



THE OHIO STATE UNIVERSITY

Support Programming for Graduate Students: Wellness Initiatives



“Balanced, happy people are **more productive, creative, more collaborate, better at pursuing long-term goals, more likely to find work, and more physically and psychologically resilient...**”

University of California, Berkley
Graduate Student Happiness & Well-Being
Report (2014)





Council of Graduate Schools recommends

a Suite of Support Services to

- **increase completion rates**
- **elevate the stress** of intense, solitary & complicated academic work

Okahana, H., Allum, J., Felder, P.P., & Tull, R.G. (2016) (CGS Data Sources PLUS #16-01)



Stressors:

- **Relocation**
- **Separation from Family & Friends**
- **Discrepancy between Expectations & Reality**
- **Loneliness**
- **Lack of Support**
- **Academic Challenges & Milestones**
- **Finances**
- **Putting Life on hold for school while peers move on, etc.**



- **The World Health Organization (WHO) defines health as physical, mental and social well-being, not just the absence of disease**
- **All components (physical, mental & social) interact. Change in one area effects the others.**





**“The degree of emotional connection,
‘mattering, or sense of belonging is
significantly related to wellness
levels”**

Myers, J. E. & Sweeney, T. J. (2008), *American Counseling Association, Journal of College Counseling & Development*



Sense of belonging includes professional fit in the academic discipline, being respected and valued by peers, in the research group, by the faculty, and program representatives.



Evidence was found to “suggest that **doctoral students were more affected by their program’s climate than their advisor and faculty support**”.

(Okahana, et.al, 2016, Pg. 6)



Peer Mentorships!

1. One person (faculty advisor) cannot provide all the support needed

2. Research shows the importance of peer mentors to graduate student's success & satisfaction

Lunsford, L.G., Baker, V. L. (2016).

Great Mentoring in Graduate School

Council of Graduate Schools, Occasional Papers



Agenda:

10:30 Introduction

10:45 Kaitlyn Murray.471, Agricultural and Extension Education graduate student and GRA in ACEL, Peer Mentoring Training

<http://go.osu.edu/peermentoring>

11:00 Dr. Michael Lute.7, Clinical Therapist, Counseling and Consultation Services

<http://www.careerconnection.osu.edu/>

11:15 Ryan Wilhelm.118, Career Counselor, Career Counseling and Support Services

<http://www.careerconnection.osu.edu/>

11:30 James Larcus.1, Wellness Coaching Coordinator, Student Wellness Center

<http://www.swc.osu.edu/wellness-initiatives/presentations-for-wellness/>

11:45 Gayle Garcia.671, GAA Student Life Administration, RU Ok Buckeyes & REACH

<https://suicidprevention.osu.edu/ruok-buckeyes/>



Today's Resource People:

Gayle Garcia.671, RUOK Buckeyes? & REACH Training, Suicide Prevention:

<https://suicideprevention.osu.edu/ruok-buckeyes/>

James Larcus. 1, Wellness Coaching Coordinator, Student Wellness Center's: <http://swc.osu.edu/about-us>

Student Wellness Presentations page: <http://www.swc.osu.edu/wellness-initiatives/presentations-for-wellness/>

Dr. Michael Lute.7, Senior Staff Therapist, Counseling and Consultation Services: <http://ccs.osu.edu/>

**Katilyn Murray murray.471@osu.edu College of Food, Agricultural, and Environmental Sciences (CFAES)
CFAES Peer mentor Coordinator, & Office of Diversity: The Louis Stokes Alliances for Minority Participation,
Graduate Assistant**

Ryan Wilhelm.118, Career Counselor

Career Counseling and Support Services: <http://www.careerconnection.osu.edu/>

Buckeye Careers: <http://www.careerconnection.osu.edu/>



Other HELPFUL RESOURCES adapted from *Guide to Assist Disruptive or Distressed Individuals* (page 4)

http://dps.osu.edu/sites/default/files/em_guide_to_disruptive_or_distressed_2014.pdf

(614 area code)

Campus Police Department <https://dps.osu.edu/home>
Emergency 911 Non-Emergency 292-2121

Disability Services 292-3307 <http://ods.osu.edu/>

Military and Veterans Services 247-VETS (8387) <http://veterans.osu.edu/>

Multicultural Center 688-8449 <http://mcc.osu.edu/>

Nursing Mother/Lactation Rooms: <https://hr.osu.edu/life-events/birth-adoption/lactation-rooms/>

