

# More than Tissues:

## Advising, Mental Health, and Best Practices

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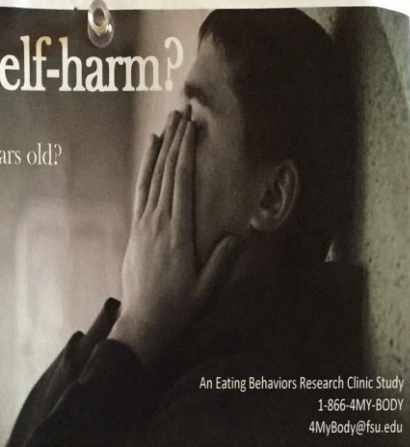
FLORIDA STATE UNIVERSITY





# Do you self-harm?

Are you over 18 years old?



Compensation Provided

An Eating Behaviors Research Clinic Study  
1-866-4MY-BODY  
4MyBody@fsu.edu

If you self harm and are over 18 years old, you may be eligible for a  
**Florida State University** research study to reduce self-harm.

To find out more about the study and learn if you  
are eligible, please visit:

[psy.fsu.edu/~eatingbehaviors/](http://psy.fsu.edu/~eatingbehaviors/)

\*All information you provide will be kept confidential\*

If you're in crisis now and need help please call:

- ◊ National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- ◊ Helpline 2-1-1: DIAL 2-1-1 or (850) 617-6333
- ◊ TMH Emergency Room: (850) 431-1155

Body Acceptance Program  
psy.fsu.edu/  
~eatingbehaviors/  
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psy.fsu.edu/  
~eatingbehaviors/

## DO YOU HATE HOW YOU LOOK?

Do you spend a lot of time worrying about your appearance?

Are these appearance concerns causing problems for you?

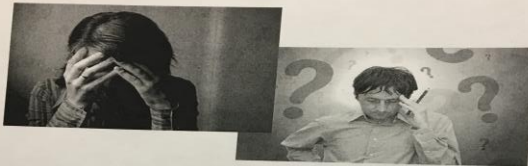
Do you wish that you could worry about these concerns less?

Researchers at Florida State are studying a free computerized  
treatment for appearance concerns that is delivered entirely  
online and over the phone.

Call 571-758-3389 or email [fsubddstudy@gmail.com](mailto:fsubddstudy@gmail.com) for a screening.

Florida State University, Department of Psychology  
(FSU IRB contact information: (850) 644-8633, [humansubjects@magnet.fsu.edu](mailto:humansubjects@magnet.fsu.edu))

## Depressed or anxious? Not in mental health treatment?



Researchers in the Department of Psychology at Florida State  
University are conducting a research study to understand  
factors and interventions that influence individuals'  
decisions to use mental health services

Participation involves computer-based tasks and questionnaires across  
6 study visits (5 hours total, 5.0 Psychology Course Credits or \$50)

Sign up through the Psychology Subject Portal (to receive credit)  
or contact the Principal Investigator, **Ian Stanley** ([stanley@psy.fsu.edu](mailto:stanley@psy.fsu.edu))

For more information about participant rights contact (850) 644-8633 or [humansubjects@fsu.edu](mailto:humansubjects@fsu.edu).

Mental Health Services Study  
5 Course Credits or \$50 (6 Study Visits)  
PI: Ian Stanley  
([stanley@psy.fsu.edu](mailto:stanley@psy.fsu.edu))

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## Do you self harm?

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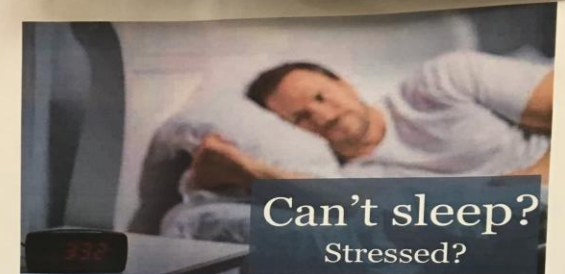
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## Can't sleep? Stressed?



The Anxiety and Behavioral  
Health Clinic (ABHC) at  
Florida State University  
(FSU) offers cognitive  
behavioral therapy for  
insomnia.

Cognitive behavioral therapy for  
insomnia is affordable, brief, and does  
not involve taking medication.

