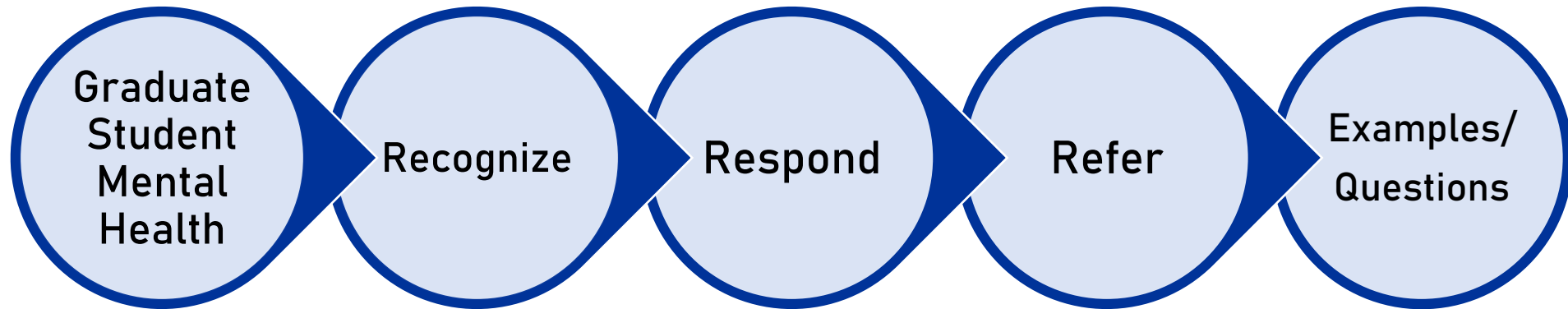


GRADUATE STUDENT MENTAL HEALTH



Grand Valley State University Counseling Center
Maha Baalbaki

Overview



Graduate Student Mental Health

- Graduate students are no more likely to experience mental health disorders than the general population. False
- About 50% of graduate students experience suicidal ideation. False
- Less than 30% of PhD students are at risk of developing depressive symptoms. False
- Anxiety is the most prevalent mental health concern among college students. True
- Over the past few years, the number of graduate students seeking mental health services has increased. True
- Although undergraduate students may use stimulants for an “academic boost,” graduate students only use medication as prescribed. False

Graduate Student Mental Health

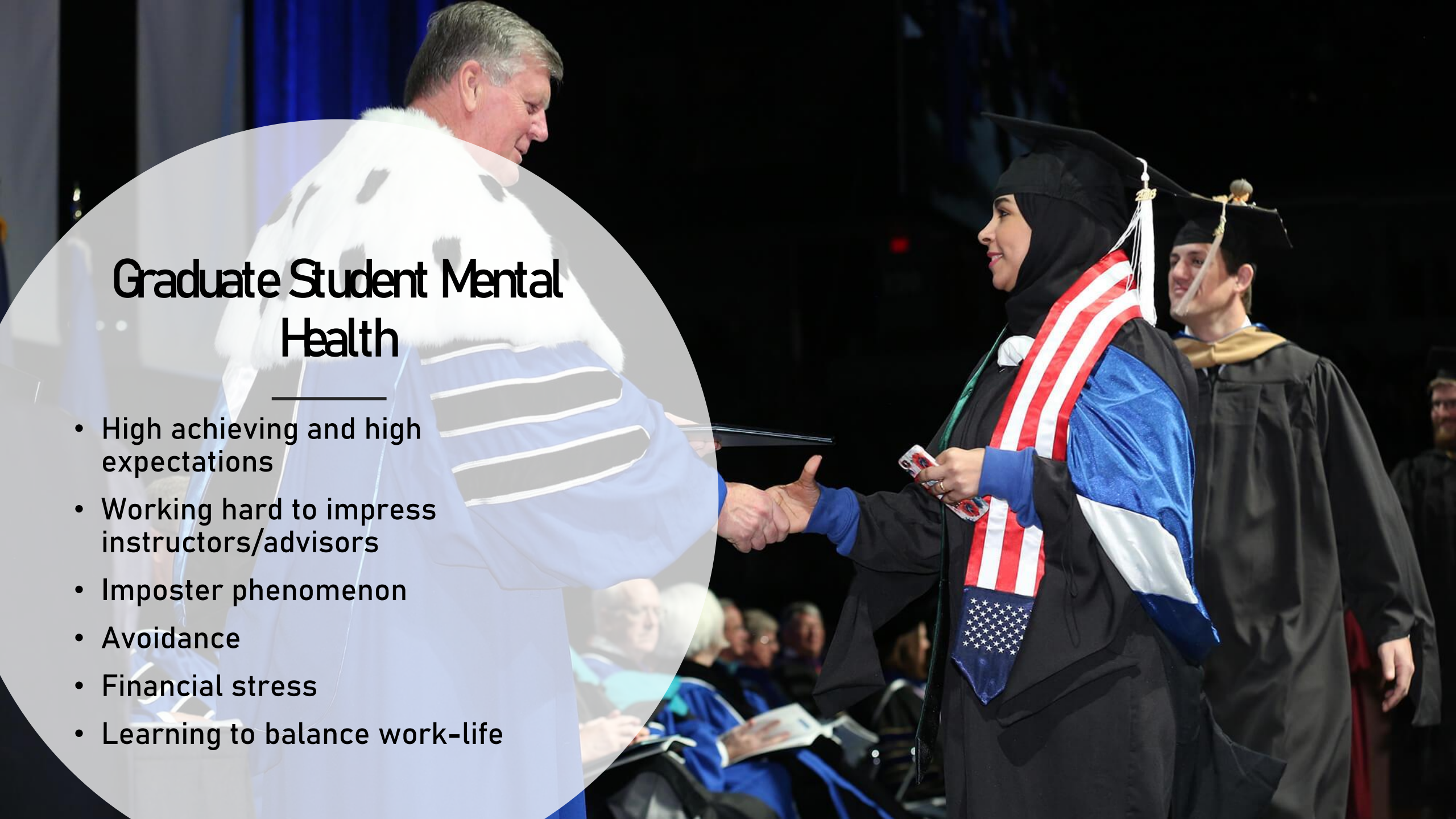
- Financial status, relationship with advisor, and work-life balance are associated with graduate student physical and mental health.
- Students who experience mental health concerns are more likely to utilize counseling services if they have a good relationship with their advisor.
- The University Counseling Center is only helpful for students who need individual counseling.

