



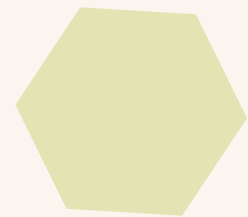
MENTAL HEALTH

SPH COMMUNITY

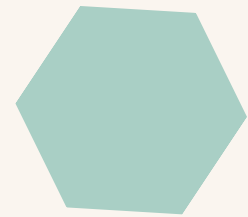
Jen Nguyen, LMHC, NCC

agenda

SPH MENTAL HEALTH



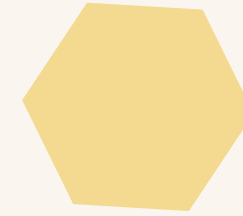
Introduction



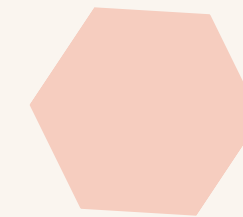
mental health pulse



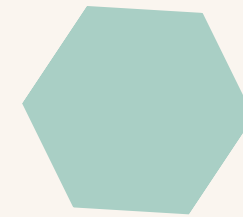
What trauma can look like



What can you do?



Resources



Q & A



Introduction

- 73% OF STUDENTS REPORTED MODERATE OR SEVERE PSYCHOLOGICAL DISTRESS IN 2021, ACCORDING TO THE NATIONAL COLLEGE HEALTH ASSESSMENT (HARRIS ET AL. 2022)

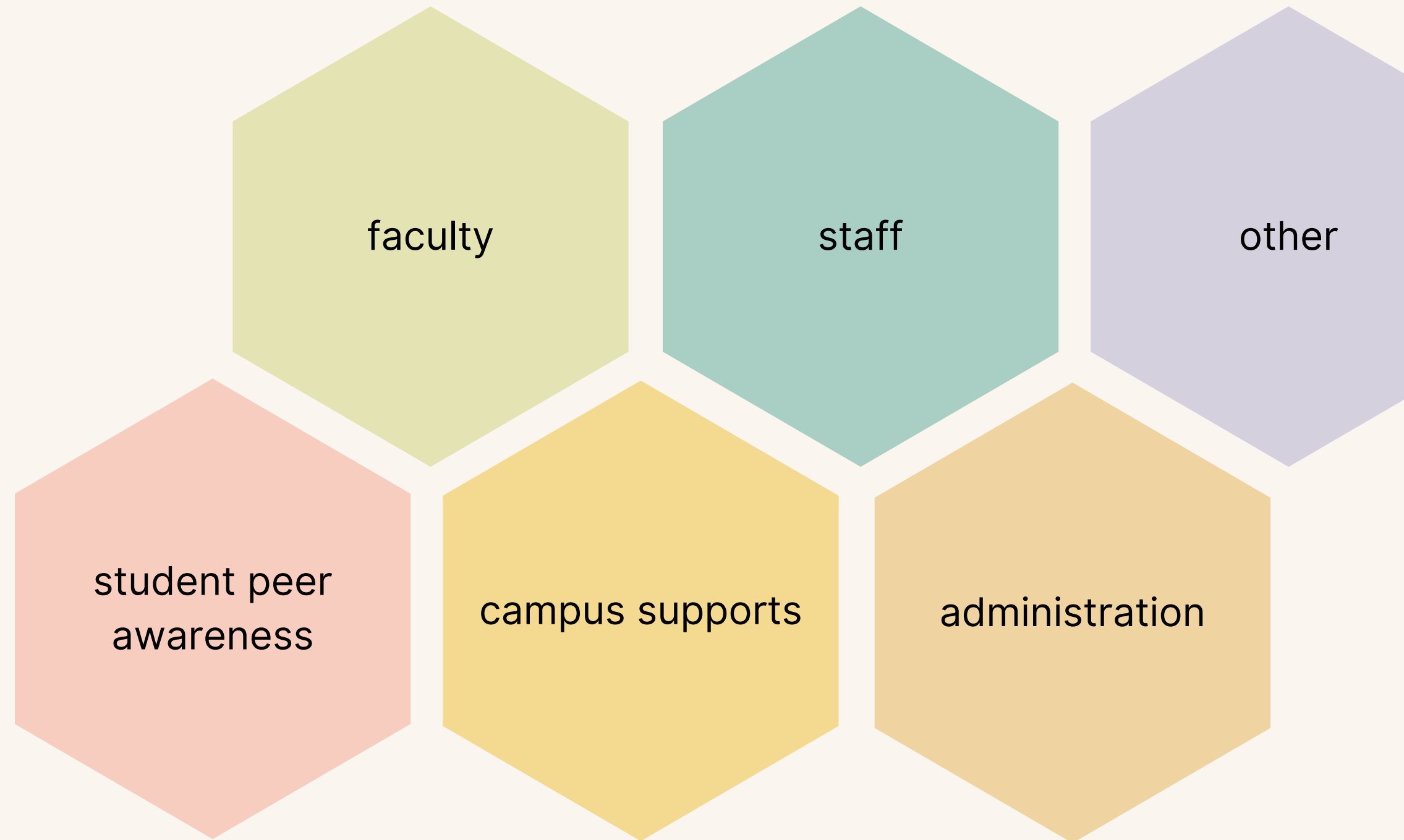
60% OF COLLEGE STUDENTS REPORTED EXPERIENCING ONE OR MORE MENTAL HEALTH CHALLENGES IN 2021, ACCORDING TO THE NATIONAL HEALTHY MINDS STUDY (FLAHERTY, 2023)

THE PERCENTAGE OF STUDENTS EXPERIENCING MENTAL HEALTH PROBLEMS HAS INCREASED NEARLY 50% SINCE 2013 (HARRIS ET AL. 2022)



Community of Care

We all can support our students!



