

Professional Development Experience:
Mental Health Among College Students

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EDA 6302: Lifelong Learning and Professional Development

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Certified Mental Health Development

Session One: Mental Health Awareness Training Season Two: Mental Health Tools and Techniques

Duval County

Session Overview

Goals

The mission of the Certified Mental Health Development workshop is to develop effective mental health awareness programs for campus instructors because of the mental health challenges that affect students academically, socially and emotionally. The participants will learn how to recognize and assess their own stress levels and practice self-care so they will experience good mental health and well-being. If the participants can learn how to overcome the negative effects of stress by practicing self-care techniques, they can prevent mental health issues such as depression, anxiety, or other mental illness as well as teacher burn-out. In order to better support their students, the participants can learn to recognize the warning signs of a possible mental health challenge or crisis. The Certified Mental Health Development workshop will be offered at the end of each semester to prepare instructors to help students who might be having mental health challenges.

By the end of the workshop we anticipate that each participant will:

- Learn self-care techniques and then transfer this knowledge to their students
- Engage in activities to practice self-care and awareness to recognize mental health challenges
- Have a better understanding of how activities are applied in their professional and personal lives
- Experience activities in a collaborative setting also creates a connectedness so that the participants will be more likely to freely discuss their stress levels with one another in a safe space learning community
- This session includes collaboration opportunities, panel discussions, speakers, and self-care techniques such as mindfulness practices, using nature to de-stress, journaling, connecting with others, taking time to be still etc.
- Four Surveys will be provided at the end of the workshop as a follow-up:
 - The first survey will be given to the participants immediately at the end of the workshop, so they could evaluate how well their experiences went
 - The second survey will be given to the participants about one week after the workshop, which will be like a scenario format where the participants will provide short written responses
 - The third survey will be given to the participants at the end of the semester they took the workshop, which will ask them if they were able to help their students that showed signs of mental health and what they did for those students.

- The final survey will be given out to the students at the end of every semester of them evaluating how well their instructors supported them mentally and emotionally throughout the semester

Time commitment for the Institute Training

Each day's workshop session will last from 8:00 a.m. – 11:30 a.m.

The number of participants: 50 per workshop training

Goals for Session 1

- Focus on the general awareness of Mental Health concerns among students
- Inform the participants of career anxiety amongst students that could be the primary reason for mental health concerns
- Recognize the lack of career guidance
- Understand how to pick out which students shows mental health concerns through working on various kinds of scenarios in the session

Goals for Session 2

- Support and encourage others through connection with peer groups
- Assessment and identification of stress reactions
- Accomplish tasks and achieve goals using circadian rhythm
- Improve well-being through nature, exercise, and calming techniques
- Benefits of minimalism on well-being
- Improve job satisfaction
- Improve work-life balance

Basic Resources Needed (Should be available throughout the institute and used as needed)

- Tag board and markers to create nameplates
- Notebook or pad for each participant
- Pen and pencil for the participants
- Sticky notes
- White board for each participant
- Dry erase board markers
- Dry erasers
- LCD projector
- Speakers
- Sound System
- Music
- Computer

Resources for Day 1

- Prezi presentation on mental health in college students
- PowerPoint presentation on mental health awareness
- Mindfulness in Education: TED Talk YouTube video
- The Practice of Mindfulness: TED Talk YouTube video

- Mindfulness quiz handout
- “10 Ways to Make Yourself More Mindful” handout
- Demonstration activity
- PowerPoint presentation by mental health professionals
- Panel discussion by mental health professionals

Resources for Day 2

- Journals
- Game Materials
- Emotions Change: TED Talk YouTube video
- How can we support the wellbeing of teachers: TED Talk site
- Helping college students cope: CBS News site
- Planting activity - Group activity
- Puzzle activity - Group activity
- PowerPoints about Connecting with Nature and Circadian Rhythm, and minimalism and Less is More
- Roundtable Groups - Mindfulness Listening Activity
- Journal giveaway