True

True

False



A photograph of a graduation ceremony. In the foreground, a male graduate in a black cap and gown with a red, white, and blue sash is shaking hands with a male faculty member in a white and blue academic regalia. Other graduates in black gowns are visible in the background. A large, semi-transparent circular overlay is positioned on the left side of the image, containing the title and a list of bullet points.

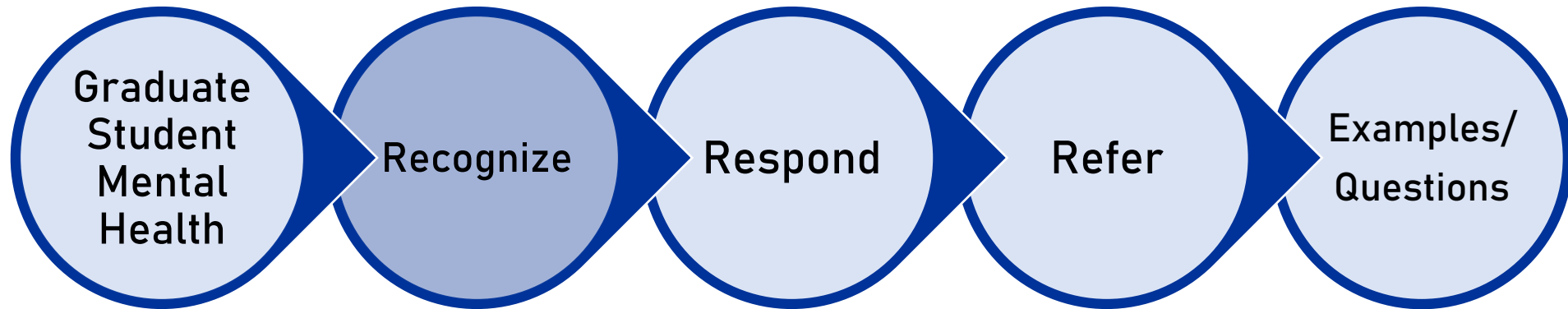
Graduate Student Mental Health

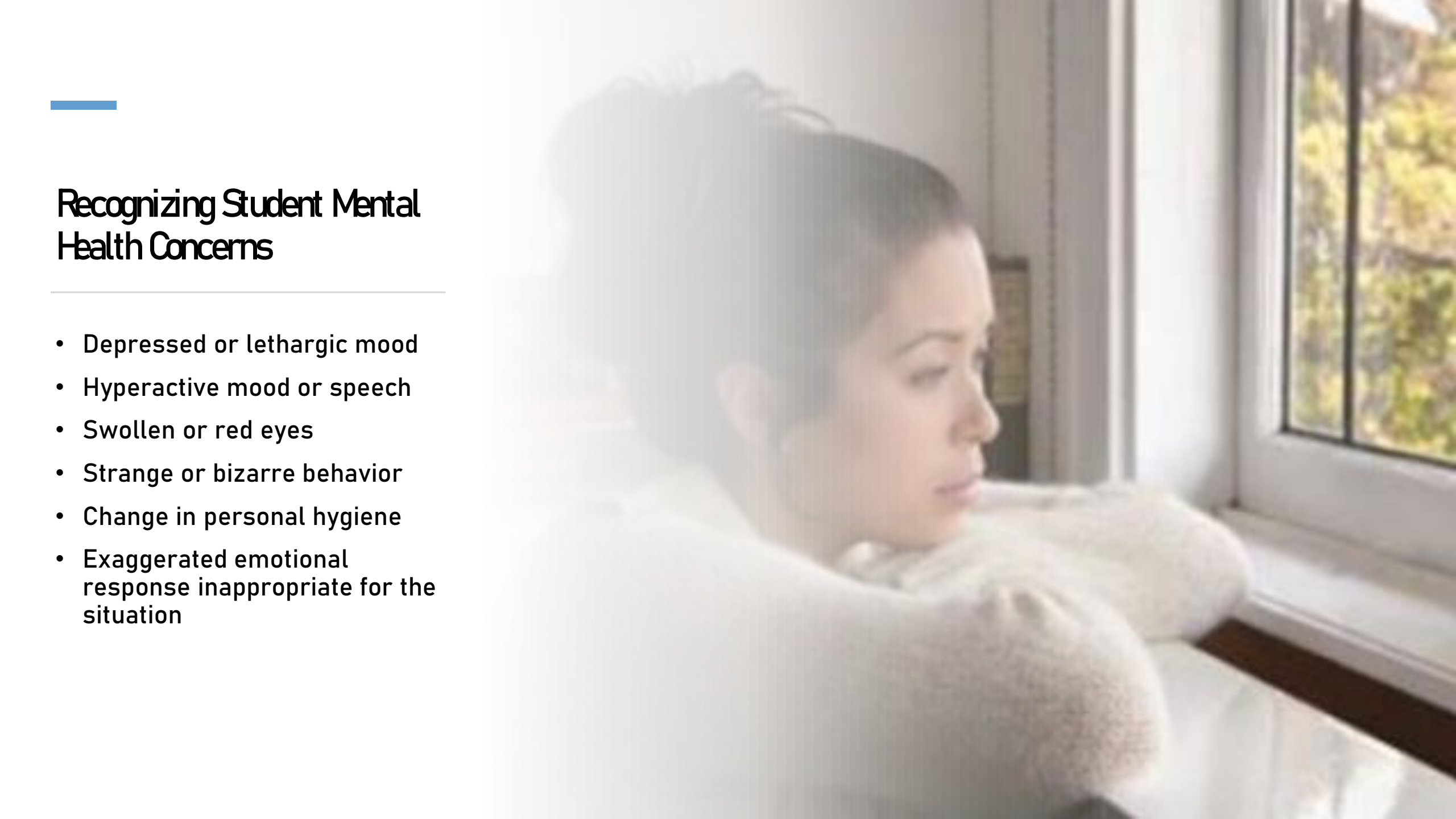
- High achieving and high expectations
- Working hard to impress instructors/advisors
- Imposter phenomenon
- Avoidance
- Financial stress
- Learning to balance work-life

How is COVID affecting students?

- Social distancing
 - Loneliness and isolation
 - May contribute to imposture phenomenon
- Matriculation through program
- Financial stress
- Amid the current sociopolitical climate
- Decline in request for UCC services
 - May not have access to private space for counseling
 - May not be interested in telehealth
 - May be positively adjusting to COVID





A woman with dark hair tied back, wearing a white sweater, is looking out a window. The window shows a view of trees with yellow leaves, suggesting autumn. The image is slightly faded and serves as a background for the text.