Call us today for more details  
or to schedule an appointment!

ABHC  
Cognitive Behavioral Therapy for Insomnia  
www.abhc.fsu.edu  
850-645-1766

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Are you co



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# Mental Health and Student Success

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- According to the National Alliance on Mental Illness (NAMI):
  - 25% of the total population of college students will have a mental health issue
  - 40% of this population do not seek counseling services
  - 80% find themselves overwhelmed at some point or another
  - 50% have intense anxiety as they progress through college







# Mental Health and Student Success

- Why should advisors care?
  - Developmental
  - Appreciative
  - Advising as Teaching
  - Holistic







# Generalized Anxiety Disorder (GAD)-7

## The Generalized Anxiety Disorder 7-Item Scale

Over the <u>last 2 weeks</u> , how often have you been bothered by the following problems?	Not at all	Several Days	More than half the days	Nearly every day
1. Feeling nervous, anxious, or on edge	0	1	2	3
2. Not being able to stop or control worrying	0	1	2	3
3. Worrying too much about different things	0	1	2	3
4. Trouble relaxing	0	1	2	3
5. Being so restless that it is hard to sit still	0	1	2	3
6. Becoming easily annoyed or irritable	0	1	2	3
7. Feeling afraid as if something awful might happen	0	1	2	3

**Total Score:**  = **Add Columns** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

If you checked off any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

Not at all                      Somewhat difficult                      Very difficult                      Extremely Difficult





# Patient Health Questionnaire (PHQ)-9

Over the past 2 weeks, how often have you been bothered by any of the following problems?	Not At all	Several Days	More Than Half the Days	Nearly Every Day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed or hopeless	0	1	2	3
3. Trouble falling asleep, staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself - or that you're a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed. Or, the opposite - being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead or of hurting yourself in some way	0	1	2	3
Column Totals	_____	_____	_____	_____
Add Totals Together	_____			





# Stress

- Mental or emotional strain
- Tension resulting from adverse or demanding circumstances
- Normal reaction to college and everyday life







# Distress

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- Extreme stress, anxiety, suffering
- Affects level of functioning and engagement
- May be triggered by trauma
- If not relieved, can result in worsened mental health conditions





# Crisis

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- Extreme emotional disturbance
- Extreme behavioral distress
- May be at risk of harming oneself or others
- Need for immediate action or intervention





# Activity: Group Brainstorming

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- Break into groups
- We will be passing out note cards with different scenarios
- Nominate one spokesperson who will present your findings
- Using the resources we presented, do you think your student in the scenario is stressed, distressed, or in crisis? What would you do?
- We will come together in 5 minutes and discuss





# Rebecca

- Rebecca comes to your office to discuss her schedule for the next semester. When you ask her to reflect on how her classes are currently going, she starts to fidget and say that things are “okay” but “getting a bit overwhelming” with two tests in difficult subjects coming up. A glance at her transcript shows that she received a ‘F’ in the previous semester, and when you ask what happened, she gets teary eyed. She explains that this is the first class she ever failed and didn’t know what to do. She worries that she won’t be competitive for graduate school with the unsatisfactory grade on her transcript and her lower GPA. Further conversation reveals that Rebecca has some personal issues she is working through - her parents are talking about getting divorced, and she is up late most nights talking to her siblings who still live at home. She is also worried about her roommate, who is homophobic and dislikes Rebecca’s girlfriend being in their dorm, complaining to their RA about her late night calls.





# Rebecca

- Rebecca comes to your office to discuss her schedule for the next semester. When you ask her to reflect on how her classes are currently going, she **starts to fidget** and say that things are **“okay” but “getting a bit overwhelming”** with two tests in difficult subjects coming up. A glance at her transcript shows that she **received a ‘F’** in the previous semester, and when you ask what happened, she gets **teary eyed**. She explains that this is the **first class she ever failed** and didn’t know what to do. She **worries** that she won’t be competitive for graduate school with the unsatisfactory grade on her transcript and her lower GPA. Further conversation reveals that Rebecca has some personal issues she is working through - her **parents are talking about getting divorced**, and she is **up late most nights** talking to her siblings who still live at home. She is also **worried about her roommate**, who is **homophobic and dislikes Rebecca’s girlfriend** being in their dorm, complaining to their RA about her late night calls.





