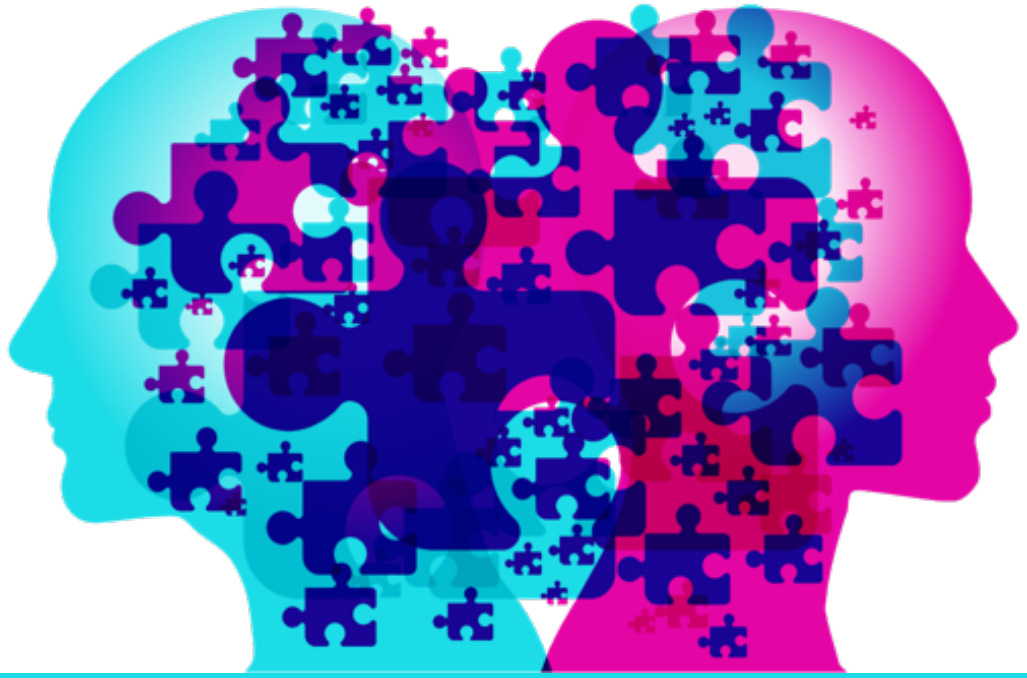
The Impact of Pervasive Technology

On the Emotional Wellness of International Students



Presenters

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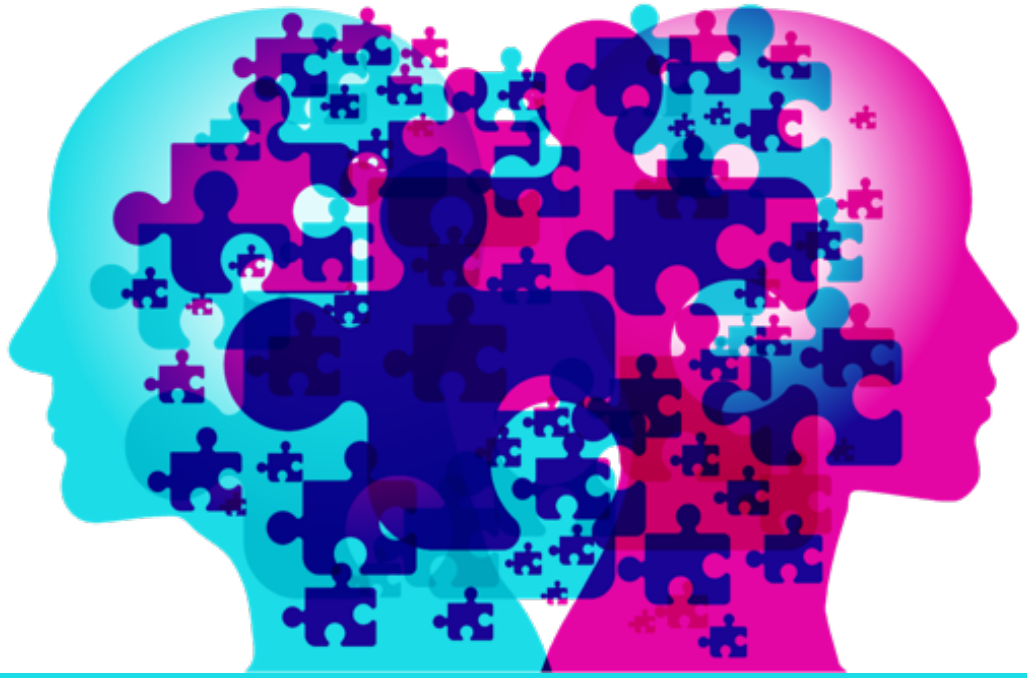
Learn to save a life
KEEP
CALM
AND
DAYTON
FLYERS