Student Advocacy Center 292-1111 <http://advocacy.osu.edu/>

Student Conduct 292-0748 <http://studentconduct.osu.edu/>

Student Health Center 292-4321 <http://shc.osu.edu/>

University Housing 292-8266 <https://housing.osu.edu/>



References:

Graduate Student Peer Mentoring Handbook (n.d.) Macrander, A. (Ed). *Washington*

University in St. Louis, The Graduate School. (Retrieved July, 2016 from http://graduateschool.wustl.edu/files/graduate/Peer_Mentoring_Handbook.pdf)

Lee, D., Olson, E. A., Locke, B. Michelson S. T. & Odes E. (2009) The Effects of College Counseling Services on Academic

Performance and Retention. *Journal of College Student Development*, volume 50, number 3, May/June 20019, pp. 305-319 <https://muse.jhu.edu/article/265820/pdf>

Longfield, A., Romas, J., & Irwin, J. D. (2006). The Self-Worth, Physical and Social Activities of Graduate Students: A

Qualitative Study. *College Student Journal*, v40, n2, p282-292, June 20016

Lunsford, L.G., Baker, V. L. (2016) Great Mentoring in Graduate School: A quick Start Guide for Protégés. *Council of*

Graduate Schools, Occasional Paper Series, Number 4, September 2016 http://cgsnet.org/ckfinder/userfiles/files/CGS_OPS_Mentoring2016.pdf

Myers, J. E. & Sweeney, T. J. (2008), Best Practices Wellness Coaching: The Evidence

Base for Practice *American Counseling Association, Journal of College Counseling & Development*, Volume 86, Fall 2008

<https://ryan-reese.squarespace.com/s/Myers-Sweeney-2008-Wellness-Counseling.pdf>

Okahana, H., Allum, J., Felder, P.P., & Tull, R.G. (2016). *Implications for practice and research from Doctoral Initiative on*

Minority Attrition and Completion (CGS Data Sources PLUS #16-01). Washington, DC: Council of Graduate Schools. [http://cgsnet.org/sites/default/files/2016.03%2316-](http://cgsnet.org/sites/default/files/2016.03%2316-01%20Discussion%20on%20DIMAC.pdf)

[01%20Discussion%20on%20DIMAC.pdf](http://cgsnet.org/sites/default/files/2016.03%2316-01%20Discussion%20on%20DIMAC.pdf)

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University of California, Berkeley *The Graduate Assembly Graduate Student Happiness & Well-Being Report* (2014)

http://ga.berkeley.edu/wp-content/uploads/2015/04/wellbeingreport_2014.pdf

University of California, Merced. Graduate Student Services. Graduate Peer Mentor Program

(Grad PMP). (Retrieved July 13, 2016 from http://gradlife.ucmerced.edu/Grad_PMP)

University of California, Riverside. Graduate Division, GradSuccess. Mentorship Program.

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THE OHIO STATE UNIVERSITY

Peer Mentoring Program Overview

CFAES Peer Mentors

LSAMP Peer Mentors

Kaitlyn A. Murray



CFAES Peer Mentors

Need

Established 2012 Academic Year

Mission: Support CFAES students and strengthen connections with the college and university communities.

Vision: Train students to serve as peer mentors who can assist students as they integrate into the CFAES family.

The purpose of the CFAES Peer Mentoring program is to support the development and retention of students who are integrated in the campus community, strong academically, and capable leaders.

4 years

165 mentors

845 protégés



Program Overview

Group Mentoring Model

Mentors assigned to work with a small group of traditional new first year students (NFYS)

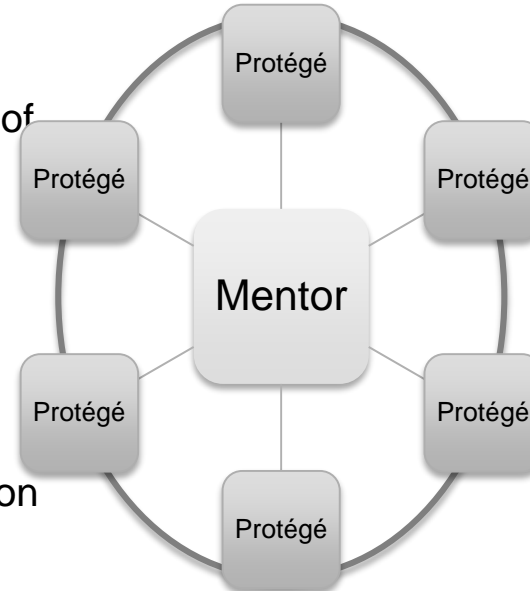
Integration: FAES 1100

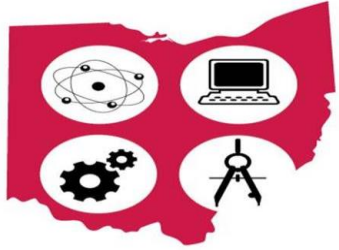
- Seven-week freshmen orientation class

- Weekly meetings in recitation with students + outside events (Back to School Bash)

