

Ella and Brian Interview Debrief

Ella Moreau Case, October 2025



Overview

Ella is a third-year mortuary science student who was referred for follow-up after faculty/staff raised concern about her recent online posts and the broader context of escalating conflict with a professor. She describes feeling repeatedly dismissed and condescended to in class and in email interactions, including being called “naïve.” She believes the dynamic has become personal and may be affecting her grades and access to feedback. The posts that triggered concern include death and harm-themed language tied to her mortuary focus and anger about being ignored. She frames them as venting/activism and denies intent to harm anyone. Across interviews, she emphasizes feeling “targeted,” sometimes linking the scrutiny to her identity and presentation. She reports stress, limited in-person support, and difficulty finding effective outlets, and expresses a willingness to engage with resources to resolve the academic conflict.

Interview Flow

Brian opens by explaining his role and purpose, explicitly stating he's not coming in with a pre-made conclusion and wants Ella's perspective. He quickly reframes the meeting as both a safety triage and a support/navigation conversation, noting that he does not see “anything huge” in the materials but wants to be thorough. Across the middle portion, he uses reflective listening and clarification to map Ella's reported conflict with a professor (dismissive/condescending, grading impact), explores social support and coping, and then completes basic threat-screen domains (weapons, substances, self-harm risk). He concludes with the next steps, including a written assessment and an opportunity for Ella to review it for accuracy.

Threat Assessment

The case was referred because faculty and staff reported concerns about Ella's online posts containing harm-themed language, which occurred in the context of an escalating grievance with a professor. Ella describes a sustained pattern of feeling dismissed, condescended to, and “tone-policed,” with a specific classroom interaction and ongoing communication issues contributing to the belief that the conflict has become personal and may be affecting academic outcomes. The posts function as concerning communications because they can be reasonably interpreted by others as threat-adjacent, even if Ella describes them as venting, hyperbole, or values-based activism tied to death-care topics. At the same time, the available information does not support a pathway to violence. Ella denies intent to harm, denies planning or preparation, and there is no indication of approach behaviors, rehearsal, or steps taken toward violence. Capability and access factors also appear limited, and Ella demonstrates future orientation and willingness to engage with support options. Overall, the acute risk for targeted violence appears low, but the ongoing concern is best understood as low-to-moderate conflict escalation risk

driven by grievance intensity and public communications that repeatedly amplify perceived threat. The recommended management plan is to reduce grievance “heat” through a structured academic resolution pathway, contain communication risk through coaching and a practical cooling-off strategy for posting, strengthen stabilizers through counseling and academic supports as needed, and conduct brief follow-ups after any new incidents to monitor for escalation, functional decline, or emerging approach behaviors.

Summary

As the interview closes, Brian offers a brief “read” of the situation and invites Ella to react so he can capture her perspective accurately, emphasizing that what he is seeing is better understood as contextual expressions tied to her interests rather than an intent-to-harm issue. He then asks if she has any questions; Ella reiterates that what she wants most is resources and some form of accountability and behavior change going forward. Brian outlines next steps: he will send her a written summary for review and possible wording corrections, pursue behind-the-scenes departmental follow-up about teaching/pedagogy without unnecessarily spotlighting her, and he encourages her to contact him directly if there is any retaliation or continued negative treatment. He also commits to emailing a counseling referral and notes it is confidential and separate from the assessment process, then thanks her for meeting and closes the conversation on a supportive, appreciative note.

Interview Key Points

Given that the BTAM course instructor conducts the interview, interview feedback will be more broadly shared than other feedback documents intended to provide interview and assessment insights directly to practitioners.

Brian's approach is anchored in early de-escalation and psychological safety, followed by a curious, narrative-first exploration of Ella's experience before he widens into supports, coping, and a brief but direct safety screen. He uses reflective listening to translate vague labels ("dismissive," "condescending," "targeted") into clearer meanings and impacts, then pivots to practical next steps while maintaining a collaborative, non-punitive tone.