How do you feel?

How do you feel?

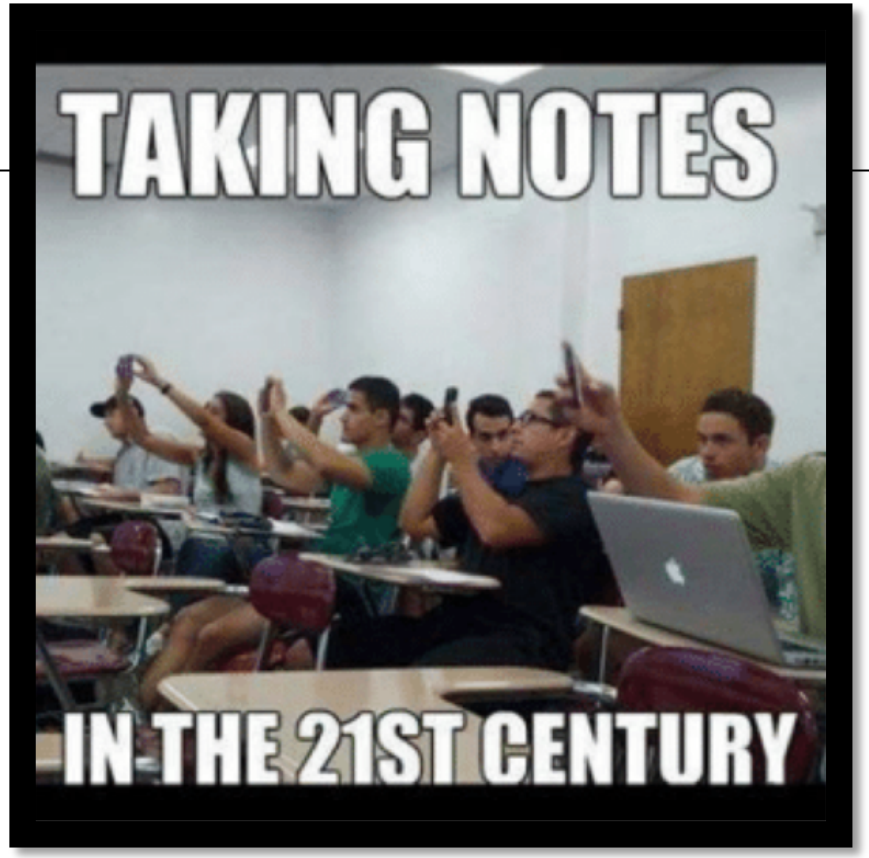
The Impact of Pervasive Technology

On the Emotional Wellness of International Students



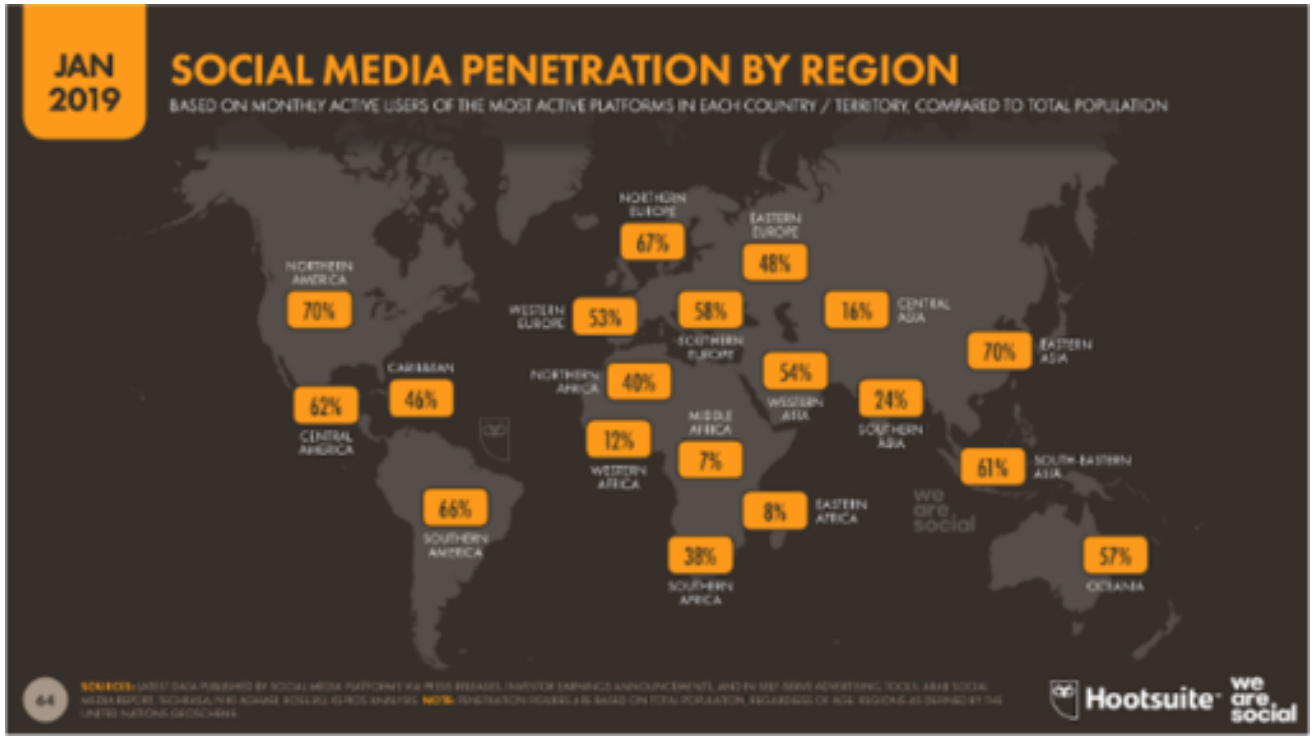
Agenda

- What's Going On With Our Students
- Understanding the Challenges
- Overcoming the Challenges
- Programming That Works
- Resources
- Discussion & Questions


TAKING NOTES
IN THE 21ST CENTURY

What’s Going On?

Technology is on the rise



Stats on Mental Health & Technology

- Individuals who spend more time on social media and less time with others face-to-face report lower well-being and are more likely to be depressed - Lin et al., 2016; Shakya & Christakis, 2017
- College students with insomnia have significantly more mental health problems than college students without insomnia. - American Academy of Sleep Medicine (AASM)
- People that report using 7-11 social media platforms had more than three times the risk for depression/anxiety that their friends who used only two sites had, even after the study was adjusted for the amount of time spent by members of both groups - *Computers and Human Behavior Journal*
- 54% of college age students said that they use cell phones during class to text friends and browse social media - Student Pulse survey by Top Hat.

Major Trends

- Communication
- Sleep
- Physical Activity
- Community
- Cyberbullying
- Self-Esteem
- Body Image
- Depression & Anxiety