Mental Health Support

1

You don't have to be an expert or a professional in mental health.

2

If you don't know the answer on how to support a student, there are lots of resources out there at UW and beyond!

3

We can all listen, validate, and refer to services

SIGNS TO LOOK FOR

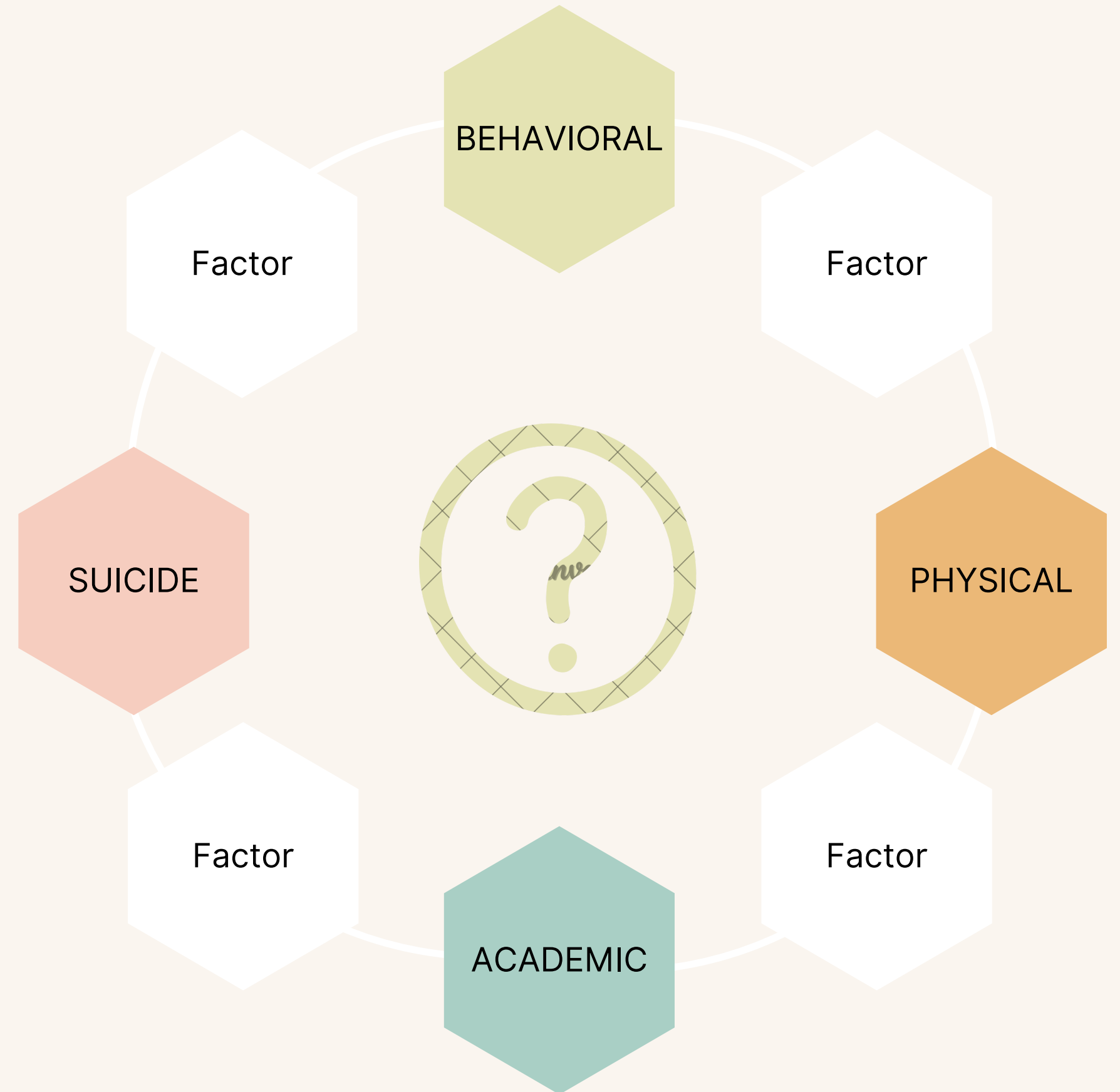
ASPECTS TO CONSIDER

Behavioral -statements, angry outbursts, expressing feelings of not belonging, not as engaging

Physical -changes in appearance, falling asleep in class, frequent illness

Academic -missing class, assignments, deterioration in performance

Suicide -writing/verbalizing statements about not being around, giving away belongings