Mental Health Awareness Training Day 1
<p>8:00am – 8:30am: Opening:</p> <p>Introduction</p> <ul style="list-style-type: none"> ● This will be a quick introduction of the 2-day workshop with an overview of the agenda they will be given for each day ● Then each participant will introduce themselves by standing up and sharing their name, position, and prior experience with teaching college students, and/or connections with college professors ● We will go around the room to introduce everyone on why they are here, what they know about mental health in students, what course they teach, etc. ● Some icebreaker questions we will ask them to answer while they introduce themselves are: <ul style="list-style-type: none"> ○ What do you usually do when you are stressed? ○ When you are angry at something, what would be your first reaction? ○ When you are sad about something, would you usually want to be left alone or want to talk about it with someone? ○ What do you do to indicate that you are happy? ○ How do you interact with your family and friends? ● Stress to participants that their explanations should each be 30-seconds or less.

<p>8:30am – 9:00am: Review workshop goals, agenda and frame today’s session</p> <ul style="list-style-type: none"> ● Why are we here? <ul style="list-style-type: none"> ○ Use PowerPoint and inform the risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help. ● Review goals for the day and provide an overview of today’s agenda. ● The presentation that will be used: https://prezi.com/brln8nfdkz7/mental-health-in-college-students/ 										
<p>9:00am – 9:30am: Mindfulness in Education, Learning from the Inside Out</p> <ul style="list-style-type: none"> ● A TED Talk video: <ul style="list-style-type: none"> ○ This TED Talk video will inform the instructors on how hard it could be for teachers to teach students as well as how hard it would be to connect with the students. ○ The link of the YouTube video: https://www.youtube.com/watch?v=2i2B44sLVCM ● After the video is shown to the instructors, we will have a little discussion on what the instructors thought about the video. <ul style="list-style-type: none"> ○ What parts they agreed on and what parts they didn’t agree on. ● Discussion Activity: <ul style="list-style-type: none"> ○ How did you feel after watching this Ted Talk video? ○ Did you relate to it in any way? ○ Would this be something that you can see yourself practicing? ○ Would this be an activity you could share with your students? ○ What part did you agree or disagree with? 										
<p>9:30am – 10:00am: Mindfulness Activity</p> <p>Mindfulness Quiz</p> <ul style="list-style-type: none"> ● The participants will be given a handout with some mindfulness questions that they will answer then add up their answers to come to the conclusions of how mindful they are. ● The answers the participants choose from are: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Never</td> <td style="text-align: center;">Rarely</td> <td style="text-align: center;">Sometimes</td> <td style="text-align: center;">Frequently</td> <td style="text-align: center;">Always</td> </tr> </table> ● Some example of the questions that will be asked are: <ol style="list-style-type: none"> 1. I tend to worry about the future/and or regret things from the past. 2. I race from one place to the next without noticing what’s along the way. 3. I get caught up in my own thoughts while someone else is speaking. 4. I notice what happens in my body when I’m stressed (e.g., fast heartbeat, muscle tension). 5. I can be comfortable just sitting and watching a sunset. 6. After an argument, I carry on thinking of all the things I could have said to prove my point. 	1	2	3	4	5	Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5						
Never	Rarely	Sometimes	Frequently	Always						

7. I get impatient while waiting in line, at a red light or for public transportation.
 8. I take time to pause and feel grateful for the things I have going for me.
 9. I am hard on myself when I've made a mistake.
 10. I pay attention to sounds like the wind blowing through the trees, cars passing by or rain falling.
- How the results will add up to:
 - Sum of answers to questions 1, 3, 6, 6, 11, 14, then add 34 to the total
 - Subtract the sum of answers to questions 2, 4, 5, 8, 9, 10, 12, 13
 - Total score results:
 - **0-18 - *Beginner***: You may find yourself often lost in thought and missing out of the present moment. Keep practicing
 - **19-38 - *Pretty Mindful***: You may have regular mindful moments when you are being present with whatever you encounter. Keep practicing.
 - **39-56 - *Almost Enlighted***: Keep Practicing.
 - Once all the participants are finished with the mindfulness quiz, some can volunteer to share their results.
 - At the end of the Mindfulness quiz, we will give out the “***10 Ways to Make Yourself More Mindful***”
 - An example of the “***10 Ways to Make Yourself More Mindful***” handout:

10 WAYS TO MAKE YOURSELF MORE MINDFUL

 1. Meditate, even if it's just for a few minutes.
 2. Slow down and tune into your body and senses.
 3. Don't argue with reality – it is what it is.
 4. Pay attention to people, especially your loved ones.
 5. Think of one thing you're grateful for before going to bed
 6. Go easy on and be kind to yourself, even when you blow it.
 7. When good things happen, pause and notice how it feels.
 8. When not-so-good things happen, pause. Notice how it feels.
 9. Upon stressing out, take three deep breaths.
 10. Connect with nature at least once a day.

<p>10:00am – 10:15am: The Practice of Mindfulness</p> <ul style="list-style-type: none"> ● A TED Talk video: <ul style="list-style-type: none"> ○ This TED Talk video will inform the instructors on how to overcome mental health issues that would be a good guide for the instructors to use in their classrooms like having a Meditation session during the beginning of every class period that could help students brush off the bad “energy” they may feel before class. ○ The link of the YouTube video: https://www.youtube.com/watch?v=oMlaSCxZPN4 ● After the video is shown to the instructors, we will have a little discussion on what the instructors thought about the video. What parts they agreed on and what parts they didn’t agree on. ● Discussion Activity: <ul style="list-style-type: none"> ○ How did you feel after watching this Ted Talk video? ○ Did you relate to it in any way? ○ Would this be something that you can see yourself practicing? ○ Would this be an activity you could share with your students? ○ What part did you agree or disagree with?
<p>10:15 -10:30 - Break</p>
<p>10:30am – 11:00am: Panel Discussion with Mental Health Professionals</p> <ul style="list-style-type: none"> ● The participants would then be introduced by the mental health professionals who work in psychiatric hospitals. ● These professionals will speak up about all types of mental illnesses and their experiences with these patients as well as showing the participants some anonymous cases of some patients with mental health disorders. ● The participants will be given some written anonymous cases about college students with clues on how to figure out how serious the mental illness would be. ● After the professionals talk about their experiences with some anonymous cases, the participants can have a couple of minutes asking additional questions about mental health awareness amongst college students.
<p>11:00am – 11:20am: Hands-on Activity</p> <p>Demonstration Activity</p> <ul style="list-style-type: none"> ● The next hands-on activity will be a demonstration activity where about 5 of the participants will volunteer to go to the front of the room to demonstration certain scenarios that we went over throughout the day. ● The participants that volunteers will play the instructor in the few scenarios that will be played out with one of our staff acting out actions of some students that might hint out certain mental health related actions. An example of that would be a student that always comes to class late who also has dark circles underneath their eyes every time they come to class, and the student would also never communicate while in class as if they are there physically but not mentally.
<p>11:20am – 11:30am: Closing</p> <p>Process the day - Reflective paper</p>

- What are some shifts I need to consider or make when teaching?
- What were the one or two most significant insights for you today?
- How did it feel to work the way we worked today?
- What questions/thoughts do you have as we move forward?

The reflective papers will be used in the next session to reflect back the next day.

Mental Health Tools and Techniques Day 2

**8:00am – 8:15am: Opening:
Speed Networking Bingo Activity**

- Each participant is given a bingo card and pen. Explain that the group has 30 minutes to mingle, introduce themselves, and find people who match the traits on the card. (Example: traveled to Alaska or has a German Shepherd) They must put the person’s name in the corresponding box or have the person sign the appropriate square.
- When people take the time to get to know each other, barriers dissolve, they open up, and learning can take place. The first person to fill five boxes across or down yells "Bingo!" and the game is over. Give the winner a door prize.

Remind participants that now that they have made some interesting connections, it is important to reach out to your social support networks. Share what you are feeling and offer to listen to one another’s feelings.

Facebook Private Group

- Share with the participants that there is a social media private group that has been created with the purpose of connecting with one another. Encourage participants to join the group.

