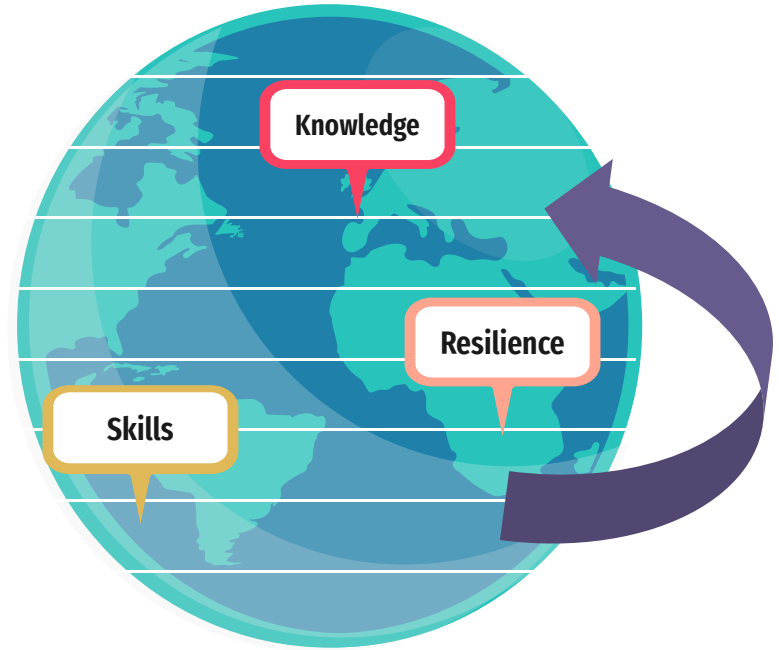


QR Code to Check in



Mental Health Beyond Campus: Equipping Students for Resilient Study Abroad Experiences

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Welcome



We invite you to engage in this grounding activity, at your comfort level, as you center yourself in the space for this training.

Group Agreements

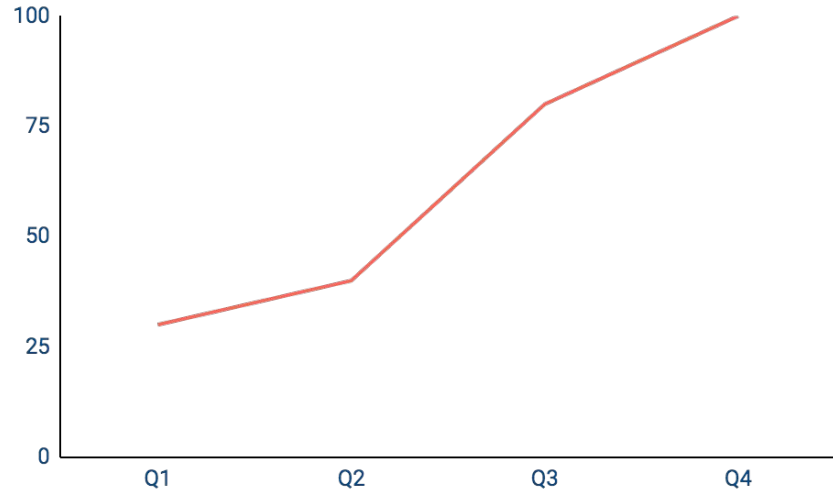
- Have a lens of learning and growing as individuals.
- This is a space to try out taking risks, speaking up, and or opening up.
- Think about the different voices, identities, and personalities in the room.
- Take care of yourself in whatever way that looks for you.

Objectives

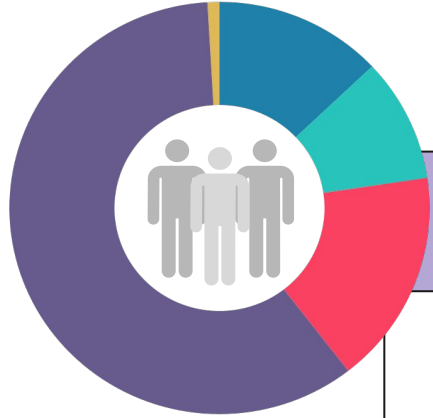
- Identify key resources and trends.
- Explore best practices for promoting resilience.
- Formulate actionable strategies to support student mental health throughout the off-campus process.
- Engage in collaborative dialogue for ethical and cultural competence.

