

Returning to Grounds and Student Mental Health

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Agenda

- Overview of CAPS services and how to refer students
- Current mental health concerns of students
 - Returning to Grounds
 - COVID-19
- How to identify and support students of concern

CAPS Services

- Free and Confidential
- Individual therapy, group therapy, psychiatry/medication (telehealth)
- 24-hour emergency services by phone: 434.243.5150
- “Let’s Talk” drop-in consultation hours (hybrid)
- [Support Spaces](#)
- SilverCloud and other [online resources](#)
- <https://studenthealth.virginia.edu/caps>

CAPS Services

- New Building opening **TBD**– Brandon Avenue
- Staff: Psychologists, Licensed Counselors, Care Managers, Psychiatric Providers, Interns, Graduate Students, Administrative Support
- Telehealth clinical services
- In-person Outreach and Community Engagement

How to Refer to CAPS

- Call and speak to on-call therapist 24/7.
 - You may or may not disclose student's identity.
- When CAPS resumes in-person services, you may accompany a student to our office.
- Refer students to “Let’s Talk” drop-in consultation hours.
- Share information about CAPS services, events, and social media with your students/include in your course syllabus.

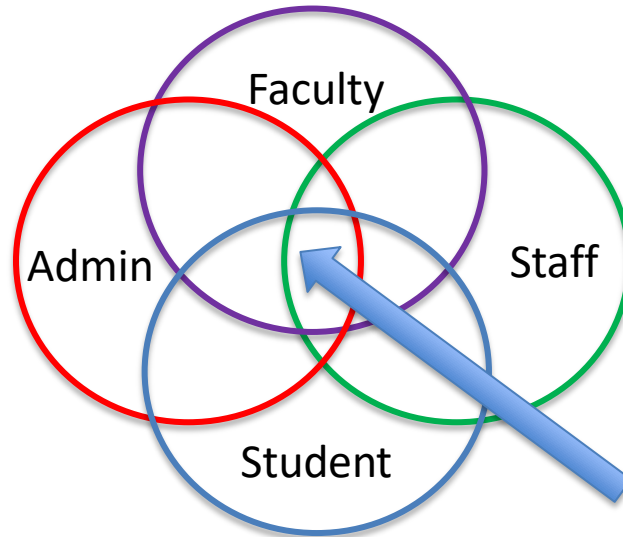
Current Mental Health Concerns of Students

- Anxiety
 - Academic Success
 - Social Success
 - Sense of Belonging
 - Returning to Grounds
 - COVID-19 (trauma, grief)
- Depression/Mood Disorders

Current Mental Health Concerns of Students

- Adjustment and Interpersonal Concerns
- Affinity Group Concerns/Identity Concerns
- Disordered Eating/Body Image Concerns
- Substance Abuse
- Severe or Acute Mental Illness (psychosis, bipolar disorder, etc.)

The impact [of trauma] on the community



Signs of [traumatic] stress

- Flashbacks
- Intrusive memories
- Nightmares or bad dreams, difficulty sleeping
- Avoiding thoughts, feelings, people, or places
- Displaced anger, irritability, tension
- Difficulty concentrating or focusing on work
- Difficulty with recall, or remembering precise details
- Feeling guilty
- Feeling numb or in shock
- Difficulty regulating emotions
- Feeling unsafe or mistrustful
- Difficulty communicating feelings to others
- Dissociation

Ways to help students

- Listen.
- Your willingness to reach out and connect with students lets them know you care, and that you're also impacted by the world around you.
- Be an ally and help to empower students.
- Display genuine interest and awareness of differences among students.
- Redirect students to other resources on Grounds – CAPS, SDAC, ODOS, OAAA, MSC, LGBTQ Center, IRC, ISO, RAs, Religious leaders, etc.

Helpful vs. unhelpful approaches with students

Helpful Approaches	Unhelpful Approaches
Be gentle and patient.	Don't force conversations that are clearly unwanted.
Acknowledge the potential impact on academic functioning or productivity. Offer accommodations, if needed, with specific parameters.	Don't ignore students who are hurting, especially when you notice a change in their behavior.
Consider creating opportunities for students to process their feelings together. Establish ground rules, to promote a welcoming and non-judgmental classroom environment.	Don't discourage students from talking to one another, as long as the dialogue is helpful and respectful.
Acknowledge that you do not have all the answers. Redirect students to other appropriate resources.	Don't discourage students from asking questions, being curious, or thoughtful.

How to recognize your limits

- Acknowledge your own emotions and be kind to yourself.
- If you feel unable to adequately support students, then redirect them to other university resources. Be helpful, rather than avoidant.
- Be aware of what you need from others, as well as what you have to offer. Try not to exhaust your emotional resources all at once.

