Spring College Faculty and Staff Meeting

1. Welcome – Dr. Michael G. Perri

2. Faculty Council Update – Dr. Volker Mai

3. Staff Council Update – Ms. Lyndle Toth

4. Counseling & Wellness Center Presentation: “Warning Signs of Students in Emotional Distress” – Dr. Gizem Toska
PHHP Faculty Council Update

Dr. Volker Mai
PHHP Faculty Council Update

Scott Griffiths (SLHS): Term ends June 2020
Rick Kates (HSRMP): Term ends June 2018
Consuelo Kreider (OT): Term ends June 2019
John Lednicky (EGH): Term ends June 2020
Volker Mai, Chair (EPI): Term ends June 2020
William McGehee (PT): Term ends June 2020
Susan McGorray (BIO): Term ends, June 2020
Cate Price (CHP): Term ends June 2020

http://facultycouncil.phhp.ufl.edu/
Current Council Projects

• Ombudsman role for PHHP (visit by UF ombuds K. Gerhardt)

• Infrastructure to help faculty improve teaching skills:
  - Peer evaluation (vs. other means of evaluation)
  - Teaching academy (training/resources)
  - Course design support (PHHP teaching core)
Committee Membership

1. Faculty Senate (2 seats, candidate list by 03/16)
2. Faculty Council (only HSRMP June 18)
3. Tenure & Promotion (T&P)
4. Teaching Excellence
5. Research
6. Financial Aid & Scholarship
7. Curriculum
8. Diversity and Inclusion*
PHHP Staff Council Update

Ms. Lyndle Toth
ASSISTING STUDENTS IN DISTRESS

Gizem Toska, PhD
Assistant Director & Licensed Psychologist

UF CWC
Counseling & Wellness Center
Our Plan for the Next 30 Minutes

• Statistics on students in emotional distress

• Signs of distress

• Supporting a student in distress
  - How to approach / how to address the issue
  - Referral & reporting

• Questions are welcome throughout the presentation
A Profile of Student Well-Being

American College Health Association (ACHA)
National College Health Assessment (2014)

Top 10 Impacts on Academic Performance within the last 12 months:

- Stress 30.3%
- Anxiety 21.8%
- Sleep Difficulties 21.0%
- Cold/Flu/Sore throat: 15.1%
- Work 13.8%
- Depression 13.5%
- Internet use/computer games 11.6%
- Concern for a troubled friend or family member 10.9%
- Participation in extracurricular activities 10.5%
- Relationship difficulties 9.5%
A Profile of Student Well-Being

American College Health Association (ACHA)
National College Health Assessment (2014)

In the last 12 months
- Felt overwhelmed by what you have to do 86.4%
- Felt things were hopeless 46.4%
- Felt very lonely 59.2%
- Felt overwhelming anxiety 54%
- Felt so depressed it was difficult to function 32.6%
- Seriously considered suicide 8.1%
- Attempted suicide 1.3%
- Intentionally injured yourself 6.4%
- Did something you later regretted due to drinking alcohol 37%
One in every 12 U.S. college students makes a suicide plan, according to National Data on Campus Suicide and Depression.

- 49.5% Students who reported feeling hopeless in the past year.
- 60.5% Students who reported feeling lonely - a common indicator of depression - in the past year.
Trends in University Counseling Centers

- Consistent increase in number of students seeking services
- Consistent increase in number of provided appointments
- Consistent increase in complexity and severity of presenting concerns

94% of college counseling directors say they’ve seen an increase of students with severe psychological problems.
Understanding Distress

**Distress** can be defined as the inability to cope with stressful conditions, or a condition that is physically or mentally painful, that is observable in behavior.

**Look for:**
- Sense of inability to cope
- Experiencing physical or mental pain
- Interference with ability to function
- Behavioral changes
  - Especially extreme behavior, extreme changes
# Distress Indicators

## Signs of Mild to Moderate Distress
- Fatigue and sleeping
- Irritability
- Preoccupation
- Missed deadlines or incomplete work
- Frequent or inappropriate contact with others/provider
- Poor hygiene
- Significant changes in mood
- Resistant to accept help
- Repeated requests for special considerations
- Expression of emotions more intensely
- Disrupting office/clinic culture (e.g. angry outbursts in class, walking out, failing to collaborate, attacking the opinion of others)

## Signs of Severe Distress
- Similar to signs of mild to moderate distress but *often with an increase in frequency and/or intensity*
- May view efforts to assist as intrusive
- Little regard or deference to the role of the instructor
- Lack of empathy for others
- Unwilling to collaborate with team members
- Verbally antagonistic to peers/instructor
- Engage in inappropriate forms of contact
- Slurred speech, confused content, highly suspicious of others
- Veiled or overt references to suicidal or homicidal thoughts
Helping in Response

Signs of Mild to Moderate Distress

- Consult with resources
- Work with the student on an individual level; *privacy*
- Address specific behaviors of concern; be invitational about their sharing

**Listening 101**

- Open body language; non-judgmental non-verbals
- Genuine open attitude
- Listen. Listen more. Connect 1st.