College students have anxiety or depression

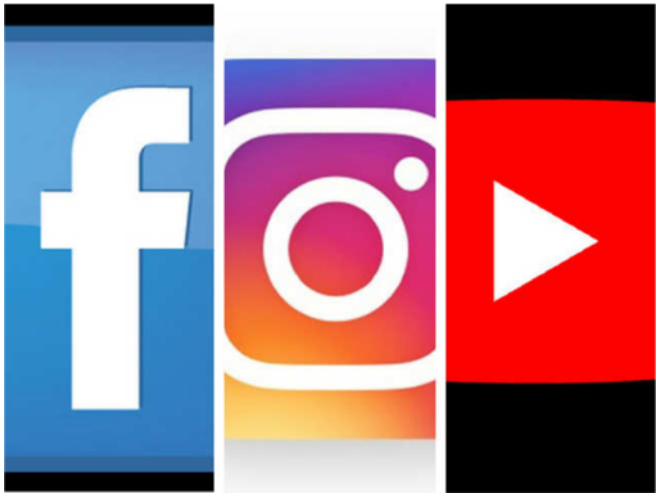
Source: http://theconversation.com/1-in-5-college-students-have-anxiety-or-depression-heres-why-90440

College students had suicidal thoughts over the past year

Source: https://sites.psu.edu/ccmh/files/2019/01/2018-Annual-Report-1.30.19-ziytkb.pdf

Which social media platform was the most negative and positive for users?

A. Facebook
B. Instagram
C. Youtube



Instagram

- Instagram has the most negative overall effect on young people's mental health.
  - body image and sleep, increases bullying and "FOMO", and leads to greater feelings of anxiety, depression, and loneliness

  \+ self-expression, self-identity, community building, and emotional support

Facebook

- Facebook was found to have similar negative effects to Instagram in the categories of bullying, “FOMO”, body image, anxiety, depression, and loneliness.
  - Major negativity on sleep
  + Emotional support and community building.

YouTube

- YouTube was by far the most positive of the social media platforms
  - Major negativity on sleep
  + Scored high on awareness, self-expression, and community building. YouTube was also the only social network where anxiety, depression, and loneliness lessened with use.

What about WhatsApp, WeChat, QQ, Weibo, etc?!

Common Adjustment Issues

Communication styles

- Verbal v. non-verbal
- High-context vs. low-context

Second language anxiety

- Daily routine
- Communicating with professors and classmates
- Coordinating a living situation
- Asking for help

Interpersonal

- Boundaries
- Cultural differences in relationships
- Peer pressure
- Parental expectations

Identity

- Acculturation
- Social class
- Race
- Discrimination
- Political Oppression

Career Planning

- Finances
- Area of study
- Planning

Academic

- Formal vs. informal classroom
- Presentation styles
- Outcome vs. process oriented

Overcoming the Challenges

Supporting Your Students

1. Help Create A Community
    1. Connecting students prior to their arrival in the U.S. and encourage face to face meetings and event wherever possible
    2. Let students know about clubs, teams and organizations on campus

2. Regular Check-Ins
    1. Being able to identify students who are struggling
    2. Noticeable changes in dress, appearance, demeanor
    3. Being available to talk

3. Internal Training
    1. Identify and respond to students in distress
    2. When and how to connect students to resources (we are not counselors!)
    3. How to listen actively, empathetically, and without judgment

Culture of Care: Supporting Students

Advisors can support students by:

- Being available/open door policy
- Learn how to pronounce names correctly
- At times of crisis, be part of the support team
- Support the community, not just the affected student/family
- Knowing resources on/off campus and provide a “warm hand-off”
- Do not avoid difficult conversations

How to Reduce Stigma

- Dispel the myths: What is mental health and counseling
- Know the facts about cultural differences around counseling
- Invite on-campus counselors/psychologists to orientation and meet & greets
- Educate counselors/psychologists on how to communicate across cultures
- Normalize students' concerns and stress
- Demystify seeking treatment (i.e., types of providers, where to go, what to expect)
- Acknowledge that helping looks different across cultures

Building Bridges

Mental Health outside of the Mental Health sphere:

- Depression screening event on campus/Depression screenings on website
- Encourage participation at “lunch and learns” focused on stress management, time management, sleep, etc.
- Highlight Counseling Center events through newsletters, social media, flyers etc.
- Know the services offered around campus and in your community, and form connections
    - Support groups/medical practitioners who speak other languages
    - Student Health Center
    - Counseling Center
    - Chapel and community religious/spiritual support centers

