Addressing Stress and Mental Health

Departmental Climate Event

8 May 2019
The Mental Health Crisis on Campus

National Surveys:

- “Overwhelming anxiety”: 58%
- Depressed/difficult to function: 37%
- Seriously considered suicide: 10%

*American College Health Association-National College Health Assessment.*
Increasing Prevalence of Lifetime MH Diagnoses on UMNTC Campus

UMNTC Lifetime Diagnosis (Student Health Survey)

- **Any mental health**
  - 2010: 30.00%
  - 2013: 35.00%
  - 2015: 40.00%
  - 2018: 45.00%

- **Anxiety**
  - 2010: 10.00%
  - 2013: 15.00%
  - 2015: 20.00%
  - 2018: 25.00%

- **Depression**
  - 2010: 15.00%
  - 2013: 20.00%
  - 2015: 25.00%
  - 2018: 30.00%
12 Month Prevalence Is Also Increasing
(Percent of UMNTC Students - CSHS 2015 and 2018)

<table>
<thead>
<tr>
<th>Condition</th>
<th>2015</th>
<th>2018</th>
<th>3 year increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>10.3</td>
<td>12.9</td>
<td>25%</td>
</tr>
<tr>
<td>Depression</td>
<td>7.7</td>
<td>9.4</td>
<td>24%</td>
</tr>
<tr>
<td>Panic</td>
<td>4.3</td>
<td>5.6</td>
<td>30%</td>
</tr>
<tr>
<td>Social anxiety</td>
<td>3.2</td>
<td>3.9</td>
<td>22%</td>
</tr>
<tr>
<td>ADHD</td>
<td>1.8</td>
<td>2.5</td>
<td>39%</td>
</tr>
<tr>
<td>Eating disorder</td>
<td>0.9</td>
<td>1.1</td>
<td>22%</td>
</tr>
<tr>
<td>Taking Psych Med</td>
<td>12.6</td>
<td>16.0</td>
<td>27%</td>
</tr>
</tbody>
</table>
More Students Are Requesting Care in the MHC:
63% Increase Fall 2014 - Fall 2018
16% Increase Fall 2017 - Fall 2018
73% Increase in Mental Health Clinic Visits 2015-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Prescribing Visits</th>
<th>Therapy Visits</th>
<th>Total Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>6,934</td>
<td>10,894</td>
<td>17,828</td>
</tr>
<tr>
<td>2015/16</td>
<td>7,144</td>
<td>15,233</td>
<td>22,377</td>
</tr>
<tr>
<td>2016/17</td>
<td>9,252</td>
<td>18,942</td>
<td>28,194</td>
</tr>
<tr>
<td>2017/18</td>
<td>9,248</td>
<td>21,562</td>
<td>30,810</td>
</tr>
</tbody>
</table>

Mental Health Therapy Visits by Year

![Graph showing mental health therapy visits by year, with data points for each year from 2015/16 to 2018/19.]
What Affects Mental Health Struggles?

- Genetic Vulnerability
- Stress
- Childhood Experiences
## Mental Health Stressors 2018 CSHS - UMTC

<table>
<thead>
<tr>
<th>Stressor</th>
<th>U of M Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roommate/Housemate Conflict</td>
<td>19.2</td>
</tr>
<tr>
<td>Death of Someone Close</td>
<td>15.6</td>
</tr>
<tr>
<td>Termination Personal Relationship</td>
<td>15.3</td>
</tr>
<tr>
<td>Serious Physical Illness Someone Close</td>
<td>13.7</td>
</tr>
<tr>
<td>Parental Conflict</td>
<td>12.6</td>
</tr>
<tr>
<td>Excessive Debt Other than Credit Card</td>
<td>11.4</td>
</tr>
<tr>
<td>Failing a Class</td>
<td>7.0</td>
</tr>
<tr>
<td>Diagnosed with Mental Illness</td>
<td>6.7</td>
</tr>
<tr>
<td>Spouse/Partner Conflict</td>
<td>6.6</td>
</tr>
<tr>
<td>Excessive Credit Card Debt</td>
<td>5.1</td>
</tr>
<tr>
<td>Put on Academic Probation</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Minding mental health

Taking steps to address graduate student well-being and prevent suicide

P.28
Department of Chemistry

Surviving and Thriving in Higher Education

The Community of Chemistry Graduate Students has partnered with local professionals to prepare short videos that aid in the development and reduce the stress of graduate students. Please use the links below or videos to the right to view and remember to like and subscribe to our YouTube channel.

