

# Reaching Out

Student Mental Health

**Eric Garcia, Ph.D.**

Assistant Director, Training Director  
Counseling Services

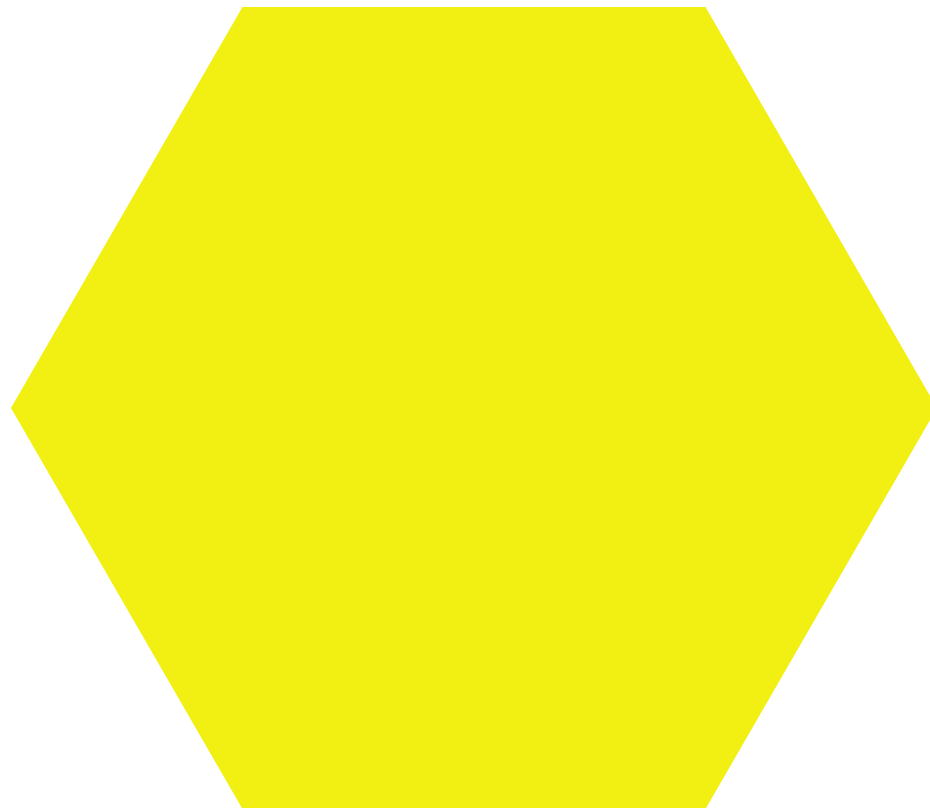


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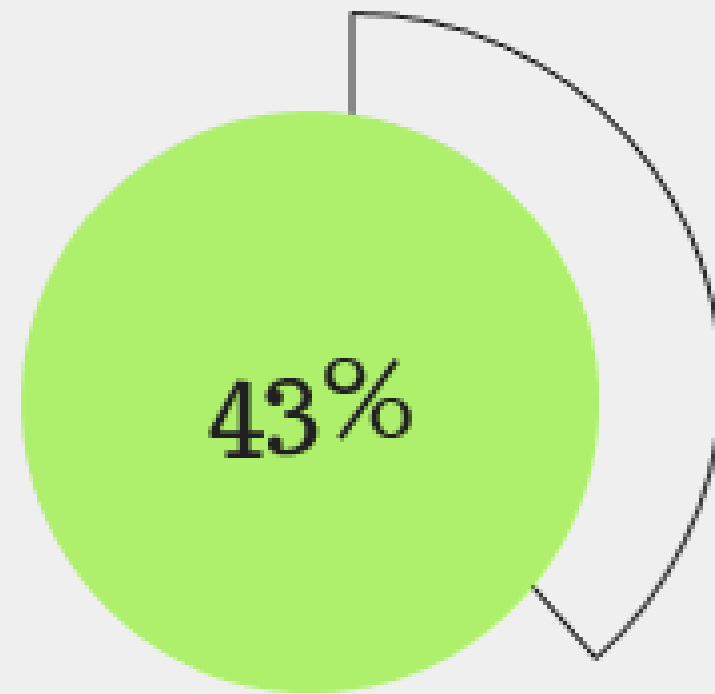
# THE HEALTHY MINDS STUDY

2023-2024 Data Report

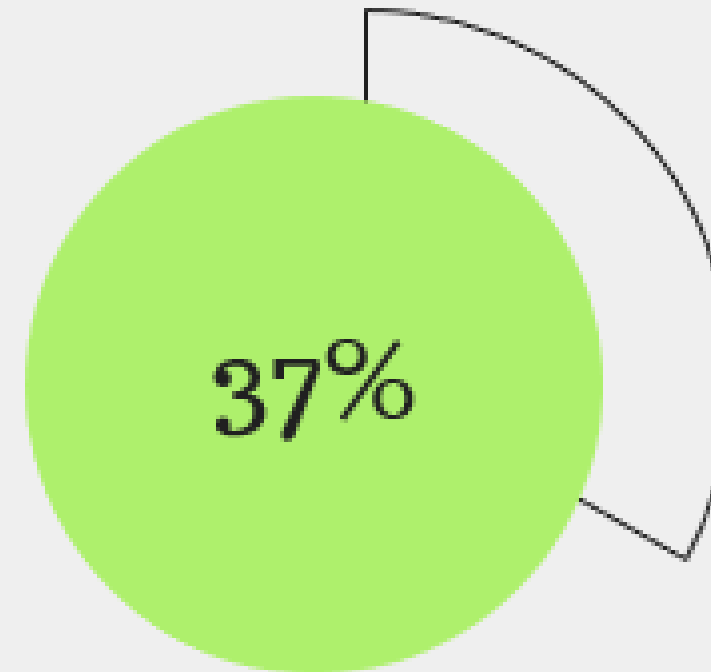
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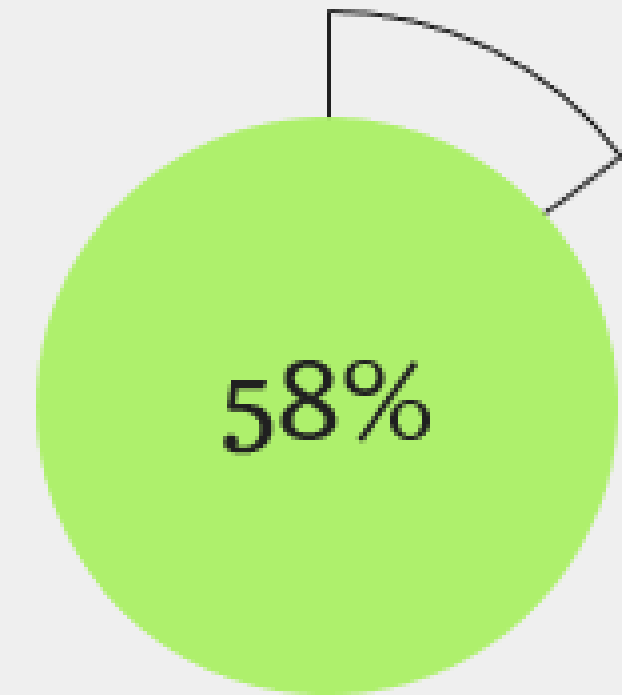
# Prevalence of Mental Health Concerns