Reflection Question

What challenges have you observed in recent years regarding students' participation in off-campus study experiences?



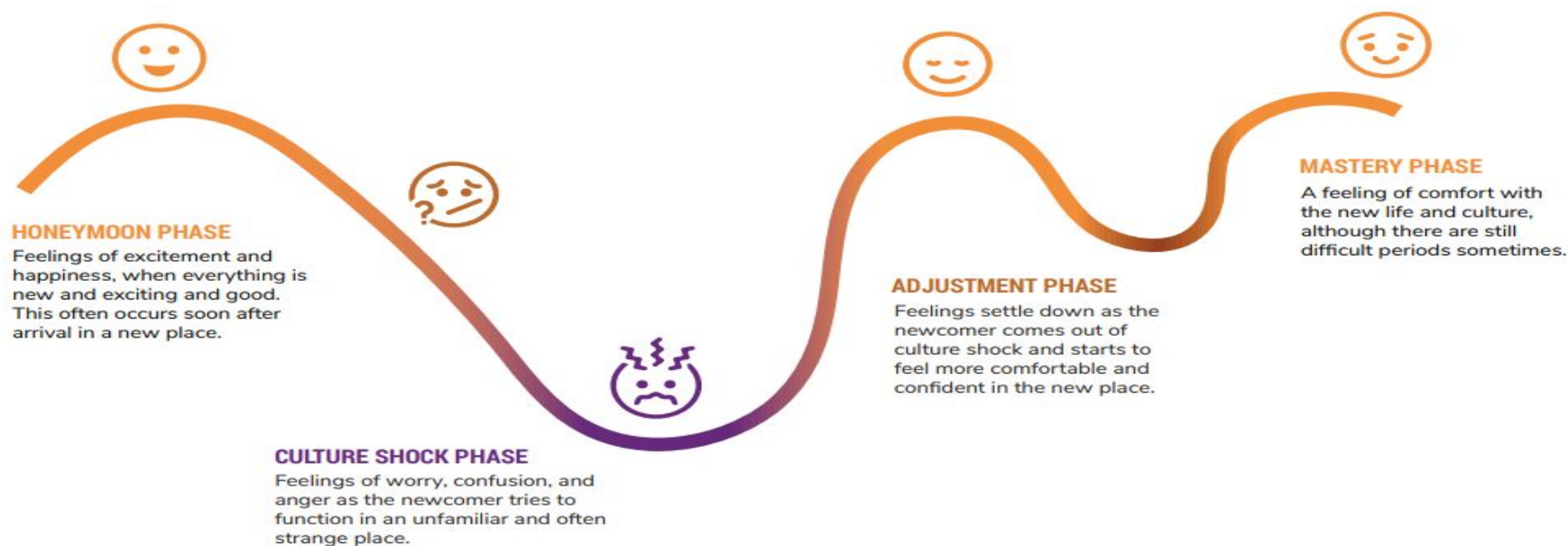
Defining Your Role

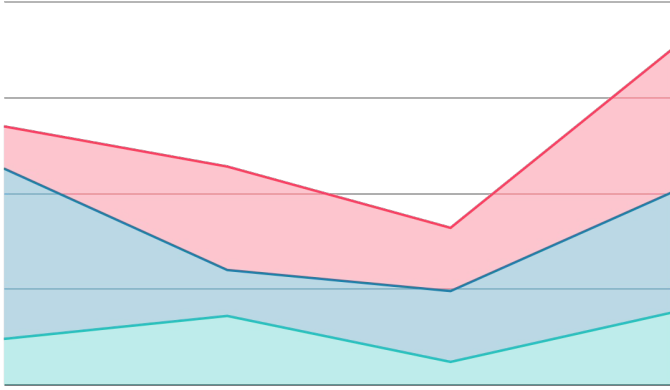


What I am	What I am not

U-CURVE OF CULTURAL ADJUSTMENT

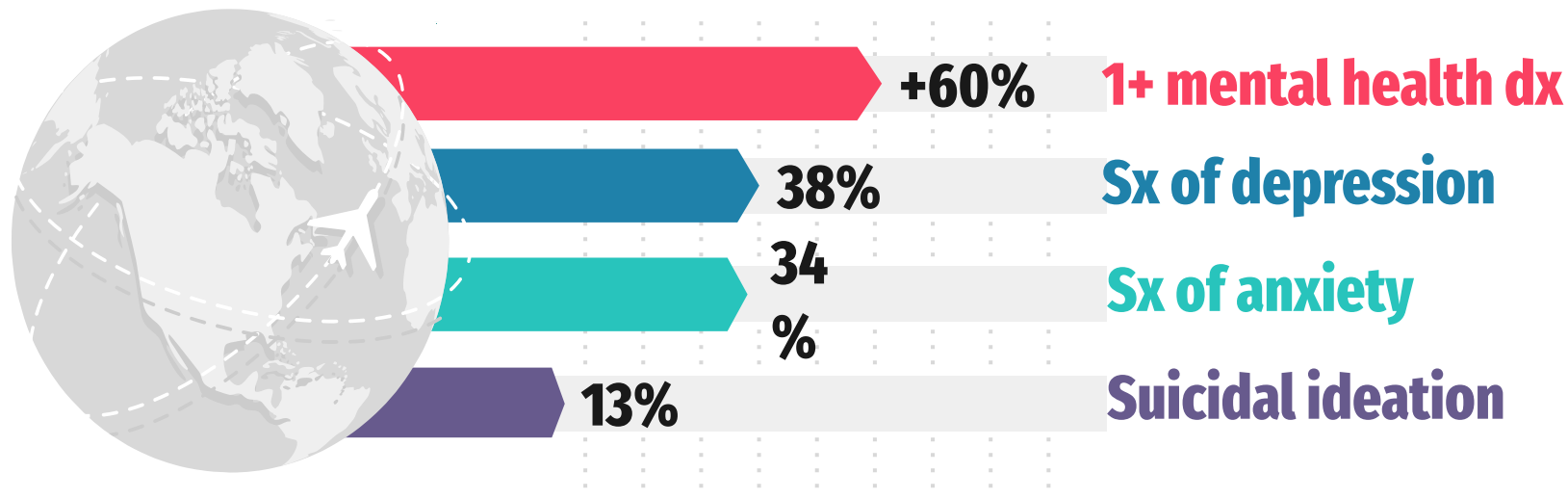
The graph below shows the common phases of cultural adjustment that most people experience when moving to or visiting a new place. It is important to note that the length and intensity of each phase will vary, and that a newcomer may skip a phase altogether (such as those who plan to move on to another destination and do not go through the honeymoon phase) or go through the U-Curve, or portions of the U-Curve, several times.





