



Working with Students In Need: The takeaway

Faculty In-service, January 25, 2018



“Stress is a fact of life. Stress can be both physical and mental.”

National Association on Mental Illness, 2018

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1 of **5** Americans lives with
mental health condition...

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Any Mental Illness (AMI) Among Adults. (n.d.). Retrieved October 23, 2015,
from <http://www.nimh.nih.gov/health/statistics/prevalence/any-mental-illness-ami-among-adults.shtml>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?

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1 in **25** adults in the U.S. experiences a serious mental illness in a given year that substantially interferes with or limits one or more major life activities...

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Serious Mental Illness (SMI) Among Adults. (n.d.). Retrieved October 23, 2015, from <http://www.nimh.nih.gov/health/statistics/prevalence/serious-mental-illness-smi-among-us-adults.shtml>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?

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1 of **10** adults in the U.S. live with schizophrenia...

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Any Disorder Among Children. (n.d.) Retrieved January 16, 2015,
from <http://www.nimh.nih.gov/health/statistics/prevalence/any-disorder-among-children.shtml>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?

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3 of **10** adults in the U.S. live with bipolar disorder...

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Bipolar Disorder Among Adults. (n.d.). Retrieved January 16, 2015,
from <http://www.nimh.nih.gov/health/statistics/prevalence/bipolar-disorder-among-adults.shtml>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?

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7 of **10** adults in the U.S. had at least one major depressive episode in the past year...

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Major Depression Among Adults. (n.d.). Retrieved January 16, 2015,
from <http://www.nimh.nih.gov/health/statistics/prevalence/major-depression-among-adults.shtml>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?

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2 of **10** adults in the U.S. experienced an anxiety disorder such as PTSD, OCD and specific phobias.

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Any Anxiety Disorder Among Adults. (n.d.). Retrieved January 16, 2015,
from <http://www.nimh.nih.gov/health/statistics/prevalence/any-anxiety-disorder-among-adults.shtml>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?



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1 of 2 individuals experiencing a substance use disorder also experiencing co-occurring mental illness...

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Substance Abuse and Mental Health Services Administration, *Results from the 2014 National Survey on Drug Use and Health: Mental Health Findings*, NSDUH Series H-50, HHS Publication No. (SMA) 15-4927. Rockville, MD: Substance Abuse and Mental Health Services Administration. (2015). Retrieved October 27, 2015 from <http://www.samhsa.gov/data/sites/default/files/NSDUH-FRR1-2014/NSDUH-FRR1-2014.pdf>

Do you know someone? What are the causes? Did you do anything to help, assist, or intervene?



Who is seeking help..?

- Only **4** of **10** adults in the U.S. received mental health services in the past year and only **6** of **10** with a serious chronic condition received services.
- African Americans and Hispanic Americans each use mental health services at about **one-half the rate** of Caucasian Americans and Asian Americans at about **one-third the rate**.
- Nearly **one-half** of all chronic mental illness begins by **age 14**; and **three-quarters** by **age 24**. Despite effective treatment, there are long **delays—sometimes decades**—between the first appearance of symptoms and when people get help.



WHEN SHOULD I BE WORRIED?

> A student in **distress** will usually give off **clues** that they need help. Here are some things to look out for:

- ▶ **Frequent absence** from class or work, especially when this is a change
- ▶ Marked **decline in academic work** or job performance
- ▶ **Expressions of hopelessness and helplessness** in conversations, emails, or postings on social media
- ▶ **Change in sleeping or eating habits** or dramatic weight gain or loss
- ▶ **Depressed appearance**, isolation, or withdrawal
- ▶ Apathy or **lack of energy**
- ▶ **Excessive anxiety** or panic
- ▶ **Marked changes** in personal hygiene, work habits, or social behavior
- ▶ Cutting and other **self-injurious behaviors**
- ▶ **Alcohol and substance abuse**
- ▶ **Anger, irritability**, or interpersonal conflict



Trust your instincts!

By itself, any one of these indicators doesn't necessarily mean that an individual is experiencing severe distress. And of course, some are more obvious warning signs than others. But regardless of what you observe, if you are feeling worried about someone, never ignore your concerns.

WHAT IF IT SEEMS URGENT?

If your instinct tells you it's a concern of suicide, you should contact someone right away.

Emergency: Call 9-1-1

Sheriff Deputy on-campus: 651.423.8388

Social Worker: 651.423.8217 or 612.840.2230 (cell)

National Suicide Prevention:

Dakota Crisis: 952.891.7171



THE CONVERSATION...

Your student may resist asking for help or receiving help. And even if your student really wants help, he or she may not know how to ask for it or where to find it. Here are some tips for expressing your concerns in a caring, nonjudgmental way:

- ▶ **Be discreet.** Find a private, comfortable place to talk in person.
- ▶ **Don't judge.** Share what you have observed, and explain your concerns honestly, but don't criticize or offer advice.
- ▶ **Ask questions to discover, and listen.** Your student may not answer but may feel relieved to know that you care, are trying to understand, and are offering to help.
- ▶ **Don't feel the need to solve the problem.** If your student shares personal feelings with you, you don't have to offer a solution or opinion. The important thing is to listen and try to understand what the other person is going through.
- ▶ **Encourage your student to contact the social worker** to explore the various sources of support on- and off-campus.



ADDITIONAL SUPPORTIVE BEHAVIORS...

- **Offer to help** your student make an appointment. If s/he agrees, you can make the initial contact with the social worker by calling 651.423.8217 while your student is with you. Ask them to repeat the appointment details, including date/time and location.
- **Talk through resistance.** A person may have many reasons to resist seeking help. Your student might feel ashamed, worried about being viewed as weak, or concerned about taking up valuable resources. You can explain that the social worker are here to help every student, regardless of the nature or severity of their difficulties.
- Remind your student that it's **confidential**. Everything your student tells the social worker is "privileged information" and cannot be shared with any other person without permission. The only exceptions are if the social worker believes that the student or others are in serious danger. Otherwise whatever is talked about between the student and the social worker will be kept confidential.
- **Follow-up**



The *Takeaway* when working with students in need...

- ▶ Be discreet.
- ▶ Don't judge.
- ▶ Ask questions to discover, and listen.
- ▶ Don't feel the need to solve the problem.
- ▶ Encourage your student to schedule a listening session with the campus social worker.
 - ▶ *Offer to help.*
 - ▶ *Talk through resistance.*
 - ▶ *Reemphasize on discretion/confidentiality from the social worker*
- ▶ Follow-up.