- Students assigned to recitations based on initial major selection

- 4-5 Mentor/protégé groups operate in each recitation section





LSAMP Peer Mentors

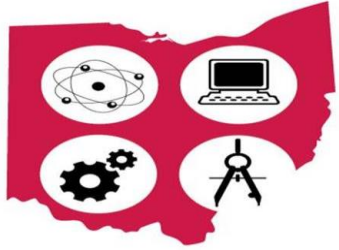
Goals of Peer Mentoring Program:

Engage mentees in academic and social community

Help mentees utilize the tools and resources of the university to help them achieve academic success

Strengthen relationships between mentees and faculty and staff

Help mentees develop an interest in conducting research and engage in their STEM discipline



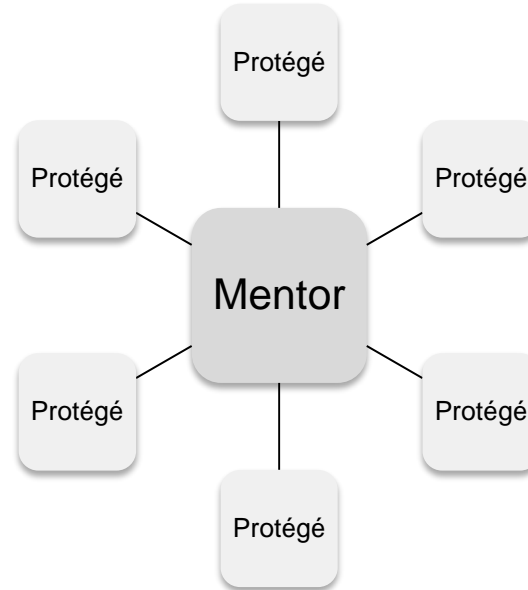
Program Overview

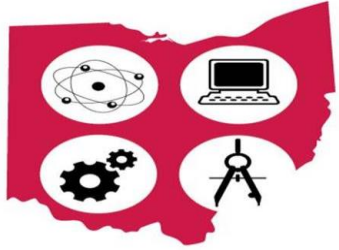
Dyadic mentoring relationship

Mentors assigned to 5-8 mentees

Individual meetings and coaching sessions centered around a personalized goal development plan

- 3 meetings per semester
- Academic, psychosocial, wellness, and disciplinary socialization





Training of Peer Mentors:

- Peer Mentoring in STEM: Training for Mentors

go.osu.edu/peermentoring

- Title IX Preventing Sexual Misconduct
- Institution Data Policy
- FERPA (Family Educational Rights and Privacy Act)



THE OHIO STATE UNIVERSITY

Counseling and Consultation Service

Michael Lute, Psy.D.

Senior Staff Therapist

Embedded in Res Life



Who We Are

- Primary location: Younkin Success Center, 4th floor
- 2nd location: Lincoln Tower, 10th floor
- Counseling services to enrolled students
- Consultation for faculty, staff and parents
- Multidisciplinary staff
- Increase in staff
- Clinical services provided in Mandarin, Cantonese, Hindi, Korean, Malay, Spanish, Turkish, and Yoruba
- Training program



Services Provided

- Individual Counseling
 - ✓ Enrolled students are entitled to up to 10 free sessions per academic year for ongoing therapy
- Group Counseling
 - ✓ 30+ groups each semester
- Urgent appointments
- Consultation



Services Provided

- Drop-in workshops throughout the semester
- Psychiatric services
- Outreach programs
- Let's Talk



Services are confidential

- Information students share – including attendance
- Information will not be shared with others, including family
- Exceptions to confidentiality
 - Release of information signed
 - Immediate threat of harm
 - When required by law
- Avoid promising secrecy



How Students Make an Appointment

- Triage System – “phone screening”...or Online!
- Students call our front desk at **292-5766** or **<https://ccs.osu.edu/secure/appointments/>**
- Schedule a phone screening appointment
- A therapist will contact the student during the scheduled appointment time
- Brief screening with a therapist (10-15 minutes)
- Recommend services to best fit the needs of the student



What is an Urgent Appointment?