Recognizing Student Mental Health Concerns

- Depressed or lethargic mood
- Hyperactive mood or speech
- Swollen or red eyes
- Strange or bizarre behavior
- Change in personal hygiene
- Exaggerated emotional response inappropriate for the situation

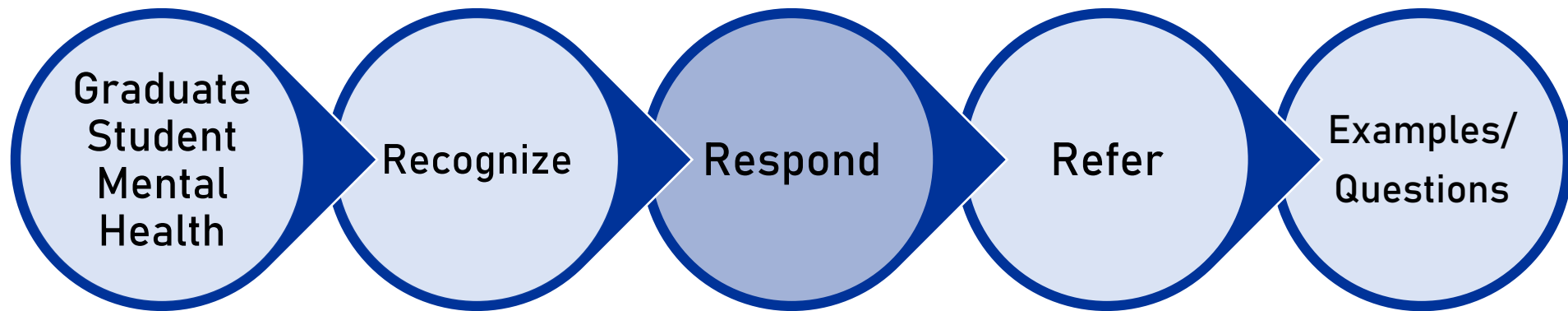
Recognizing Student Mental Health Concerns

- Change in absences or tardiness
- Change in quality of performance or participation
- Disturbing content in paper/e-mails
- References to suicide or helplessness in conversation or writing
- Presenting as intoxicated or high
- Repeated requests for extensions
- Disruptive behavior



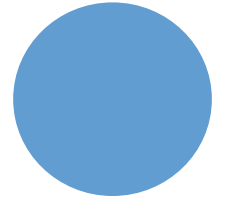


If in doubt...CONSULT



Responding to Students with Mental Health Concerns

- Find a private place to speak and give the student your undivided attention.
- Express concern and interest.
 - “Thank you for sharing this with me.”
- Listen empathetically & supportively.
 - “It sounds like things are pretty tough right now.”
- Be specific and detailed about the things that you have noticed.
 - “I’ve noticed that you missed class a number of times in the last two weeks. Is everything okay?”



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Responding to Students with Mental Health Concerns

- If references are made to suicide or dying, ask the student about it.
 - “With all that you mentioned about _____, I’m wondering: have you had thoughts about hurting or killing yourself?”
 - “Do you **intend** on killing yourself?”
 - “Do you have a **plan** to kill yourself?”
 - Asking will not make their risk more likely, it actually decreases their risk.

Responding to Students with Mental Health Concerns

Do not:

- Ignore them
- Minimize the student's distress
 - “Try not to worry about it.”
 - “I know how you feel.”
- Be judgmental
 - “It doesn’t sound so bad.”
- Ask leading questions
 - “You don’t want to kill yourself, do you?”
- Panic
 - The UCC is here to support you through consultation



Responding in a Crisis

- A student with imminent risk to harm self or others
 - Feel free to give UCC a call to consult, if you are unsure
- During business hours
 - Bring the student to the University Counseling Center for a crisis appointment with a counselor
 - If there is imminent risk, call 911 or GVPD
- After business hours
 - If the student lives off-campus or there is imminent risk, call 911
 - If the student lives on-campus call GVPD to initiate a wellness check and/or connect the student with the on-call counselor
- Follow-up with a CARE report