The interview centers on Ella's account of an escalating conflict with a professor that she experiences as dismissive and condescending, including feeling talked down to and treated unfairly in class and in email interactions. She frames herself as assertive and values-driven, not violent, and emphasizes that the situation has begun to affect her motivation, sense of belonging, and confidence about academic outcomes. A major theme is her uncertainty about how to raise concerns safely within the institution without retaliation or being labeled, and she repeatedly returns to the desire for a fair process, clearer channels, and meaningful accountability regarding classroom dynamics.

A second key strand concerns her online posts, which others interpreted as threatening or alarming. Ella characterizes the posts as venting, hyperbole, and activism related to her interests in mortuary science and environmental issues, rather than as statements of intent to harm. Brian explores context, intent, and perception, then broadens to protective factors and supports by asking about social connection, coping, sleep/appetite/mood, counseling history, and basic safety. The interview wraps with a practical plan: a written summary for accuracy review, resource connections (including counseling), guidance on navigating the faculty issue through appropriate channels, and a clear invitation to reach out if circumstances worsen or retaliation occurs.

Brian's Strengths

Brian's core strengths are evident in how he creates psychological safety and keeps the conversation human while still doing rigorous assessment work. He opens with a clear, non-presumptive frame that reduces defensiveness, then uses a narrative-first pace that lets Ella explain context before he narrows in. His reflective listening is a standout feature. He asks for definitions, clarifies meaning, and mirrors impact in ways that help Ella feel understood and produce clearer, more usable information. He also maintains a support-forward posture without abandoning accountability, and he integrates direct safety screening in a calm, respectful way that preserves rapport and cooperation.

Clear, calming frame at the start

He opens by naming the purpose and lowering the temperature ("not coming in with a conclusion"), which reduces the "I'm already in trouble" energy that can shut people down. That establishes a cooperative tone in which Ella can tell a story rather than defend against an accusation. It also makes later direct questions (safety, weapons, substances) feel less jarring because Ella already understands the why.

Narrative-first, not checklist-first

He invites a broad narrative early ("your take... what happened... what you're feeling") and lets Ella build context before narrowing. This sequencing tends to produce better data because details emerge organically rather than under pressure. It also communicates respect and keeps rapport intact when the content is sensitive.

Strong reflective listening and meaning-making

Brian frequently asks her to define terms in her own words (e.g., what "dismissed" looks like), then reflects back what he's hearing to confirm accuracy. This helps move the interview from labels to observable dynamics and impact. It also gives Ella the chance to correct misunderstandings in real time, which improves documentation quality.

Practical, support-forward problem solving

He makes room for concrete supports (counseling, accommodations, navigating the faculty situation) without making Ella feel like "the whole problem." That balance helps reduce grievance heat and can lower escalation risk even when Ella remains upset. His closing includes clear next steps and an offer to review the write-up for accuracy, which reinforces transparency.

Direct but respectful safety screening

He asks about key risk domains like firearms access and substance-related impulsivity in a straightforward, matter-of-fact way. The tone stays calm rather than interrogatory, which helps preserve rapport. Importantly, those questions are integrated into the conversation rather than dropped in like a trapdoor.

Brian's Areas for Improvement

The main areas for improvement are about tightening the "spine" of the interview so warmth and curiosity don't turn into drift. At times, the conversation detours into extended rapport-building or informal commentary that may feel connective in the moment but can read as bias or a lack of neutrality if the interview is documented and reviewed. The assessment would also be stronger with more precise pinning down of the specific concerning posts (exact content, timing, intent, audience, expected reactions) to better support a defensible risk formulation. Finally, a crisper closing synthesis that summarizes the working conclusions, the concrete plan, and what would trigger re-assessment would reduce ambiguity, strengthen follow-through, and help all parties leave with the same understanding of "what happens next."

Tighten the structure and pacing

The interview occasionally meanders into long rapport lanes (extended interest talk) that can dilute focus and time for the highest-yield threat questions. Rapport is valuable, but it's even stronger when it's used as a bridge into specific assessment domains. A clearer internal "map" (context → posts → pathway → stabilizers → plan) would keep the conversation crisp without losing warmth.