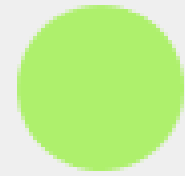
**Depression**  
[Peer sample – 40%]



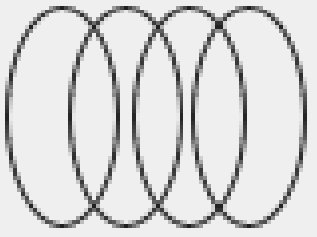
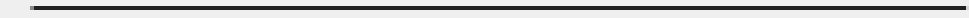
**Anxiety**  
[Peer sample – 35%]



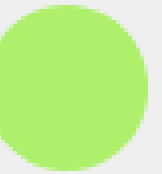
**Previous diagnosis  
of mental disorders**  
[Peer sample – 45%]



66% of UO  
students



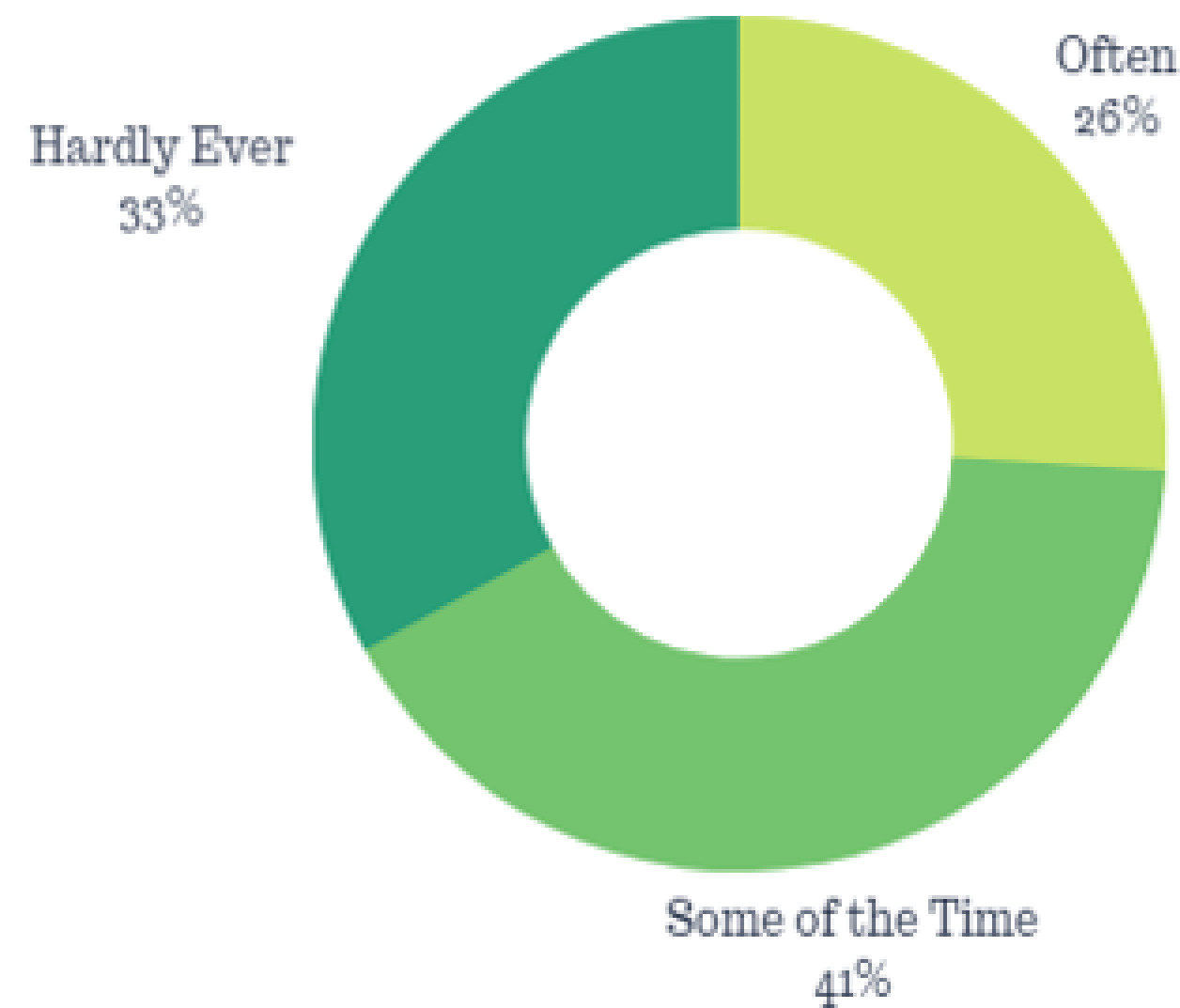
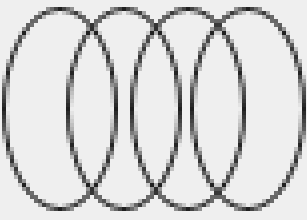
are experiencing symptoms of at  
least one significant mental health  
problem



