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Mental Health / Wellness

Daniel Linehan

SUNY Cortland, daniel.linehan@cortland.edu

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Why I chose Mental Health/Wellness

College can be an extremely stressful time for many students especially the first year. There can be many stressors weighing on students giving them an overwhelming feeling. For instance, “Before the pandemic, “60% of U.S. students felt ‘overwhelming’ anxiety, while 40% experienced depression so severe they had difficulty functioning... Suicidal thinking, severe depression and rates of self-injury among U.S. college students more than doubled over less than a decade” (Druckenmiller, 2022). I chose to talk about mental health and wellness because this is something that everyone will have some problems with at some point, but if you are prepared and know how to combat these problems you can overcome them. I wanted to give my COR students the tools they need to combat these stressors and feelings as well as letting them know they are not alone.



How I taught

- I used a powerpoint presentation as well as a google forms questionnaire as a pre/post test.
- While the class was more lecture style, I had students talk in small groups at various points throughout the class.
- The powerpoint was meant to visually engage the students as I spoke. I had built in questions into the powerpoint that fostered discussion. The pre and post test measured what the students knew before the presentation to what they had learned at the end of the presentation.



What I taught

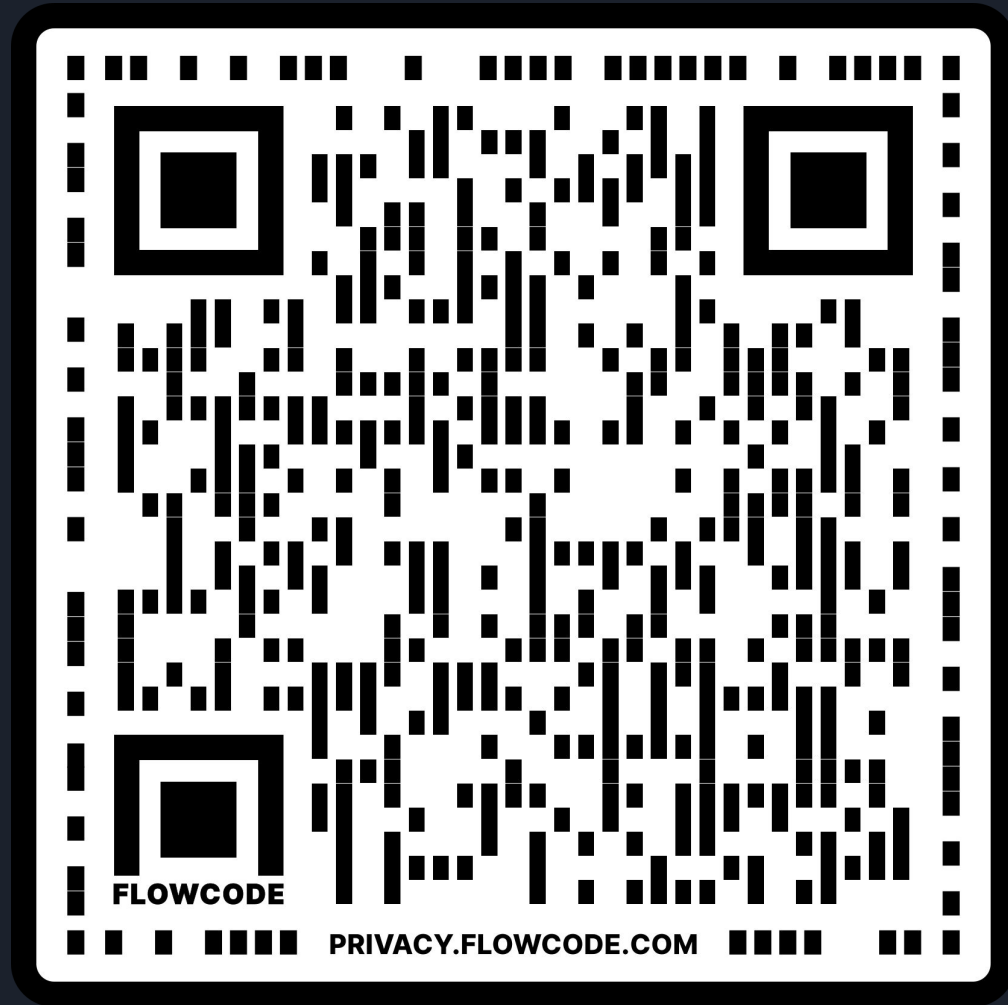
- I first wanted to go over any prior connotations to the words mental health and wellness whether they be positive or negative. I shared a list of positive and negative words that popped into my head when I thought of those words.
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- I wanted to address what might be causing stress and unwellness for students. This includes grades, social life, feelings of homesick and more. I also talked about alcohol use/abuse as “The majority of accidents , injuries, and sexual mishaps related to alcohol occur among students who binge drink” (Iarovici).
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- I then wanted to address how to combat each of the stressors discussed and provide resources here at Cortland as well as national resources.



Pre/Post Test

I used this google forms questionnaire to measure what the students learned from the presentation. Students showed improvement from the pre test to the post test and seemed to have a better understanding on the topic by the end of the presentation

<https://forms.gle/qz6cDLVu1YvwsbZq6>





Personal Reflection: What went well

- The powerpoint kept students engaged and really helped with the flow of my presentation
- The pre/post test did a good job measuring what students learned
- When nobody raised their hand after I asked a question I had the students talk to their neighbors and would get answers from multiple groups. This worked well because not every student is comfortable speaking in front of the class but gave good responses to their peers in their small groups



Personal Reflection: What I would have changed

- I would have had the students complete the pre test before class so I could have reviewed their responses and adjusted the lesson based on those responses
- I would have used more group work because I felt like I was talking too much at some points in the lecture
- I wish I could have found more ways for students to express their answers rather than having them raise their hand and speak in front of the whole class



Citations

Iarovici, Doris. *Mental Health Issues and the University Student*. Johns Hopkins University Press, 2014. *Project MUSE*,

Reese Druckenmiller, L.I.C.S.W. "College Students and Depression." *Mayo Clinic Health System*, Mayo Clinic Health System, 5 Aug. 2022, <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/college-students-and-depression>.