



UNIVERSITY *of*
WEST FLORIDA

Student Mental Health

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Editorial: Warning signs of a mental health crisis in Florida

(Tampa Bay Times, 8/7/2018)

High Anxiety: How Can We Save Our Students From Themselves?

(Chronicle of Higher Education, 10/20/2017)

Counseling Crisis

(Inside Higher Education, 3/13/2006)

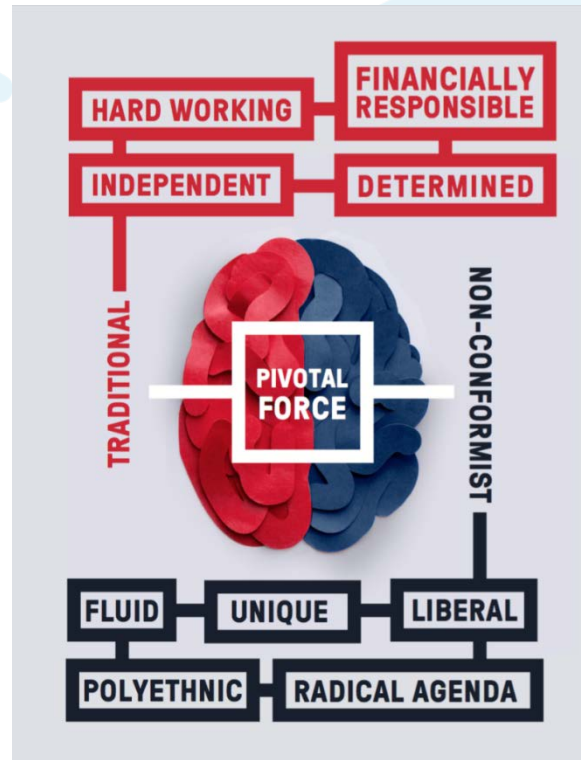
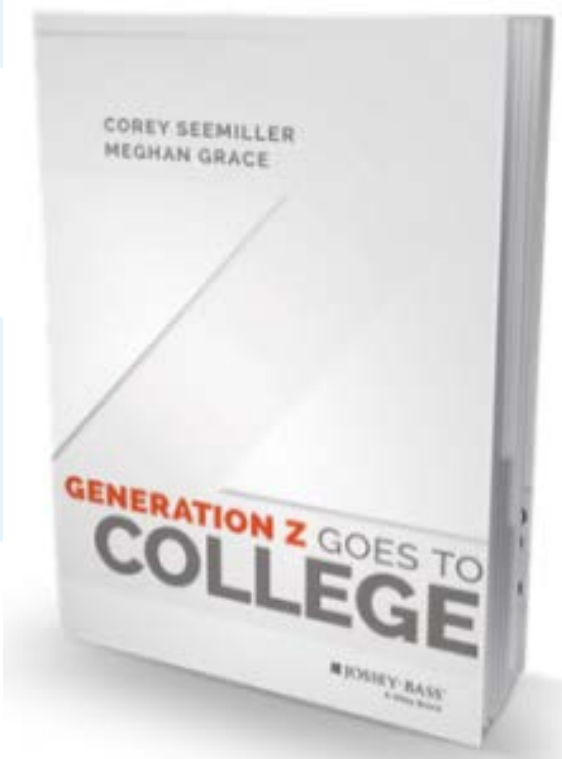
An Epidemic of Anguish

(Chronicle of Higher Education, 8/31/2015)

At Florida Poly, a student suicide and a question: Could it have been prevented?

(Tampa Bay Times, 8/4/2018)

Who is Generation Z?



Jean M. Twenge, PhD
author of *Generation Me*

iGen

Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood*

*and What That Means for the Rest of Us



Trends in Mental Health

- 1 out of 2 prior counseling
- 1 out of 3 prior meds
- 1 out of 3 pervious suicidal thoughts
- 1 out of 4 prior self-injury
- 1 out of 10 previous attempt
- 1 out of 10 previous hospital

- **Top reasons for seeking counseling services:**

- Anxiety
- Depression
- Relationship issues

AUCCCD 2017 Annual
National Survey

American College Health Association (ACHA) ACHA- National College Health Assessment II

UWF's Spring 2017 Data

Students reported experiencing the following within the last 12 months

Felt things were hopeless	49.9%
Felt overwhelmed by all you had to do	82.3 %
Felt very lonely	53.5%
Felt so depressed that it was difficult to function	37.9%
Felt overwhelming anxiety	59.9%
Seriously considered suicide	10.6%

American College Health Association (ACHA) ACHA-National College Health Assessment II

UWF's Spring 2017 Data

Within the past 12, students reported the following factors affecting their individual academic performance:

- Stress: 30%
 - Anxiety: 21%
 - Sleep Difficulties 20%
 - Depression 15.4%
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Between 2005-2015, the rise in demand for counseling services has outpaced enrollment growth by **5x as much.**

Center for Collegiate Mental Health. (2015, January 18). Center for Collegiate Mental Health 2015 Annual Report. Retrieved from http://ccmh.psu.edu/wp-content/uploads/sites/3058/2016/01/2015_CCMH_Report_1-18-2015.pdf

Major milestones that impact students throughout the college journey that have an impact on both social and academic belonging



Addressing Student Risk Via the “Coordinated Care Network”

Three Feedback Loops to Ensure Every At-Risk Student is Identified and Connected with High-Quality Support

1 Advisors use risk analytics and alerts to identify and triage struggling students, refer them to appropriate support service, and collect results

2 Administrators view utilization reports and outcomes data to assess support service effectiveness and make continuous improvements