8:15am – 8:45am: Overview of Day 1

- Talk about the reflective papers from each participant that they wrote at the ending of day 1 session.
- “Mental health in college students” presentation
- Mental health awareness presentation
- The Mindfulness in Education TED Talk YouTube video
- The Practice of Mindfulness TED Talk YouTube video
- The Mindfulness activity
- The Demonstration activity
- Talk about the experiences with the mental health professionals

8:45am – 9:00am: Review Day 2, agenda and frame today’s session

- **Why are we here?**
 - To learn techniques and tools for mental wellbeing and work-life balance
 - **Review goals** for the day and provide an overview of today’s agenda.
 - Use PowerPoint and inform participants the importance of emotional intelligence, socio-emotional learning, wellbeing, and connection to others.
- The presentation that will be used:
 - TED Talk YouTube video <https://youtu.be/utkMJUXJCng>
 - How can we support the wellbeing of teachers: TED Talk site https://www.ted.com/talks/sydney_jensen_how_can_we_support_the_emotional_well_being_of_teachers?utm_campaign=tedsread&utm_medium=referral&utm_source=referral&utm_medium=referral

<ul style="list-style-type: none"> ○ Helping college students cope: CBS News site Helping college students cope with an epidemic of anxiety and stress on campus
<p>9:00am – 9:20am:</p> <ul style="list-style-type: none"> ● A TED Talk video: <ul style="list-style-type: none"> ○ The link of the YouTube video: ○ Emotions Change: TED Talk YouTube video https://youtu.be/utkMJUXJCng ○ How can we support the wellbeing of teachers: TED Talk site https://www.ted.com/talks/sydney_jensen_how_can_we_support_the_emotional_well_being_of_teachers?utm_campaign=tedsread&utm_medium=referral&utm_source=twitter ○ Helping college students cope: CBS News site Helping college students cope with an epidemic of anxiety and stress on campus ○ After the video is shown to the instructors, we will have a little discussion on what the instructors thought about the video. What parts they agreed on and what parts they didn't agree on.
<p>9:20am – 9:45am: PowerPoint <i>Determine Your Circadian Rhythm for Better Time Management and Work Productivity.</i> This PowerPoint presentation will help participants:</p> <ul style="list-style-type: none"> ● Enjoy work, not just suffer through it. ● Learn to have a work life that enables flow and inspiration rather than stress and burnout ● Identify their circadian rhythm ● Map Tasks by Energy Level ● Manage Time <p>Provide Participants with Mapping Energy and Tasks Handouts, and 3-fold booklet</p>
<p>9:45am – 10:00am: Stretching and Chair Yoga session <i>Yoga at Your Desk</i> https://youtu.be/w3C08dhJ_SM</p> <p>Participants learn how stretching is important for:</p> <ul style="list-style-type: none"> ● Increased blood flow ● Calm Mind ● Stress relief ● Improve posture
<p>10:00 -10:20 - Break</p>

10:30am – 11:20am: **Hands-on Workshop**
Introduction - How Nature Helps with Wellbeing

PowerPoint - *Connect with Nature*

Participants learn how connecting with nature is important for:

- Enhance wellbeing
- Reduce stress, anxiety, and depression
- Reduce Anger and Fear
- Improve focus
- Boosts creatively
- Improve Self confidence

Planting Activity - Have participants plant small plants they may take with them. Each table will be provided with containers, potting soil, small shovel, and small plants. Explain that this is a takeaway they can keep at their desk to remind them how important it is to spend time in nature and to care for themselves.

After clearing away the planting materials, each table will be provided with a 50-piece puzzle of various nature scenes. The tables will work collaboratively on putting together the puzzle. Explain that we must work together to be whole and complete.

Introduction - How Minimalism Helps with Wellbeing

Minimalist Quiz

PowerPoint - *Less is More*

11:20am – 11:30am: **Closing**

Journal Giveaway

- At the end of this session, we will give a journal to all of the participants, so they can reflect on their life by writing the concerns and issues they might face in the journal
- The journal reflection activity is provided to the participants for them to use after this workshop on their own time, so they could see if the journal reflections helps them on having a better mindset
- We will also encourage the participants to give the same journal reflection activity to their students to whom they feel is having a mental health crisis

An anonymous survey will be given to the participants so they can evaluate how well their experiences went.