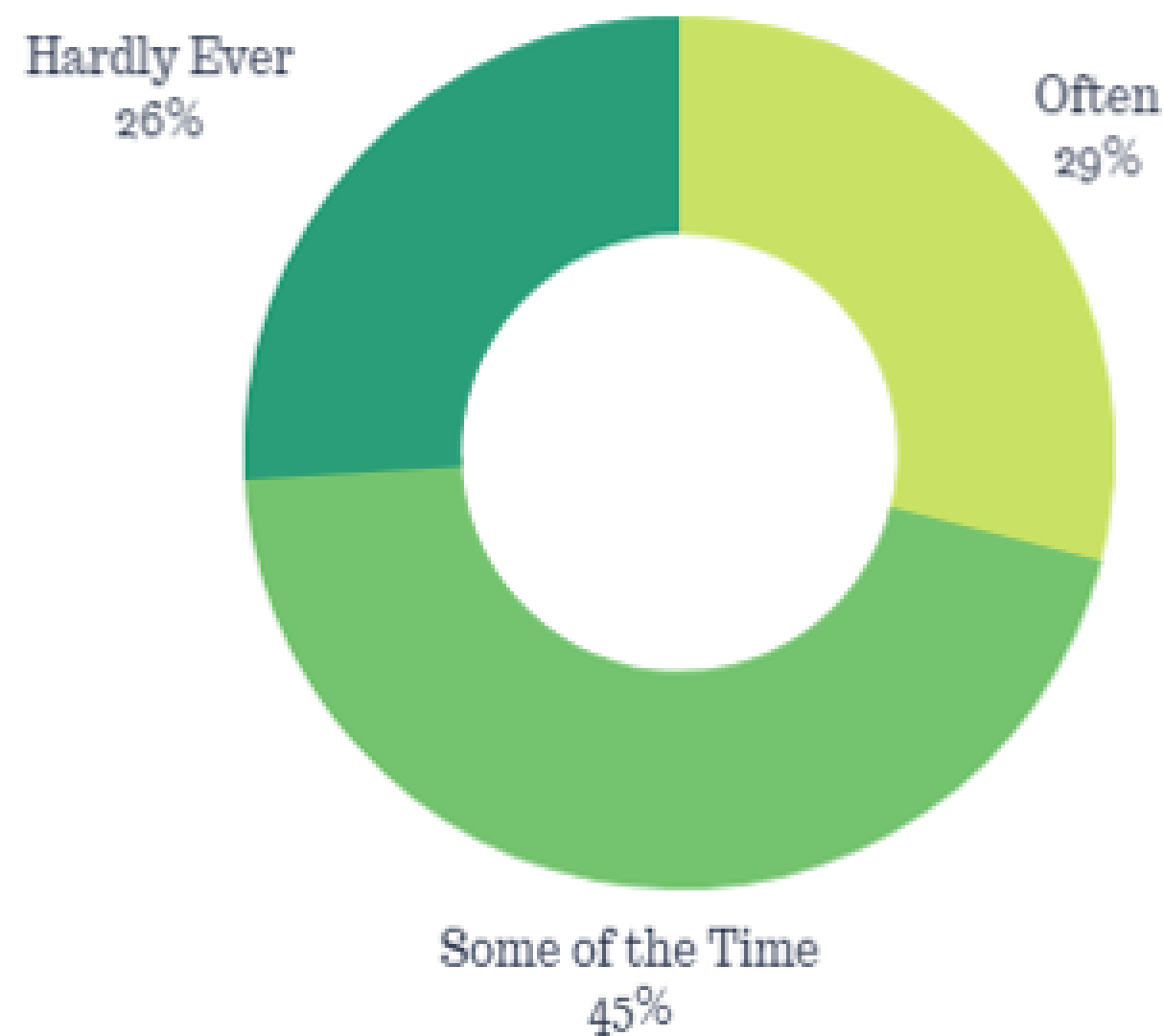


# Loneliness

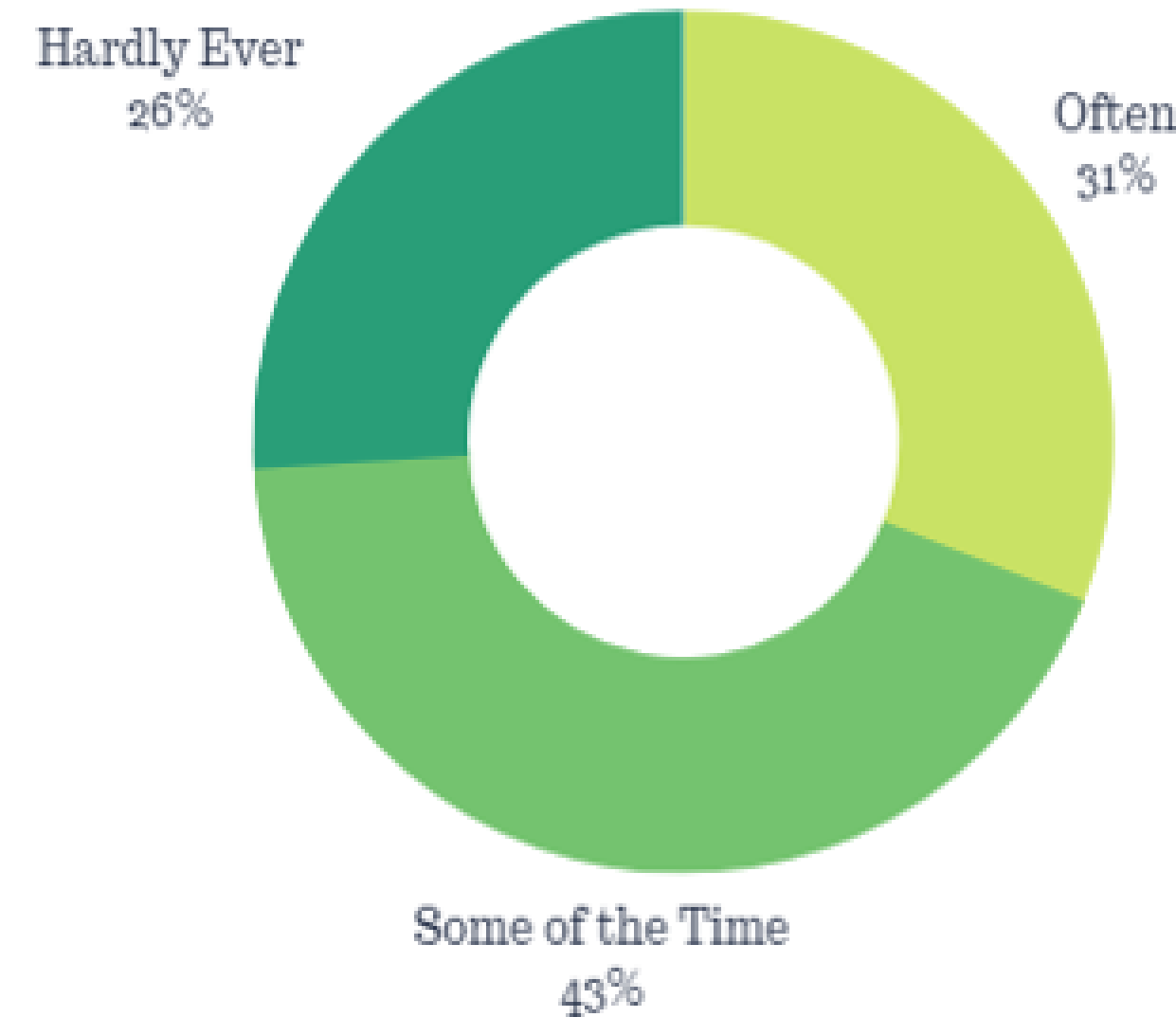
How often do you feel?



...that you lack  
companionship



