

June 21,
2019

MENTAL HEALTH ON THE HILL

An integrated campus approach to
addressing student well-being



UCLA Residential Life

OVERVIEW: Who's coming to campus

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68% of college students say they have trouble sleeping because of stress.

85% of freshmen felt *frequently* or *occasionally* anxious during the academic year.

CAPS sees 1 in 6 students for mental health services and support



2 theories for why Gen Z students “lack” resilience and coping



Today's Students Are 'Soft'

- “Helicopter” parents contribute to **lack of independence**
- Parents are reluctant to see their children struggle and step in to **shield them from consequences**
- Students **lack experiences and coping skills** that help them to bounce back from challenges
- Failure-averse students **shut down** when they do not succeed



Today's Students Face More Challenges

- Student **feel uncertain about the future** in a charged and tumultuous political climate
- High cost of college and the **burden of student debt** adds to students' stress and anxiety
- **Social pressures and FOMO** present 24/7 through social media
- **Competitive job** market magnifies student anxiety



OVERVIEW: The Hill

14,000 students in
residential communities on
campus*

87% triples

~600 student staff/interns







OVERVIEW: The Hill

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Resident Assistants play a vital role in student support, safety and development, serving as:
First responders, peer counselors, crisis interventionists, disciplinarians, mentors, leaders.

Repeated exposure to **trauma** has deleterious effects on RAs.

Job preparation includes suicide intervention, prevention of drug/alcohol abuse, and responding to sexual assault.

Creative and Collaborative Solutions

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RA Training

“Behind Closed Doors”



INITIATIVES

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- Specialty role and new unit housed in Res Life.
- Enhanced training, workshops, and educational programs.
- Consultation and 1:1 advising provided to student staff– crisis response, stress management, conflict resolution, social emotional growth and distress tolerance.
- Additional training and support for live-on staff, in the areas of professional burnout, self-care and help-seeking strategies.



**STRONGER
THINGS**

DUNGEONS & DRAGONS®

2001



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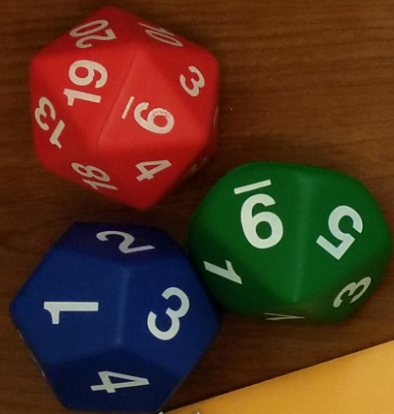


TSR Games
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9031

PORTFOLIO



UCLA Residential Life
PRESENTS

STRONGER THINGS

Character Sheet

RESILIENCE SKILLS:

- Builds a self-care kit
- Aligns themselves to core values
- Constructs their own narrative
- Constructs the dialogue
- Establishes an enduring routine
- Looks for silver lining
- Maintains a watchful eye
- Practices self-compassion
- Carries a packed utility belt

RESILIENCE ABILITIES:

- Self-Awareness
- Distress Tolerance
- Openness
- Help-Seeking
- Empathy
- Resourcefulness
- Connection of Personhood

Encounter 1:
The Elevator

Encounter 2:
Knock Knock

Encounter 3:
The Wind Player

DICE MECHANICS:

1, 2, or 3 = 1
4 or 5 = 0

ENCOUNTER CHALLENGE RATINGS

Easy: 1-3

Medium: 4

Hard: 5-6

THE ELEVATOR

KNOCK KNOCK

THE WIND

STRONGER THINGS

PROLOGUE

The Quarter has started. L.A. is uncharacteristically cold and windy as you walk with your friends – you are Mike, Will, Eleven, Dustin, Lucas, and Max. There is a lot on your plate already, you feel refreshed and energetic about the harmful tingling of worry presents itself in the back of your mind as the wind but you squint at the pavement below with a sense of determination. You think everything you managed up until now: power outages, wildfires, roommate drama – a freakin' bomb threat! I got this, you assure yourself and slide your hands into your pockets to warm them. It's so cold. Suddenly, you feel a hand rest on your shoulder, like a protective warning. You look up toward the Hill and realize the entire sky has turned a menacing charcoal gray. In the distance you can see that the tops of buildings have turned black as if they've been painted over. No, they seem overgrown with ropy, root-like... tendrils? You glance over at the Wooden Center to decipher the strange biological membranes that cover each window. What is this? Even Max, the only one of you majoring in MIMG, has a confused expression. Dark, thick smoke seems to be accumulating overhead, and for a second you wonder if the mountain is on fire again. But something makes you catch your breath. Your stomach drops. The smoke isn't rising from the ground. It is descending from the sky in enormous thick clouds. It moves like a monstrous force, taking over the sky. You all grab for your phones but instantly are met with NO SIGNAL. Then you realize the gripping silence. To your right and left, the entire campus is...deserted. Where did everyone go? You glance behind you to see only blackness, though the outline of the Bruin Bear is distinctly visible. Was its mouth always open like that, as if to release a growl? In unison, all six of you look back up to the Hill and notice lights flickering, emitting signs of life. In contrast, the air around you is still, dead, silent. You exchange knowing glances with each other.

YOU ARE IN THE UPSIDE DOWN
OPEN ENVELOPE 1





Drea Letamendi

Associate Director of Mental Health

STRONGER THINGS

“I think of each day as another chance to do good. If possible, I walk away from yesterday’s nonsense.”