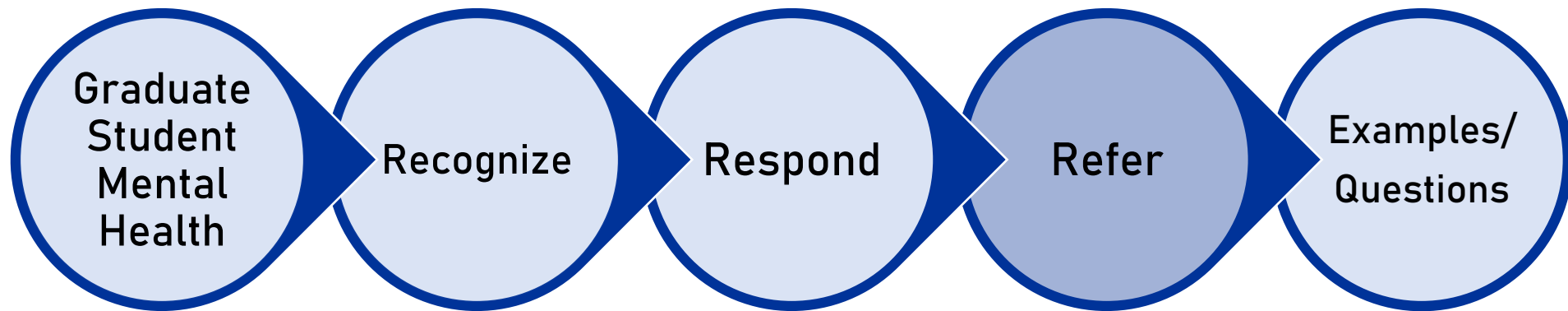


Students of Concern Non-Emergency Care Form

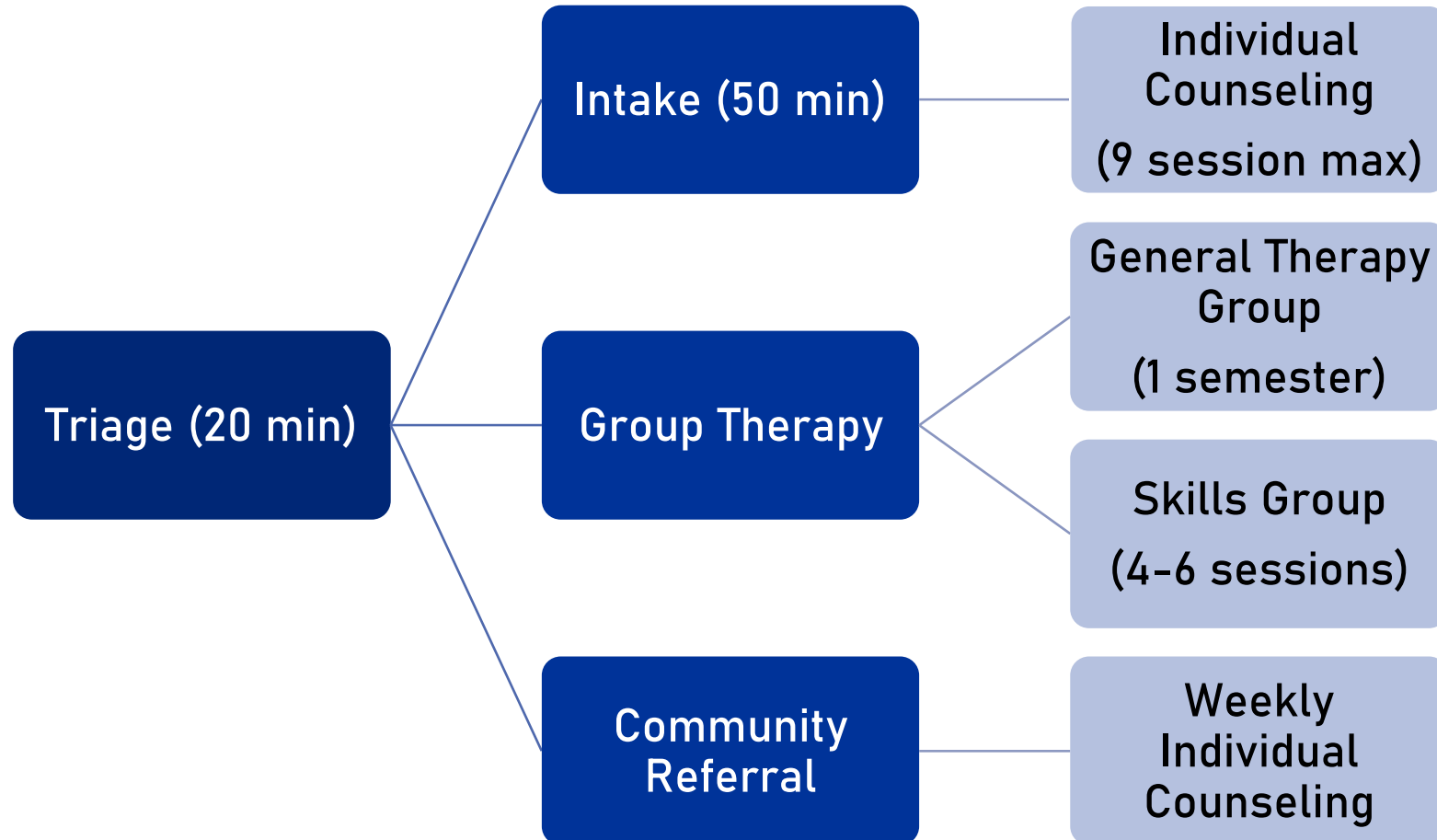
CARE Report

- Anyone can submit a CARE report
- Non-emergency students of concern
- Submitted to Dean of Students Office
- Team to support student

Available at www.gvsu.edu/care



What happens at GVSU UCC?