- Student expresses a lot of distress, but is not in imminent danger
- If student is in imminent danger to themselves or others, call OSU PD to have the student transported to OSU ED
- Students need to schedule this appointment by calling our front desk (can happen with or without your assistance)
- Our front desk will find the first available clinician to talk to the student, make the assessment & schedule the appointment



ProtoCall

- After hours crisis counselor
- Consultation
- Crisis counseling for residents
- CCS receives a report on each call
- Call main number: 292-5766



Timelines

- One Day, One Week is the Goal
- Triage Phone Call Happens Quickly
- Student WILL Receive Options for Services
- CCS Individual Counseling Timelines Vary



Drop-In Workshops

- Different Workshop Every Day of the Week
- Psychoeducational and Interactive
- No Sign Up Needed
- Schedule Found Online

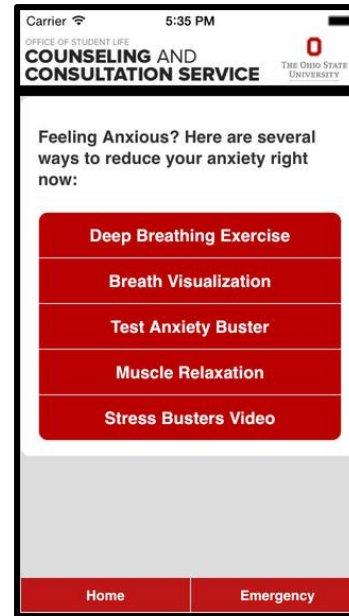
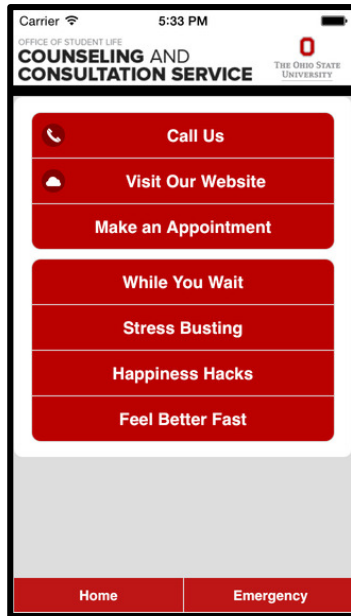


Online Resources

- <https://ccs.osu.edu/self-help/>
- Resources for Numerous Topics
- Dr. Patel's Blog on Emotional Fitness
- Book Recommendations
- OSUCCS App



OSUCCS App





Questions and Engaged Discussion

- 4th Floor, Younkin Success Center
- 10th Floor, Lincoln Tower
- 614-292-5766
- ccs.osu.edu



Ryan Wilhem. 118, Career Counselor

Career Counseling & Support Services:

<http://www.careerconnection.osu.edu/>

- Individual Career Counseling (appointments and walk-ins)
 - Career Assessments
 - Career Planning & Decision-Making
- Resumes, Cover Letters & Interviewing Skills
- Applying to Graduate School

Buckeye Careers: <http://careers.osu.edu/>



James Larcus.1, Wellness Coaching Coordinator

Student Wellness Center

<http://www.swc.osu.edu/wellness-initiatives/presentations-for-wellness/>



Gayle Garcia.671, GAA

Student Life Administration

RU Ok Buckeyes & REACH Training

THE OHIO STATE UNIVERSITY
SUICIDE **PREVENTION**

RUOK? Buckeyes

Gayle Garcia.671, GAA
Student Life Administration

How many graduate students experienced . . .

A mental or emotional concern that interfered with academic performance	41%
• Diagnosable depression or anxiety	13%
• Suicidal thoughts	1-2%

Eisenberg, Gollust, Golberstein & Heffner, 2007

In the past month ...

How many graduate students . . .

Experienced a level of stress that impacted their well-being and/or academic performance

50%

- Knew of a peer experiencing a similar level of stress

58%

Hyun, Quinn, Madon & Lustig, 2006

In the past year ...

How many graduate students . . .