For a full list of videos please visit our YouTube Channel at https://www.youtube.com/channel/UC4jExr0Egg2miM6mziU6NA

Recent Videos Include:

- Managing Stress in Graduate School (https://www.youtube.com/watch?v=cBOw4CuBrws)
- Depression in Graduate Studies - How Common is it? (https://www.youtube.com/watch?v=RxG3rEF5jI)
- Depression in Graduate Studies - Awareness, Prevention, and Early Intervention (https://www.youtube.com/watch?v=5Eg3X3GcH)

Prof. Christopher Cramer and Prof. Marc Hillmyer (Department of Chemistry, UMN)

- My Story - Managing Conflict in Graduate Studies (https://www.youtube.com/watch?v=76ilcbUwUJ)

Prof. Connie Lu, Prof. Christopher Douglas, and Prof. Aaron Massari (Department of Chemistry, UMN)

How to Rock Your Skype Interview

How to Choose Your Thesis Advisor (Part 2)

UMN Vice President of Research
Chris Cramer
As of this morning:
820 publications
47571 citations
H index 94
Stress and Mental Health: Department

- Message to whole department: It is our professional duty to
  (i) recognize signs of distress in students and peers, and
  (ii) to provide advice and resources

- Communication and transparency reduce stress: We do not only want to react but also prevent

- We work together to find solutions
Purpose of the Folder:
The University of Minnesota is deeply committed to the physical and emotional well-being of our students. We can all play a part by noticing worrisome behavior and responding with compassion. By sharing your concerns and intervening early you can help maintain a healthy and safe campus. This folder is designed to help you recognize indicators of student distress and how to respond and refer the student appropriately.
... worry less about saying the "right thing" than saying something ...

Indicators of Distress

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<td>Decline in quality of work or classroom performance</td>
<td>hygiene or weight loss/gain, changes in typical clothing, Excessive fatigue, nodding off</td>
<td>Expressions of hopelessness, worthlessness or shame</td>
<td>others</td>
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<td>Essays or creative work that indicate disturbing content including, extreme hopelessness, social isolation, rage or despair</td>
<td>intoxication, hung over, or smelling of alcohol</td>
<td>Exaggerated personality traits (e.g., more withdrawn, animated, or irritated than usual)</td>
<td>Self-injurious or destructive (out of control) behavior</td>
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The 4R Model

**Suggestions for Practice and Application**

**RECOGNIZE**

*Key questions to guide your conversation*
- Which areas of the student’s life are most impacted?
- Are the indicators of distress in multiple areas?
- What seems to be the biggest area of concern?

**ROLE**

*Clear about personal boundaries and professional limitations; focus on behaviors and actions that can be of most use*
- Attend/Connect/Listen to the student or your colleague
- Consult about the situation generate options for follow up
- Liaise with professional staff as needed.

**RESPOND**

*The content of what you say will vary depending on the situation. However, there are some general guidelines you can follow to frame your response:*

**Affirm and validate**
- Reinforce help seeking behavior and requests for assistance

**Empathize**
- Refrain from judgments about what “should” happen or what the student “should” do
- Recognize that students are often scared and intimidated to talk about their concerns
- Be willing to talk about the emotions that you’re hearing and observing

**Clarify**
- To ensure accurate understanding
- To build on past successes as you assist in identifying next steps

**RESOURCES**

- Clarify locations and hours prior to meeting with student if possible
- Does this warrant urgent consultation?