**Listen as much as you can and when you talk...**

- Affirm and validate the concern
- Normalize
- Highlight their strengths as well as the struggle
- Leave room for disagreement
- **If you hear suicidal ideation,** share your observation. Express your concern. Be direct and specific. Ask the question: *Are you thinking about killing yourself?*
Helping in Response

Signs of Mild to Moderate Distress

- Consult with resources
- Work with the student on an individual level; *privacy*
- Address specific behaviors of concern; be invitational about their sharing
- **Listening 101**
Helping in Response

**Signs of Mild to Moderate Distress**

- Consult with resources
- Work with the student on an individual level; *privacy*
- Address specific behaviors of concern; be invitational about their sharing
- **Listening 101**
- Be clear about expectations and consequences
- Refer to resources *(only after being connected)*
- Document your interaction

**Signs of Severe Distress**

- If this student *does not* pose an imminent threat:
  - Utilize similar tools as those with the mild to moderately distress student
  - Avoid promising confidentiality
  - Avoid making promises
  - Focus on an aspect of the problem that can be managed
  - Contact the Dean of Students Office

- If this student *does* pose an imminent threat:
  - Maintain a safe distance
  - Attempt to maintain a calm demeanor and level voice
  - Remove yourself and call UPD (352.392.1111)
Main Resources for Help on Campus

Be Well. Do Well.
GatorWell
Health Promotion Services

UF | CWC
Counseling & Wellness Center

U Matter
We Care

UF Health
UNIVERSITY OF FLORIDA HEALTH

DRC
DISABILITY RESOURCE CENTER
Dean of Students Office
Differentiating Important Resources on Campus

- Health Promotion and Education – Prevention & Coaching for academic success
- Mental health and wellness center for students – Prevention, Confidential Consultations & Treatment
- Comprehensive assistance for students in distress – support & coordination of the wide variety of appropriate resources
When Student is Resistant to Being Referred

• Be aware of your assumptions and biases.

• **Ask questions.** Understand what is holding them back from seeking support.
  
  – Remind them that counseling services are **confidential**
  
  – **Normalize**
  
  – Give **hope**

• **Offer to help** make the initial contact with the helping resource; walking in together or making a call together.

• If your student rejects referral, consult with **CWC** or **DSO / U Matter We Care**.
Practice your skills

at-risk
Thank You!

UF | CWC
Counseling & Wellness Center

352-392-1575
counseling.ufl.edu
CWC is dedicated to supporting students toward successful completion of educational programs by

- Enhancing and maintaining students’ psychological and emotional **well-being**
- Providing support in **situational crises**
- Connecting students with resources inside and outside of CWC when functioning is impaired
Two Locations of CWC

CWC Main Building
3190 Radio Road

Crisis & Emergency Resource Center
Peabody Hall, 4th Fl.
Wide Range of Presenting Concerns
CWC Services at a Glance

- Crisis Consultation
- 20-min Triage Appointment
- Group Therapy
- Short-term & limited Individual Therapy
- Psychological Testing
- Skill-Building / NS Strengthening Services
- Referral to SHCC Psychiatry
- Referral to Campus Resources
- Referral to Community
Drop-In Skill-Building / NS Strengthening Services

Online relaxation videos
Mind-Body Center Peabody
Biofeedback Lab Radio Rd

Yappy Hour with our Certified Therapy Dogs

Psychoeducational Workshops
Online Services

- **Website** as a self-help resource
- **BAM!** Best Allyship Movement – a social justice training
- At-risk Kognito **online training** for students
- Online **skill-building** tools
- Link to wellness apps

**Relaxation Exercises**

Breathing exercises reduce tension, relieve stress and even reduce blood pressure. These relaxation videos are part of the TAO (Therapy Assisted Online) program. For video controls use full-screen.
Practice your Skills

at-risk

at-risk Kognito

Meet a group of friends
See what they're going through
Determine which one is at-risk

Talk to them
Tips on how to bring up sensitive topics
Options for getting help

OTHER OPTIONS: What could I do if I think someone is in danger?
A: Call 911
B: Stay with them to make sure they don't harm themselves
C: Call the mental health university office for advice
D: Talk to someone on campus
E: Call 21, campus police, or counseling office (1199 21st Ave)
Please Remember
CWC Services

- **Confidential**

- **Hours of operation**
  Monday through Friday  |  8 am – 5 pm

24/7 Phone consultation available for students in distress