Frequently felt exhausted

40%

- Frequently felt overwhelmed

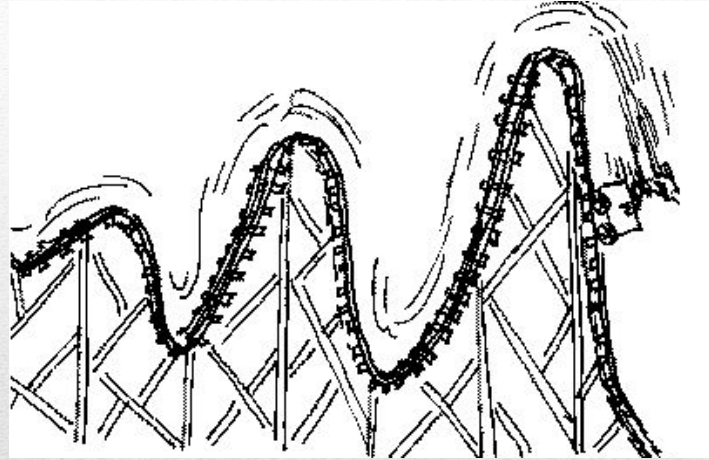
46%

Hyun, Quinn, Madon & Lustig, 2006

In the past year ...

**Self-worth is
tied to this
felt experience**

- **Confident and competent**



**Frustrated and
disheartened**

Longfield, Romas & Irwin, 2006

Elation-Depression Cycle



U.S. Suicide Statistics Ages 15-54



- ← 1 suicide
- ← 45 attempts
- ← 250 people seriously considering suicide

- Gender
- Age
- Social support
- Emotional experience
- Circumstances
- Perceived stigma
- Personal stigma

Denmark, Hess & Becker, 2012; Downs & Eisenberg ,
2012; Granello & Granello, 2007

Risk & Protective Factors



Graduate and professional students who are struggling with stress and depression are unable to fulfill their roles and responsibilities as learners, teaching and research associates, and leaders within the campus and wider community.

Due to many factors, including stigma and the competitive nature of advanced studies, these students may be reluctant to come forward and seek help.

They may also be unaware of the available resources for support.

Show students that they are **valued**
and **supported** by asking ...

RUOK? Buckeyes

Offer this **anonymous, confidential, convenient** tool to help students identify their risk for suicide, mental health problems, and other concerns that impact social, emotional, and academic functioning.

How can you help?

Your Part

- A contact person is identified – typically the grad program coordinator 😊
- Email invitations are sent by the academic department, program or college, which include a link to an online Stress & Depression Questionnaire, developed by the American Foundation for Suicide Prevention (AFSP).

How does it work?

My Part

- Students receive a personalized response from a licensed counselor
- Students are able to engage in an anonymous online dialogue with the counselor, with the intention of helping to reduce perceived barriers to services.
- The counselor is available for support via phone contact or a face-to-face meeting in order to facilitate connection with resources.
- Comprise data in a report to be given to the program/department/college

How does it work?

- 35 academic units have participated – either once or more since our Spring 2013 pilot
- 10,000+ graduate and professional students have received the email invitation
- The majority of students who responded – approximately 8% (on par with the national average for graduate students) were in Tiers 1 and 2

DOES it work?

I think if everyone is provided an opportunity to receive help, we can only improve the overall mental and emotional health of the institution's students! Thank you for spearheading this work. Even contact with one student who needed someone to reach out makes the program worthwhile, and this program and its staff made it incredibly easy to do so in a meaningful way.

– Evolution, Ecology & Organismal Biology

DOES it work?

My experience with RUOK? Buckeyes has been an eye-opening opportunity for my department. It has allowed us to conceptualize that students are in need of some mental health services. Reaching out to the students showed that we cared about their well-being. They were not just numbers in our program, they were human beings that may have experienced difficulties in life and we want to assist them along the way. RUOK? Buckeyes allowed us to do that.

- English

DOES it work?

First of all, there was a general "awakening" that there are serious issues in our department, probably in every department - beyond the stress of graduate school. We are exploring seminars and informal presentations that address stress, health and wellness. I've talked to CCS about doing a presentation in our department. We hope this will be a "no-pressure" way for students to become familiar with the available resources, what they actually involve, and understand that it's "ok" to utilize these resources (they are not alone).

– Plant Pathology

DOES it work?

- So what can you do for the students after RUOK? Buckeyes?
 - Implement a wellness series of workshops and presentations
 - Wellness Suite
 - Build a community
 - Create fun activities that students can do together
- REACH training

After RUOK?

- In the beginning phases
- Will be meeting with multiple wellness, mental health, academic resources to put together a clear and easy to use resource for programs/departments/colleges
- Will have available workshops, presentations and additional resources that programs/departments/colleges can implement
- Will have the instructions and/or contact person for each organization

Wellness Suite

- Suicide Gatekeeper Program
- Creating a culture of caring
- You will learn to:
 - Recognize warning signs
 - Engage with empathy
 - Ask about suicide
 - Communicate hope
 - Help the individual connect to resources

<http://suicideprevention.osu.edu/reach/>

REACH