HOW TO APPROACH A STUDENT OF CONCERN



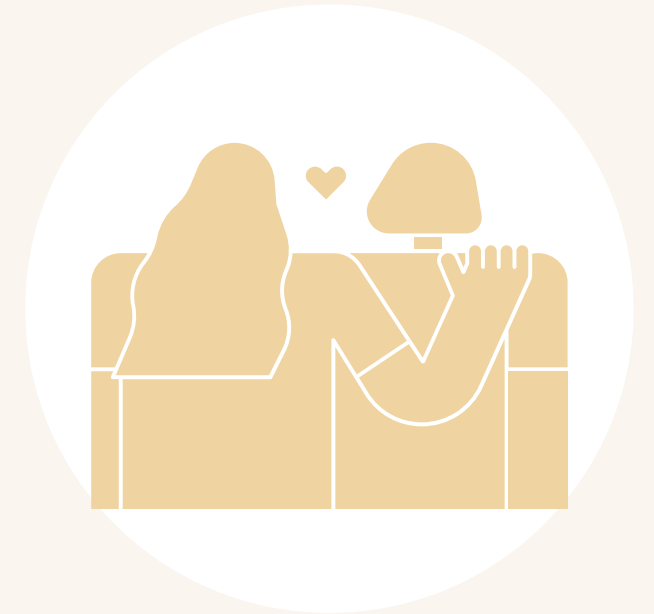
CHECK IN



LISTEN



EXPRESS CONCERN



REFER

What is trauma

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA) DESCRIBES INDIVIDUAL TRAUMA AS AN EVENT OR CIRCUMSTANCE RESULTING IN: PHYSICAL HARM EMOTIONAL HARM AND/OR LIFE-THREATENING HARM WHERE THE EVENT OR CIRCUMSTANCE HAS LASTING ADVERSE EFFECTS ON THE INDIVIDUAL'S: MENTAL HEALTH PHYSICAL HEALTH EMOTIONAL HEALTH SOCIAL WELL-BEING AND/OR SPIRITUAL WELL-BEING.



Effects of trauma

BY THE TIME THEY (STUDENTS) REACH COLLEGE, 66 TO 85 PERCENT OF YOUTH REPORT LIFETIME TRAUMATIC EVENT EXPOSURE, WITH MANY REPORTING MULTIPLE EXPOSURES (READ, OUIMETTE, WHITE, COLDER, & FARROW, 2011; SMYTH, HOCKEMEYER, HERON, WONDERLICH, & PENNEBAKER, 2008).

FEMALE COLLEGE STUDENTS WITH A HISTORY OF SEXUAL TRAUMA ARE AT HIGHER RISK FOR REPEATED TRAUMA (GRIFFIN & READ, 2012). TRAUMA INCREASES SUSCEPTIBILITY TO DEPRESSION, AND TRAUMA SYMPTOMS ARE MORE LIKELY TO CO-OCCUR WITH DEPRESSION SYMPTOMS (KILPATRICK ET AL., 2003; O'DONNELL, CREAMER, & PATTISON, 2004; RYTWINSKI ET AL., 2013).

COLLEGE STUDENTS ARE PARTICULARLY VULNERABLE TO EXPERIENCING A NEW POTENTIALLY TRAUMATIZING EVENT (PTE); AS MANY AS 50 PERCENT OF COLLEGE STUDENTS ARE EXPOSED TO A PTE IN THE FIRST YEAR OF COLLEGE (GALATZER-LEVY ET AL., 2012)

Examples of traumatic experiences



- Bullying
- Car accidents
- Death of a Family Member
- Harassment (emotional, sexual, physical)
- Natural Disasters
- Parental neglect
- Racial trauma
- Sexual Assault
- Social and Environmental
- Violence
- War

Trauma can be...

ACUTE

PASSING OF A LOVED ONE, NATURAL
DISASTER, CAR ACCIDENT,
HARASSMENT

CHRONIC

COMMUNITY VIOLENCE, DOMESTIC
VIOLENCE, RACIAL VIOLENCE

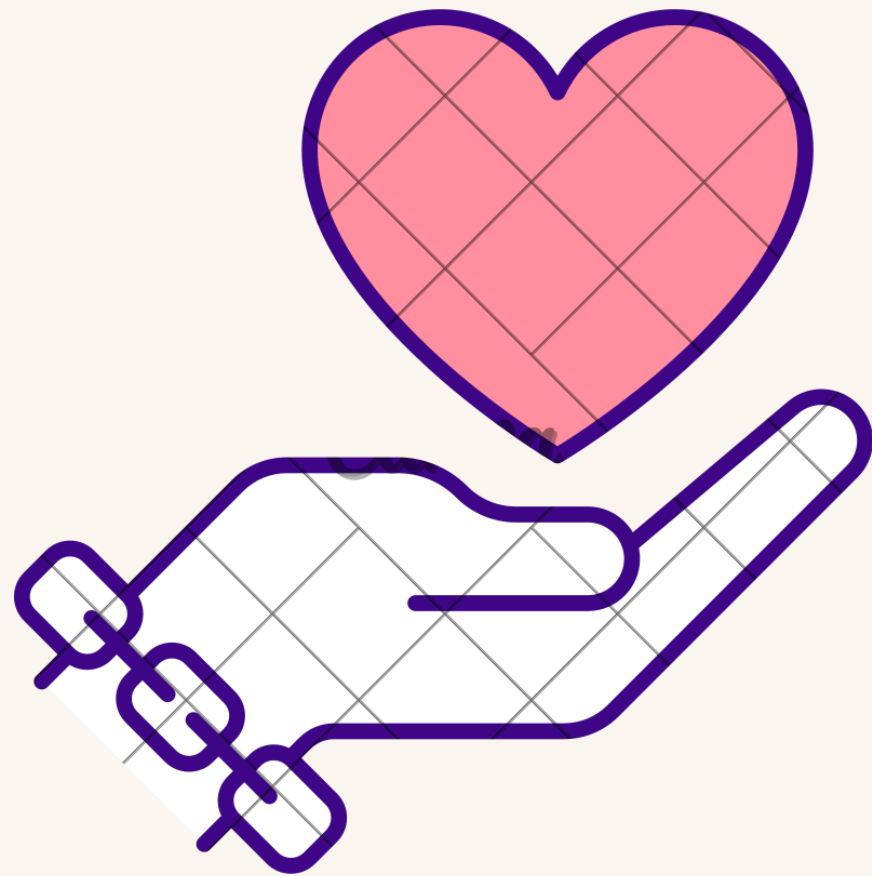
COMPLEX

INTERGENERATIONAL, PARENTAL
INCARCERATION, HOUSING
INSTABILITY, INCARCERATION, LIVING
WITH ALCOHOLISM

**TRAUMATIC
EVENTS
AFFECTS
EVERYONE
DIFFERENTLY**

- How did it happen?
- When did it happen?
- Where did this happen?
- What supports were available afterwards?
- Any other marginalized groups this person belongs to?
- Any other traumatic events?