How has COVID affected UCC services?

- Telehealth
 - For legal reasons, students have to be located within the state of MI to receive counseling services
 - If students need to visit the center, they will need to show that they passed their daily health screen and follow current health and safety guidelines
- Increased online resources
 - Healthy Lakers Virtual Workshops
 - Weekly Wellness Series
 - Available at www.gvsu.edu/counsel



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University Counseling Center

- About Us ▼
- Our Services ▼
- Emergency Services
- Refer a Student ▼
- Self-Help ▼
- Events ▼
- Doctoral Internship ▼

- Parents & Loved Ones
- Faculty & Staff
- Crisis/Emergency

Healthy Lakers
WORKSHOPS

Referring Students with Mental Health Concerns

- Normalize help seeking.
 - “Lots of students find counseling helpful. I wonder if you might find it helpful too.”
- Assess students reaction to referral.
 - Notice body language and tone.
- Assess barriers to seeking help, if necessary.
 - “Is there anything that would stop you from going to the counseling center?”
 - Offer to assist the student with the referral (e.g., accompany them to the building or sit with them while they make the call).
 - Provide information about the process of counseling.
 - Let them know that services are free and confidential.



Referring Students with Mental Health Concerns

- “Have you checked out the UCC website? They have a lot of great resources available and I wonder if you mind find those helpful.”
- **Remember:** Except in emergencies (imminent risk), students decide whether or not to seek services.



GRAND VALLEY
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Where to Find Us

Pew Campus

101B Devos

Hours: M-Th 8:00a – 5:00p

Urgent Care Appointments:

