

Mental Health on Your Campus: Increasing Awareness and Reducing Stigma

We're Pleased To Meet You



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Agenda

- Looking at the Numbers
- Understanding the Challenges
- Guiding to Care
- Programming
- Resources
- Discussion and Questions

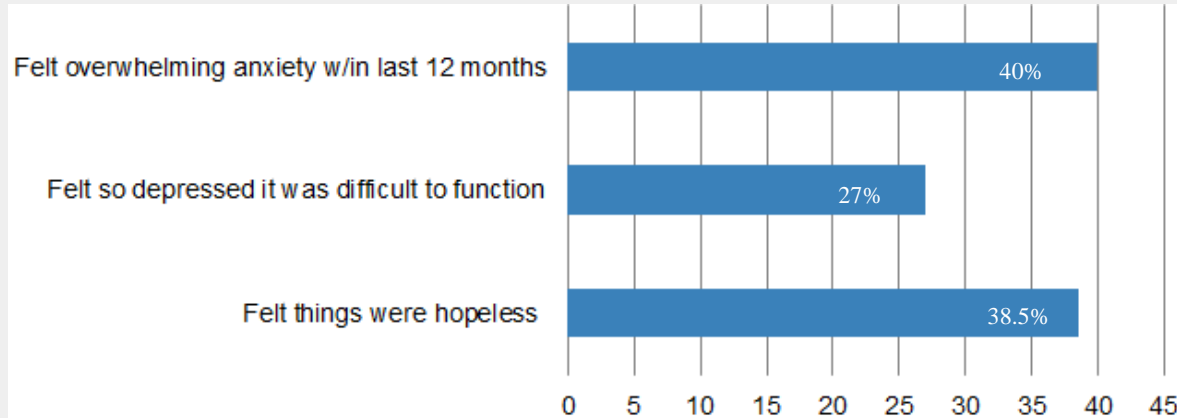
Looking at the Numbers



WHO, 2002

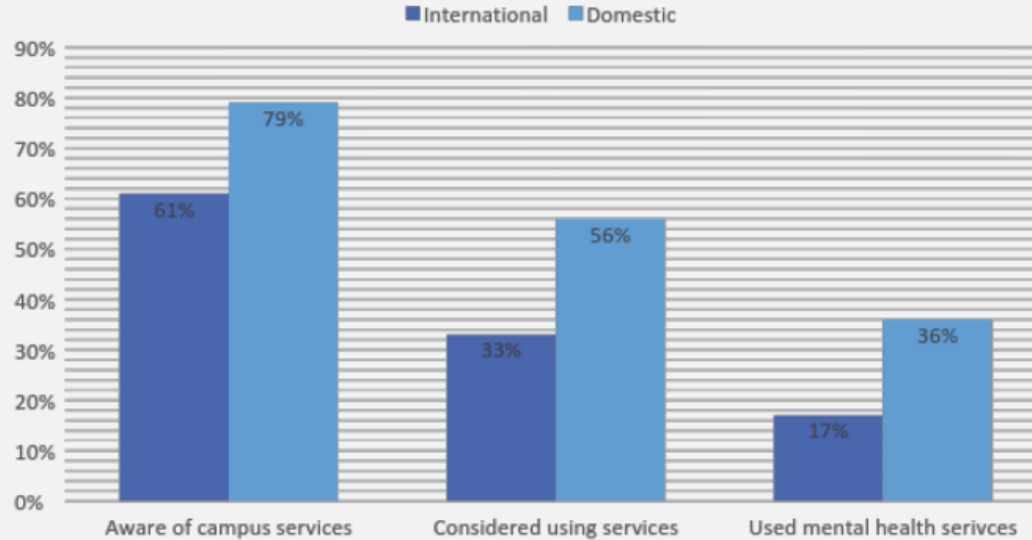


NIMH, 2013



American College Health Association, Spring 2013 National College Health Assessment

Underutilization of Mental Health Care Resources



Mental Health Need, Awareness, and Use of Counseling Services Among International Graduate Students, *Journal of American College Health*

Source: Hyun, Quinn, Madon, & Lusting, (2010)

Understanding the Challenges: Barriers to Treatment

- Lack of mental health knowledge
- Myths & Stigma
- Unaware of services
- Language barriers
- US therapists lacking cultural understanding
- Lack of support



Understanding the Challenges: Common Issues

Communication Styles

Verbal vs. nonverbal
High-context vs. low-context

Academic

Formal vs. informal classroom
Presentational styles
Outcome vs. process oriented

Interpersonal

Boundaries
Peer Pressure
Parental Expectations

Career Planning

Visa
Finances
Finding a School
Area of Study
Planning/Advising

Second Language Disconnect

Daily routine
Communication with Professors/Classmates
Coordinating a living situation
Asking for help



What International Students Have to Say...