Impacts of Trauma

- Cognitively
- Physically
- Emotionally
- Behaviorally
- Relationally



What does it mean to be trauma informed?

- knowing what trauma is
- knowing how it affects development, your body, emotions, and behavior
- desire to continue to learn
- Striving to understand students as an individual and not their behavior.

Trauma-informed practices for postsecondary education: Classroom-level strategies



- Safety
- Trustworthiness
- Choice and Control
- Collaboration
- Empowerment

Trauma-informed Strategies

- Building relationships with students
- Creating structure, and routines
- Lighting? Sound?
- Creating structure in the classroom
- Breaks
- If there is a change is there explanation of why?



CAMPUS SUPPORTS FOR MENTAL HEALTH

SPH MENTAL HEALTH
COUNSELOR

UW COUNSELING CENTER

HUSKY HELPLINE

LIVEWELL

SAFECAMPUS

HALLHEALTH

CARETEAM



SPH Mental Health

Services Provided

Let's Talk for SPH Students
Individual Counseling for SPH Students
Group Counseling for SPH Students
Workshops
Husky HelpLine

Preventative Mental Health

Pet Therapy
De-Stress Fest

Future Workshops :

Mental Health 101
Finding a Provider
Navigating insurance
Grad School 101
How to Help a Friend

UW Counseling Center

SERVICES PROVIDED

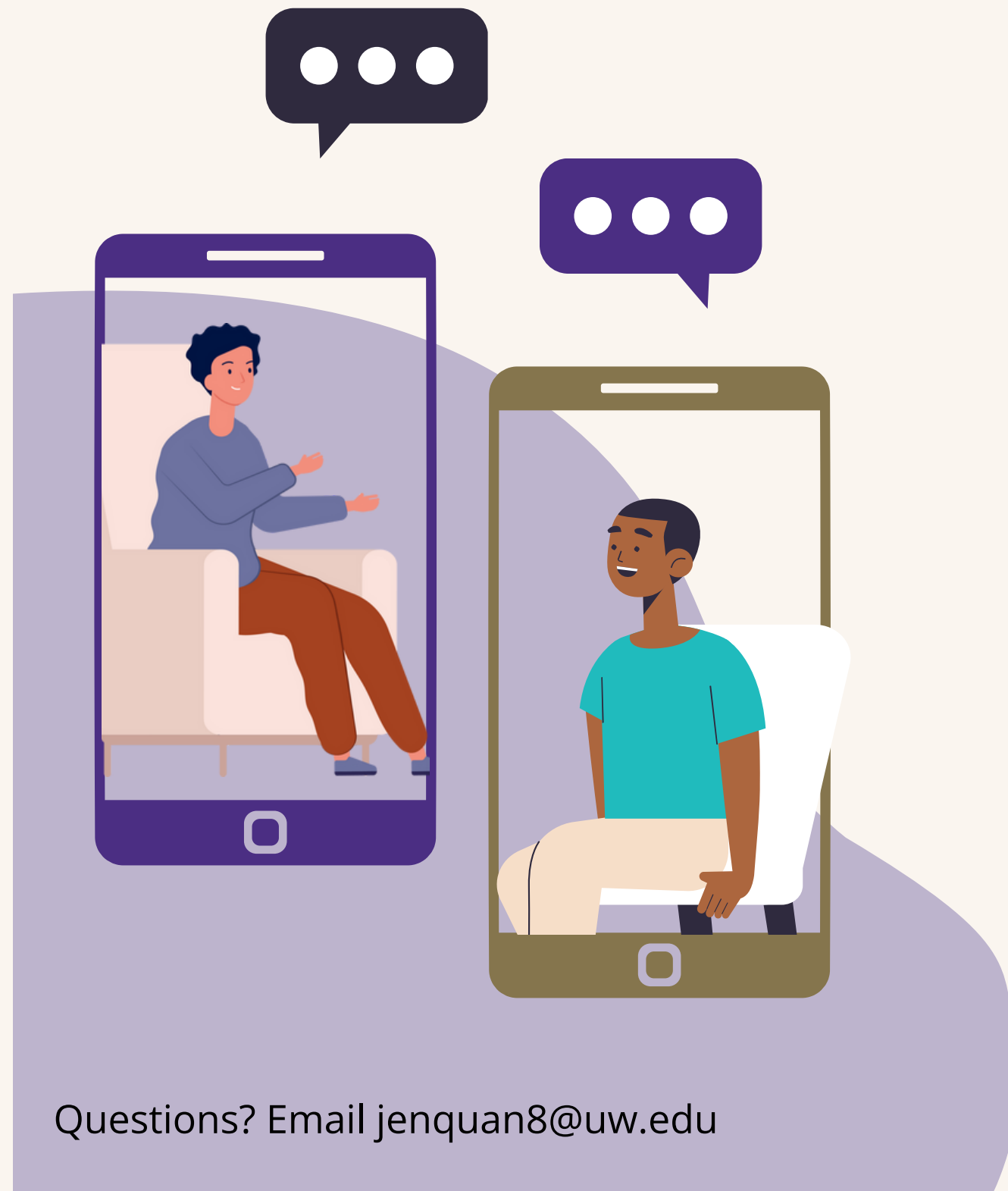
Let's Talk
Individual Counseling Students
Group Counseling
Workshops
Husky HelpLine
COD

mentalhealth.uw.edu

School of Public Health Virtual Let's Talk

Need to talk? We are here for
you.