Building Knowledge

US College Mental Health Statistics



36% Used Mental Health services in the past year

61% Use counseling services and/or psych medication

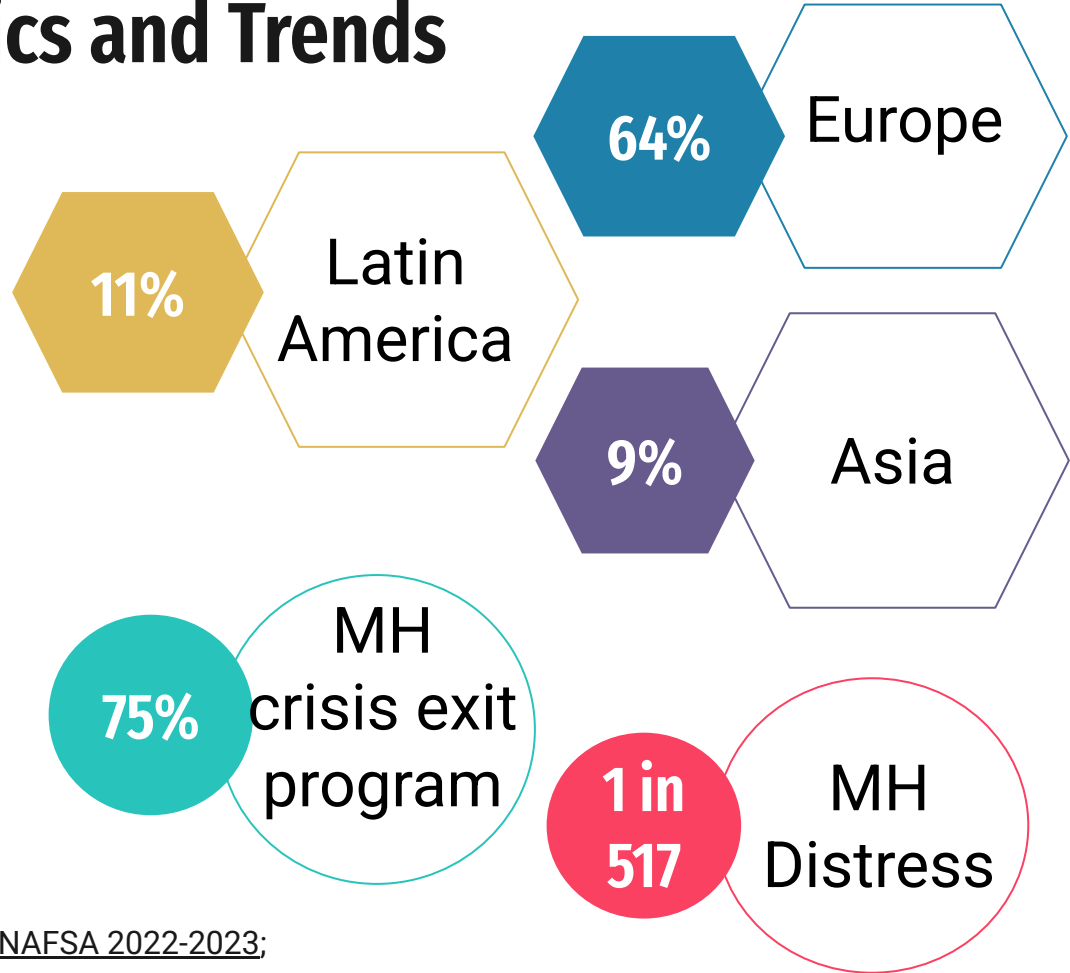
41% Endorse public stigma (people will think less of me...)

Study Abroad Statistics and Trends

Less than 10% of US College Graduates will study abroad.

63% of Colgate students study off-campus

~5,000 SUNY students study abroad each year



How might student's identities impact their off-campus/study abroad experiences?

Items to consider:

Difference between domestic and international locations

Social identities your students hold, aim to think about 2.

(race, ethnicity, gender identity, sexual orientation, socioeconomic status, disability, religion, nationality, language, age, body size or appearance, and education level.)

Study Abroad Statistics and Trends

PERCENT OF U.S. STUDY ABROAD STUDENTS BY RACE/ETHNICITY

Although the diversity of study abroad participation has increased in recent years, minority students are still greatly underrepresented in study abroad. NAFSA supports policies that increase opportunities for all American students to study abroad. International experiences not only prepare students to succeed in careers, but also collectively strengthen our economy, diplomacy, and national security.

Race/Ethnicity	U.S. Postsecondary Enrollment	U.S. Students Abroad
African American or Black	12.5%	5.9%
Asian/Pacific Islander	7.6%	9.6%
Caucasian	52.3%	66.4%
Hispanic/Latino(a) American	20.3%	12.2%
Multiracial	4.1%	5.5%
American Indian/Alaska Native	0.7%	0.3%