Notes:
### The 4R Model

#### Suggestions for Practice and Application

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| ROLE       | Clear about personal boundaries and professional limitations; focus on behaviors and actions that can be of most use |
|           | • Attend/Connect/Listen to the student or your colleague |
|           | • Consult about the situation generate options for follow up |
|           | • Liaise with professional staff as needed. |

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|           | • Be willing to talk about the emotions that you’re hearing and observing |
|           | **Clarify** |
|           | • To ensure accurate understanding |
|           | • To build on past successes as you assist in identifying next steps |

| RESOURCES  | • Clarify locations and hours prior to meeting with student if possible |
|           | • Does this warrant urgent consultation? |
RESPONDING TO STUDENTS IN DISTRESS PROTOCOL

Follow the chart to determine first steps in helping a student in distress

Is the student in imminent danger to self or others?
Does the student need immediate assistance?

**YES**
Student is imminently dangerous and threatening harm to self or others.

**CALL 911 or UMPD**

**NOT SURE**
Student has shown several indicators of distress and my interaction left me worried. I am very concerned.

**Call BCT 612-626-3030 and/or refer to Student Counseling Services or Boynton Mental Health**

**NO**
I am not concerned that the student is in imminent danger but I am concerned that they could benefit from additional support and resources

**Refer student to appropriate campus resource**
Scenario #1:

Student Discloses Mental Health Concern to Faculty Member After Class
Resources

- **Red Folder: 4R**
  - Recognize
  - Role
  - Respond
  - Resources

- [http://mentalhealth.umn.edu/](http://mentalhealth.umn.edu/)
  - Guidelines
  - Provost’s Student Mental Health taskforce report
  - Syllabus recommendations
  ... and much more

- **Care Manager OSA** : Sarah Gustafson-Dombeck (612-625-2517)
- **Student Counseling Services** (612-624-3323)
- **Behavioral Consultation Team** (612-626-3030)
WANT TO TALK?
MAKE AN APPOINTMENT WITH BOYNTON HEALTH OR STUDENT COUNSELING SERVICES
AFTER HOURS CRISIS? CALL (612) 301-4673 OR TEXT "UMN" TO 61222 EVENINGS AND WEEKENDS.

Faculty or staff member?
Resources are available on how to recognize signs of distress in students, voicing concerns, making appropriate referrals and prevention.

Concerned about a friend?
Find general guidelines on how to help a friend and additional resources available on campus.

Confidential, free online programs to help with stress, depression, social anxiety and insomnia.
Enter code "UMN" for access.
Resources: For Students

- **Student Counseling Services** (612-624-3323, no charge) => Appleby Hall
- **Boynton Mental Health Clinic** (612-624-1444, with co-pay)
  - 15-20 min with therapist, who will refer to appropriate services
  - Consider bringing a book or friend to wait with you before the first meeting
- **Local mental health counseling services**
  - Boynton will help with referral
  - Covered by student health insurance (with co-pay)
- **Urgent care counselor** (co-pay) during business hours (612-625-8475); after hours (612-301-4673)
- **Care Manager OSA**: Sarah Gustafson-Dombeck (612-625-2517)
- **Community of Chemistry Graduate Students (CCGS) web site**
Community of Chemistry Graduate Students

• “Graduate Students Working Together to Support Each Other”
• What the CCGS did within the chemistry department:
  • Host social activities (e.g., biweekly coffee hours)
  • Organize health workshops and running/biking groups
  • Workshops about stress management and mental health
  • Provide settings where students can receive feedback and advice from faculty members
Our Mission

Graduate Students Working Together to Support Each Other

The Community of Chemistry Graduate Students (CCGS) at the University of Minnesota is an open, welcoming, student-driven group that promotes a healthy academic environment for all graduate students in our Department. We connect students with existing University resources and refine and/or develop new resources aimed at increasing graduate student health, happiness and productivity. We also facilitate communication between the departmental faculty and staff and the graduate student body. All graduate students in the Department of Chemistry are welcome to attend any of the events or workshops.

