

BUILDING RESILIENCY: SUICIDE RISK AND PREVENTIONS WITH STUDENTS PREPARING FOR THE HELPING PROFESSIONS

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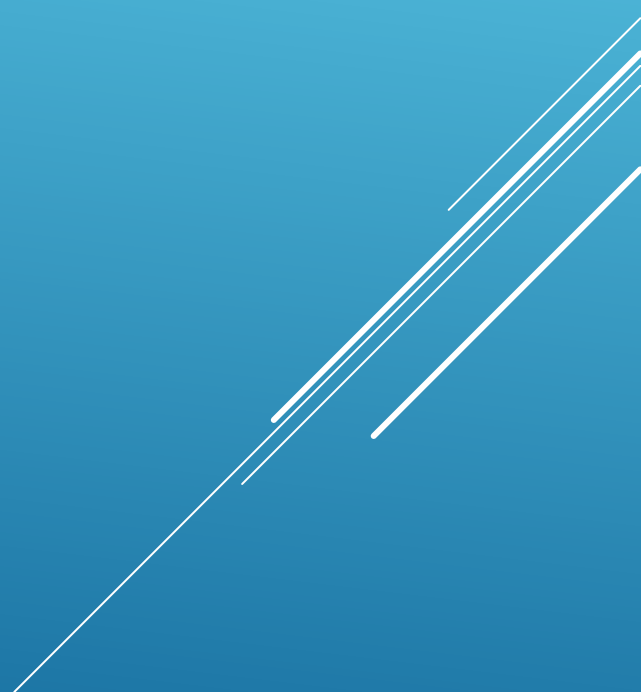
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- ▶ “diminished emotional energy needed to care for patients”
- ▶ Symptoms mirror PTSD with hyper-arousal, avoidance, and re-experiencing events
 - ▶ (Sanchez-Reilly et. al. 2013)

DEFINITION: COMPASSION FATIGUE



- ▶ “ progressive loss of idealism, energy, and purpose experienced by people in the helping professions as a result of the conditions of their work.”
- ▶ “Better predictor than depression for lower satisfaction with career choice and may be associated with job turnover and poorer health.”

(Sanchez- Reilly et. al. 2013)

- ▶ “a work-related constellation of symptoms and signs that usually occurs in individuals with no history of psychological or psychiatric disorders”

(Moss et. al, 2016)

Other names: Vicarious Trauma and
Secondary Traumatic Stress

DEFINITIONS: BURNOUT

PHYSIOLOGICAL ROOTS

- ▶ Current neuroscience demonstrates that pain pathways are activated in response to the perception of the emotional or physical pain of others.
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Journal of the American Medical Association reported:

- ▶ 27% of medical students suffer from depression
- ▶ 11% reported suicidal ideation
- ▶ Only 15% sought treatment from a professional
- ▶ Attributed to stress and anxiety due to competitiveness of medical school and believe that restructuring curriculum and evaluation processes might be helpful in ameliorating this.

STATISTICS

2016 Study done by the

Council of Osteopathic Student Government Presidents:

- ▶ 10,187 Participants
- ▶ 54% were above the national average for depression
- ▶ 46% met clinical criteria for diagnosis with depression
- ▶ 23% were greater than 1 SD above the mean
- ▶ 82% were above national average for anxiety
- ▶ 72% were of clinical concern in regards to anxiety
- ▶ 45% were greater than 1 SD above the national mean for anxiety
- ▶ 147 were identified as being at high risk for suicide
- ▶ 309 were identified as being at minimal/moderate risk for suicide

STATISTICS

Personal:

- ▶ Perfectionism
- ▶ Idealism
- ▶ Over-commitment
- ▶ Baseline anxiety

Systemic:

- ▶ Increasing workload
- ▶ Lack of control over academic/work environment
- ▶ Lack of positive feedback/insufficient rewards
- ▶ Lack of community in academic/work culture
- ▶ Poor support
- ▶ Poor communication
- ▶ Lack of community

VULNERABILITIES

- ▶ Importance of empathy in practice is readily accepted, though much less agreement on what it means.
- ▶ Definition: “feeling of concern for others that creates a motivation to help, experiencing emotions that match those of another individual, knowing what the another is thinking or feeling, or even blurring of lines between self and others.”
 - ▶ (Gleichgerrcht and Decety, 2013.)

