

## Student Health and Well-Being Syllabus Insert Proposal

### Reach Out for Success

*University students often encounter setbacks from time to time that can impact academic performance. If you or a fellow classmate encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with your instructor or an academic advisor. Learn about how you can plan for success at: <http://success.oregonstate.edu> or <http://experience.oregonstate.edu/well-being/>.*

*For information about help addressing mental or physical health concerns, including seeing an OSU counselor or doctor, visit <http://counseling.oregonstate.edu/> or <http://studenthealth.oregonstate.edu/>. For those who may need or prefer immediate mental health support, text OREGON to the Crisis Text Line at 741-741 or call the Suicide Prevention Lifeline at [1-800-273-8255](tel:1-800-273-8255).*

#### Rationale:

- The 2018 Mental Health Needs Assessment indicated the following barriers to mental well-being for students:
  - Lack of help-seeking
  - Lack of mental health/resource awareness
  - Campus culture & norms
  - Faculty & staff
  - Academic culture
- We also have additional OSU data from both the 2015 - 2016 Healthy Minds Study and the 2018 National College Health Assessment (NCHA) that show how emotional or mental health difficulties have negatively impacted academics:
  - 22% of students reported that emotional or mental difficulties had hurt their academic performance for six or more days in the previous four weeks (Healthy Minds Study 2016).
  - Within the previous 12 months of NCHA 2016 survey administration, students reported the following factors affecting their individual performance, defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work:
    - Stress: 35.5%
    - Anxiety: 28.1%
    - Sleep difficulties: 25.1%
    - Depression: 22.5%
  - At some time within the previous 12 months of NCHA 2016 survey administration, 46% of students indicated that they felt so depressed that they were unable to function and 64.7% reported that they had felt overwhelming anxiety.
- 23% of students disagreed with the statement “If I needed to seek professional help for my mental or emotional health, I would know where to go on my campus.” (Healthy Minds Study, 2016).
- Nine out of 10 people that die by suicide had a diagnosable mental health disorder, but only 3 out of 10 people who die by suicide received mental health services in the year that they died (American Association of Suicidology).
- A syllabus insert serves as a learning contract that outlines the expectations of the instructor and student during a course. A syllabus is the one document that students turn to for guidance throughout the term, and it can serve as an effective intervention tool for students that may be struggling to actively seek out resources.

- Non-course related messages in the syllabus are limited to what is essential to communicate to students. The university requires that a Disability Accommodation disclosure is included in all syllabi, and given the relationship between mental health and academics, a mental health insert is necessary as well.

**Campuses currently utilizing mental health syllabus statements:**

- Penn State (required)
- Carnegie Mellon University (required)
- University of Portland (required)
- Purdue University Midwest (required)
- University of Minnesota (required)
- Northwestern University (recommended)
- University of Southern Mississippi (recommended)
- Geneseo, The State University of New York (recommended)
- Ithica College (recommended)

**This syllabus insert statement has been endorsed by:**

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*Approved by the Faculty Senate Graduate and Curriculum Councils; final revision by CAPs 12/4/2018*