

Stanford Student Health Profile



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Jane Stanford expressed
her expectations in this way:



“In my judgment it is the duty of the University authorities to send out into the world students with good physical health as well as with good mental attainments, in order that they may successfully fight the battle of life”
(p. 21).

“Stanford has offered me an unparalleled education for which I am most grateful; however, I feel that much of it has been at the expense of my emotional and physical health.



I work so hard that I rarely have time for friends, fun, adequate sleep, exercise or to explore the outside world.

I feel so lucky to have been able to attend Stanford and to have been exposed to so many great academic opportunities, yet I will be glad to leave so that I can start living life in a more balanced and enjoyable way.”

(Stanford senior, 2007)

Profile of Your Generation

- Extraordinarily gifted students who want to be challenged intellectually.
- Highly motivated with extraordinary internal and external expectations for success.
- Have concerning levels of stress and risks to mental health and well-being.



Profile of Your Generation the “up” side!

- Goal-oriented and collaborative
- Seek to make a difference globally.
- Baby Boomer parents have sheltered them and treated them as special and important.

That relationship results in a confident generation influenced by values of family and service to others.



Profile of Your Generation – the “down” side

- Born into a highly pressured, overly scheduled, high-achieving, high-expectation environment
- Appear to suffer when confronted with perceived failure.
- May lack resilience and the emotional depth that results from coping with adversity



New Problems

- Most college students - Stanford and elsewhere - adjust to their new environment and succeed.
- But broader national context indicates that Millennials have brought new mental health and emotional challenges.



Mental Health Data



A 2008 study in *ACTA Psychiatrica Scandinavica* compared mood elevation, distress and depression first-year undergraduates at Stanford, revealing that:

- 38.2 percent of Stanford students experienced distress
- 6.6 percent suffered depression
- 3.5 percent took psychotropic drugs.



SURVEY

<http://campusclimate.stanford.edu/>

Debilitating Stressors: (>20%)

- Academic Pressure
- Relationships (social and intimate)
- Depression
- Loneliness
- Concern for friend or family member
- Lack of Sleep
- Binge Drinking (Blacked out)
- Other Substance Use
- Eating Issues

American College Health Association 2005

How often do you feel anxious/tense....

-
-
-



	• UGF	UGM	GF	GM	Total
NEVER	8.6	10.5	4.1	12.2	9.2
SOMETIMES	64.9	64.0	55.4	62.4	61.8
OFTEN	24.3	20.9	38.0	22.3	25.8
ALWAYS	2.2	4.6	2.6	3.1	3.2



Chronicle / Michael Maloney

HOW OFTEN DO YOU FEEL GOOD ABOUT YOURSELF?

	UGF	UGM	GF	GM	Total
NEVER	1.1	1.5	1.1	1.3	1.0
SOMETIMES	27.3	16.9	30.4	27.2	25.2
OFTEN	61.8	60.9	58.9	60.4	60.5
ALWAYS	9.7	20.6	10.0	11.9	13.2

Some students experience considerable psychological distress.

- Nationally, 15 % reported they had been diagnosed with depression at some point in their life
- 5.25 % reported having been on medication in the last 12 months



(ACHA-NCHA, Spring 2006).

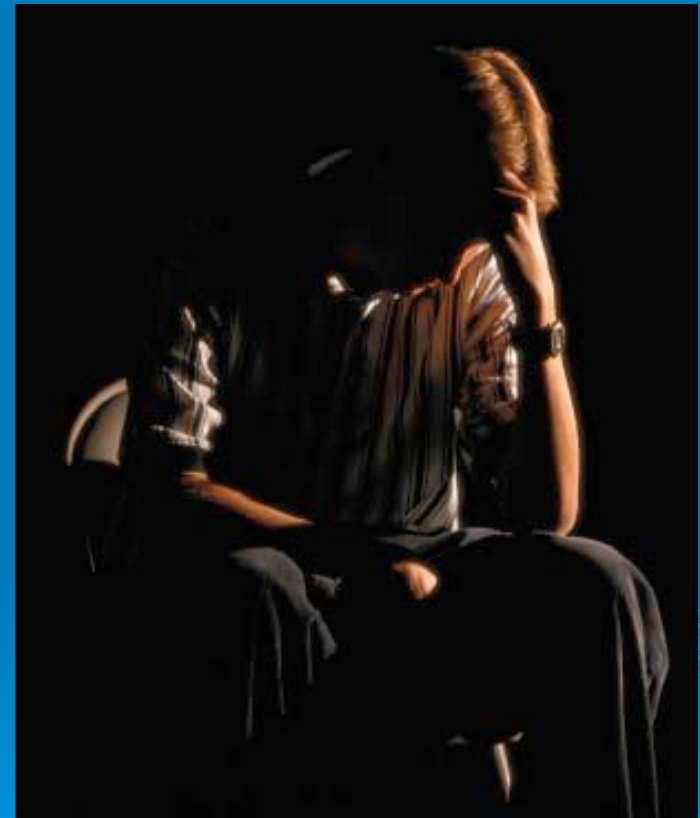
A Surprise

Academic success does
not necessarily equate to
well-being.