Self-Awareness

Distress Tolerance +3

Openness

Help-Seeking

Empathy

Resourcefulness

Preservation of Personhood +2

Flexibility

Mindfulness

Joy-Savoring

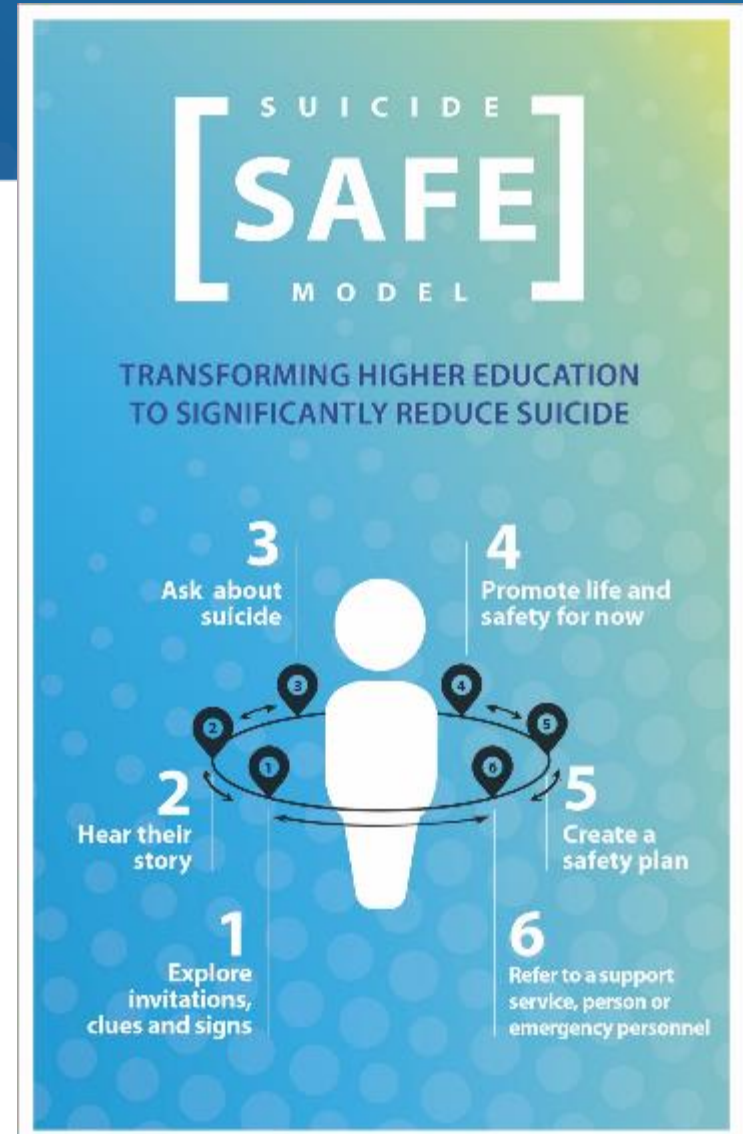
SUICIDE SAFE AT UCLA

Shift culture toward better understanding that suicide prevention is not exclusive to mental health services and settings

Increase knowledge about interventions that are effective

Recognize the importance of a comprehensive and coordinated continuum of care

Safe messaging guidelines for campus partners and community



Residential Surveys

RA Focus Groups

RESIDENTIAL SURVEYS

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All undergraduate, graduate, and family residents.

Safety, sense of belonging, community, climate issues.

Academic self-efficacy, financial literacy, bystander intervention (bi-annual spring survey for undergraduates).

RA FOCUS GROUPS

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FINDINGS

"I want training to focus on practical skills that we can apply...I want to learn more about body language, eye contact, emotionally validating wordings, languages, etc."



"...for a whole week, that was literally the only thing I thought about...how do I approach the resident now?...what do I do?...It kind of consumed me..."

FINDINGS, cont.



RAs experience guilt, anxiety, and mental and physical exhaustion. RAs also experience negative impacts as a result of naturally becoming too emotionally invested in the well-being of the residents.



Initiate a support group for RAs with sessions facilitated by Drea by providing a space for RAs to share and process their thoughts and feelings with their peer RAs who have dealt with crisis incidents.



RAs struggle to balance between academic work, RA responsibilities, and self-care post-incident.



As a department, more emphasis and practice of "student-first" concept and more considerations for RA self-care for those who just responded to a crisis incident.

UCLA RESIDENTIAL LIFE

**BALANCE, RESILIENCE,
JOY!**

**THE RA WELLNESS
GROUPS**

SOURCES OF EVIDENCE

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Experts

- Training Director Experience & Implementation Researcher
- Campus Intervention Researcher & Counseling Center Intern
- ResLife Supervisors

Research

- Importance of self-assessment to prevent burnout (McLaughlin, 2017)
- Psychoed as predictor of gatekeeper preparedness (Taub et al., 2013)

Res Life Staff/students

- Survey of requested skills / primary concerns
- In-person focus groups of 20 RAs

Compiled List of Topics

```
graph TD; Experts[Experts] --> Topics((Compiled List of Topics)); Research[Research] --> Topics; ResLife[Res Life Staff/students] --> Topics; Topics --> ResLife;
```

The diagram illustrates the sources of evidence for a compiled list of topics. Three rectangular boxes at the top represent the sources: 'Experts', 'Research', and 'Res Life Staff/students'. Arrows from each of these boxes point towards a central circular box labeled 'Compiled List of Topics'. Additionally, a curved arrow points from the 'Compiled List of Topics' box back to the 'Res Life Staff/students' box, indicating a feedback loop.

