

Less Stress More Gain

Addressing Mental Health
and Wellness in the
Postsecondary and College
Admissions Process

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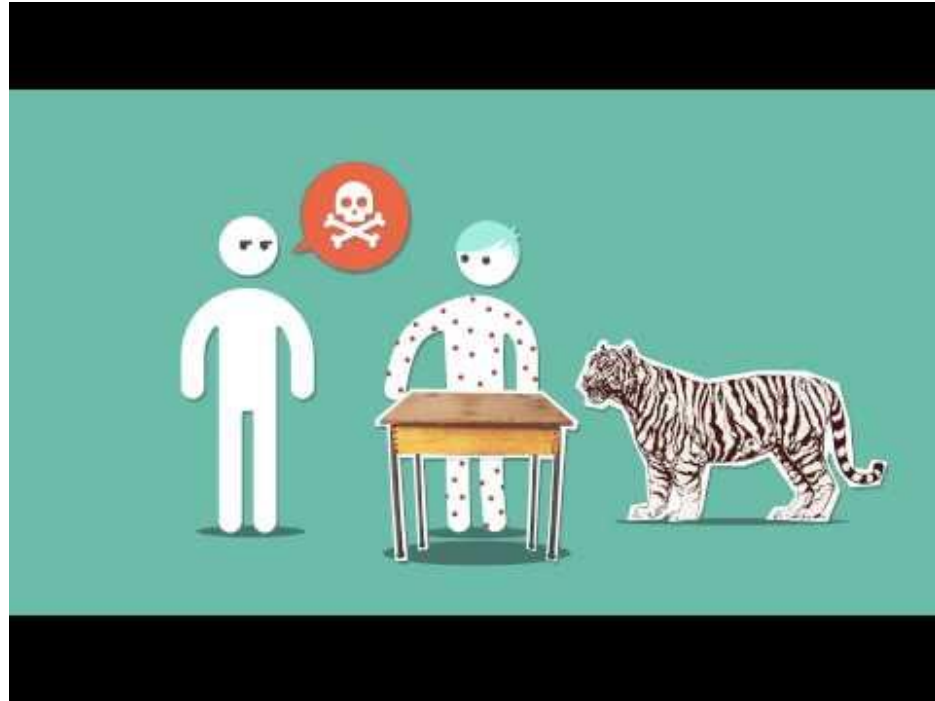
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Agenda

1. Define mental health
2. Mental health in numbers
3. What does it look like for high school students and eventually college students?
4. Understanding iGen or Gen Z
5. How CF and UNI have started to address concerns
6. What we can do...

What is mental health?



Facts

- [Mental Health Facts](#) from National Alliance on Mental Illness (NAMI)
- [Children's Mental Health](#) from the Centers for Disease Control and Prevention (CDC)

How do we see this at Cedar Falls?

- Many [resources](#) to help paint the picture and provide advice
- Excerpt from *At What Cost? Defending Adolescent Development in Fiercely Competitive Schools*:

“Here is a list of the most common ways in which many students around the world have responded to “hyper schooling” in maladaptive ways, thereby conveying that the complex demands on them far exceed their developmental capacities...

Excerpt from *At What Cost?* continued

1

Some students resign academically and refuse to do their schoolwork: they go "on strike."

2

Alternatively, many stay up too late, repeatedly, trying to complete their schoolwork, and become chronically sleep deprived. Some habitually sleep between three and five hours per night, over a period of two to three years.

3

Some become inattentive and distractible, and even impulsive—all symptoms of ADHD—as if they actually have that disorder but had never exhibited those symptoms until they arrived to high school.

4

Some turn to alcohol, marijuana, prescription drugs, and to a variety of over-the-counter (OTC) medicines to get drunk or high... for relief from feeling pressured.

5

Some students lash out at others, sometimes by hazing, using aggression and/or social exclusion, to feel powerful and to offset their own underlying feelings of weakness and vulnerability.

Excerpt from *At What Cost?* continued

6

Some students become addicted to computer gaming and, in so doing, develop complete other worlds of social connections with “friends” they’ve never met in person.

7

Some starve themselves into anorexia and/or develop chronic bulimic behaviors.

8

Some punch holes in walls, destroying school property and injuring their own hands.

9

Some repeatedly cut themselves, or in other ways inflict dangerous injuries on themselves.

10

Some students commit suicide.

