

University of Florida
Faculty Senate
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Faculty as Facilitators for Student Well Being

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Top 10 Factors Affecting Academic Performance

American College Health Association Survey

- Stress 33.9%
- Cold/flu/sore throat 28.8%
- Sleep difficulties 25.6%
- Concern for friend/family 18.8%
- Internet Use 16.9%
- Depression/Anxiety/SAD 16.1%
- Relationship problems 15.9%
- Death 9.3%
- Sinus/ear/strep 9.3%
- Alcohol Use 7.8%

- Within the last school year

Feeling Very Sad	%	%	%
	Male	Female	Total
Never	30.5	16.2	21.3
1 – 10	59.7	70	66.3
11 +	9.8	13.8	12.4

So Depressed Difficult to Function	%	%	%
	Male	Female	Total
Never	62.8	53.9	57
1 – 10	31.6	39	36.4
11 +	5.6	7.1	6.6

Approximately 6.7% Americans 18 y/o and older diagnosed annually with major depressive episode [NIMH]

106 Campuses and 80,121 randomized subjects: Retrieved on 11/09/09
 from: at <http://www.acha-ncha.org/docs/ACHA>
 NCHA_Reference_Group_ExecutiveSummary_Spring2008.pdf

Within the Last School Year

Seriously Considered Suicide	%	%	%
	Male	Female	Total
Never	91.5	90.7	91
1 - 10	7.7	8.5	8.2
11 +	.9	.8	.8

Attempting Suicide	%	%	%
	Male	Female	Total
Never	98.6	98.8	98.7
1 - 10	1.2	1.1	1.2
11 +	.2	.1	.1

106 Campuses and 80,121 randomized subjects: Retrieved on 11/09/09
 from: at http://www.acha-ncha.org/docs/ACHA-NCHA_Reference_Group_ExecutiveSummary_Spring2008.pdf

AUCCCD report of 391 counseling centers

- 13% significant history of prior treatment
- 25% taking psychotropic medications
- 37% reported depression
- 37% reported anxiety
- 37% relationship issues
- 8% engaging in self injury [e.g., cutting, burning, abrading]

Association of University and College Counseling Centers - Retrieved on-line on August 18, 2009 from:
http://www.aucccd.org/img/pdfs/aucccd_monograph_public_2008.pdf

Recognizing the Distressed Student

- **Distressed students:** Behaviors do not necessarily disrupt others but indicate that something is troubling the student.
 - A decrease in achievement and diminished motivation
 - Increased absences
 - Difficulties with concentration and focus
 - Fluctuating mood, sadness, anxiety, irritability, lethargy, sense of helplessness
 - Marked changes in interaction patterns with instructor and peers, e.g., avoidance, dependency

Recognizing the Distressed Student

- Diminished self-care including poor hygiene
- Missed deadlines or incomplete work
- Make repeated requests for special consideration or adjustment to academic requirements
- May behave in ways that are mildly disruptive to the classroom culture, e.g., angry outbursts, walking out, failing to collaborate, attacking the opinions of others
- Exhibit a reticence to accept and act on an offer of help

Helping the Distressed Student

- Consult with others on how best to constructively address your concerns and offer help. Keep your supervisor/department chairperson informed, particularly if a pattern of conduct becomes a concern
- Do not promise confidentiality
- Work with the student on an individual basis to address specific problematic behaviors and provide corrective feedback
- Refer to and encourage the student to utilize campus resources (e.g., The Counseling and Wellness Center, Dean of Students, Student Health Services, Academic Advisement)
- Document your interventions

Recognizing the Seriously Distressed or Disruptive Student

The Severely Distressed/Disruptive Student may:

- Be less likely to accept help and view efforts to assist as intrusive and unwanted
- Exhibit more intense expression of emotions with little regard for classroom decorum or deference to the role of instructor
- Reflect poor self-care and demonstrate a lack of empathy for others
- Regularly fail to attend class, be tardy and communicate a heightened sense of entitlement