M-F 11:00a & 3:00p

Allendale Campus

206 Student Services Building

Hours: M-Th 8:00a – 6:00p

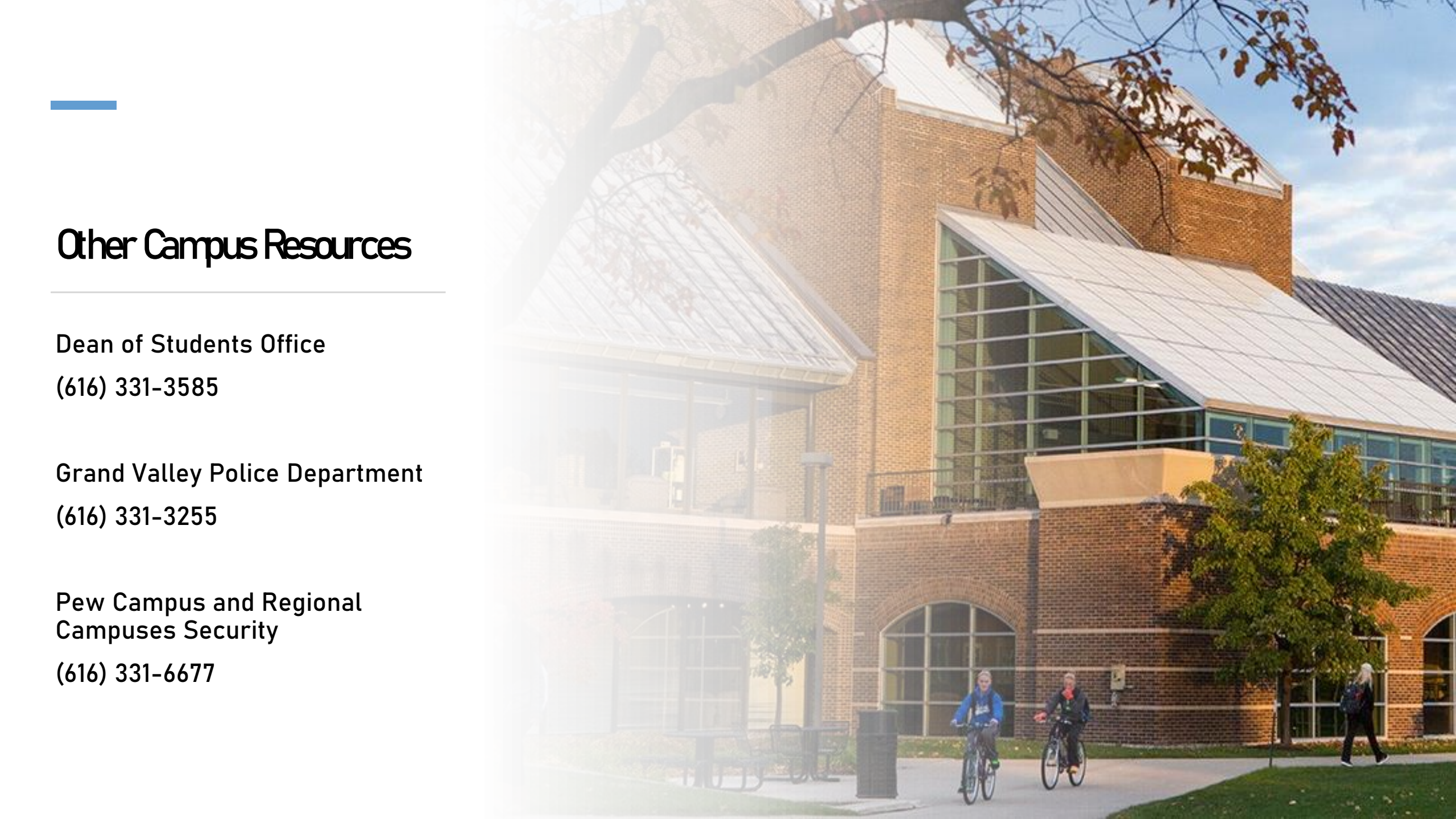
F 9:00a – 5:00p

Urgent Care Appointments:

M-F 11:00a & 4:00p