Be careful with advocacy language in a formal assessment

At times, he strongly validates in ways that could be read as taking a side ("she's not really the problem here"), which may complicate perceptions of neutrality if the write-up becomes part of

an institutional record. Validation can stay high while shifting wording to impact-focused neutrality ("I hear why this felt unfair; we'll assess both the posts and the learning environment"). That preserves trust while keeping the assessment posture clean.

Increase specificity around the actual "concerning content"

He references the packet/screenshots, but the interview would benefit from pinning down the exact posts: what was said, when, to whom, what was intended, and what reaction was expected. Those details matter for documenting leakage vs hyperbole and for risk management planning. Without that specificity, later decisions can look more impressionistic than evidence-based.

Reduce informal phrasing that won't translate well on paper

Colloquial language can build connection in the moment, but phrases like "that would piss me off" may not age well in documentation or stakeholder review. Swapping those lines for "that sounds understandably frustrating" keeps empathy without sacrificing professionalism. It also helps ensure that the interview remains defensible if quoted.

Strengthen the closing synthesis

He closes strongly, with supportive next steps and a collaborative write-up process. What's missing is a sharper, shared recap of the key themes, the working risk conclusion, the plan, and what would change the plan (new posts, escalation, approach behaviors). A 60-second synthesis at the end can prevent later misunderstandings and reduce "but I thought you said..." follow-ups.

Ella Interview with Brian

Timeline of rapport, connection, and friction points

00:00–01:30 | Frame-setting and “you’re not pre-judged”

Brian begins by stating what the meeting is and what it is not, emphasizing that he is not entering with a predetermined conclusion. He uses a calm, explanatory tone that lowers the temperature and invites Ella to give her own account of what has happened. Early humor and normalization help make the interaction feel more human, while his reassurance signals that the goal is understanding and support rather than punishment.

01:57–06:45 | Deep alignment around classroom harm and power differential

The conversation quickly shifts into Ella’s experience with the professor, and Brian slows the pace to define what she means by “dismissive” and “condescending.” This creates a strong connection point, because he treats her descriptions as meaningful data rather than emotional noise. He validates the impact of being belittled and frames the situation as a legitimate educational and relational problem, not merely a student “attitude” issue. That alignment builds trust and sets the stage for later, more sensitive questions.

07:08–12:05 | “I don’t know what channel to use” to collaborative problem-solving

As Ella describes feeling stuck and unsure how to raise concerns without backlash, Brian responds by normalizing the anxiety and shifting into collaborative problem-solving. He helps her think through pathways for addressing the issue while also acknowledging the intimidation associated with formal institutional processes. Small relational gestures and steady listening keep the tone from tipping into escalation and reinforce the idea that she is being heard rather than managed.

12:36–16:30 | Re-centering on her experience and meaning-making of social media

Brian intentionally resets the frame and returns to the emotional reality of being pulled into a formal conversation. From there, he transitions to social media content, focusing on meaning and context rather than accusations. He tests his understanding of her posts and invites correction, which keeps her in the role of narrator rather than defendant. This segment marks a turning point, shifting the discussion from “prove I’m not dangerous” to “help me understand what was driving this.”

18:54–23:10 | Exploring identity factors without forcing a narrative

Brian raises the possibility that identity dynamics may be contributing to the conflict, but he does so tentatively, leaving room for nuance. Ella responds carefully, and Brian reinforces the importance of not overclaiming without evidence. He then returns to concrete examples of how she feels treated, deepening the connection by reflecting the emotional impact and confirming shared understanding. The conversation also begins to widen into supports, social connection, and well-being, which helps contain the intensity of the grievance.

24:00–29:45 | Shared-interest bridge (occult/tarot) and discrimination concern

A genuine rapport bridge emerges when Ella talks about tarot and spirituality, and Brian engages with curiosity rather than judgment. That shared-interest moment softens the dynamic and gives Ella a sense of being seen as a whole person, not just a “case.” At the same time, there is a risk

of drifting away from purpose, so Brian threads the needle by using the rapport to explore whether presentation or perceived difference could be influencing how she is being read. When Ella expresses that spiritual content being flagged felt discriminatory, he validates the concern and treats it as a serious point rather than a quirky sidebar.