- “My main difficulty now is “making friends” in class and in everyday life. Now, most of my friends are from Japanese student organization. I don’t know how to make friends with my classmates. I am waiting for my classmates to come to talk to me (Sayuri, Japan).”
- “My English proficiency is not very good now. Sometimes, I really cannot understand the lecture. The reading is very difficult. There are many words I cannot understand. When the professor assigned us in the discussion group, I was left out. My peers might not want to let me join their group. They speak so fast, and they just say it aloud. It is hard to follow sometimes (Hana, Korea).”
- “When I called home, my parents always ask whether I can speak English already. It means...they expected me to speak English fluent. Or, they asked: How are my course takings? I felt very stressful to tell them when I need more time. I also want to finish my study as soon as possible due to the high cost of tuition. I planned not to go back my home country before I finished all course (Chen, Taiwan).”
- “I heard some of my friends said that they (Americans) do not like international students. I am not sure why. So, it makes me feel that I might be not popular by them. Now, I don’t have too much chance to know new people. Actually, I am willing to share my background. They might change their thinking after that (Omar, Saudi Arabia).”

Guiding to Care

1. Observe and Approach



2. Refer



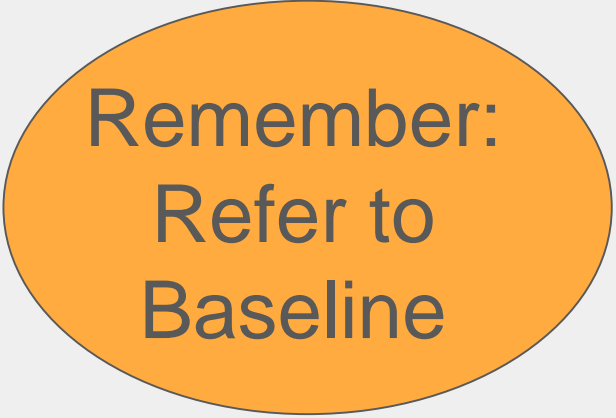
3. After the Counseling Center



4. Follow up with the Student

Observe and Approach

- Noticing difficulties
- Acknowledging and asking
- Listening and being empathetic
- Paying attention to nonverbal clues
- Somatic vs. psychological focus
- Seeking consultation



**Remember:
Refer to
Baseline**

When to Refer:

1. Social isolation/
unusual behavior

2. Academic
Problems

3. Excessive
absences

4. Drug and
alcohol abuse

5. Dramatic
weight loss or gain

6. Deterioration in
personal hygiene
or dress

7. Threat of
harm



How to Refer

- Introducing counseling -- the confidentiality and availability
- Make no assumptions and ask their provider preference (thinking about insurance)
- Acknowledge the students concerns and discuss them
- Make the call, walk in together

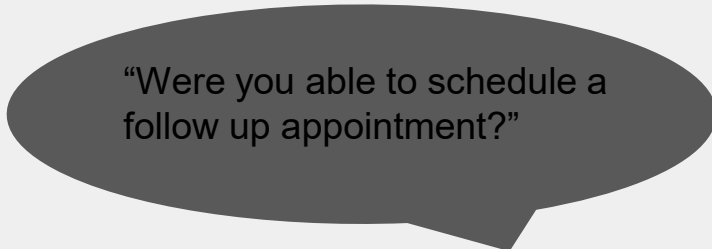


After the Counseling Center

- Set a reminder to follow-up with the student
- Ask non-invasive questions:



“How did the visit go?”



“Were you able to schedule a follow up appointment?”