Phone: (616) 331-3266

www.gvsu.edu/counsel



Other Campus Resources

Dean of Students Office
(616) 331-3585

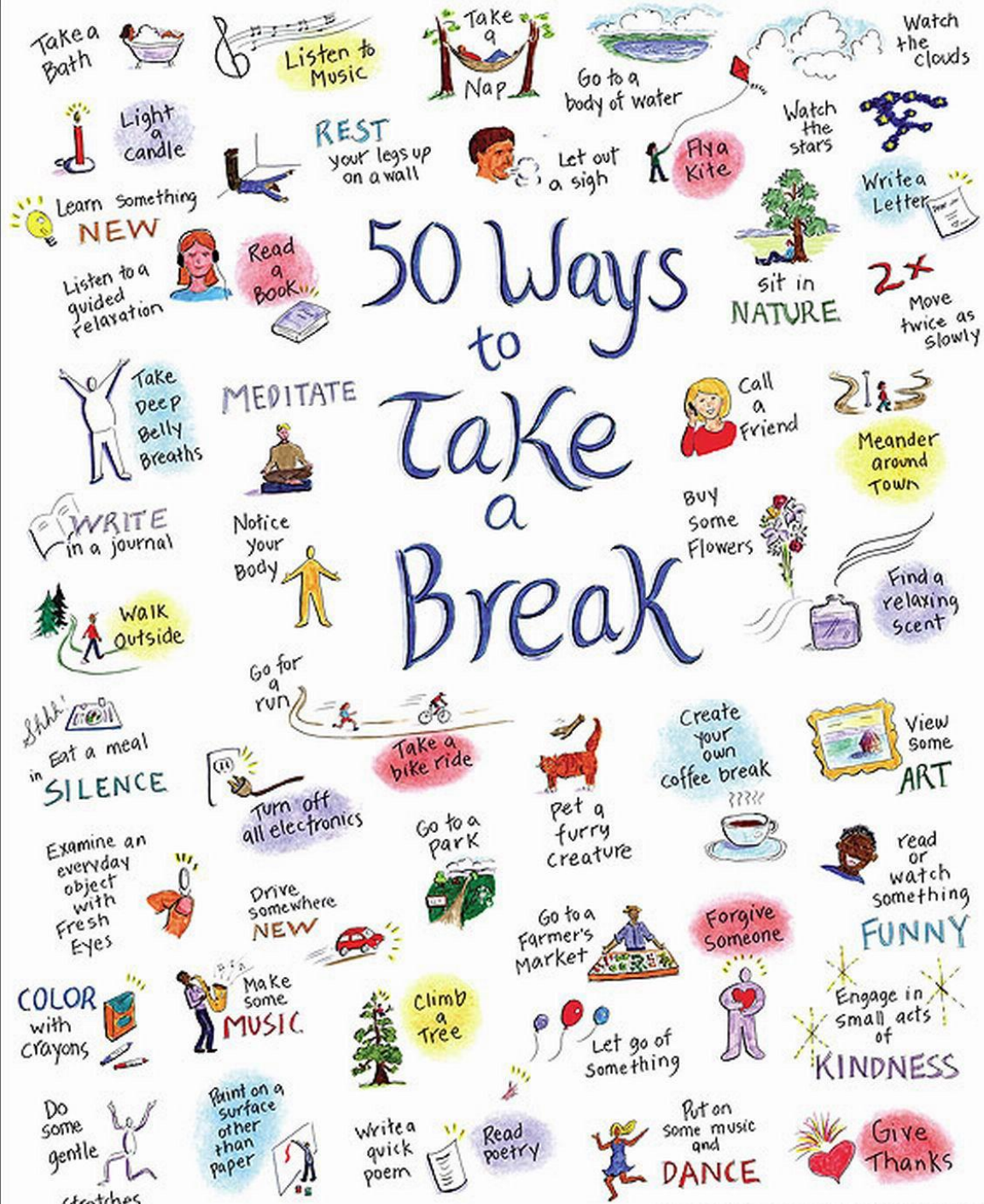
Grand Valley Police Department
(616) 331-3255