• Numerous Videos and Books (CCGS/WISE) Available
Resources

- **Aurora Center**: Available to staff, faculty, students, family members, and friends who are victims/survivors/concerned people of sexual assault (24 hour helpline 612-626-9111)
- **Disability Resource Center** (612-624-1333)
- **Employee Assistance Program**: For staff, faculty, and postdocs. ([https://humanresources.umn.edu/benefits/employee-assistance](https://humanresources.umn.edu/benefits/employee-assistance))
Mental Health Advocates

• New program at University of Minnesota (since fall 2016)
• Goal: One Mental Health Advocate in each department
• Some are staff members, some faculty
• 3 MHAs in UMN Chemistry
  - Phil Buhlmann (DGS)
  - Lee Penn (DUGS)
  - Michelle Driessen (Director of General Chemistry)
• Not therapists
Director of Graduate Studies & Mental Health Advocate

Office Hours

Mondays, 12:00–1:00 PM

Feel free to ask for an appointment at another time: buhlmann@umn.edu
Scenario #2:

Undergraduate Student Seeks Help From a Teaching Assistant During a Laboratory Class
Scenario #2:

Undergraduate Student Seeks Help From a Teaching Assistant During a Laboratory Class

Take #2
Resources

• **Internal:**
  • Course instructor (e.g., Angela Perkins, Kyle Bantz, Michelle Driessen, Jane Wissinger, …)
  • Mental Health Advocates (Lee Penn, Michelle Driessen, Phil Buhlmann)

• **External:**
  • Disability Resource Center (DRC, 612-626-1333)
  • Student Counseling Services (612-624-3323)
  • Boynton Mental Health (612-624-1444)
Scenario #3:

Graduate Student Discloses Mental Health Concerns to Their Advisor
Resources

• **Red Folder**: 4R
  • Recognize
  • Role
  • Respond
  • Resources
• Talk to **Nancy Thao** and the **Director of Graduate Studies** (Phil Buhlmann or Aaron Massari) about options
• **Mental Health Advocates**
• **Campus counseling services** (Student Counseling, Boynton, Career, International Students & Scholars Services ISSS 612-624-3323)
• **Disability Resource Center** (DRC)
Scenario #4:

Staff Member Recognizes Signs of Distress in a Postdoctoral Student
Resources

• **Aurora Center**: Available to staff, postdocs, faculty, students, family members, and friends who are victims/survivors/concerned people of sexual assault (24 hour helpline 612-626-9111)

• **Disability Resource Center** (612-626-1333)

• **Employee Assistance Program**
  (https://humanresources.umn.edu/benefits/employee-assistance)

• **Mental Health Advocates**
Stress and mental health in graduate school: How student empowerment creates lasting change


Big Thank You to All Who Helped: We Are All In This Together

- Community of Chemistry Graduate Students
  - Kajari Bera, Claire Seitzinger, Rachel Swedin, Rebecca Combs, Maetzin Cruz Reyes, Celina Harris, and Evan Anderson
- Emily Tollefson, postdoctoral associate
- Matt Hanson, Boynton Health
- Sarah Gustafson-Dombeck, OSA Care Manager
- Donna Johnson, Disability Resource Center
- Mental Health Advocates
- David Blank, department head
- Chuck Tomlinson, the guy in the front office who puts out fires of all sorts
- Hannah Leopold, Emily O’Hara, Katie Lust, Dave Golden
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The 4R Model

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<tr>
<td><strong>RECOGNIZE</strong></td>
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| **ROLE** |
| Clear about personal boundaries and professional limitations; focus on behaviors and actions that can be of most use |
| Attend/Connect/Listen to the student or your colleague |
| Consult about the situation generate options for follow up |
| Liaise with professional staff as needed |

| **RESPOND** |
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Refer student to appropriate campus resource
# Responding to Behaviors of Concern in the Classroom