Breaking Down Barriers

- Find out what the counseling center fees are – advocate for reduced or eliminated fee for service
- Find out what the wait time to speak to a counselor is, long wait times might require looking off campus
- Help to create alternatives to technology
  - Provide alternative material such as fliers
  - Encourage students to come see you in person

UD’s Holistic Approach Handout

A HOLISTIC APPROACH TO MENTAL HEALTH

University of Dayton

The University of Dayton provides a variety of resources and support for individuals to overcome challenges, build resilience, and thrive at the University and beyond. Particularly in times of distress, individuals turn to those whom they have established relationships. Therefore, it is appropriate and encouraged to reach out to individuals directly, show concern, and have conversation guided by this framework about their wellbeing. The elements outlined below build upon each other so individuals can create a foundation for resilience, demonstrate self-awareness, and seek out appropriate resources.

REACTIVE

7 SEEK IMMEDIATE HELP
- Call Public Safety: 937-229-2121
- Call 911 (UD campus phones)
- Crisis Text Line: Text HOME to 741741
- Suicide Prevention Lifeline: 1-800-273-8255
- Seek care at the hospital

6 ACCEPT ASSISTANCE & SUPPORT
- Crisis Counseling
- Dean of Students Office
- Community Standards and Civility
- Academic Deans
- Center for International Programs

5 UTILIZE CAMPUS RESOURCES
- Campus Ministry
- Center for Alcohol and Other Drug Resources and Education (CADRE)
- Counseling Center
- Health Center
- Brook Center
- Office of Learning Resources
- Housing and Residence Life
- Equity Compliance Office

4 TALK ABOUT CONCERNS
- Talk to a friend, family member, mentor or other trusted individual
- Engage with peer mentor programs such as R.A., Neighborhood Fellow, PAVE, G+mmunity Leaders, and Diversity Peer Educators
- Participate in group therapy sessions
- Reach out to Academic Advisors
- Utilize support resources such as Center for International Programs, Multi-Ethnic Education and Engagement Center, Military and Veteran Programs and Services, Office of Diversity and Inclusion, and Women’s Center

3 DEVELOP YOUR SKILLS
- Mental Health Training opportunities: Mental Health First Aid (MHFA) and Kognito online module
- Additional training opportunities including Ally Training, Green Dot, and Recovery is Spoken Here (RISH)
- Anxiety Toolbox Seminar with the Counseling Center
- Life Hacks workshop series
- Educational workshops, tutoring, supplemental instruction (SI), Academic Coaching, and Library Services

2 BUILD YOUR COMMUNITY
- Join a University-sponsored organization (Active Minds, To Write Love on Her Arms, Mindful Living Movement, and Club G)
- Participate in Intramural Sports & Sport Clubs
- Establish a connection to the city of Dayton through volunteerism and service
- Attend UD Late Night events
- Foster supportive relationships through retreats, mentorship opportunities, research with faculty, and campus employment

1 PRACTICE SELF-CARE
- Engage in prayer, meditation, and mindfulness
- Include 30 minutes of moderate to vigorous physical activity daily
- Sleep uninterrupted for 7–8 hours each night
- Eat a balanced diet including an appropriate amount of water based on individual characteristics such as sex and body weight
- Develop a deeper sense of self-awareness through the use of the Emotional Wellness Screener (online)

PROACTIVE

AUTONOMY — INTERVENTION

Revised September 2019

View go.udayton.edu/mentalhealth for more details

Programming that works

Creating the Connection

Send or have available on website and in the office:

- Testimonials from current students about homesickness, culture shock, stress, anxiety, and depression (perhaps in video format)
- RA training, Faculty training, Academic Department meetings
- Collaborate with residence halls and campus partners on outreach programming
- Materials about the Counseling/Wellness available on campus with pictures and contact information.
- Early Alert Systems - Starfish, etc.
- Community and area resources

Mental Health in Orientation

- Inform students of challenges and cultural adjustment
- Invite Counseling Center or other mental health professionals to introduce mental health service/host a luncheon or open house
- Educate students about campus/community resources
- Train your peer leaders and mentors to be knowledgeable enough about these issues to help guide students
- International Welcome Leaders

Student Support Programs

MORNEAU SHEPELL

Confidential support 24/7 in their own language

SELF-HELP AND SCREENINGS

SELF-HELP

Information on common student concerns and mental health topics are provided below. While these self-help materials are not meant to be a substitute for therapy, they can provide insights and strategies for helping you or someone you care about overcome challenging issues.

