or counselor, your dedication to student success and early intervention is integral to the effective implementation of the College Student Inventory. While the CSI reports help to inform meaningful advisor and student conversations, without the personal contact you provide through conversations, either face-to-face or virtually, the essential value of the inventory is likely compromised.

CSI Advising Practices

1. Before discussing any patterns or themes found in the CSI profile, it is important to emphasize the preliminary nature of the data contained in the CSI. The results are only a sample of a person's behavior at that particular moment in time. As such, no definitive conclusions about a person's attitude or behavior should be based solely on information obtained from the CSI.
2. Avoid unintentionally labeling or categorizing students based on their CSI reports. Labels have a way of becoming self-fulfilling prophecies and students who are labeled may be treated in such a way as to fulfill that label. It is important to view each student, regardless of his/her score on any segment of the CSI, as an individual in need of encouragement.
3. The CSI should be used as a springboard for meaningful discussion that fosters student engagement. Student engagement occurs when students connect with the college community in ways that advance their opportunities to become fully integrated into that community. The following "Conversation Starters" are designed to promote student engagement with the programs, services, activities, and people who can help students become integrated into the college community.
4. Opening questions:
 1. Does this profile describe you accurately?
 2. Does it "look" like you?
5. Closing questions:
 1. Are the recommendations helpful?
 2. Are there changes you would make in this profile?

CSI Conversation Starters: Questions to Open Dialogue with Students

For a list of Conversation Starters, please access:

https://www.ruffalonl.com/wp-content/uploads/pdf/RMS_CSI_FormB_Conversation-Starters.pdf

Academic Motivation Scales	General Coping Scales	Receptivity to Support Scales
Study Habits 1. How did you study when you were in high school? 2. Do you prefer to study with someone or alone? Reading Interests 1. What's the latest book you have read? 2. What kinds of information do you find most interesting on the Internet? Verbal Confidence/Math and Science Confidence 1. What were your best subjects in high school? 2. Are there any areas you anticipate will be challenging to you in college? Commitment to College 1. When did you decide that you wanted to go to college? 2. What do you hope to do when you finish college? Interactions with Previous Teachers 1. Who was your favorite teacher in high school? Why? 2. Would you say that, in general, the teachers and administrators were supportive of the students?	Social Engagement 1. How do you like to socialize? One on one, small group, large group? 2. Are there clubs or organizations you want to become a part of this year? Family Support 1. Are you the first in your family to go to college? 2. Have you had parents or siblings who have gone to college before you? Capacity for Tolerance 1. Do you have the same political and/or religious views as your parents? 2. Were there issues you encountered in your high school classes that challenged your own points of view? Career Plans 1. How did you choose your major? 2. Are there professions that you would like to learn more about? Financial Security 1. Are you finding college to be more or less expensive than you thought? 2. Are you working or do you plan to work while you're in college?	Academic help 1. Where did you go for help with these assignments in high school? 2. Would you seek tutoring if you encountered difficulty in your classes here or would you seek help from a classmate first? Personal counseling 1. In high school, where did you go for help in resolving the problems? 2. Are you aware of the services we have available here should you need them? Social engagement 1. Have you met a lot of people since you arrived? 2. Would you like to learn about ways to meet more students here? Career guidance 1. Have you ever taken any aptitude tests to find out what careers you're best suited for? 2. Are you aware of the career services we have here? Financial guidance 1. Do you anticipate any financial challenges this year? 2. Would you like to talk with someone here about your college finances?



SUNY Morrisville Support Services

Learn more at



Services available 8 a.m to 4:30 p.m. Monday – Friday

Office and Contact

Accessibility Services

Donald G. Butcher, Library, 2nd floor, room 208

asctesting@morrisville.edu, 315.684.6930

New Student Advising

Whipple Administration Building, 1st floor

advising@morrisville.edu, 315.684.6335

Career Services

Crawford Hall, 3rd floor, room 310

careerservices@morrisville.edu, 315.684.6615

Financial Aid

Whipple Administration Building, 4th floor

finaid@morrisville.edu, 315.684.6289

Norwich Campus, Follett Hall, Norwich, NY

norwich@morrisville.edu, 607.334.5144

Nursing Programs

Bailey Hall, room 113

mazorar@morrisville.edu, 315.684.6016

Registrar's Office

Whipple Administration Building, 3rd floor

registrar@morrisville.edu, 315.684.6520

Tutoring Center

Butcher Library, 1st floor (back left corner)

TutoringCenter@morrisville.edu, 315.684.6042

Veteran Services

Veterans Advocate – Brooks Hall, 1st floor, 315.684.6410

Veterans Educational Benefits – Helyar Hall, 315.684.6210

Services Offered

- Academic accommodations
- Housing accommodations
- Dining accommodations

New Student Advising and Academic Support

- Using College Scheduler
- Using Degreeworks
- Navigating Web for Students
- Understanding academic policies and procedures

- Career advisement
- Internship support
- Resume and cover letter development
- Handshake to support on campus jobs and other potential opportunities
- AI for professional development

- Student financial aid information
- Financial literacy information
- Professional staff available

- Academic services
- Campus operations
- Campus information

- Academic services
- Change of major
- Academic dishonesty
- General course or program advisement or concerns

- Transcript requests
- Course drop/add

- Face-to-face tutoring
- Online tutoring
- Student workshops
- Grammarly Premium

- Veteran benefits assistance
- On-campus veteran student programming
- Veterans Lounge (Galbreath Hall)



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Contact

Residence Life

Helyar Hall, 1st floor

reslife@morrisville.edu, 315.684.6043

School of Agriculture, Business and Technology (ABT)

Charlton Hall 114

SchoolofABT@morrisville.edu, 315.684.6094

School of Liberal Arts, Sciences & Society (LASS)

Crawford Hall 134

LASS@morrisville.edu, 315.684.6081

Student Accounts

Whipple Administration Building, 4th floor

studentaccts@morrisville.edu, 315.684.6069

Health, Counseling & Wellness Services

Matthias Student Health Center

315.684.6078

Technology Services/Help Desk

Charlton Hall, Ground Level

TSTickets@morrisville.edu, 315.684.6457

University Police

Brooks Hall, 1st floor

universitypolice@morrisville.edu, 315.684.6410

Library Services (hours of operation available at morrisville.edu/library)

Donald G. Butcher Library, 1st & 2nd floor

Everett A. Gilmour Memorial Library, 1st floor Follett Hall, Norwich, NY

library@morrisville.edu, 315.684.6055

Services Offered

- Social and educational programming
- Consultations about roommate issues
- Common area cleaning and room maintenance
- After-business hours support

- Academic services
- Change of major
- Academic dishonesty
- General course or program advisement or concerns

- Academic services
- Change of major
- Academic dishonesty
- General course or program advisement or concerns

- Information on college billing
- Payment plan information
- College cost and fee information

- Healthcare on campus
- Mental health counseling
- Massage chairs, meditation space, aromatherapy, nap pod

- System login access
- Email
- Brightspace questions
- Device assistance

- Emergencies
- Law Enforcement response
- Accident Reports

- Printing & document reproduction
- Research & paper formatting consultation
- Textbook, research resource, & equipment borrowing
- Leisure reading, diverse reading, & board game borrowing
- Comfortable space for leisure & study