Sign up for drop-in confidential
support with a licensed mental
health counselor



Questions? Email jenquan8@uw.edu

mentalhealth.uw.edu

SPH BEGINNING MINDFULNESS GROUP

An 8-week practice and discussion-oriented group to help calm and soothe nervous systems, look at different aspects of mindfulness, and share thoughts about the practice.

We will look at groundedness, loving kindness, self-compassion, gratitude, and dealing with difficult emotions. This group therapy space is for students who can sit in silence and have that helpful for managing stress and anxiety.



Virtual on Zoom

Friday, April 5th from 12:00pm-1:30pm
Friday, April 12th from 12:00pm-1:30pm
Friday, April 19th from 12:00pm-1:30pm
Friday, April 26th from 12:00pm-1:30pm
Friday, May 3rd from 12:00pm-1:30pm
Friday, May 10th from 12:00pm-1:30pm
Friday, May 17th from 12:00pm-1:30pm
Friday, May 24th from 12:00pm-1:30pm

If you are interested in joining the Beginning Mindfulness Group, please fill out the [SPH Beginning Mindfulness Interest Survey](#), or email jenquan8@uw.edu.

To request disability accommodations for these workshops, contact the Disability Services Office at 206-543-6450 (voice), 206-543-6452 (TTY), 206-685-7264 (fax), or dso@uw.edu, preferably at least 10 days in advance.

WORKSHOPS for International Students

International student workshops serve as a communal space for cross-cultural exchange and navigating various aspects of academic, social, and cultural life at SPH. Through interactive sessions, discussions, and practical tips to build community and enhance the overall experience and well-being of international students at SPH. No registration necessary!

Building Community: Strategies for Combatting Homesickness and Loneliness

Date: Tuesday, April 9th
Time: 2:30pm-4:00pm
Location: HRC - Room G123P

Cultural Compass: Finding Your Way in a New Environment

Date: Tuesday, April 16th
Time: 2:30pm-4:00pm
Location: HRC -Room G123P

Navigating Bias: Strategies for Coping with Discrimination

Date: Tuesday, April 30th
Time: 2:30pm-4:00pm
Location: HRC - Room 250

Global Voices: Advocacy Skill Building

Date: Tuesday, May 14th
Time: 2:30pm-4:00pm
Location: HRC - Room 250

More information or questions email: jenquan8@uw.edu

To request disability accommodations for these workshops, contact the Disability Services Office at 206-543-6450 (voice), 206-543-6452 (TTY), 206-685-7264 (fax), or dso@uw.edu, preferably at least 10 days in advance.

WORKSHOPS

SPH STUDENTS WITH DISABILITIES

These workshops serve as a space for SPH students with disabilities can engage in meaningful discussions, gain insights into various disabilities, and learn practical strategies to support each other and themselves through interactive activities, skill building, and discussion questions.

No registration necessary.

Mind Matters: Navigating Mental Health and Disability

Date: Wednesday, April 10th
Time: 11:30am-1:00pm
Location: HRC - Room 872

Navigating as a Graduate Student with a Disability

Date: Wednesday, April 24th
Time: 11:30am-1:00pm
Location: HRC - Room 250

Building Resiliency and Coping Strategies

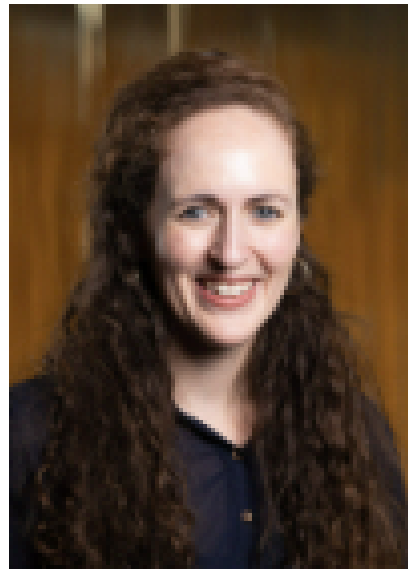
Date: Wednesday, May 1st
Time: 11:30am-1:00pm
Location: HRC - Room 250

Advocacy and Self-Advocacy Skill Building

Date: Wednesday, May 15th
Time: 11:30am-1:00pm
Location: HRC - Room 872

Questions? Email Jenquan8@uw.edu

To request disability accommodations for these workshops, contact the Disability Services Office at 206-543-6450 (voice), 206-543-6452 (TTY), 206-685-7264 (fax), or dso@uw.edu, preferably at least 10 days in advance.