- Be sure to listen, and see if any barriers
- Encourage to go consistently
- Ensuring that counseling is voluntary

Follow up with the Student

Coordinate with different offices/campus resources

- Academic department/academic advisor
- Counseling services/mental health clinics
- Disability services (if need reduced course load for more than 1 semester)

Programming That Works -University of Minnesota

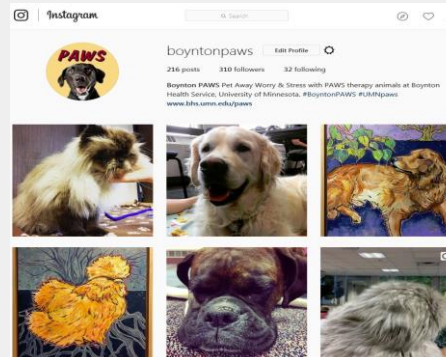
Programs through ISSS for international students:

- Global Gopher Events
- Cross-cultural Discussion Group
- New International Student Seminar
- International Buddy Program
- Behavioral Consultation Team (BCT)/ISSS Crisis Team



Programs through other campus resources for all students:

- De-stress (peer counseling program)
- Mental Health Awareness Day
- Paws



Programming That Works - University of Missouri

- Orientation: expectation and resource information
- Counseling in several languages
- Partner scholars with locals
- Home for the Holidays Program
- Regular walk-in hours
- Regular communication as a reminder of services available
- Go to scholar events to build trust



International Welcome Picnic

And Beyond

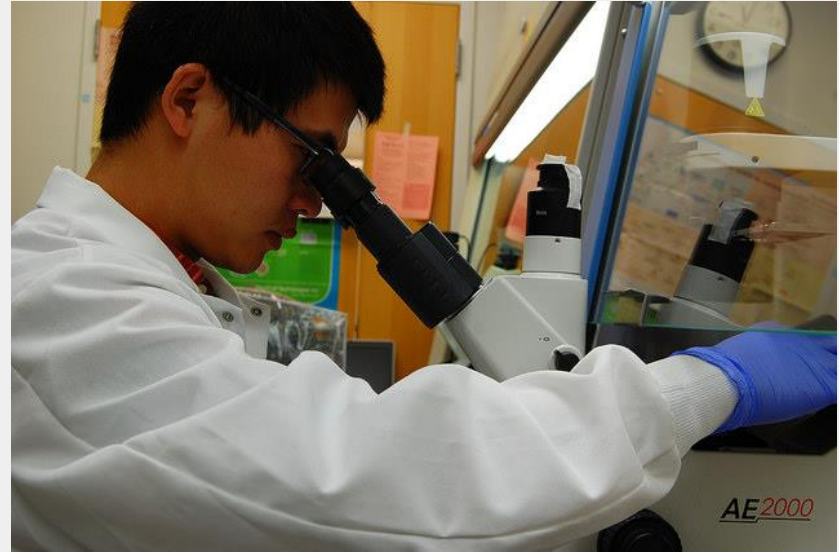


Programming for Staff

- Educate departments and staff about needs of international population
- Group of International Students collaborate with counseling center
- Home for the Holidays program educates staff through personal relationship
- Encourage staff to learn how to pronounce scholars names
- Encourage staff to learn how people express feelings in different parts of the world

Scholars

- Easily forgotten population
- Employee / employer relationship
- Family issues



Resources and Awareness

NAFSA provides the following publications:

- Health and Wellness for International Students
- Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants
- Crisis Management in a Cross-Cultural Setting

http://www.nafsa.org/Professional_Resources/Publications/

Mental Health Awareness Video Resource:



www.internationalstudentinsurance.com/explained/mental-health-video.php

Hotlines

National Suicide Prevention
1-800-273-TALK
www.suicidepreventionlifeline.org

RAINN
800-656-HOPE
Online.rainn.org (live chat)

It Gets Better Project (LGBTQ)
1-866-4-U-TREVOR
www.itgetsbetter.org/pages/get-help

Crisis Text Line
<http://www.crisistextline.org/>
Text 741-741



Case Study 1

It is the second month of the semester and you just finished a cultural adjustment workshop with new students. A student comes up to you at the end of the session and says they have been feeling really depressed and they are so relieved to know that it is a normal part of the adjustment process. They ask for your advice on what they can do to help with their adjustment. What questions do you ask and what do you tell them?

Case Study 2

A first-year undergraduate student comes in during his first term to discuss financial aid. He looks like he may not have had a good night's sleep. As he walks into your office, he asks if he may shut the door. You notice that he is wringing his hands and shaking his foot in what seems a nervous manner. Suddenly, the student admonishes, "What's wrong with the US education system? Why are there no financial aid options for international students? I went to the financial aid office and they just turned me away as soon as they found out I was an F-1 student. I just don't know what to do!"

Questions?



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