29:47–33:30 | “Threat questions” transition and wellbeing check

Brian signals the shift into more clinical territory and acknowledges that these questions can feel awkward. By naming the transition, he reduces the chance that Ella experiences it as a sudden interrogation. He checks sleep, appetite, mood, and coping in a way that feels integrated into the broader story rather than bolted on. Ella’s responses show insight and provide clarifying information about her current functioning without escalating the tone.

34:10–36:05 | Small rupture: “write up” language, then repair

A mild rupture occurs when the language of documentation lands as if she is being formally “written up.” Ella reacts to the implication, and Brian quickly repairs it by clarifying what he means, adjusting the language, and reframing it as an accurate summary rather than a disciplinary record. He also offers transparency by letting her review the write-up for accuracy, which restores trust and rebalances power in the moment.

36:30–43:50 | Concrete supports, safety triage, and closing alliance

The final segment shifts into practical supports and next steps. Brian discusses options such as counseling and accommodations as tools rather than labels, and he completes basic safety-screen questions in a calm, matter-of-fact way. The interview ends with a clear plan: he will summarize the meeting, share it for accuracy, connect her to resources, and encourage her to reach out if retaliation or continued harmful treatment occurs. The closing tone is supportive and steady, reinforcing alliance while still completing the institutional duties of the process.

The big “connection engines” in this interview

The strongest drivers of rapport are Brian’s transparency, his willingness to treat Ella’s lived experience as legitimate, and his repeated invitations for her to correct or refine his understanding. His reflective listening transforms emotionally loaded language into concrete meaning, helping Ella feel understood and reducing defensiveness. The conversation also builds connection through values alignment, including dignity in the classroom, fairness in the process, and practical support that helps her succeed without forcing her into a purely punitive framework.

The main “conflict/friction magnets”

The largest friction risk comes from the stigma of the process itself, especially the formality of being called in under a “threat” umbrella, which naturally elicits defensiveness and suspicion. Another friction magnet is speculative interpretation. When Brian hypothesizes about motives, identity dynamics, or appearance-based bias, it can create moments in which Ella feels that a story is being written for her. The interview manages these risks best when it remains grounded in concrete examples, uses tentative language, and consistently returns to impact, context, and next steps.

Interview Differences between In-Person Examples

Overall, the Brian/Ella conversation demonstrates a maturation of the rapport process. It's slower and more reflective, allowing Ella's narrative agency to emerge, in contrast to the earlier, multifaceted but somewhat fragmented team dynamic that balanced empathy with compliance.

1. Structure and Flow

The in-person interview with Cassidy, Chris, and Delcenia was more procedural and collaborative, with three interviewers balancing rapport-building, clarification, and compliance messaging. Cassidy tended to bring warmth and reflection, Chris offered relatable self-disclosure, and Delcenia kept the structure anchored in policy and resources. However, this three-voice format occasionally led to overlaps and unclear sequencing. By contrast, the Brian/Ella session has a single, sustained interviewer presence. Brian's one-on-one approach allows for deeper pacing and focus; the conversation flows more naturally, giving Ella more uninterrupted space to narrate her experiences and clarify her meaning. The dynamic feels less bureaucratic and more dialogic, closer to a reflective counseling exchange than a formal CARE-team inquiry.

2. Tone and Rapport

In the Cassidy/Delcenia/Chris session, rapport was present but tempered by the underlying compliance message ("we don't want to have to talk to you again"). That dual message, support vs. institutional authority, sometimes created tension. In Brian's exchange, the tone is calmer, more empathic, and more investigative. Ella appears more open, less defensive, and more introspective. Brian uses curiosity and reflective listening rather than corrective framing. His questions invite elaboration rather than justification, which alters Ella's affect; she appears less reactive and more explanatory.

3. Content and Thematic Contrast

While both interviews address the same central issue, Ella's perception of being targeted and the interpretation of her online content, the multi-interviewer conversation focused heavily on procedural next steps and institutional boundaries. Brian's session, however, focuses more on meaning-making, drawing out Ella's worldview, emotional landscape, and reasoning behind her posts. It feels less like a compliance check and more like a narrative assessment, an attempt to understand context, not just behavior.