Chelsea Elkins

Access and Advocacy Coordinator

sphaccess@uw.edu

[Office Hours](#), Wednesdays 2:00-3:00pm

Or [Make an appointment](#)

- SPH access and accommodations support
- DRS navigation
- Promotion of inclusive and accessible design

**MENTAL
HEALTH
MATTERS**



**NEED HELP?
SAME DAY,
CONFIDENTIAL
SUPPORT**

**Husky
HelpLine
206-616-7777**

Operated 24/7



Husky HelpLine

- 24/7 Support for Our Students
- Confidential support from Counselors
- Call/Chat/Text
- Crisis Support
- Worldwide Access
- Multilingual Support
- Short term counseling
- Faculty/Staff Consultation



Services

Confidential Advocates
Peer Health Education
Peer Wellness Coaching
Alcohol and Other Drugs
Survivor and Support and Advocacy
Suicide Intervention Program



Hall Health

Physical Health

Nurse Advice

Immunizations

Labs

Safer Sex Supplies

Pharmacy

Psychiatric Med refil

Safe Campus

SafeCampus is the University of Washington's violence-prevention and response Program. We support students, staff, faculty and community members in preventing violence.

Call SafeCampus anytime — no matter where you work or study — to anonymously discuss safety and well-being concerns for yourself or others.

206-685-7233

Available Monday- Friday 8-5p

In urgent situations, call 911.



Be aware of the following indicators of distress. Look for groupings, duration, and severity - not just isolated occurrences.

WHEN YOU SEE...

Self-disclosure of personal distress such as family, financial issues, grief, or contemplation of suicide

Unusual/disproportional emotional response to events

Expressions of concern from peers

Tearfulness, irritability, or unusual apathy

Disruptive behavior (e.g., taunting, badgering, intimidation)

Unprovoked anger

Sudden decline in quality of work/grades; inconsistent performance

Repeated absences; Multiple requests for extensions

Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain

Excessive fatigue/sleep disturbance

Intoxication, hangovers, or smelling of alcohol

Bizarre content in writings or presentations

Written/verbal statements about feeling futureless, identifying as a failure, burden, not belonging - no timeline

Disoriented, "out of it," or outlandish behavior

Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, suicidal ideations or violent behavior - a "cry for help"

Implying a direct threat (written or verbal) to harm self or others with no time

Delusions or paranoia

Expressing feelings of hopeless, or not belonging

Panic reactions

Extreme sadness

Thoughts of suicide

Specific writing or verbal plan to kill self or others, giving away prized possessions - with a timeline

Tangential, disconnected, garbled, or slurred speech

Difficulty remaining conscious, vomiting, seizure, trouble breathing, slow heart rate, clammy skin

Implying or making an active, imminent threat to self or others

Physical violence (e.g., shoving, grabbing, assault, use of weapons)

WHAT TO DO...

PROVIDE INDIVIDUAL SUPPORT

1. REACH OUT

-Actively listen, be empathetic, and refer to appropriate resources for the student.
-Use a non-confrontational approach and a calm voice. "I'm worried about you."

2. BE DIRECT

Don't be afraid to ask students directly if they are under the influence of drugs or alcohol, feeling confused or having thoughts of harming themselves or others. "Have you been feeling bad enough to consider hurting or killing yourself?"

3. CONNECT

After acknowledging, listening, and being direct with the student, offer forms of support including: UW Counseling Center or Husky HelpLine, or connect with SafeCampus for

CARE TEAM

SUBMIT A CARE TEAM REFERRAL

If you are concerned about a student and would like consultation and support. Care team reports are reviewed within 72 hours of receipt.

HUSKY HELPLINE

CONNECT STUDENT WITH HUSKY HELPLINE

If a student is having intense emotions and needing crisis intervention support, connect the student to Husky HelpLine by calling 206.616.7777.

SEEK HELP IMMEDIATELY

SEEK HELP IMMEDIATELY

The welfare of the campus community is the top priority when a student displays threatening or potentially violent behavior.

IN URGENT OR IMMEDIATE SITUATIONS, CALL 911

SUPPORTING STUDENTS IN DISTRESS: EMPLOYEE GUIDE

Consider the following Crisis Resources when students are in distress:

IN URGENT OR IMMEDIATE SITUATIONS, CALL 911

Husky HelpLine
Same day support
Call 206.616.7777

SafeCampus
Mon.-Fri. 8am-5pm
Call 206.685.7233

UW Counseling Center
Crisis Counselor on
Duty Business Hours
Call

206.543.1240

CARE Team Referral
72 hour turnaround time
[Submit a Care Team Referral](#)

HUSKY HELPLINE

Supporting a student can feel overwhelming or isolating and we are here to tell you that you and the students have support around the clock.

SUPPORTING STUDENT
Crisis support from licensed professional counselors in many different languages

CONSULT FOR EMPLOYEES:
Not sure what to do to help a student? Call for consultation and support.

Call 206.616.7777

AVAILABLE 24/7 FOR SAME DAY SUPPORT

SAFECAMPUS

uw.edu/safecampus

- If you have safety concerns, SafeCampus is a great resource to talk anonymously about concern for yourself or others.
- Trained violence prevention & response specialists will listen to your concerns and provide individualized consultation, support, and safety plans tailored to your situation. They'll help you explore your options and connect you with additional resources Monday-Friday 8am-5pm.

Call 206.685.7233

AVAILABLE MONDAY-FRIDAY 8AM-5PM

UW COUNSELING CENTER

mentalhealth.uw.edu

Crisis Support - Counselors are available to support you for same-day student crisis consultation and student crisis support during the hours of 8am-4pm Monday, Wednesday, Thursday, Friday and 9am-4pm on Tuesday at Schmitz Hall. Please see website for summer hours.

Mental Health Counseling - UW students also have access to counseling at the Counseling Center. Have a student call or go to the website to schedule an intake with one of our licensed counselors.