CONNECTION TO EMPATHY

- ▶ Cognitive Behavioral Therapy
- ▶ Mindfulness Techniques
- ▶ Relaxation Training
- ▶ Assertiveness Training
- ▶ Time management skills
- ▶ Self-care strategies

WAYS TO PREVENT IT:
PERSONALLY

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- ▶ Develop a “toolbox” for managing stress.
- ▶ Increase supports
- ▶ FUN!
- ▶ Downtime
- ▶ Replenishing resources



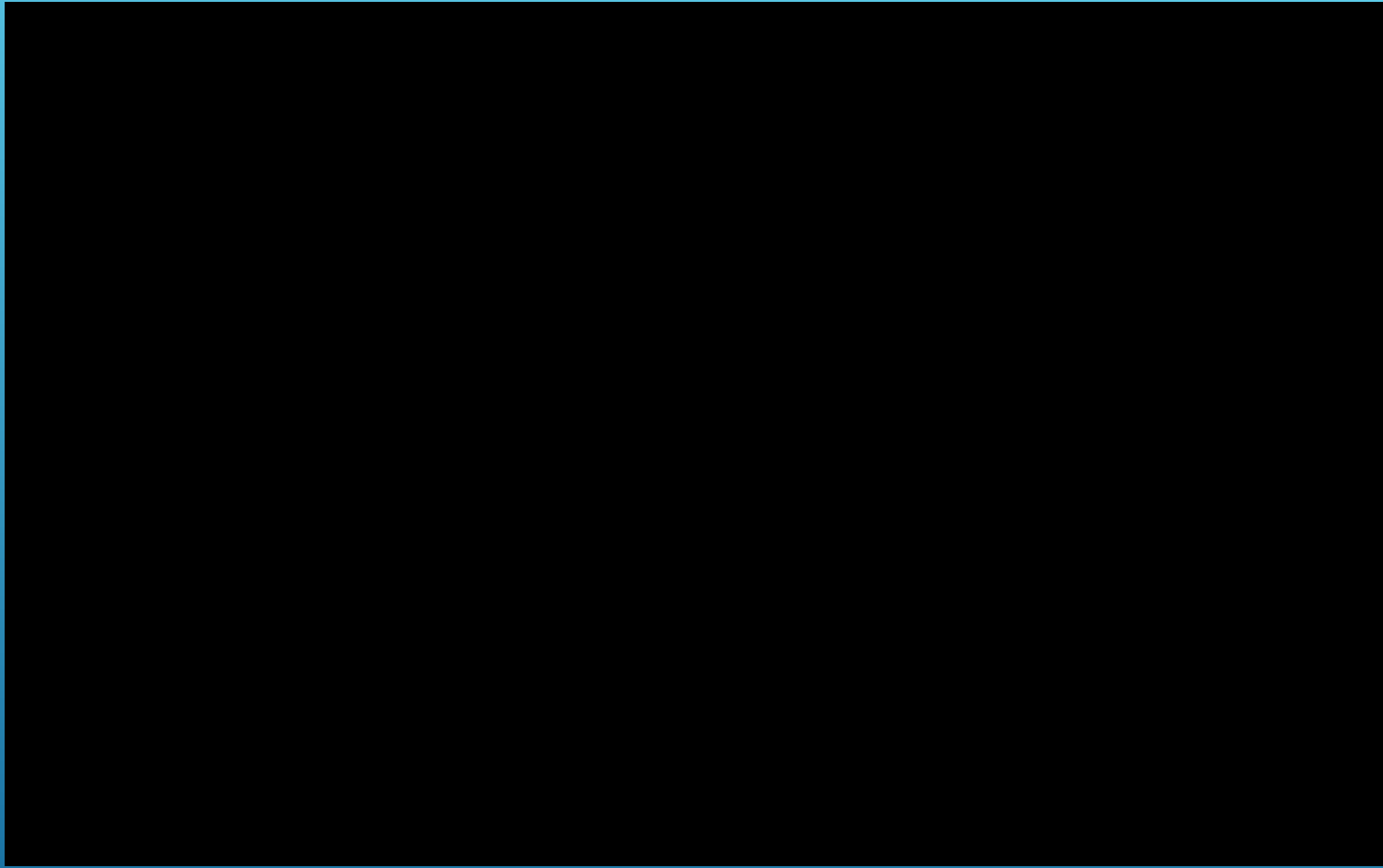
SELF-CARE

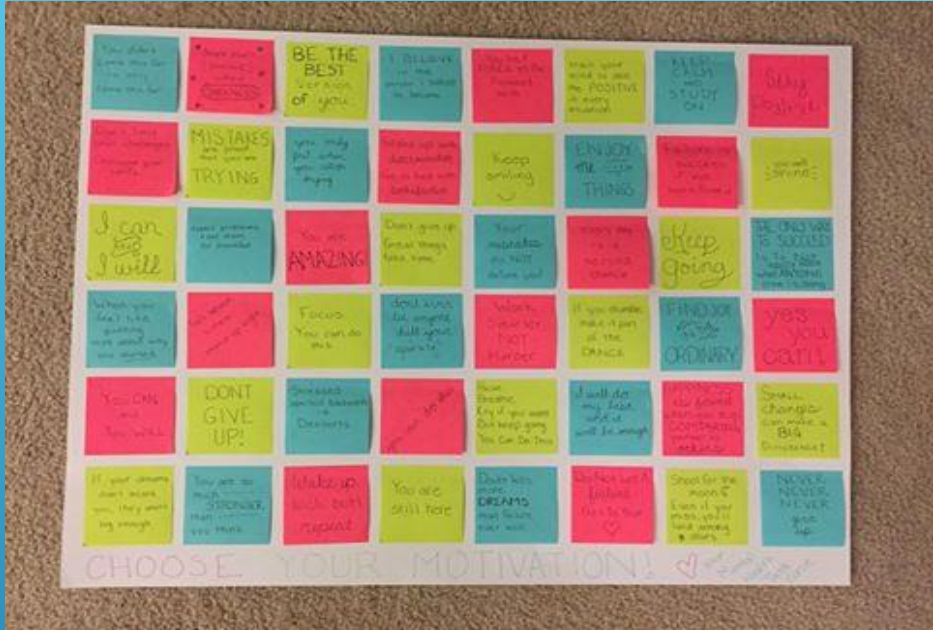
Designed to:

- ▶ Provide support
- ▶ Develop coping skills
- ▶ Increase dialogue
- ▶ Reduce stigma of seeking help
- ▶ Peer led

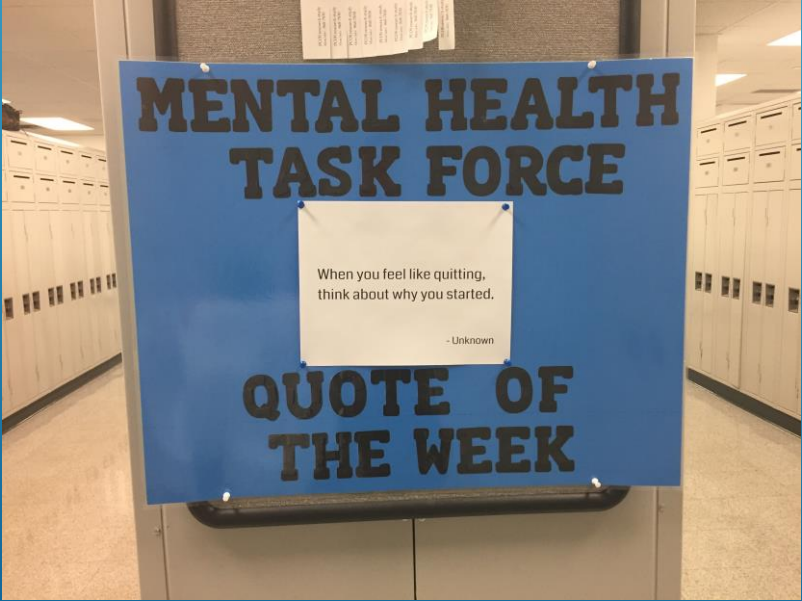
MENTAL HEALTH WELLNESS INITIATIVE
AT LECOM