...left out?



...isolated from  
others?

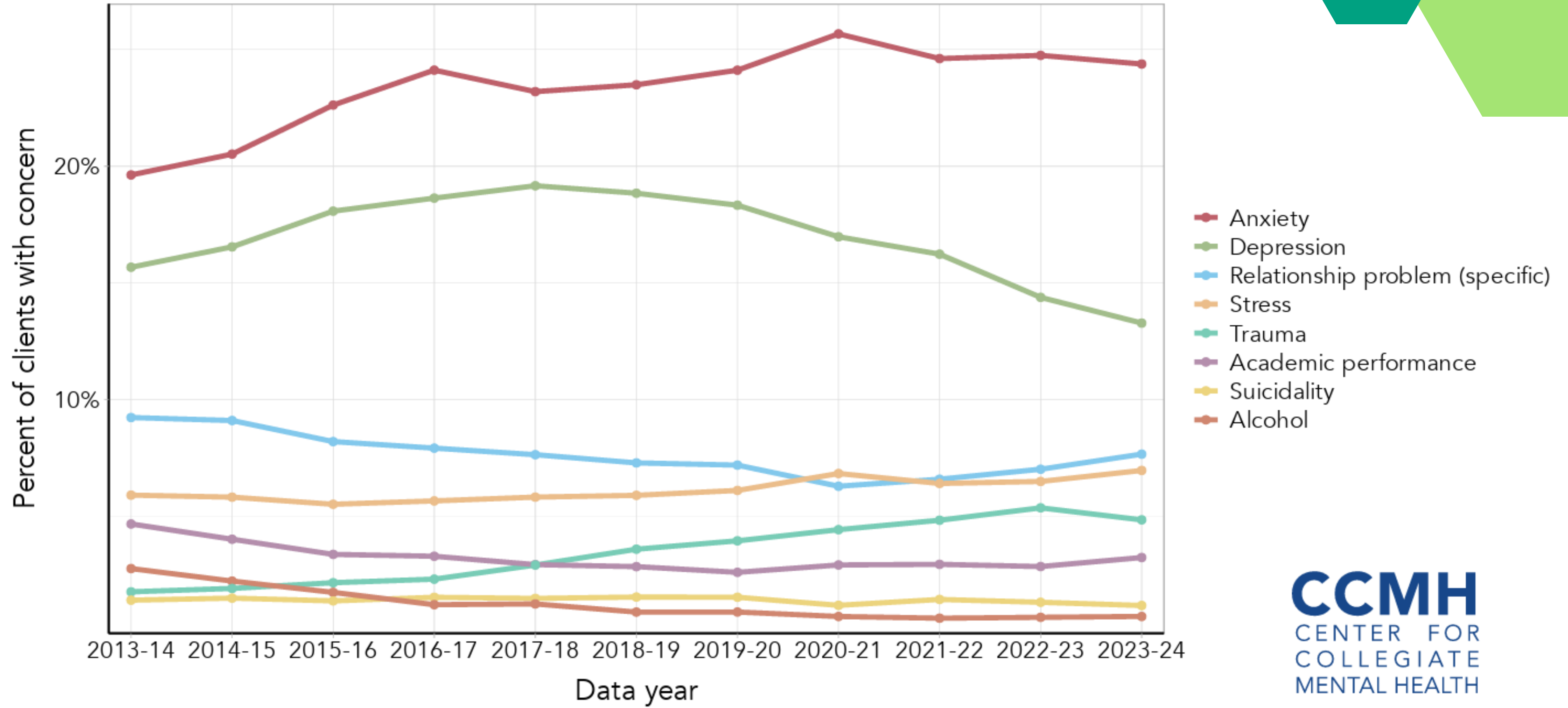
# ACADEMIC IMPAIRMENT

In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?