Call 206.616.1240

AVAILABLE DURING BUSINESS HOURS

CARE TEAM

wellbeing.uw.edu/student-care-reports

There are times that you can be unsure about what to do when you are concerned for a student, and not sure of how to respond, who to contact, or you would benefit from consultation on how to support a student. A Student Care Team Referral can help direct you to the right resources on campus to address the situation. After you submit a Student Care Team Report, it will be reviewed within 72 hours of receipt.

Reasons to submit a Care Report (includes but not limited to):

- Concern for student's well-being
- Significant change in student's behavior
- Disruptive behaviors of learning, living, or work environment
- A noticeable change from socially-appropriate behavior
- Disclosing distressing life circumstances (e.g., finances, family or relationship) Withdrawal from usual social interactions
- Significant decline in personal hygiene
- Substance use/abuse
- Severe homesickness

[SUBMIT A CARE TEAM REFERRAL](#)

RESOURCES

Employees

- **WA EAP** - Employee resources available 24/7 | <https://hr.uw.edu/worklife/employee-assistance-program/> | 1.877.313.4455
- **Livewell Confidential Advocates** - Employee support for sexual violence | wellbeing.uw.edu/confidential-advocacy
- **Student Campus Resources** - wellbeing.uw.edu/mental-health/resources-for-students

WHAT ABOUT PRIVACY?

The Family Educational Rights and Privacy Act (FERPA) permits the following:

- UW faculty and staff can disclose personally identifiable information from an educational record to those in connection to support students with a health and safety emergencies. Information may be released to parents, police, or others, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- Observations of a student's conduct or statements made by a student are not FERPA protected educational records. Such information should be shared with University personnel when there is a specific need to know with appropriate consideration for student privacy.