4. Engagement and Power Dynamics

The team interview unintentionally reinforced power asymmetry by having three professionals face one student. The conversational baton-passing sometimes disrupted emotional continuity. In contrast, Brian's solo approach equalizes the interaction; Ella's responses indicate she feels heard and less defensive. Where she pushed back in the group meeting (e.g., regarding social media standards), in the Brian interview she appears to engage in dialogue, signaling greater trust and less perceived bias.

Questions asked by Brian (34)

- Can you describe... what your take is on what's happened with the university, what your feelings are, what played out?
- Help me understand the tension better (between you and the faculty).

- Can you talk about 'dismissed'... what part of dismissed, like not paid attention to, not respected?
- Is that part of it, too? Tell me more about that.
- Is that a fair assessment of where your headspace was, or is there more behind those posts?
- When you say the industry is 'predatory,' can you break that down for me a little bit?
- Are there other parts to it (besides financial)? You mentioned the environmental piece too.
- Is he receptive when you share these ideas... or is it immediate pushback?
- Are there other students in class that share some of your perspective... they'd echo what you're saying?
- Do you have a feeling any of this is related to protected-class issues (female/younger/other)?
- Are these classmates also friends... what's your social group like for connection and support?
- Does that support feel sufficient... good... or could use some more?
- Have you done therapy before (to talk with someone)?
- Was that a good experience, or...?
- Was it online or in person?
- Do you have a job that you're working in addition to school?
- What do you do for fun, when you're not a full-time student, to blow off steam?
- Your activism: is that around mortuary stuff or other things too?
- Are you a Rider-Waite person... do you have a favorite deck?
- Do you do aura work too... oracle... or mostly straight tarot?
- Do you have a favorite card in the Major Arcana?
- Do you think your vibe (tattoos/dress/presentation) stands out to the professor... might that be part of it... or am I off?
- Appetite and eating: has that been pretty healthy for you?
- Sleep: are you a pretty good sleeper... do you wake up a lot... go to sleep early?
- What are your coping mechanisms when you feel depressed or sad?
- Did you have to shop around for a therapist, or did you find a quick connection?
- Have you tried evals/given feedback (anonymous or otherwise) about him?
- Have you talked to anyone in accommodation services about anything (504/ADA)?
- Would you feel comfortable trying to see someone on campus (counseling)?
- Do you have access to firearms yourself?
- Substance/alcohol: has impulsivity under the influence ever been an issue for you?
- Other classes/problems: is it mostly just with this one professor?
- I'd love to get your take... (does my read of this situation fit / how do you see moving forward)?
- Any questions for me... anything that would be useful?

Questions asked by Chris, Cassidy, and Delcenia in person (55)

- Tell us a little bit about yourself. What brings you to university?
- How did you become interested (in mortuary science)?
- What was all said to you about... us coming to meet in person?
- Tell us a little bit more about the claims of... just threatening.
- Have you spoken to the professor... (about the paper / class concerns)?
- What's that been like for you... (in class / with friends / not feeling as happy)?
- Has it ever gotten to a place where you're... not willing... (to be applied/keep engaging)?
- What has that frustration done... for your motivation to push back?
- Can you talk about some of the posts you've made... and the intent/messages behind them?
- Do you want to give me an example... (so we can better understand)?
- Curious... if you recall those (specific posts).
- Do you know how that can be perceived by some?
- Is there anything you think would be helpful to support you?
- How do you imagine that could be addressed?
- Is (discrimination) something you wanted to know more resources about?
- You said targeted. What does that mean? What does that look like?
- If you were teaching a class... how would you perceive someone speaking up like you are?
- If you were on the receiving end... how do you think that challenge would feel?
- Outside your major... what hobbies or interests do you have?
- Can you talk a little bit more about that (spirituality)... the importance of it?
- If you open your own practice, would you talk about that spirituality... or keep it separate?
- Do you get to open up with your friends about your spirituality?
- When you make posts about spirituality... do you get feedback back in those social spaces?
- Is this the first time you're getting negative reactions and pushback?
- Are you familiar with (the) office... where you can support/report your concern?
- Is there anything we can support or help you with?
- You said you don't have a lot of outlets... do you have any outside of class, and what does that look like?
- Do you have a roommate... do you live on campus?
- Do you prefer more public/online connections versus in-person?
- Are you currently connected to that psychiatrist?
- Is there anything else going on in your life that would be good to talk about?
- Do you think it would be helpful to connect you with someone who can help you navigate the situation with the faculty member?
- How did you get involved in mortuary science... how did that come about?
- What kind of changes?
- Is there a solution... what would that solution be?
- Composting... is that being done?
- When you're not being heard and it angers you... do you want to lash out? Are you in control? Would you ever consider hurting people?