Understanding iGen or Gen Z*

- Not getting a license to drive
- Declining rates of teenage sex/pregnancy, alcohol use
- Increasing rates of prescription drugs (ADHD)
- Spend more time on phones (they don't know life without them)
- Less time developing in-person relationships
- Delayed adulthood
- Less community = more isolated than previous generations

**Taken from iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy and Completely Unprepared for Adulthood by Jean M. Twenge, PhD*

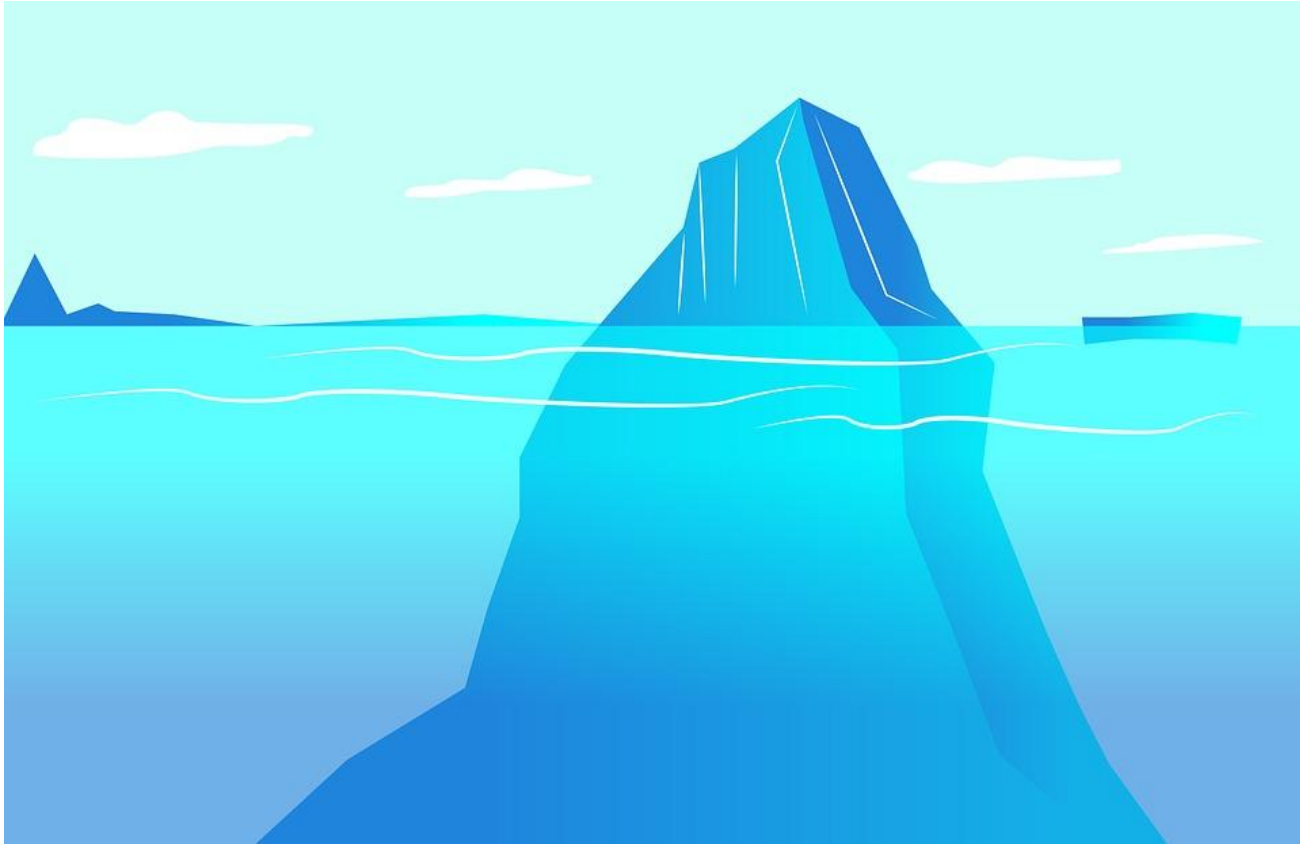
Understanding iGen or Gen Z Continued*

- More interested in school for the outcomes it can provide (career/good job) as opposed to learning for the sake of learning
- More external in their locus of control
- Believe that it's too hard to succeed in today's world (loss of the American Dream)
- Politically - More libertarian values/beliefs

Understanding iGen or Gen Z Continued*

- Less time on extracurriculars, paid work and homework; this time is replaced by screen time (as opposed to in-person)
- More risk averse and concerned about safety
- Expect college administration and employers to protect them and keep them safe

Students & the Postsecondary Process



What we're doing

Cedar Falls High School

- Health Course Lessons
- MH Awareness Staff Training
- PH Advisory (Relationships)
- Counselor 1:1'S
- Mental Health Counselor (Emily Conrad)
- Schoolwide PD

University of Northern Iowa

- Summer Orientation
- Jump Start
- UNI Now
- Welcome Week
- Advisor Role
- Early Intervention
- Success Coaching
- Peer Mentoring
- Counseling Center & Student Wellness

What can you do?

- Delay possession of a cell phone
- Worry about the right thing
- Promote lifestyle changes
- Therapy
 - Access to ongoing therapy, on campus, after hours
 - Valuable coping skills for life
- Equip students to handle controversy
- Gap year to bridge the gap
- Encourage colleges to adopt friendlier application practices

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