stigma free
Did You Know?

• 1 in 5 people experience a mental health condition

• More than 75% of all mental health conditions begin before the age 24, which is why college is such a critical time

• Anxiety is the top presenting concern among college students (41.6 percent), followed by depression (36.4 percent) and relationship problems (35.8 percent).

• 32% of college students reported being so depressed in the past year that it was difficult to function, 7% of college students seriously considered suicide, and 45% reported feeling hopeless in the past year

• The University of Memphis Counseling Center saw over 7,000 students in 2017

• While half of college students would encourage a friend to seek help for emotional issues. Fewer than one-fourth would seek help for themselves. Why?
What is Stigma?

• Negative attitudes and inaccurate beliefs about people who have mental health conditions

• Stems from myths, inaccurate perceptions and lack of information

• Shaming
Why is Stigma a Problem?

- Prevents people from seeking treatment
- Prevents people from getting needed support from family and friends
- Leads to discrimination in jobs, education, housing and even in medical care
- Prejudice and discrimination are experienced by 9/10 of people with a mental health condition
- For many, experiencing stigma is worse than living with a mental health condition. Stigma comes from many sources and can cause people to feel ashamed of having a mental health condition and afraid to seek help from friends, family and mental health providers.
How to be StigmaFree!

• Learn more about mental health

• See the person, not the condition

• Take action
Learn More About Mental Health

• Get perspective on peoples’ lived experiences.
  • Visit OK2Talk.org

• Learn from reliable sources:
  • NAMI: www.nami.org
  • NIMH: www.nimh.nih.gov
  • APA: www.apa.org

• Know the 10 most common warning signs
  • Feeling very sad or withdrawn for more than 2 weeks
  • Trying to harm or kill oneself or making plans to do so
  • Severe out-of-control, risk-taking behaviors that can cause harm to self or others
  • Sudden overwhelming fear for no reason
  • Not eating, throwing up or using laxatives to lose weight; significant weight loss or weight gain
  • Seeing, hearing or believing things that are not real
  • Repeated use of drugs or alcohol
  • Drastic changes in mood, behavior, personality or sleeping habits
  • Extreme difficulty concentrating or staying still that puts a person in danger or causes school failure
  • Intense worries or fears that get in the way of daily activities
See the Person, Not the Condition

• Language Matters
  • Use “person first” language
    • “People with mental health conditions” opposed to “The mentally ill.”
    • Avoid words like “crazy” as adjectives
  • Using words like “bipolar” “psychotic” and “OCD” to describe a person or behavior reinforces negative stereotypes

• Connection Matters
  • Talk about the value of self-care and mental health openly
  • Stay connected by continuing engagement
Take Action

• Speak Out
  • Speak with respect, compassion and authority when you talk with others about mental health
  • Encourage interpersonal responsibility and coping skill development through teaching life skills:
    • Asking for help and Self Advocacy
    • Goal setting and Problem-solving
    • Conflict resolution and Critical thinking

• Raise Awareness
  • Join the Student Health and Counseling Services for outreach
  • Share the 10 common warning signs
  • Teach “bystander” interventions
  • Increase exposure to Counseling Center services
Take care of yourself!

• Self care will only improve your work
  • Having a healthy lifestyle can make you better able to handle situations that may arise at work

• Model a work-life balance for students
  • Take advantage of the resources on campus

• Set good boundaries
  • If a situation takes you outside of your normal role as an employee, please consult with others about the appropriateness of the situation.

• Avoid personal contact with students
  • Our responsibility as professionals is to model and teach appropriate boundaries and seek consultation when needed.

• Seek help when feeling stressed, anxious, or down
A stigma-free campus starts with us.

Together we can create it, sustain it, and explain it.