Predictive Analytics to
Drive Student Prioritization



Proactive
Campaigns



Student Referral Network

Case
Referrals



Effectiveness
Feedback Loop



Systemic
Improvement

More precise
identification of risk

Better targeted
advice and support

Greater return on
retention investments

3 Institutions and EAB partner to improve risk identification, drive systemic change and elevate the impact of the entire system



Comprehensive
Student Risk Data



Proactive Outreach
and Interventions



Campus-Wide
Case Management



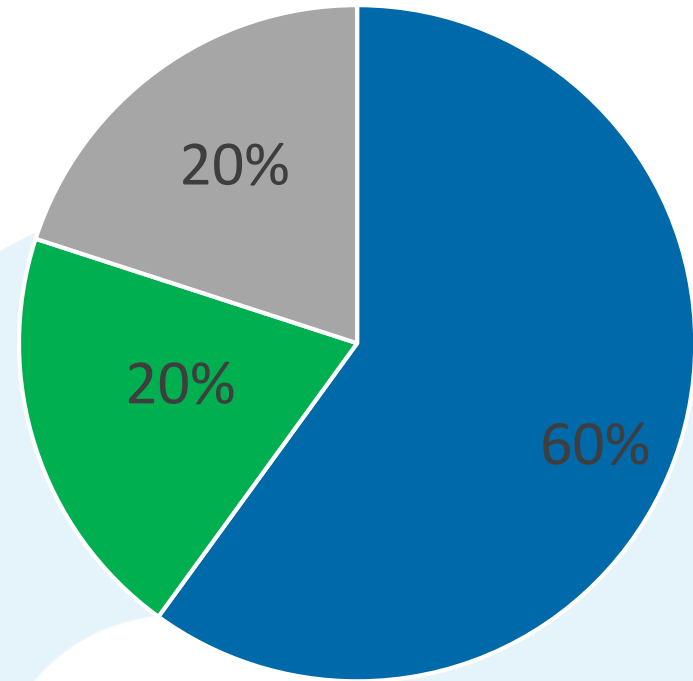
Central Reporting
and Evaluation

Clinical Appointments

- 7,148 appointments to
- 920 students
- 7-10% of the student population

Prevention Outreach Programs

- 3,961 student contacts
- 30% of the student population



■ Junior or Senior ■ First Year ■ Sophomore

Types of Problems

- Abusive behavior
- Academic stress: lack of motivation, test anxiety, performance
- Adjustment- loneliness, shyness, homesickness
- Adult student issues: family conflict, single parent adjustment
- Aggressive/hostile behaviors and acting out
- Anxiety, inability to concentrate
- Change in goals, plans or programs
- Depression
- Disturbing content in student's work
- Eating disorders: anorexia nervosa, bulimia
- Grief reactions
- Personal loss
- Problem drinking or drug abuse
- Relationships; roommate, parental, spouse, dating, family
- Self-confidence issues
- Stress management: academic, emotional, physical
- Student-parent problems
- Suicidal thoughts and feelings
- Self-Identity

How and When to Refer Students for Counseling

A Practical Guide for Staff and Faculty

Behavior Changes

- Any overt expression of thought or intent to harm self or others, including pets
 - Change in demeanor...student is more quiet or more aggressive, mood appears sad, "low," irritable, agitated, anxious or restless
 - Negative change in quality of work or performance in class.
 - Missed assignments or appointments
 - Disorganized or erratic performance that is uncharacteristic of the student
 - Essays, art or other creative work that contains themes of hopelessness, social isolation, rage, despair
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How and When to Refer Students for Counseling

Physical Changes

- Deterioration of physical appearance or personal hygiene
- Excessive fatigue "
- Diminished or greatly increased appetite (visible changes in weight)
- Change in sleeping patterns
- Appearing bleary-eyed or smelling of alcohol

Personality Changes

- Direct statements indicating distress, family problems or other difficulties
- Unprovoked anger or hostility
- Irritability or constant anxiety
- More withdrawn or more animated than usual
- Persistent sadness or tearfulness
- Expressions of hopelessness or worthlessness

How and When to Refer Students for Counseling

"At Risk" Factors

- Essays or papers that focus on despair, suicide or death
- Statements to the effect that student is "going away for a long time"
- Giving away possessions
- Severe depression
- Self-injurious or self-destructive behavior
- Other behavior that appears out of control

Other Factors to Consider

- Drop in grades
- Personal losses: e.g., death of family member, loved one; break-up of a relationship
- Failures in class, athletics or other types of performance; rejection
- Expressions of concern about a student by peers
- Your own hunch or 'gut' reaction that something is wrong

Student Suggestions On How Faculty Can Support Mental Health

- Include helpful student resources in your syllabus.
 - Know that many students may have never had to ask for help before coming to college.
 - *Invite students to contact you via office hours, email and phone.*
 - Be aware of college student development and stages.
 - Midterms and finals can be stressful.
 - *11:59: a Deadly Deadline*
 - Learn about CAPS as a resource.
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Student Suggestions On How Faculty Can Support Mental Health

- Learn how to help a student in distress through QPR.
 - *QPR (Question, Persuade, Refer) is a university-based suicide prevention training offered by CAPS staff.*
- Consult with a CAPS counselor.



CAPS

Bldg. 960 / Suite 200A
(850) 474-2420

Faculty & Staff 911 Guides

- [Faculty & Staff 911 Guide- Classroom Disruption](#)
 - [Faculty & Staff 911 Guide- Suicide Prevention](#)
 - [Faculty & Staff 911 Guide- Sexual Assault](#)
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