Recognizing the Seriously Distressed or Disruptive Student

- Be verbally antagonistic to peers/instructor, unable to collaborate or assume responsibility within teams
- Have difficulty communicating, slurred speech or confused content
- Exhibit a confused sense of reality or be highly suspicious and/or reactive to other's opinions
- Engage in harassing/stalking behaviors or inappropriate forms of contact such as veiled or threatening e-mails
- Make veiled or overt references to suicidal or homicidal thoughts (oral and written formats)

Tips for Responding to the Severely Distressed and Disruptive Student

- Use consultation resources
 - Supervisor/Department Chairperson
 - Counseling and Wellness Center [392-1575 or 392-1171]
 - Dean of Students [392-1261] Behavioral Consultation Team
 - University Police Dept [392-1111]
- Plan ahead and inform others
- Have someone meet the student with you
- Meet in an area where resources are available to you
- If the student is agitated or threatening: Remove yourself by indicating you will find someone else to assist ... Get help and contact the campus police for assistance [392-1111]

Enriching the Faculty - Student Relationship

Conduct of faculty/instructor informs student expectations

- Attend to punctuality and attendance
- Communicate and facilitate discourse in a manner respectful of diverse opinions and cross cultural awareness
- Conform to the syllabus [instructional content, deadlines, evaluation criteria]
- Advertise and observe a way for students to access assistance [office hours, type of help, tutoring, etc.]

Enriching the Faculty - Student Relationship

- Communicate under what circumstances course requirements are changed and how successful completion is acknowledged
- Develop a system to resolve disagreements associated with team projects, questions about evaluation and adjustments for deadlines

Enriching the Faculty - Student Relationship

Graduate/Research Relationships – Special Concerns

- Avoid behaviors that may be construed as aggressive/bullying, harassment [sexual or emotional], and lacking in respect or sensitivity to cross cultural or diversity concerns
- Clarify the process by which course/dissertation and degree requirements are changed and successful completion is acknowledged
- Provide timely feedback and corrective support
- Establish fairness in work hours and expectations regarding contributions [attribution, work over break periods, time off, sick leave, etc.]

Enriching the Faculty - Student Relationship

- Develop a plan for managing differences in expectations or performance that may arise between student/faculty and peers
- Consult with department chair or supervisor regarding patterns of behavior that are troubling or disruptive

Faculty Peer Support

- Recognizing and Supporting
 - Be aware of significant transitions including personal loss, traumatic experiences, changes in status, work roles, organizational expectations, etc.
 - Recognize and address changes in mood including persistent sadness, irritability, confusion, anxiousness, and sensitivity to change
 - Attend to changes in behavior including withdrawal, difficulty working in team environment, failure to meet deadlines, lack of collaboration, avoidance, absence

Faculty Peer Support

- Recognizing and Supporting
 - Inquire – ask how the person is doing
 - Consult with peers to gain perspective
 - Promote the idea of getting some assistance – especially during times of personal loss or organizational change
 - Consult with your supervisor to develop a plan to intervene and provide comprehensive support

Resources

Training

- QPR Suicide Prevention Program
- Working with the Distressed and Disruptive Student
- Faculty 911 Guide
- UF Sexual Harassment Training
<http://www.hr.ufl.edu/eo/training.htm>

Consultation

- Students
 - Counseling and Wellness Center 352.392.1575 or 352.392.1171 <http://www.counsel.ufl.edu/>
 - Dean of Students 352.392.1261
 - University Police Department 352.392.1111

Resources

- Faculty and Staff
 - UF Human Resources: 352-392-3261
<http://www.hr.ufl.edu/academic/default.asp>
 - UF Employee Assistance Program: 352-392-5787
<http://www.eap.ufl.edu/>

To schedule training workshops or for additional information contact Wayne Griffin at 352.392.1575 or wgriffin@ufl.edu