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Affirmations



Humans of LECOM



"I've never had a serious New Year's resolution. It's always kind of a joke. To be healthier, swear less, go to the gym more. This year I want to make an effort to be more generous and kind. The reason started on Tuesday March 29th of last year. My grandma died that day. To rewind a bit, my grandparents raised me for a big portion of my life. My parents were very young and needed help. I spent a lot of time with my gram, riding around while she drove the school bus and hanging out at her house. I loved her so much but never so much as when I was at her funeral. So many people had amazing stories about her kindness, her giving nature, and just goodness that I was stunned. There are less and less of those kind of people these days and if I could be a little more like her every day, I would still never achieve her level of kindness and generosity. Her death changed me, in a devastating way and a good way. There's a part of me that's gone and I struggle with that often. There's also a part of me that wants to emanate her goodness and I work towards that every day. There's a quote I love that says, "We never bury the dead, son. Not really. We take them with us. It's the price of living". The price of living is high and it's hard, but we can do great things if we try."



Hiking with the Wilderness Medicine Club



Faculty Appreciation Luncheon



Volunteering at Second Harvest Food Bank

McDOWELL INSTITUTE

TEACHER EXCELLENCE
in Positive Behavior Support

ALIGNING SOCIAL, EMOTIONAL AND BEHAVIORAL WELLNESS INITIATIVES AT BLOOMSBURG UNIVERSITY

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TWO INTER-RELATED CHALLENGES

- One challenge on college campuses is to increase the degree of awareness and normalization of issues associated with social, emotional and behavioral health and well-being.
- One parallel challenge experienced by educator preparatory programs is embedding value-added experiences across the stages of program completion by pre-service educators to facilitate social, emotional and behavioral wellness of students in PK-12 settings.

POINTS OF ALIGNMENT AT BLOOMSBURG UNIVERSITY

- Increasing mental health awareness on the campus among students and faculty.
- Providing value-added experiences for College of Education majors (in particular aspiring teachers and school counselors) to become more skilled in addressing non-academic barriers to learning through effective practice to promote healthy social and emotional growth and development in PK-12 students.

FOCUS AREA 1: INCREASING MENTAL HEALTH AWARENESS

- Mental Health Awareness events in 2015-16 and 2016-17:
 - Two prominent fall posters displayed on campus with close to 1500 informational packets distributed
 - Collaborative panels during the spring focusing on mental health promotion and prevention of substance abuse
- YMHFA training provided to targeted student affairs groups (e.g., Wellness Center, Office for Students with Disabilities, Residence Life)
- A series of open trainings on MHFA for campus community
- Virtual Professional Development for Faculty & Staff (Kognito) targeted for 2018

FOCUS AREA 2: VALUE ADDED EXPERIENCES FOR ALL FUTURE TEACHERS & SCHOOL COUNSELORS

- Panel presentations by Minding Your Mind for student teachers during the fall semester 2015-16 and 2016-17
- YMHFA training of all student teachers/school counselors each semester
 - fall 2016 (74 student teachers and school counselors)
 - spring 2017 (150 student teachers and school counselors)
- Virtual Training (Kognito) with all teaching candidates sophomore year embedded within a targeted core course
- Embedded information on
 - 1) Adverse Childhood Experiences and
 - 2) Act 71 (Suicide Prevention) in an additional targeted core courses for all education majors (in the cue for 2018)

STATE-LEVEL EMPHASIS ON YMHFA

- Community of Practice on School-based Behavioral Health and Pennsylvania's emerging Affiliated Network on YMHFA
- Higher Education Track at PAPBS Implementers Forum on May 16, 2017 at Hershey Convention Center
- Opportunities for on-going networking with support to IHEs with educator preparatory programs commencing 2017-18.

MENTAL HEALTH AWARENESS EVENT



GOOD LUCK!

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