23% None  
32% 1 - 2 days  
24% 3 - 5 days  
21% 6 or more days

**CLICC Trends (Top Concern): Percentage of Clients with Each Concern from 2013–2024**



# Reflection Questions



- **When you need support, what kind of support are you looking for?**
- **When someone needs your support, what's your "go-to"?**
- **How might the support needed for your student look similar or different?**



# Success is ...

*That they know you care*

**AND**

*that they can come to you for support.*





# Signs To Look Out For :

## Academic/Work

- Excessive absences or tardiness
- Missed, late, or incomplete assignments
- Repeated requests for special consideration
- Bad or worsening grades
- Falling asleep in class
- Problems staying focused or paying attention

## Behavioral

- Withdrawal from friends, family, peers, instructors
- Change in personal hygiene or dress
- Tired appearance
- Changes in eating/sleeping
- Mood swings, change in personality
- Taking excessive risks, being reckless

## References to Suicide

- Verbal or written references to suicide or death
- Talking about being a burden
- Feelings of hopelessness
- Overt references to suicide
- Seeking out things that could be used in a suicide attempt, such as weapons and drugs





# Conversation Goals

- Your primary goal is to convey understanding, concern, and care
- Secondary goal/s:
  - See how the student is doing
  - Assisting in identifying support



# Consultation with CS staff

- Call Counseling Services
- Indicate your role on campus
- “I’d like to consult about a student.”

541-346-3227

[counseling.uoregon.edu](https://counseling.uoregon.edu)



# Communication Tips

- Convey a sense of interest and caring
- Acknowledge your observations
- Avoid judgment or blame
- Listening carefully and sensitively
- Encourage students to share their story
- Empathetic reflection shows that you understand
- Role model self-care and vulnerability



Back Pocket Question



**How Can I Support You?**



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# Coping Strategies

- What brings you joy?
  - Address barriers getting in the way
- Mindfulness/Breathing exercise
- Cognitive Reframing
- Gratitude
- Journal
- Community of support

# How Can I Help Someone Who May be Suicidal?



- Be **direct**; ask them if they are considering suicide or have a plan.
- **Listen** to the problem and give them your full attention.
- Be **non-judgmental** and **open**.
- Express **empathy** of the person's suicidal feelings.
- Offer **hope** in any form – hope saves lives.
- Share specific resources or next steps – offer the **warm hand off**.

"Nonjudgmental listening and not overreacting among providers may help patients overcome the fear of reporting suicidal ideation."(Vannoy & Robins, 2011)

# How To Have the Conversation

## Non-Judgement & Openness

- “I appreciate your sharing that with me...”
- “You said that you believe you would be better off dead. Have you had any thoughts of killing yourself?”
- “Thank you for sharing that with me. It’s really important that we talk about how you’re feeling. Can you tell me more about the thoughts you’ve been having?”
- “That’s so much for you to be going through. It’s so good that you’re wanting to get support around it. Let's talk about how to get you some support .
- “I want to make sure you get the help you deserve. You're not alone in this. In the meantime, if you ever feel like you might hurt yourself, please call this number. Your safety is our priority.”

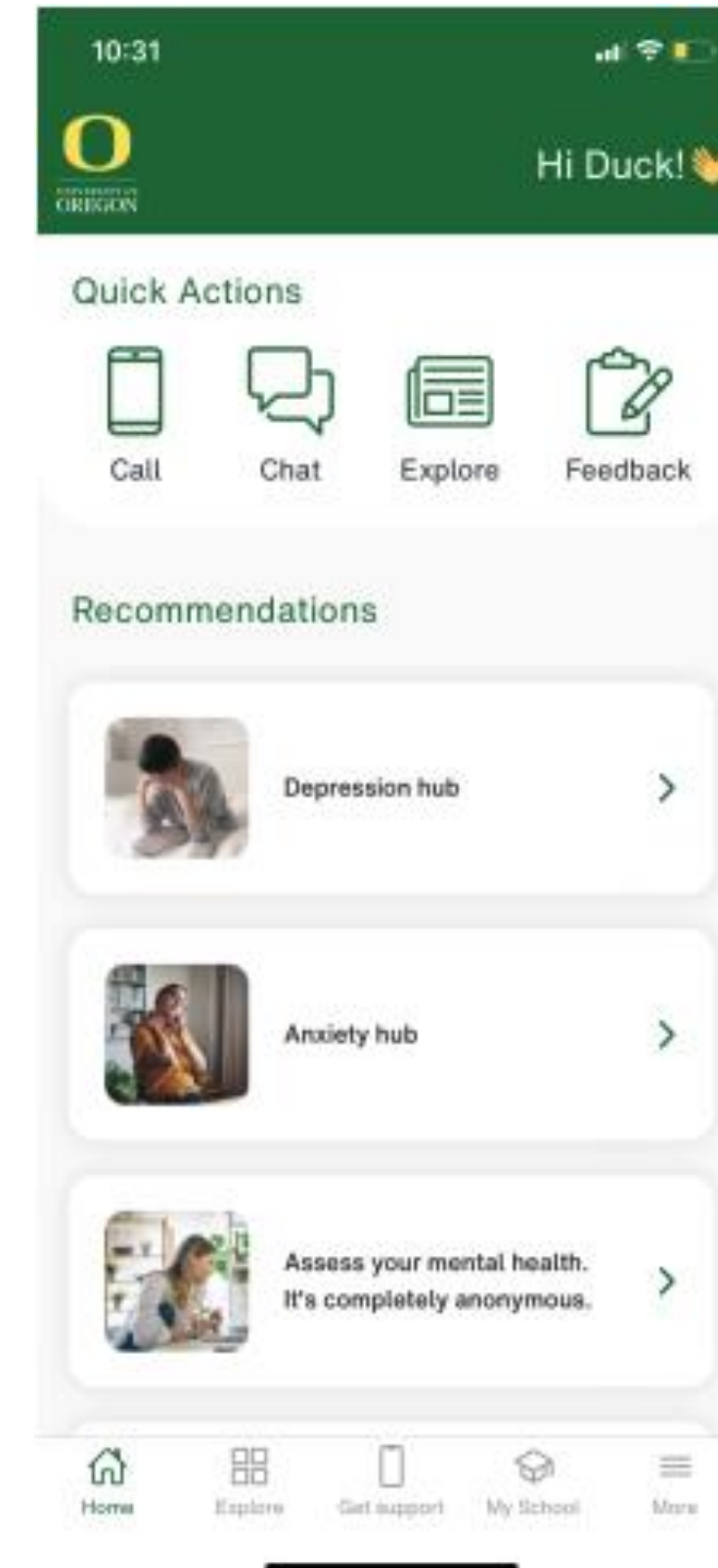
## Judgement or Indifference

- Ignoring indicators of suicide (e.g. ignoring suicidal statements).
- “You’re not thinking of killing yourself, are you?”
- “You wouldn’t do anything stupid would you?”
- “Suicide is a stupid idea. You’re not thinking about doing that right?”



# TELUS App

- 24/7 mental health support via phone or live chat
- Confidential and free to students
- Other wellness resources
  - Self-assessments
  - Articles
  - Podcasts
  - Fitness videos
  - Community forums



# Report an Academic Concern



The screenshot shows the University of Oregon Academic Advising website. The header includes the University of Oregon logo and navigation links: One Stop, Apply, Visit, Give, Search, and a magnifying glass icon. Below the header, the main navigation bar lists: Work with an Advisor, Explore Majors, Stay on Track, Registration Decisions, Faculty/Staff Resources (highlighted), FAQ, and About. A sub-navigation bar includes a link for PeerLink is Hiring!.

The main content area is titled "Faculty/Staff Resources". On the left, a sidebar lists the following resources:

- FACULTY/STAFF RESOURCES
- Resources for Advisors
- Resources for Faculty Advisors
- UO Navigate Resources
  - Navigate Access & Training
  - Navigate Appointment Campaigns
  - Navigate Institution Reports
  - Navigate User Manuals

The main content area features the heading "Report an Academic Concern about a Student" and a prominent button labeled "Report an Academic Concern". Below the button, the text reads: "If you are aware of a student who is exhibiting behaviors that are negatively impacting their academic performance in a course, we encourage you to complete an Academic Concern Report Form. Often students exhibiting concerning academic behaviors (this might include non-attendance, non-engagement, a sudden drop in academic performance, etc.) and who are unresponsive to emails, are experiencing challenges outside of the classroom."

At the bottom of the main content area, a note states: "If you become aware of a student whose academics have been (or will be) impacted by the COVID-19 outbreak, please check

<https://advising.uoregon.edu/facultystaff-resources>



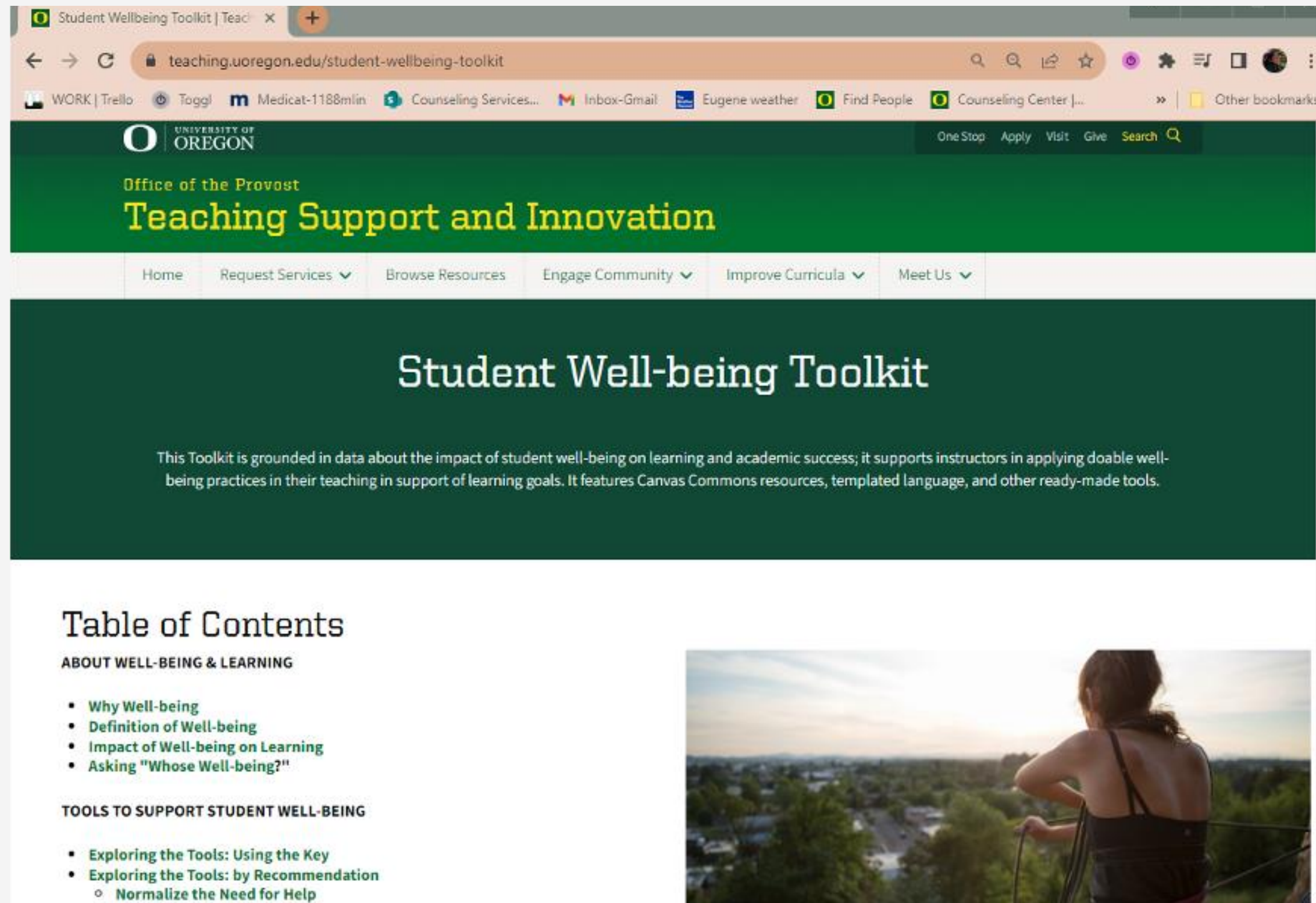
# Community Care and Support Form

- Puts the student on the radar of other people who can help, e.g., Dean of Students, ResLife
- Another layer of safety and protection
- Can be helpful for trickier situations:
  - Resistant to getting help
  - Might not follow through with your referral
  - May get to CS and then not follow through
- Access through [dos.uoregon.edu](https://dos.uoregon.edu)





# TEP Student Wellbeing Toolkit



The screenshot shows a web browser window with the URL [teaching.uoregon.edu/student-wellbeing-toolkit](https://teaching.uoregon.edu/student-wellbeing-toolkit). The page features a green header with the University of Oregon logo and the text "Office of the Provost Teaching Support and Innovation". Below the header is a navigation menu with links: Home, Request Services, Browse Resources, Engage Community, Improve Curricula, and Meet Us. The main content area has a dark green background with the title "Student Well-being Toolkit" and a descriptive paragraph. Below this is a "Table of Contents" section with two main categories: "ABOUT WELL-BEING & LEARNING" and "TOOLS TO SUPPORT STUDENT WELL-BEING". The "ABOUT WELL-BEING & LEARNING" category includes links to "Why Well-being", "Definition of Well-being", "Impact of Well-being on Learning", and "Asking 'Whose Well-being?'". The "TOOLS TO SUPPORT STUDENT WELL-BEING" category includes links to "Exploring the Tools: Using the Key" and "Exploring the Tools: by Recommendation", with a sub-link "Normalize the Need for Help" under the second category. A photograph of a person looking out over a city at sunset is visible on the right side of the page.

Student Wellbeing Toolkit | Teach x

teaching.uoregon.edu/student-wellbeing-toolkit

WORK | Trello | Toggl | Medicat-1188mlin | Counseling Services... | Inbox-Gmail | Eugene weather | Find People | Counseling Center |... | Other bookmarks

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Office of the Provost  
Teaching Support and Innovation

One Stop Apply Visit Give Search

Home Request Services Browse Resources Engage Community Improve Curricula Meet Us

## Student Well-being Toolkit

This Toolkit is grounded in data about the impact of student well-being on learning and academic success; it supports instructors in applying doable well-being practices in their teaching in support of learning goals. It features Canvas Commons resources, templated language, and other ready-made tools.


### Table of Contents

#### ABOUT WELL-BEING & LEARNING

- Why Well-being
- Definition of Well-being
- Impact of Well-being on Learning
- Asking "Whose Well-being?"

#### TOOLS TO SUPPORT STUDENT WELL-BEING

- Exploring the Tools: Using the Key
- Exploring the Tools: by Recommendation
  - Normalize the Need for Help



# Self-Care for YOU



- Give yourself permission to be human. It's normal to feel anxious, fearful, etc.
- You don't need to have all the answers or say the "right" thing
- Know your boundaries and when you're doing too much
- Consult, talk, and seek support
  - Feel free to consult with the Counseling Services or another professional

# Stress and Coping



## Reflection Questions

- What gets you stressed?
- How does it show up?
- What are your coping strategies?

# Self-Care for YOU



- What do I need to bring from home to ensure my physical and mental health are taken care of?
- What provides you comfort?
- What helps you to feel healthy?
- Who can you talk to for support?



## A GRATITUDE EXERCISE

- 1) What I'm grateful for ***today***?
- 2) What's a ***simple thing*** I'm grateful for?
- 3) What I'm grateful ***about myself***?
- 4) If you're with someone else:  
What I'm grateful for ***about you***?



# Resources to Offer to Students



- TELUS Health Student Support App
- Counseling Services
  - Let's Talk drop-in
  - 24-Hours Support and Crisis Line

# Scenario

A site director learns from a group of students that they're concerned about their friend. They've noticed Emma has been more sad and feeling hopeless. As a student, Emma has appeared to not being engaged in class and not turning in her assignments. While being more withdrawn, when Emma does go out, she has been drinking too much and others wonder if she might also be drinking on her own to cope. She mentioned at one point to her friends that she "didn't want to be here."



# Questions to Consider

- How would you start a conversation with Emma?
- What questions might you ask Emma to understand her situation?
- What questions would be important to ask her regarding risk (self-harm, suicide)?
- What resources would you consider offering Emma? And how would you transition to having this conversation?





# Scenario

A site director learns that a student is concerned about their partner who is an international student that has attended multiple protests. The student shares that they are concerned for their partners wellbeing and feels ambivalent about remaining in the study abroad program. They share that they are feeling sad/down, sleep deprived, and unable to concentrate on their academic work. The student mentions that they cannot get off social media and feels like there wasting their time abroad.



# Questions to Consider

- How would you start a conversation with this student?
- What questions might you ask to understand their situation?
- What questions would be important to ask regarding risk (self-harm, suicide)?
- What resources would you consider offering? And how would you transition to having this conversation?







**COUNSELING**

**SERVICES**

**O**



**WHO WE ARE AND**

**WHAT WE DO**

**Free, confidential mental health services with professionals who specialize in working with college students**







# STUDENT CONCERNS

- Academic stress
- Difficult or unexpected life experiences
- Relationship concerns
- Anxiety
- Depression
- Cultural identity
- Trauma
- Thoughts of suicide
- Alcohol and substance use
- Body image and disordered eating





## Mental Health Access Team

- One-time support
- Individual therapy
- Group therapy
- Psychiatry
- Case Management
- Crisis support

# COUNSELING SERVICES







# IDENTITY-BASED

# SPECIALTIES

- Black/African American Students
- Latinx Students
- Undocumented Students
- Gender-Affirming Support



## GROUPS

### WEEKLY TIMES

<b>Parents/Graduate/Nontrad Students Group</b>	Mondays 1:30-3PM
<b>Creating Healthy Relationships (CHR)</b>	Mondays 2-3:30PM
<b>LGBTQ+ Support Group</b>	Mondays 3:30-5PM
<b>Survivor Space</b>	Mondays 4-5:30PM
<b>Living with Loss</b>	Tuesdays 3-4:30PM
<b>Sista Circle</b>	Tuesdays 4-5:30PM
<b>TNBGD/E* support group</b>	Wednesdays noon-1:15PM, Fridays 3-4:15PM
<b>Black CommUnity Table</b>	Wednesdays 1–2PM, odd weeks
<b>Black Joy Sessions: Centering Black Joy</b>	Wednesdays 1-2PM, even weeks
<b>Dialectical Behavioral Therapy (DBT) Skills Group</b>	Wednesdays 3-5PM
<b>Anxiety Skills Lab</b>	Thursdays 10-11AM
<b>Kuponya: Centering Black Healing</b>	Fridays noon-12:45PM, Weeks 1, 3, 4, 6, 7, 9







**CASE**

**MANAGER**

**SUPPORT**

- Answer insurance questions
- Find in-network providers
- Connect with low-cost/no-cost services
- Identify additional university support services

**ALL students have access to phone consults with our Case Managers**







**Supporting students where they are**

- Free and confidential
- Informal one-on-one consultation
- No appointment necessary







**ADDITIONAL**

**SERVICES**

- Consultations about students of concern
- After-Hours Support and Crisis Line
- Education and Prevention

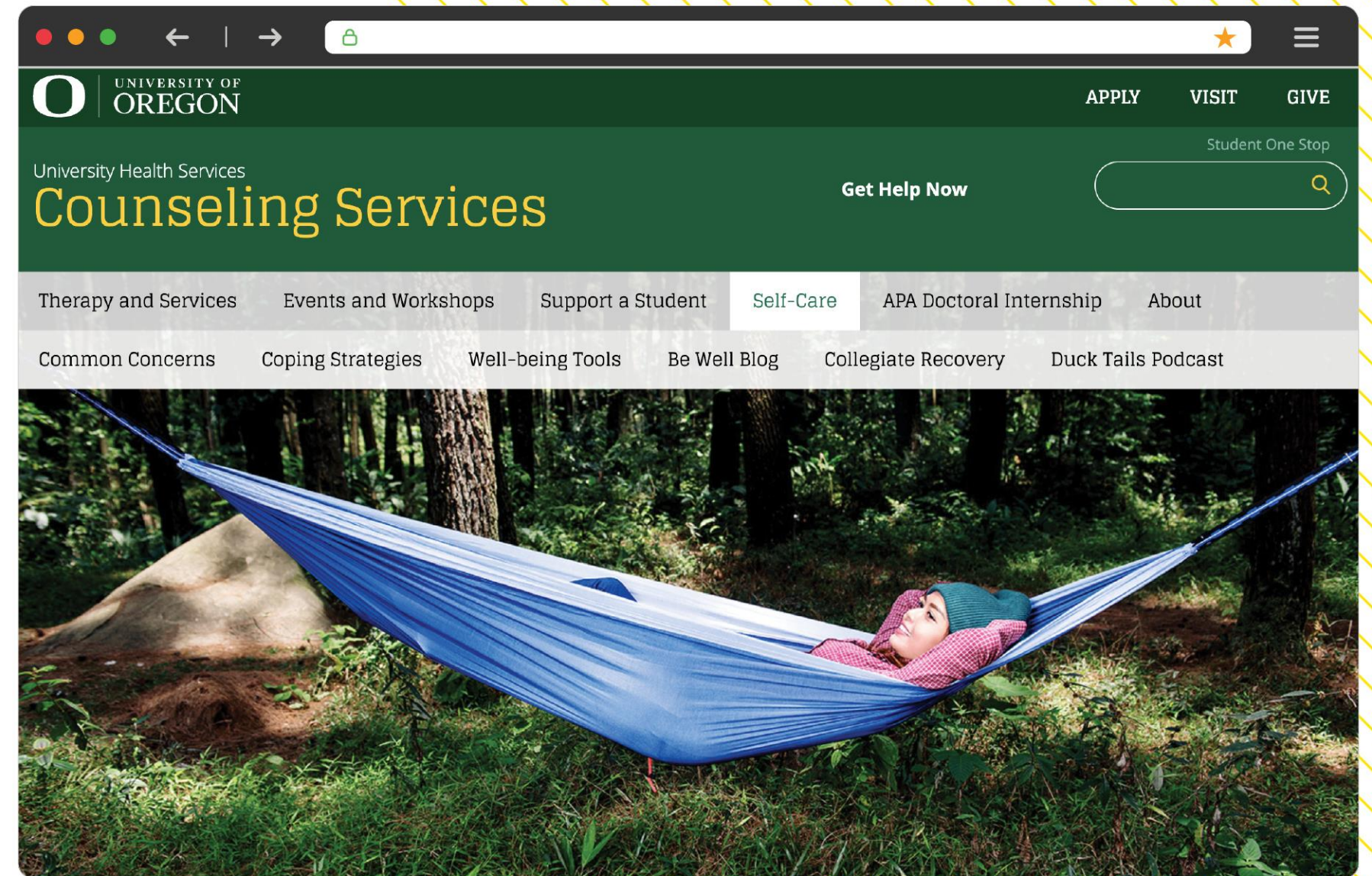




# ONLINE

# CARE KIT

- Common Concerns
- Coping Strategies
- Mental Health Screeners



[counseling.uoregon.edu/selfcare](https://counseling.uoregon.edu/selfcare)





**CONNECT**

**WITH US**



**541-346-3227**



**counseling.uoregon.edu**

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**Health, Counseling, and Testing  
Center Building  
2nd floor, 1590 East 13<sup>th</sup> Avenue**

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**UO Counseling Services**



**@UOcounselingservices**



**THANK YOU**

**AND**

**BE WELL**