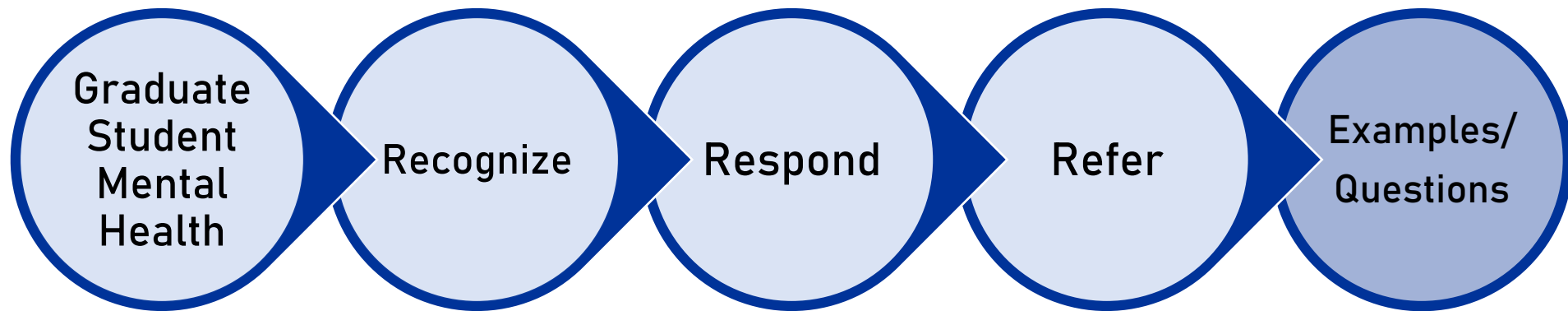
Pew Campus and Regional
Campuses Security
(616) 331-6677

APPRECIATE YOUR LIMITS

Realize the limits of your own responsibility when assisting distressed students.

- Getting involved does not mean you must (or can) resolve the student's difficulties.
- You are NOT responsible for the student's emotional well-being.
- Obtain support for yourself from colleagues, partners, friends, or the Employee Assistance Program.





Scenario 1

Katniss is a Mexican-American graduate student from Los Angeles. She is a first-year doctoral student in the biology program. While discussing degree requirements, she discloses that she is having a hard time adjusting at GVSU and frequently feels like a “fish out of water.” She acknowledges that she is homesick and often spends time alone. When you ask about life outside of academics, Katniss shares that she hasn’t been able to connect with other students in her department.

Scenario 2

Harry arrived at your office requesting a lighter course load. He shares that he is concerned about his ability to do well at GVSU. Harry discloses to you that his brother died by suicide previously this year and he has been unable to “keep it together.” He spends his time drinking to numb the pain and currently has a 3.1 GPA. Harry also shares that he does not want to seek mental health services out of fear that it will impact his opportunity for employment at GVSU in the future.

Scenario 3

Logan is an international student studying chemical engineering. He is struggling academically and shares that he cannot return home to China. Logan makes it clear that he will be viewed as a failure by his family if he is unable to graduate and he can't handle the "shame." During your advising appointment, he states multiple times that he is a failure and if he is not allowed to continue at GVSU, he will kill himself. Before he leaves, Logan states that he would use chemicals from lab to kill himself if he doesn't pass his courses this semester.

Download Our App Today!

**Encourage students to
attend our QPR training**

**Encourage students to
check out our webpage and
follow us on social media**



Evaluation

Please take some time to complete a short evaluation of this presentation.

Thanks, in advance, for any feedback you can offer.

A large, dark blue, irregular shape resembling a watercolor splash or ink blot is centered on a white background. The shape has a textured, slightly grainy appearance. Numerous small, dark blue droplets and splatters are scattered around the main shape, particularly towards the top and right edges, giving it a dynamic, hand-painted feel.

Thanks!