# Robert

- Robert comes to your office to discuss how the semester is going. He states that classes are good, and that he has been able to manage the workload so far. He is involved in a few student organizations on campus. It has allowed him to meet new people and network with other student organizations. The student mentions that he has a few exams coming up next week, and is concerned about being able to adequately prepare for each exam. He does mention that it has been a challenge balancing his classes and his involvement on campus. When asked about how life outside of school is going the student takes a deep breath. He mentions that his roommates' lifestyles are very different than his own, and it has made for a more difficult transition. He tends to get frustrated when his roommates do not keep up with some of their chores. The student wants to come home and feel relaxed, but it does not seem to be trending in that direction.





# Robert

- Robert comes to your office to discuss how the semester is going. He states that classes are good, and that he has been able to manage the workload so far. He is involved in a few student organizations on campus. It has allowed him to meet new people and network with other student organizations. The student mentions that he has a **few exams coming up next week**, and is **concerned about being able to adequately prepare for each exam**. He does mention that it has been **a challenge balancing his classes and his involvement on campus**. When asked about how life outside of school is going the **student takes a deep breath**. He mentions that his **roommates' lifestyles are very different than his own**, and it has made for a more **difficult transition**. He tends to get **frustrated** when his roommates do not keep up with some of their chores. The student **wants to come home and feel relaxed, but it does not seem to be trending in that direction**.





# Michael

- Michael who you have regularly met with comes in your office and you notice that his appearance is different than normal. The student looks somewhat lethargic and there is an apparent lack in hygiene since the last time you met. Michael begins to ask you about dropping classes as his body language seems to be drawn inward with arms folded, slouched posture, and indirect eye contact. You begin to ask probing questions about how classes and life in general is going. The student seems to be agitated and very defensive as he tells you, in slow speech, that he does not even understand “the point” anymore. He tells you that he has been “really down” and that makes him not want to try at anything. He explains he has stopped going to his weekly student organization meetings and quit intramural soccer. You know Michael, above all else, has been very enthusiastic about soccer and are shocked to hear this.





# Michael

- Michael who you have regularly met with comes in your office and you notice that his appearance is different than normal. The student looks somewhat **lethargic** and there is an **apparent lack in hygiene** since the last time you met. Michael begins to ask you about **dropping classes** as his **body language seems to be drawn inward** with arms folded, slouched posture, and indirect eye contact. You begin to ask probing questions about how classes and life in general is going. The student seems to be **agitated** and very **defensive** as he tells you, in **slow speech**, that he **does not even understand “the point” anymore**. He tells you that he has been **“really down”** and that makes him not want to try at anything. He explains he has **stopped going** to his weekly student organization meetings and **quit** intramural soccer. You know Michael, above all else, has been very enthusiastic about soccer and are shocked to hear this.





# Additional Resources

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- University Counseling Center
- Dean of Students Office
- College Life Coaching
- Victim's Advocate
- Health and Wellness Center
- Housing
- Pride Student Union and other LGBTQ+ organizations
- Happy Habits Workshop Series
- Student Government
- Career Center
- Campus Recreation
- Specific programs/services





# Title IX

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- Remember, university faculty and staff (excluding confidential sources) are mandatory reporters to Title IX
  - Sex discrimination and harassment; sexual violence; intimate partner violence; gender based animosity; sexual/gender stereotyping; stalking and cyber-stalking; and discrimination, harassment, physical violence or sexual violence based on sexual orientation, gender identity, or gender expression **MUST** be reported
- When in doubt, err on the side of caution and report it to your Title IX office





# Self-Care Tips

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- We have a stressful job. Self-care is important!
  - Take five minutes
  - Breathing exercises/stretch it out
  - Walk around the building
  - Listen to an uplifting song
  - Read your favorite quote
  - Reach out to a friend or co-worker
  - Acknowledge your own hard work







# Questions?







# References

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- National Alliance on Mental Illness (2012). *College students speak: A survey report on mental health*. Retrieved from [www.nami.org/namioncampus](http://www.nami.org/namioncampus)
- Oxford Dictionary (2017). *Stress*. Retrieved from <https://en.oxforddictionaries.com/definition/stress>