COMMUNITY SUPPORTS



988
24/7

CRISIS CONNECTIONS
24/7

ASIAN COUNSELING
RESOURCE CENTER

TELUS
24/7

SUCIDE PREVENTION
LIFELINE
24/7

CONSEJO COUNSELING
AND REFERRAL SERVICES

THE TREVOR PROJECT
24/7

WASHINGTON
LISTENS

Things you can do in your classes or offices

Include information on the syllabus about mental health resources

Build a check-in mid-quarter

Offer a way for students to request extensions

Offer yourself as a resource

Incorporate mental health check-ins

Mindfulness Minute

Check in at the end of what students hope to learn further

Talk with students individually

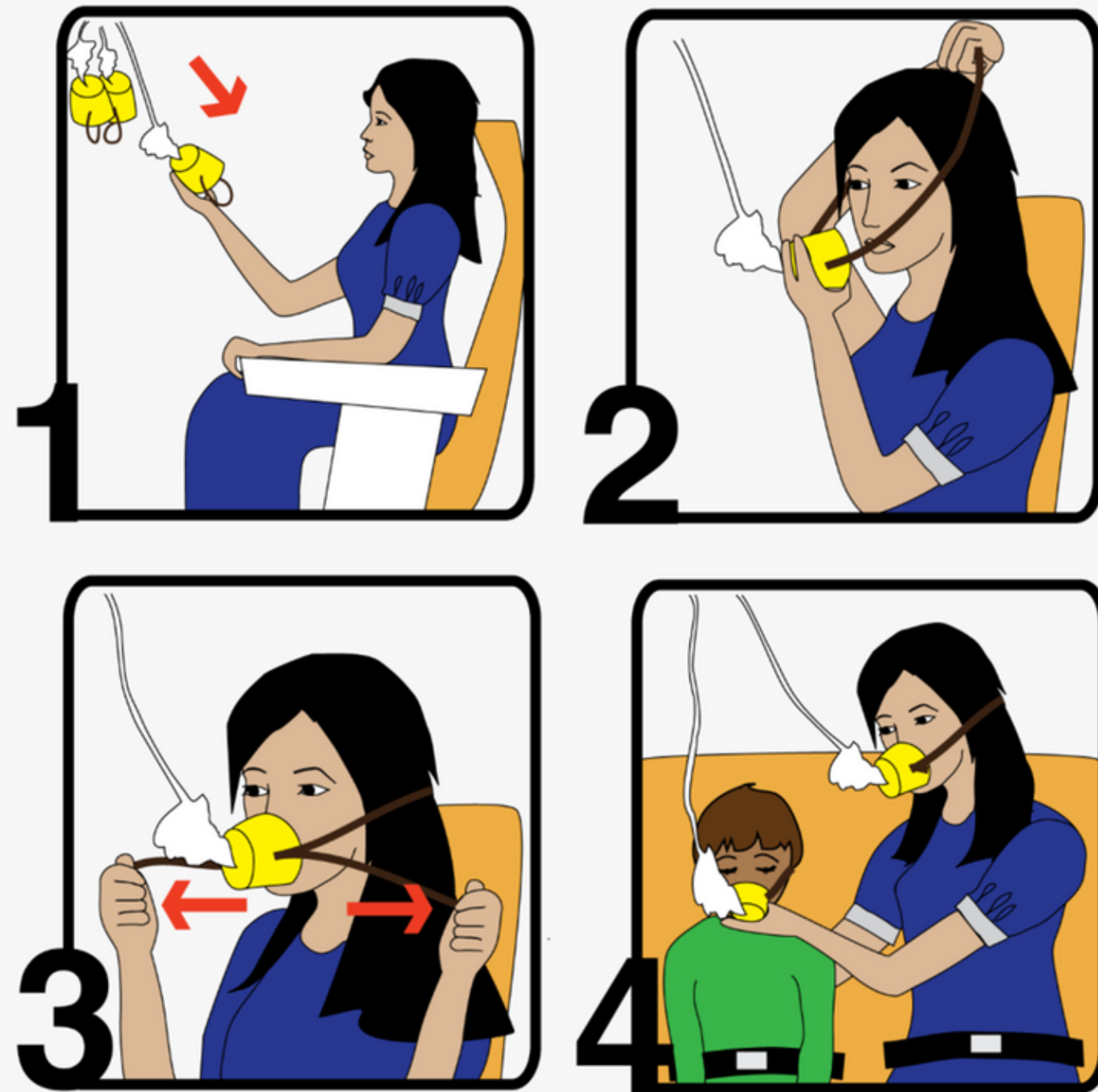
Build familiarity/routine

Offer bio breaks

Group Projects - offer teamwork grades

Talk about the resources available to them

Reminders of support during high stress time



**Ensuring we
are also
taking care
of
ourselves...**

Being aware of our own responses and how we can make a plan for self care so we can be the best for our students.

Supports for Staff/Faculty

Mental Health Liaison

UW Counseling Center

UW Counseling Center Website for Guided Imagery, Mindfulness, and Deep Breathing

Wellbeing.uw.edu

WA EAP (Employee Assistance Program)

Mindfulness, Yoga, and Meditation at IMA

Use each other

If a student is in crisis

WHAT YOU CAN DO...

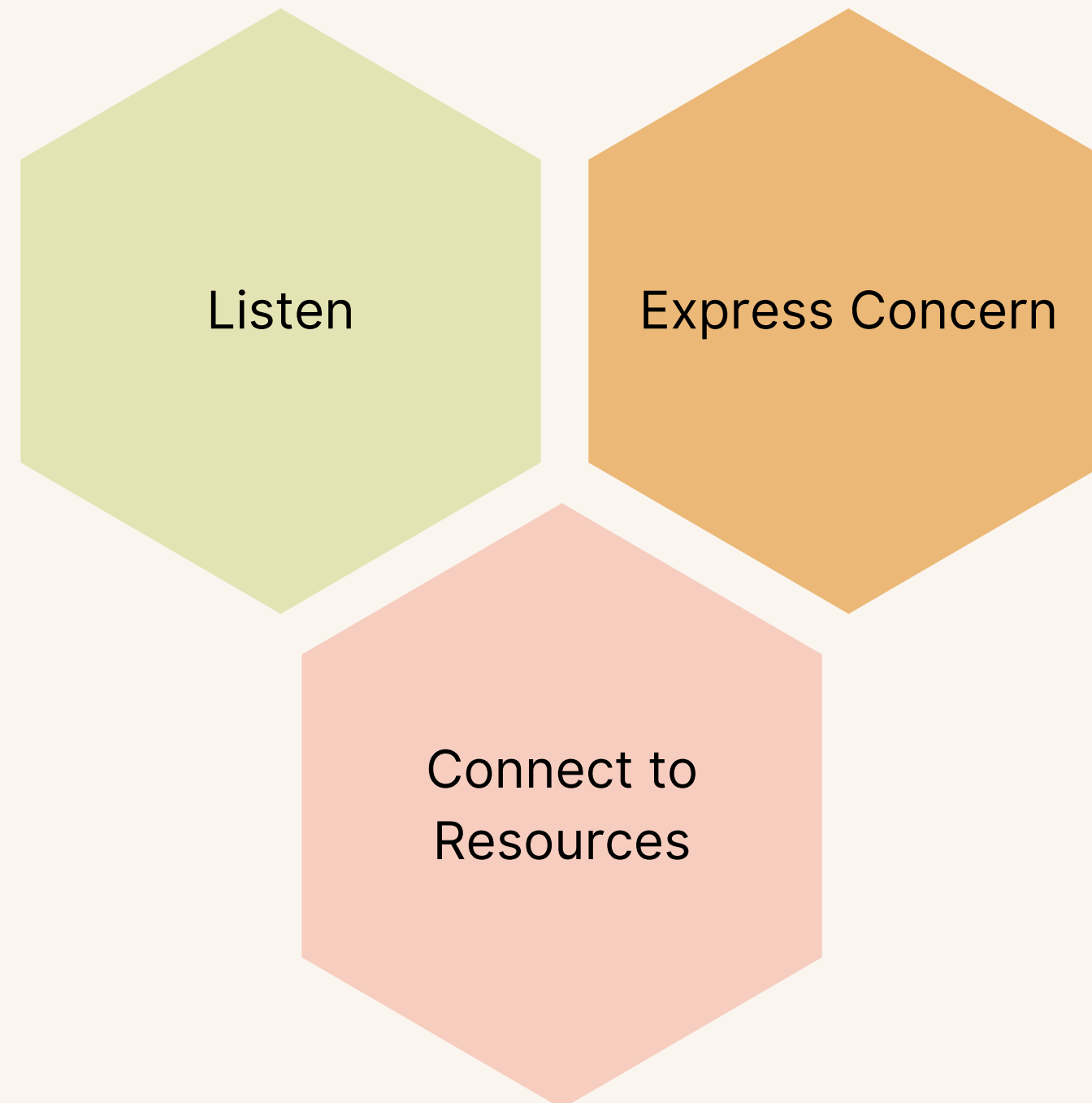
Remain calm (Don't leave the student alone)

Watch your body language

Be empathetic

Provide space

Call Campus Safety/911/ Husky HelpLine refer to appropriate resource





**THANKS FOR
YOUR ATTENTION!**

Jenquan8@uw.edu