<table>
<thead>
<tr>
<th>Behaviors of Concern</th>
<th>Best Practices</th>
<th>Key Contacts</th>
</tr>
</thead>
</table>
| Behaviors that make it difficult for routine work or teaching to take place due to the negative impact it has on those around. | • Speak with student privately  
• Avoid escalating by debating or engaging  
• If student continues to disrupt, ask student to leave the classroom  
• If student is uncooperative in leaving the classroom, contact security. | • Center for Educational Innovation [612-625-3041]  
• Student Conflict Resolution Center [612-624-7273]  
• Office for Student Conduct and Academic Integrity [612-624-6073] |
| **Examples:**  
• Failure to comply with directives  
• Unruly or abrasive actions  
• Monopolizing classroom discussion | | |
| Behaviors that cause concern for the personal well-being of that student. | • Speak with student privately and use the 4R model  
• Document all conversations and observations  
• Encourage student to meet with counselor  
• Do not promise absolute confidentiality  
• Contact your supervisor or direct report | • Student Counseling Services [612-624-3323]  
• Boynton Mental Health Clinic [612-624-1444]  
• Disability Resource Services [612-626-1333]  
• IntI Student and Scholar Services [612-626-7100] |
| **Examples:**  
• Marked changes in performance and/or appearance  
• Repeat requests for special considerations  
• Appears overly nervous | | |
| Irrational behavior that makes others feel uncomfortable or scared. | • If there’s no immediate threat, speak with student privately  
• Express concern for behavior and set limits  
• Do not reinforce delusions  
• Acknowledge feelings without supporting misperceptions | • Student Counseling Services [612-624-3323]  
• Boynton Mental Health Clinic [612-624-1444]  
• Behavioral Consultation Team [612-626-3030]  
• OSA Care Manager [612-625-2517] |
| **Examples:**  
• Disjointed thoughts  
• Incongruent and/or inappropriate emotional responses  
• Frequent or high levels of irritability  
• Suspicious or paranoid thoughts  
• Assignments with concerning themes | | |
| Behavior that threatens the safety or well-being of others. | • Contact security immediately  
• If student poses a danger to others, dismiss the class, address later  
• Avoid contact and speak calmly  
• Do not attempt to keep the student from leaving the room | • Campus Police / 911  
• Student Counseling Services [612-624-3323]  
• Boynton Mental Health Clinic [612-624-1444]  
• Behavioral Consultation Team [612-626-3030]  
• OSA Care Manager [612-625-2517] |
WHAT TO DO:
A few tips when helping a student in distress

✔ If possible, gather information before you intervene. Knowing where to refer a depressed or anxious student ahead of time might save time and increase the student’s confidence in you.

✔ Ensure privacy when you talk and choose a time when you are not preoccupied or rushed. If you are concerned about your safety or about anyone’s behavior being misinterpreted, ask your supervisor or a trusted colleague to join you and explain why to the student.

✔ Be honest and direct; it’s often best to talk in very concrete terms about what’s happening.

✔ Communicate hope by reminding the student that there are always options, and things tend to look different with time.

✔ Respect the student’s value system and culture.

✔ Follow up in a reasonable length of time.

✔ Recognize that the student may not immediately welcome or act upon your interventions, but you may plant a seed that blossoms later and it is never wrong to communicate kindness and concern.

✔ Consult with other professionals about your concerns by contacting any of the offices listed on right.

CRISIS INFORMATION
Crisis / Urgent Consultation is available at SCS and Boynton Monday - Friday, 8:00-4:30.
No appointment is needed to speak with a counselor for an urgent need.

If you are in a life-threatening emergency, call 911.

Or for 24-hour phone counseling, call
Crisis Connection
☎ (612) 301-4673
U of M Textline: Text "UMN" to 61222

ESSENTIAL NUMBERS
Boynton Mental Health Clinic
☎ (612) 624-1444

Student Counseling Services
☎ (612) 624-3323

Disability Resource Center
☎ (612) 626-1333

International Student and Scholar Services (ISSS)
☎ (612) 626-7100

Aurora Center
☎ (612) 626-9111

Behavioral Consultation Team
☎ (612) 626-3030

OSA Care Manager
☎ (612) 625-2517

Notes: