



Mental Health on the Front Lines

Navigating Advising Relationships as
Non-Clinicians

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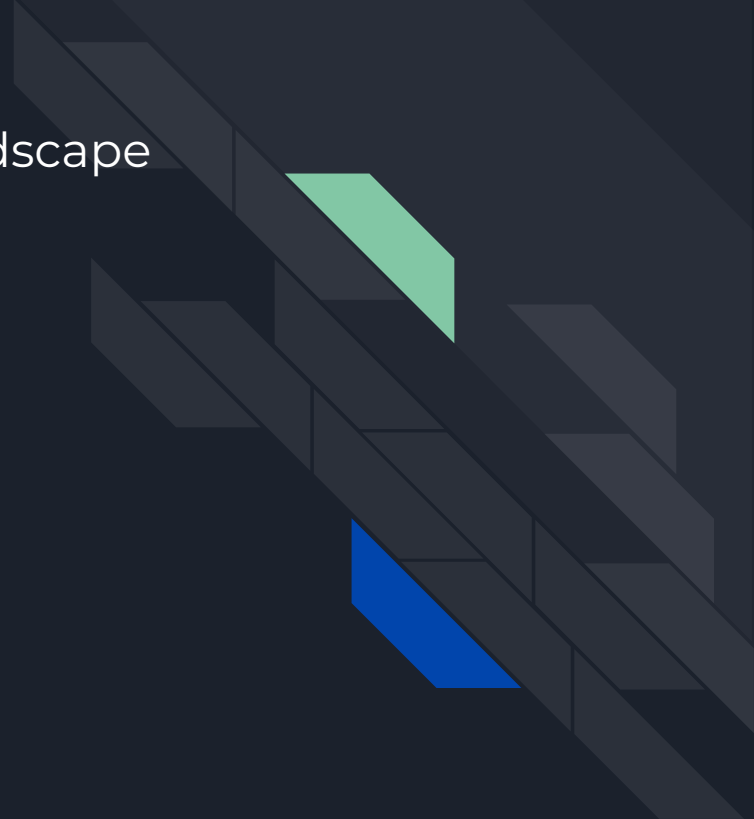


♪ FOR THE TIMES THEY ARE A-CHANGIN' ♪

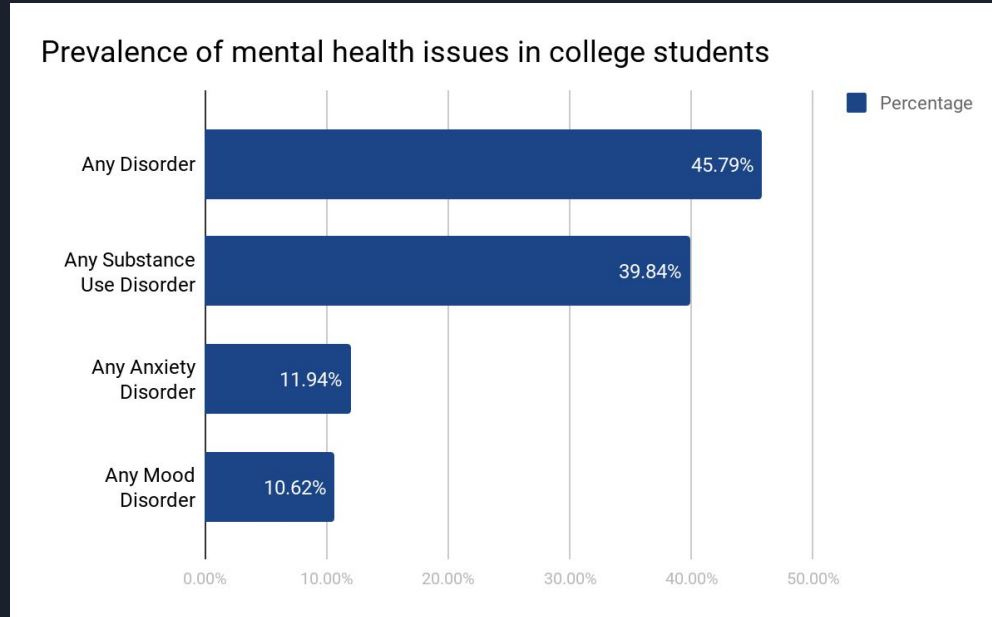


Agenda

- Overview of Current Mental Health landscape in higher education
- Foundations & Theory
- Building your advising toolbox



Overview of Mental Health Statistics



National Institute of Health



Overview of Mental Health Statistics

- 2009-2015 saw a **30-40% increase in # of counseling visits**, while enrollment grew only 5%
- # of students w/ “lifetime diagnosis” rose from 22% to 36% between 2007-2017
- Students are asking more of their institutions
 - 2012 NAMI study
 - Faculty/staff training on mental health issues was most likely to be picked as “extremely important”
 - Only 14% felt their institution was “very supportive” of mental health initiatives
 - Many cited lack of education, inclusivity, or resources from their school



Overview of Mental Health Statistics

- 2018 ACHA Study on college students *in the last year...*:
 - 41.4% felt “so depressed that it was difficult to function”
 - 62.3% felt “overwhelming anxiety”
 - 11.3% “seriously considered suicide”
 - 7.4% “intentionally [harmed themselves]”
 - 1.9% “attempted suicide”



Overview of Mental Health Statistics

INSIDE
HIGHER ED

Pandemic Hurts Student Mental Health

A new survey found students had difficulty accessing mental health care and experienced higher rates of depression after the pandemic began, prompting calls for a broad response from colleges.

By [Elizabeth Redden](#) // July 13, 2020



Foundations & Advising Theory

- Answer the question: Why Should I Care? Or: What If I Don't Agree?
 - Resilience, grit, and debating mental health
- NACADA Core Values & Competencies
 - Values
 - Caring
 - Inclusivity
 - Competencies
 - I5: "Characteristics, needs, and experiences of major and emerging student populations"
 - R3: "Communicate in an inclusive and respectful manner"



Foundations & Advising Theory

- Beneficence vs. Nonmaleficence (Lowenstein)⁷
 - “What is the right thing to do?”
 - Beneficence: “Bring about as much well-being as you can”
 - Nonmaleficence: “Avoid or minimize harm”
- We are seeking to “enhance the student’s learning whenever possible”



Building your advising toolbox

What Advisors Shouldn't Do:

- Judge or assume you know how the student is feeling or what the student is experiencing

What Advisors Can Do:

- Build trust and rapport through active listening



- 1) Seeking to understand
- 2) Reflect back for clarity (affirming but not necessarily validating)
- 3) Staying silent when they don't want to talk



Building your advising toolbox

What Advisors Shouldn't Do:

- Judge or assume you know how the student is feeling or what the student is experiencing

What Advisors Can Do:

- Build trust and rapport through active listening
 - Seek to understand what the speaker is saying and try not to formulate a response
 - Reflect back to clarify
 - Use silence effectively
- Use of the therapeutic alliance
 - Sharing personal experience or vulnerability in the hopes of strengthening the relationship



Building your advising toolbox

What Advisors Shouldn't Do:

- Assess for clinical conditions

What Advisors Can Do:

- Refer students to your institution's Student Health Center
 - If the student seems to be in distress, offer to walk to the Health Center with them or call the Health Center and have the student speak with a counselor from your office.
 - Break down silos; get to know one or two clinicians who you would feel comfortable reaching out to in emergency cases
- Learn and know the signs
 - Refer to the [NAMI website](#)
 - We are all mandated reporters of harm to intent (oneself or another) and sexual misconduct



Building your advising toolbox

What Advisors Shouldn't Do:

- Avoid asking a student about suicidal or homicidal intent or ideation if it is mentioned
 - If it is mentioned, ask the student if s/he has a plan and whether s/he has access to carry out those plans

What Advisors Can Do:

- Inform the student that you are a mandated reporter and must report this according to your School's protocol
- Stay with the student until you can safely get help
- Ensure that you also receive help if the incident triggers or traumatizes you



Building your advising toolbox

What Advisors Shouldn't Do:

- Wait until you are feeling burnt out

What Advisors Can Do:

- Work on self-care
 - Recognize your signs of burnout
 - Utilize simple steps to reset between each appointment
- Invest in Professional Development
 - Keep up with current events and best practices
 - Invest in knowledge that equips you to have an inclusive and respectful outlook



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