RESULTING CONTENT

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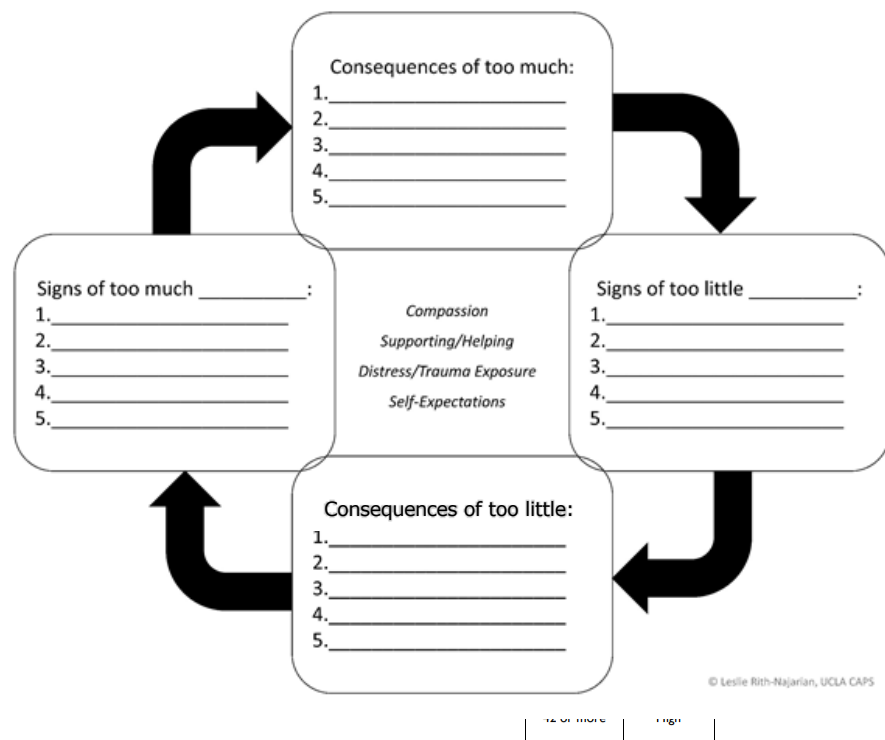
- 1. The Importance of Balance and Boundaries**
- 2. Helping Others Get Help**
- 3. Taking Care of Yourself**

Format: evening small group sessions (4-6 RAs)

Session 1: The Importance of Balance and Boundaries

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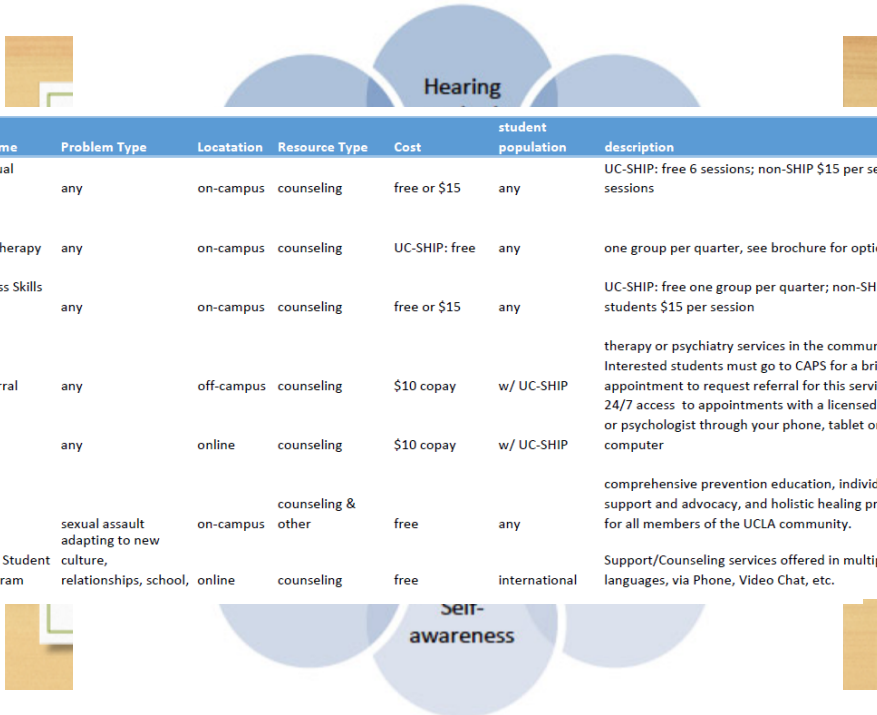
- **Orientation**
- **Psychoeducation about feedback loops:** burnout, compassion fatigue, avoiding emotional distress of the resident/self
- **Self-assessment:** Professional Quality of Life Scale
- **Self-monitoring plan:** signs of balanced helping behaviors and self-expectations vs. signs of “too much” or “too little”