- Have you spoken to an advisor/counselor... what's happened?
- What do the other students think?
- If you were reading posts that sounded like harm... how would you feel?
- Is it 'left field'... can you tell me about (Ouija/spiritual practice)? How do you get into it?
- How'd you learn how to do that?
- When you say targeted... is anyone threatening you specifically?
- Talk to me more about harassment... by the professor or classmates?
- Any family you're close to that you can talk to?
- How's eating/sleeping... does that affect you?
- Any medications... have you taken them in the past?
- What did that help you with?
- How'd that work for you... did it help?
- Did you ever try to correct yourself during that period of time?
- In three years, has this ever happened like this with any other professor?
- Do you think it's time to talk with a counselor?
- And you need this class.
- You're connected to three other people, right?
- So you've been here for three years.

Questions asked by Kacie & Michael online (112)

- Hi Ella. Hi. Can you hear me okay?
- Okay. So I noticed you're drinking some, are you drinking something hot?
- Looks like, is it cool in there today?
- What do you like to drink in the morning?
- Black coffee?
- Okay. Do you, um, have you been drinking coffee a long time?
- Okay. How long have you been kind of studying, um, mortuary science?
- I know you said you're, you're in your third year, but how long has this been, um, an interest to you?
- What's drawn you more towards the, the, um, idea of kind of green systems and how that can potentially, you know, um, be better for our environment and for the, for the wellbeing of nature?
- Where do you have an opportunity to kind of have some of those discussions and talk about, um, some of those things that, you know, seem to be something that everybody thinks about?
- Uh, what kind of groups have you found?
- What kind of social media, um, you know, representation do you like to participate in?
- Okay. Have you made, um, posts on there that are, you know, kind of representative of your ideas and, and passion around your beliefs in this system?
- Okay. What kind of feedback do you get from those particular posts?
- What, what would you say are some of those more concerning, um, posts?
- What do they represent or what do they really kind of touch upon that potentially could be seen as concerning?
- Are there things, um, from your perspective, kind of understanding, um, coming into this meeting and you're saying that you're not really sure what's happening, has anybody expressed concerns to you directly?
- Okay. And so when you say that people have kind of agreed with you or feel that they're on the same page, what's that been like?
- Okay. So call to action and feeling invalidated. Um. Where, what's the call to action?
- What is kind of some of your idea of what that looks like and what that means?
- Issue statements to the dean in which way?
- What kind of statements, what are you hoping to, to share?
- Okay. Um, have other students. In addition to you stated that they felt invalidated. Has anybody approached the professor directly and kind of had these discussions?
- So you feel very strongly about your feelings and, and the way that things have been occurring in class. Where are some of that invalidation or where do you feel, um, your professor's perspective is on as opposing to your own?
- Okay. Can you tell me a little bit about the details, um, maybe in some of those email communications?
- What are some of the things that. You're trying to express to your professor and help him kind of see your perspective on?
- Okay. What are some of those?
- You feel like what?