Anger Management
Anxiety and Panic
Asserting Yourself
Concentration
Depression
Domestic, Dating, and Sexual Violence
Eating Disorders
Effective Communication–Managing Conflict
Homesickness
How to Take an Exam
Insomnia
Loneliness
Managing Alcohol Consumption
Mindfulness
Perfectionism
Preparing for Exams
Procrastination
Self-esteem
Transition to College Life

MENTAL HEALTH SCREENINGS

Screenings can help you find out within a few minutes whether or not a professional consultation would be helpful for you. Please keep in mind that the screenings are considered informational and NOT diagnostic in nature.

Take an Online Mental Health Screening

"...the quality of the social support system can have both a direct and a buffering effect when international students undergo psychological stress."

Meirong Liu, "Addressing the Mental Health Problems of Chinese International College Students in the United States," Advances in Social Work Vpl. 10 No. 1 (Spring 2009), p. 74.

Programming that helps

On-Campus

- Buddy/Peer mentor programs
- Workshops (e.g., “Decoding U.S. Culture”, “Lost in Translation”, “Culture Shock”) - Offering food helps!
- “Let’s Talk” Drop-in Hours
- University 101 and/or Int’l Orientation Courses
- Social organizations/student clubs
- Discussion/Support Groups
- Creative initiates (e.g., “Welcome to My World Photo Exhibition”)
- Panels discussions

Programming at UD

Kognito *is an interactive, online module introducing warning signs of distress and how to help a friend*

Mental Health First Aid is an *8 hour internationally recognized training on mental health challenges.*

Life Hacks *are workshops designed to help students gain skills and insight to conquer daily obstacles such that they can succeed and thrive at UD*

Anxiety Toolbox Seminars *are led by the Counseling Center, students learn practical, skills based ways to manage anxiety*

Marketing Your Program

How many of your international students want to go to a special event where they are going to talk about mental health?

Instead, think about ways to approach the topic indirectly:

- Making friends in the US
- Managing stress
- Time management
- Eating healthy
- Staying fit on campus

Resources & Hotlines

Pre-departure, Orientation, Online

Emotional Wellness Training

Powerpoint Presentation

Video Content

Student Handout

Interactive Activities

Proctor Guide

Download online at https://www.internationalstudentinsurance.com/school-resources/mental-health-awareness-training/

In partnership with:

The MGH Center *for* Cross-Cultural Student Emotional Wellness

International Student Insurance

Student Info Page

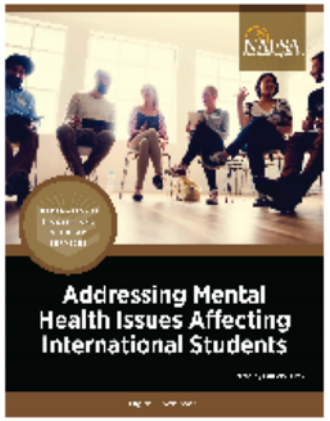
www.internationalstudentinsurance.com/explained/mental-health.php

Resources

NAFSA Resources

Addressing Mental Health Issues Affecting International Students
https://shop.nafsa.org/detail.aspx?id=202E

Crisis Management in a Cross Cultural Setting: ISSS
http://www.nafsa.org/wcm/Cust/Custom_Cart/Product_Detail.aspx?prodid=450



Other Resources

Massachusetts General Hospital Center for Cross-Cultural Student Emotional Wellness (MGH CCCSEW) https://www.mghstudentwellness.org/consortium

Services & Hotlines

Hotlines

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

- The National Domestic Violence Hotline
  1-800-799-SAFE
  http://www.thehotline.org/

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

Services

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

Questions?