Identities & Off-Campus Experiences

**Gender & Identity
Expression**

**Sexual
Orientation**

**Religion &
Spirituality**

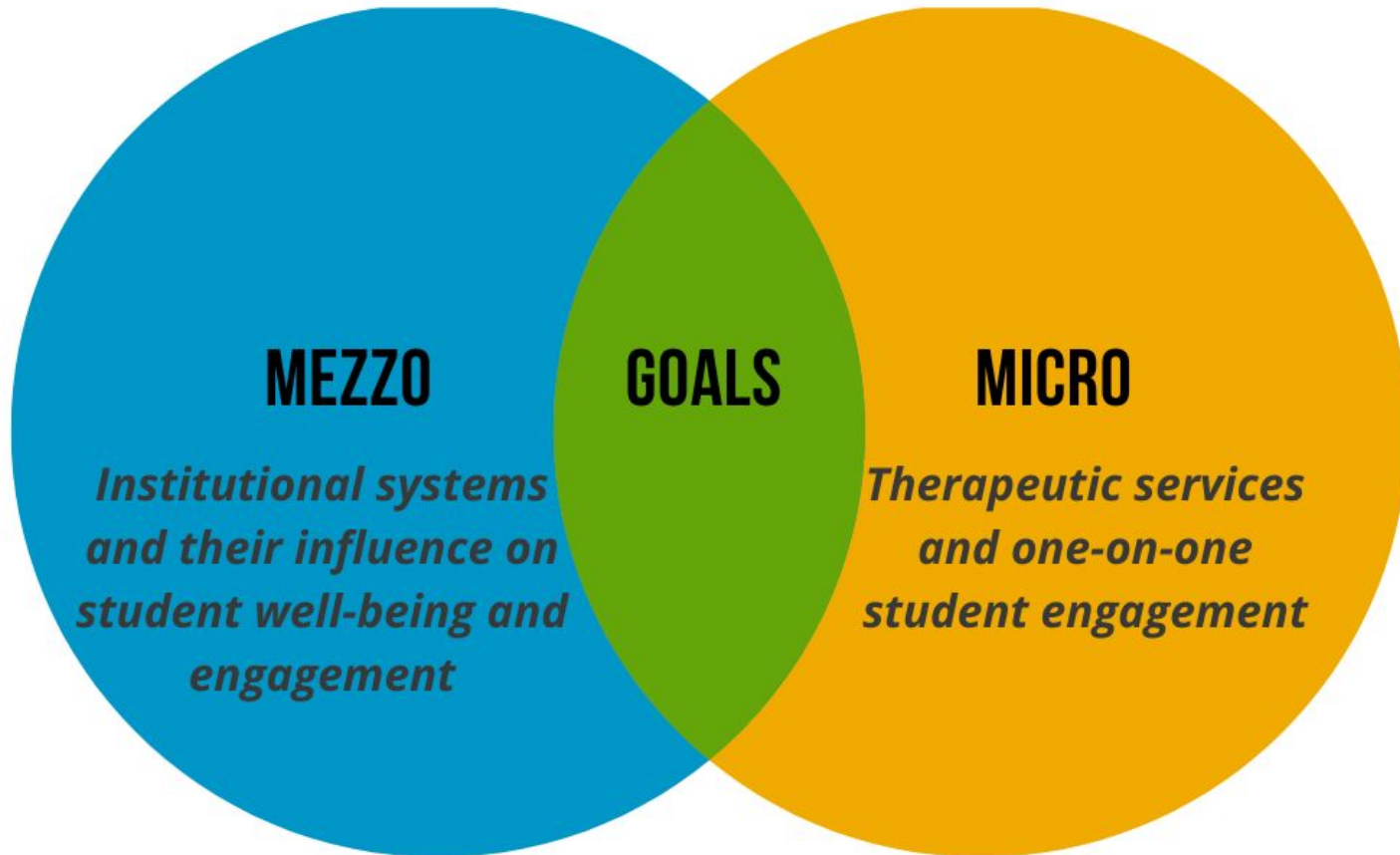


**Racial &
Ethnicity**

**Socio Economic
Status**

Ability Status

MEZZO & MICRO



Best Practices

Pre-Departure

Off-Campus

Post Program

- Mental Health & Well-Being: Normalizing mental health & self-care
- Education & Awareness: Workshops & trainings
- Early Identification & Support: Screenings & assessments
- Resources & Access: Identifying supportive services available

Best Practices

Pre-Departure

- Normalize self-care & mental health
- Screenings & assessments
- Workshops & trainings
- Self-care planning tools
- Acknowledge challenges in programs
- Encourage health management plans
- Encourage speaking with providers
- Insurance information
- Off-Campus study resources
- Educate students on their roles
- Share emergency protocols
- Train students/staff how to support other in distress