- Okay. So the, the, a lot of the communication has kind of existed strictly in writing form, right?
- Through these emails, um, conversations in class. You're feeling which way about things when you're sitting there during lectures?
- What's happening for you in those moments?
- Okay. What would follow up with look like for you?
- What would you, what are you hoping to kind of gain or kind of what's your goal in, um, communicating your concerns to your professor?
- Okay. So up until now you haven't received communication back?
- Okay. Okay. Um, with kind of sharing your perspective in class, um, where does some of that come from?
- You know, as far as what you want to share openly with others and with your professor versus maybe what some of, um, what you keep private?
- Are the things that you're sharing, just everything that you're feeling and how you're feeling about the industry, um, and kind of how you perceive the challenges that people maybe, that don't agree with you?
- Um, how do you sit with that?
- How do you deal with that?
- Okay. Is it, are there, are there, um, experiences in life where you felt, you know, censored or dismissed before?
- That this is kind of, um, reflecting a little bit or that you're feeling that you're not being heard or respected in your, your point of view?
- So it's, it's affecting your mental health. It sounds like. You just, um, mentioned. Can you share with me a little bit about what that experience is like for you?
- What are you feeling and how is it, uh, you know, kind of impacting your, your day to day functioning?
- It impacted, um, or how has it impacted, you know, your participation in your academic life and maybe outside, even in your personal life?
- How, what are the impacts that you're experiencing?
- Okay. Can you expand on, on that for me a little bit?
- How are you feeling, you know, a little withdrawn, or what areas would you notice that happening for you?
- Okay. What are some of the things that you've said?
- So not inherently threatening in, in the perspective of saying things directly, you mean to people?
- Have you ever had those thoughts before, of hurting other people out of frustration or kind of dealing with the anger?
- Okay. Towards other people. What about towards yourself?
- Any concerns, um, that you've experienced about harm to yourself?
- Have you had thoughts of not wanting to be alive?
- What would, what does crisis feel like?
- For you. Have you been in crisis before where you've been able to kind of recognize that this is not something that you're in crisis about?
- Okay. Um, with your depressive, um, experiences in the past, what's that been like?
- How long ago was, was that experience for you?

- Okay. And sometimes these things can kind of, you know, progress over time and, um, I'm wondering, you know, from your perspective, like what, what, what were some of those warning signs that you noticed when you were in those depressive states previously, um, that could be concerning?
- Or an idea that maybe, you know, because you're saying like some of the isolation and some of the withdrawal, um, that you're experiencing now, just being aware of that. So what, um, is any of this kind of something you've experienced before and where that's led for you?
- Yeah. Yeah. Um, what, what are ways that have felt helpful when in the past to cope with some of those feelings that maybe potentially could be helpful for you now?
- Okay. Have you been in counseling before?
- Have you ever participated in therapy?
- Okay, and what's that experience been like for you?
- Okay. What are some of those coping mechanisms that have, um, you know, historically been helpful for you?
- Okay. Um, what about, um, in-person community?
- Where, where are you able to kind of find that self?
- With the assertiveness around, um, you know - you've said a couple times your assertiveness, uh, sort of personality. How does that display in the classroom?
- Where do you, um, how do you see yourself kind of expressing your points of view and how that represents, how, how is that represented, you know, to other people?
- Okay. Have you ever tried to approach the professor and, and talk to them, um, about, you know, some of your concerns and feelings that you're having in the classroom?
- Okay. What would it be like for you to, for this to continue if, if the professor was not communicative or didn't respond, what would happen then?
- And stressful it sounds like. Um, and what happens when things are feeling particularly stressful, you know, how do you deal with that?
- How do you manage it?
- Yeah. Okay. So you've, you've mentioned, um, feeling withdrawn and isolated and shutting down. Um. And, and obviously we want, we want you to be in a place where you can feel, um, that you have the support of, of people and of, um, resources on campus. And so what are, what is your goal or kind of what are you hoping to accomplish?
- Um, you know, challenges with maybe the, the professor and different points of view. If that continues or if that continues to feel like a challenge in your course, um, where does that leave you and how do you, how do you want some help for that?
- What would accountability look like?
- Mm-hmm. And are there behaviors or modifications that you can you see yourself making in this process?
- Or are those things that, um, that you feel are not something that you want to consider?
- It sounds like it feels very frustrating for you when you're trying to share a perspective and it's not being met, um, in a way that you want it to be. What would it look like for you to, to get the response that you want?
- What are you hoping for?
- Yeah. A dialogue, uh, between you and your professor, between you and other people, your peers, you know, is it, is it being felt like, what does validation feel like for you?