Session 2: Helping Others Get Help

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- **Psychoeducation:** signs of distress
- **Discussion:** barriers to help seeking
- **Practice:** active listening skills
- **Review:** treatment service options and referral considerations



Resource Name	Problem Type	Location	Resource Type	Cost	student population	description
CAPS individual therapy	any	on-campus	counseling	free or \$15	any	UC-SHIP: free 6 sessions; non-SHIP \$15 per session, 3 sessions
CAPS group therapy	any	on-campus	counseling	UC-SHIP: free	any	one group per quarter, see brochure for options
CAPS Wellness Skills Groups	any	on-campus	counseling	free or \$15	any	UC-SHIP: free one group per quarter; non-SHIP students \$15 per session
Anthem referral	any	off-campus	counseling	\$10 copay	w/ UC-SHIP	therapy or psychiatry services in the community. Interested students must go to CAPS for a brief screen appointment to request referral for this service
LiveHealth	any	online	counseling	\$10 copay	w/ UC-SHIP	24/7 access to appointments with a licensed therapist or psychologist through your phone, tablet or computer
CARE	sexual assault adapting to new culture, relationships, school, online	on-campus	counseling & other	free	any	comprehensive prevention education, individual support and advocacy, and holistic healing programs for all members of the UCLA community.
International Student Support Program		online	counseling	free	international	Support/Counseling services offered in multiple languages, via Phone, Video Chat, etc.

Session 3: Taking Care of Yourself

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- **Self-assessment and discussion:** self-care domains and values
- **Motivational interviewing:** to overcome personal barriers to self-care
- **Create self-care plan:**
 - Time management
 - Sleep hygiene
 - Behavioral activation
- **Treatment options:** when to seek help for yourself

Your Time Management Checklist	
<input type="checkbox"/>	Prioritize and make task lists.
<input type="checkbox"/>	Limit time wasters.
<input type="checkbox"/>	Replace time wasters with refreshers.
<input type="checkbox"/>	Allow for flexibility.
<input type="checkbox"/>	Set SMART goals.
<input type="checkbox"/>	Schedule less.
<input type="checkbox"/>	Address little tasks immediately.
<input type="checkbox"/>	Pick avoided tasks first.
<input type="checkbox"/>	<u>Start</u> longer tasks.
<input type="checkbox"/>	Chunk similar tasks.
<input type="checkbox"/>	Create interim deadlines.
<input type="checkbox"/>	Recognize anxiety and procrastination.
<input type="checkbox"/>	Use reminders.
<input type="checkbox"/>	Reward yourself.
<input type="checkbox"/>	Use a planner.

Feedback

26

$n = 15$ surveys (7 participants)

Session effectiveness

– average rating = 4.7

How effective was the presentation in helping you to:

	Not At All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective
Identify signs of my own compassion fatigue and/or burnout	1	2	3	4	5
Understand how over-extension and imbalance can perpetuate stress in my role.	1	2	3	4	5
Identify my personal signs of when I'm doing too much or too little.	1	2	3	4	5
The presenters' overall effectiveness in conveying information to you.	1	2	3	4	5

Motivation to apply content

– average rating = 3.6

After participating in this presentation, I would:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Participate in another RA Wellness Group	1	2	3	4
Feel motivated to apply skills/concepts I learned today	1	2	3	4
Feel motivated to reach out to additional resources on campus	1	2	3	4

- I enjoyed what was covered and learned a lot!
- I felt like the session was very helpful and comprehensive
- These are great! A lot of RAs have the misconceptions we discussed and it needs to be addressed

I will be taking away from this session...

- My “too much” and “too little” signs so that I can form healthier responses to them
- More clarity about how CAPS work, like wait times, UCSHIP, and that it also functions as a hub for referral to other resources
- “self care” is personal and intentional, rather than “performative”



UCLA Residential Life

Where community happens.