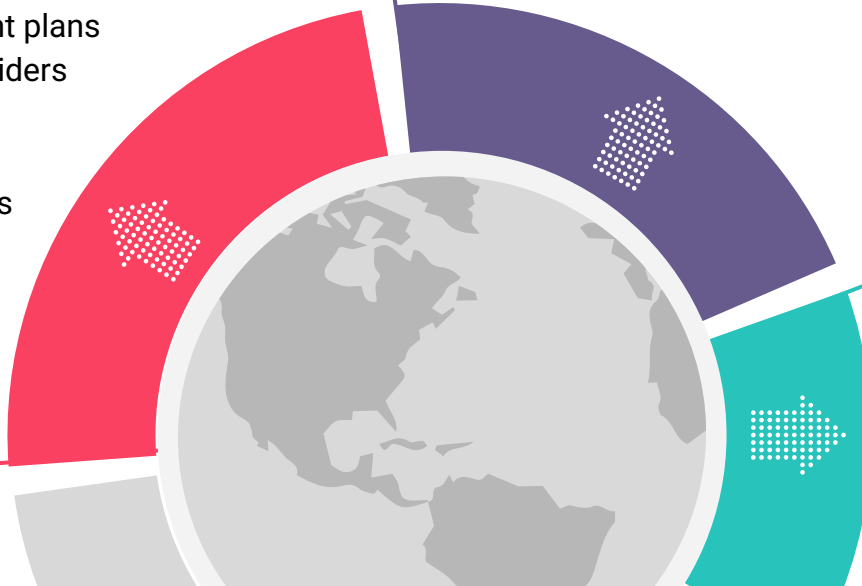
Off-Campus Study

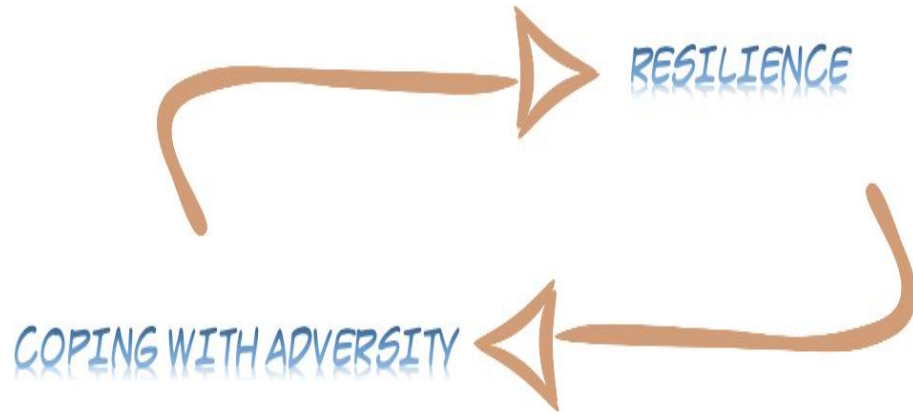
- Provide list of local therapists/counselors
- Provide information for using insurance
- Train on-site staff/faculty how to access services
- Have clear protocols and trained staff/faculty
- Communicate regularly and provide health-promotion information



Post Program

- Ask students for feedback about program
- Survey challenges/barriers
- Seek feedback about support
- Debrief with faculty/staff





**Promote
Resilience**

Resilience in Practice

How you
help build
resilience

01 Social Connections

02 Self-Care

03 Growth Mindset

05 Problem Solving

04 Goal Setting

06 Strategies

08 Flexibility

09 Meaning & Purpose

07 Seek Support

Emotional Regulation
Self-Awareness
Internal Validation
Self-Advocacy
Maintain Boundaries
Seeking Resources

Resource Share



Resource Visual

Home & Host Resources

Resources that their home and host campus can provide during their off-campus study experience.

Home Campus Resources:

- Counseling Center?
- Academic/Administrative deans
- Program Faculty/Staff

Host-Site Resources:

- Host programs counseling center
- Academic dean
- Faculty/Staff

Off- Site Resources

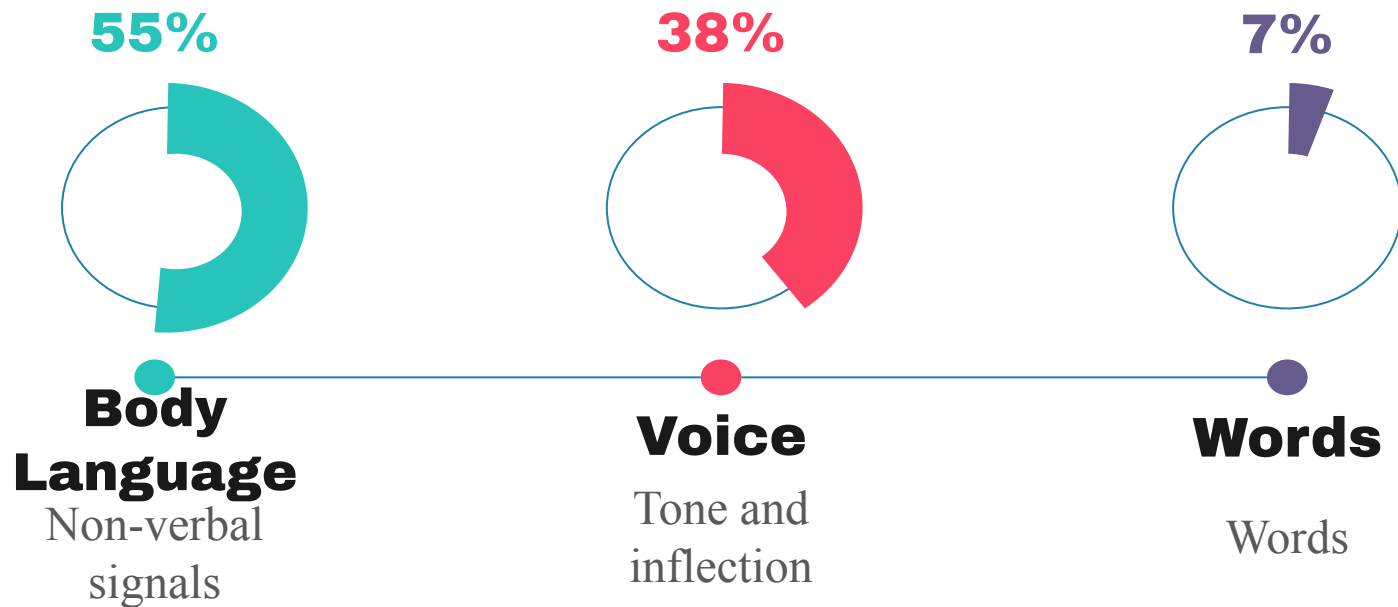
Specific to the host country/campus/program what are some off-site resources a student can access.

Off-Site Resources:

- Mental Health Hotlines (US & International)
- Community Programs

Student Travel Insurance::

How You Show Up Matters



Think about this from an institution frame of reference:

Body language = Culture of the institution

Voice = How Communication is disseminated

Words = Policy, Procedures, & Direct 1-1

What is a takeaway that you can apply at your home campus?

- Consider both micro (counseling sessions) and macro (center/institution)

Scenario

Jamie is a bright second year, first-gen student majoring in Environmental Science. They are coming from a small liberal arts college. Jamie was thrilled when they were accepted into an off-campus study program in Costa Rica, focused on tropical ecology and biodiversity.

At first, everything seemed perfect. Jamie was immersed in the lush rainforests, learning about exotic flora and fauna, and bonding with fellow students over shared interests. However, after a month, Jamie started experiencing some unexpected challenges.

The workload of the program was intense, with long hours spent in the field and rigorous academic assignments. Jamie found it increasingly difficult to keep up, feeling overwhelmed by the constant demand for performance. They started skipping meals and sacrificing sleep to meet deadlines, convinced that they needed to excel in every aspect of the program to make the most of this opportunity.

Meanwhile, being away from home and their usual support network began to take its toll on Jamie's mental wellbeing. They missed their family and friends dearly, struggling to cope with feelings of loneliness and isolation in a foreign country. Despite being surrounded by classmates and professors, Jamie felt disconnected and misunderstood, unable to share their inner struggles with anyone.

Jamie's mental health continued to deteriorate. They started experiencing symptoms of anxiety and depression, struggling to concentrate in class and losing interest in activities they once enjoyed. Simple tasks felt daunting, and Jamie found it increasingly difficult to get out of bed in the morning.

Recognizing that something wasn't right, Jamie reached out to the program coordinator for help. They were hesitant at first, worried about being perceived as weak or incompetent.

Key Takeaways

- Our roles support resilience-building for healthy experiences.
- We provide essential support on micro and mezzo levels.
- Collaboration with colleagues and stakeholders facilitates a collective approach to supporting student well-being.
- Students bring themselves with them when they study off-campus; pre departure support can help prepare them.
- Stigma and resources vary by country; we can help students create action plans for their well-being.



Thank you! Questions?

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QR Code to Check Out