- Yeah. Have you had challenges like this before with other professors or in any of your other courses?
- Is this something that you're seeing um, in other areas?
- Um, how do you, uh, perceive things, your wellbeing overall, kind of, um, getting better or progressing in a way that feels validating in the classroom. Also, um, you know, taking care of yourself in, in your life as a whole?
- Yeah, sorry, it was a little, it was a little choppy, that question. Um, how do you see yourself kind of progressing forward?
- Okay. So your, um, display of how you want things resolved tends to be a little bit more pronounced than some of your cohort. Um, and does it feel, I mean, how does it feel for you to not have that same level of participation, um, that you are hoping, you know, from your peers?
- Ella, with this particular professor, 'cause it sounds like this is happening really with this one particular professor that you're feeling, um, kind of invalidated in this particular class. Um, have you had experience with, with them before?
- Have you ever taken this professor's courses previously in your, um, in your time here at the university or you know, in general, you know, kind of what are your feelings about this particular professor that maybe are feeling different?
- What are some of the experiences that you do in class?
- I mean, what, uh, is the class, is the class mostly lecture based?
- Are there experiences, um, that you do in the classroom?
- Um, you know, kind of what's the, what's the overall picture of what that class entails?
- Okay. And is it relevant to like one particular topic that you're feeling challenged by this, this professor on?
- Mm-hmm. So that whole system, I mean, expands beyond just the professor, right?
- And so there's a, there's a larger picture here. Um, and so I'm kind of wondering, you know, after you move out of this particular course how does that sit with you?
- Or how do you see yourself kind of managing the, um, different perspectives from the, from the industry as a whole, um, and moving forward so that you can feel successful and you can feel that you're making, um, you know, an impact in a way that that feels aligned with your beliefs?
- Yeah. How long does that take to, to certification?
- How long is the program?
- Okay, So I wanna just kind of make sure, clarify, um, if there's anything else that you feel you want us to know or that we didn't ask, um, during this meeting that would feel helpful, um, for us to understand?
- hmm. Mm-hmm. Okay. And so the highest you've been is, um, uh, talking to your professor. You have not spoken to anyone outside of that, correct?
- So Ella, I just wanna jump in if that's okay. And thank you for being so open with Kacie. Um, when you're feeling this helplessness and you said you're feeling isolated, is there anyone that you feel like you can reach out to or anything you can do to kind of get yourself more motivated or unstuck, if you will?
- Okay. And I know you said that you would be open to counseling if you know Kacie were to, or if we were to help you get set up with that. Um. Oh, if for example, Kacie asked you if things weren't to change as far as the classroom, right, if the professor continues

this way, you feel like you'd still kind of be stuck. So when would be the time where you feel like it's, you need to get help?

- Like what would you be experiencing in that moment where maybe you should reach out to somebody to get more of a crisis help, like you had said earlier?
- Okay. Well you said it feels unsustainable, but, and earlier you did mention how it's time to make waves and that you felt like you did that by contacting the dean, but you haven't really heard back. So how else do you plan on making waves then?
- Um, you didn't hear back from your professor?
- Right. But you, you had said that it's time to make waves, so how else do you plan on making waves?
- Okay. Well, I'm sorry to feel like you're, you're not having much hope in this situation if you were to go yourself. Um, but if you are this concern, why not present it yourself to the dean?
- So, and if there is anything you could adjust on your end in the class, right?
- Mm-hmm. If you don't engage with him, what, how do you think you would still be made an example of like, has that occurred?
- Sorry, if you don't engage with this professor during class, how are you still being made an example of like, has that occurred in some way that we haven't discussed?
- I'm sorry. I mean, um, there's certain things that you want to challenge him on, you said to have dialogue with, but it seems like that that isn't quite happening. So what would be the negative on your end if you didn't initiate those dialogues?
- Is there any other avenue where you could get your expression out, do you think?
- You said that you, you had these views in other classes and you tend to challenge professors or have these discussions in other classes and what have you maybe done in these other classes that you haven't quite applied to this class that might be helpful?