Graduate Student Services (GSS) Forum

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Counseling and Psychological Services

Center of Excellence for Diversity in Medical Education
Graduate Student Services (GSS) Forum

The Psychological Climate at Stanford
The Psychological Climate at Stanford

Top Four Factors Students Reported Affecting Their Academic Performance Within The Last 12 Months:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Overall</th>
<th>Undergrad</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress:</td>
<td>26.2%</td>
<td>34.1%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Anxiety:</td>
<td>18.7%</td>
<td>22.3%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Sleep difficulties:</td>
<td>15.8%</td>
<td>21.8%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Participation in extracurricular activities:</td>
<td>14.7%</td>
<td>27.9%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

Source: A. Martinez. The Spring 2012 ACHA National College Health Assessment Survey (ACHA-NCHA) at Stanford
The Psychological Climate at Stanford

**Depression**

<table>
<thead>
<tr>
<th>Depression Impacted Academic Performance</th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Female</td>
<td>22%</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>18%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

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# The Psychological Climate at Stanford

## Events That Have Been Traumatic or Very Difficult To Handle In The Last 12 Months

<table>
<thead>
<tr>
<th>Events, Situations and Experiences</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>46.5</td>
</tr>
<tr>
<td>Career-related issue</td>
<td>31.8</td>
</tr>
<tr>
<td>Death-of-family-member-or-friend</td>
<td>11.2</td>
</tr>
<tr>
<td>Family-problems</td>
<td>17.9</td>
</tr>
<tr>
<td>Intimate-relationships</td>
<td>32.3</td>
</tr>
<tr>
<td>Other-social-relationships</td>
<td>21.7</td>
</tr>
<tr>
<td>Finances</td>
<td>16.8</td>
</tr>
<tr>
<td>Health-problem-of-family-member-or-partner</td>
<td>13.6</td>
</tr>
<tr>
<td>Personal-appearance</td>
<td>16.1</td>
</tr>
<tr>
<td>Personal-health-issue</td>
<td>14.1</td>
</tr>
<tr>
<td>Sleep-difficulties</td>
<td>19.6</td>
</tr>
<tr>
<td>Other</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Students-reporting-none-of-the-above</strong></td>
<td><strong>27.5</strong></td>
</tr>
<tr>
<td><strong>Students-reporting-only-one-of-the-above</strong></td>
<td><strong>16.8</strong></td>
</tr>
<tr>
<td><strong>Students-reporting-2-of-the-above</strong></td>
<td><strong>14.7</strong></td>
</tr>
<tr>
<td><strong>Students-reporting-3-or-more-of-the-above</strong></td>
<td><strong>41.1</strong></td>
</tr>
</tbody>
</table>

*Source: A. Martinez. The Spring 2012 ACHA National College Health Assessment Survey (ACHA-NCHA) at Stanford*
What do you do when you see it?

How do you differentiate when someone stressed and seeking advice versus someone who needs further help?

What is the most appropriate response when a student comes to my office and says – “I hate this program I hate my colleagues I regret coming here and I wish I could just disappear.”

" You notice a student requires some attention based on him/her acting weird, how do you address the issue?
Help Seeking at Stanford

Over two thirds of all students are willing to get help from a mental health professional, if in the future they were having a personal problem that was really bothering them.

- Men, particularly undergraduate men are least likely to get help.
- LGB students are more likely to get help than heterosexual students.
- Heterosexual undergraduates are least likely to get help.
- Graduate students are more likely to get help than undergraduate students.
- 1st Gen undergraduate students are less likely get help, but 1st gen graduate students are more likely to get help.
- Asian American, International, Latino, Multiracial are least likely to get help.
- Proportionately more White students are willing to get help compared to any other group. This trend is even more pronounced among undergraduate students

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What to do if a student does not seem ok?

What if student is a threat to themselves or others?

What procedures we should follow if a student should be referred to CAPS?
Getting Help

When to call 911 vs CAPS vs GLO, etc.?
They Need Help, But They Don’t Want it!

Why people seek help?
Why they don’t?
They Need Help, But They Don’t Want it!

Every year, there seems to be a number of university shootings. Does Stanford do anything to help prepare staff and students for this type of situations?
Getting Help

When to call 911 vs CAPS vs GLO vs. University Threat Assessment Team?
The responsibility of the Stanford University Threat Assessment Team is the following:

- Proactively develop procedures for response to actual or potential violence
- Review and decide upon appropriate response strategies for selected cases
- Review and coordinate training materials and programs
- Periodic review and updating of workplace violence policy
- Develop contacts with outside threat assessment professionals
- Keep current on legal issues related to workplace/academic safety and incident response
- Stay abreast of developing trends both domestically and internationally
- Deploy future forecasting models to anticipate developments

http://web.stanford.edu/group/SUDPS/threat-assessment/about.shtml
Counseling at CAPS

Initial Contact

- **Regular**
  - Phone – 3-3785
  - Web Appts

- **Urgent – Crisis Access**
  - Phone
  - In Person at CAPS (2nd Floor of Vaden)
Counseling at CAPS
Scope of Services

- Individual and Couple Counseling
- Medication Evaluation and Management
- Group Counseling
- Support Groups
- Crisis Services
Hospitalizations

- When are they done?
- How are they done
- What happens?
Thank You
STIGMA

Self-Stigma