Nationally, of those who seriously considered attempting suicide:

- 61 percent of graduate and 55 percent of undergraduate students indicated that those thoughts interfered moderately or not at all with their academic performance



- While 83 % of students nationally indicated that they use alcohol, only 7 % believed that their academic performance was adversely affected by their use of alcohol (ACHA-NCHA, Spring 2006).
- While 4 % of the students nationally indicated that they have anorexia or bulimia, only 1 % said that their academic performance was adversely affected by their eating disorders (ACHA-NCHA, Spring 2006).



NOT A Surprise

Sleep Deprivation is no
friend of academic success
and well-being.

Stanford Sleep and Dreams
Teaching About Sleep, Dreams, & A Safer Life

: Do students lack basic understanding of the importance of self-care?

- 10 percent of students never feel rested in the morning
- 24 percent indicate that sleep difficulties have negatively impacted their academic performance

(ACHA-NCHA, Spring 2006).

“Sleep deprivation (complete AND partial) and phase shifting may induce significant changes of mood in affective disorders and impair academic success.

(Dement, 2006)

The *BUZZ* on ALCOHOL



- 3 of 4 Stanford students were not regular drinkers in high school.
- About 7 of 10 Stanford students have consumed alcohol in the past 30 days.
- Stanford binge drinking rate (4/5 drinks women/men) is about 33 percent - national is 45 percent.



Drugs and alcohol

- Illicit drug use among Stanford students is rare (under 5% have used in past year).
- Marijuana use is second highest substance behind alcohol with about 15-20 % use in the past 30 days.
- 35% of students have done something they later regretted under the influence.
- 70% of sexual assaults involved alcohol use



Health and Academics



Students worry about clandestine competition or the “Duck Syndrome.”



Stress inducers

- Students are unclear and anxious regarding expectations for achievement.

“There is never room at the top for everyone. So, instead of learning for the sake of knowledge, you should focus on looking for the top.”

“I constantly worry about direction, performance, competition and success.”

Fear of failure- academic and personality

“I don’t want to know what “failure” is. I dislike the ambiguity. I want more upfront and official talk about what grades students really do get.

Students, especially graduate students, feel scrutinized in terms of how they handle adversity.

“We’re expected to ‘suck it up’, and if you can’t, that ‘weakness’ will be seen as failure.”

On the positive side...



59% do feel they have a clear sense of, or have found, their “passion” or “calling” at Stanford.

Stanford Residential Education Survey (2004)

Positive Emotional Health Indicators



SOCIAL SUPPORT

- Stanford students recognize the value of affiliation, belonging and community.
- When this sense of belonging is lacking, loneliness and social disengagement take over.
- This social support and sense of belonging not only promotes psychological well-being, it is life-saving.



Family: A Delicate Balance

Family is an integral part of the Stanford experience.

- Undergraduates with on-going parental contact report higher levels of engagement and academic fulfillment than do their counterparts. The National Survey for Student Engagement (2007)



Too much contact with family and friends from high school can inhibit student learning and development.

- Students with hyper-involved parents had significantly lower grades than their peers. The National Survey for Student Engagement

Life on the Farm

Residential life and residential staff are key supports for students in distress.

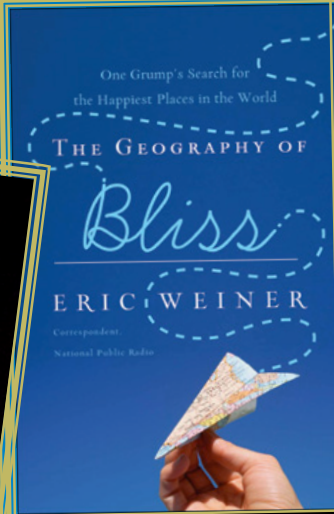
- 86% of undergraduate students experience a positive sense of community and support living in residences (Spring Residential Education Survey, 2006).



Student involvement and engagement in university life buffers distress.

- The Task Force believes community-building among recognized minorities remains the greatest means we have in providing support and relieving stress at Stanford.

Bliss?



Giving and Receiving Goodness

James Baraz, awakeningjoy.info (course) “Awakening Joy” (book)



Living in the moment
Forgiveness
Gratitude, acceptance
Compassion

Forgiveness

Dr. Fred Luskin, Stanford,

“Forgive for Good” “Forgive for Love”, Stress-Free for Good”

**Holding onto bitterness and rage
is like swallowing poison and
expecting the other person to
get sick.**



Compassion and loving kindness



HAPPINESS AND HEALTH CONFERENCE

Save the Date: February 12, 2010

- Simple strategies to let in the good, become more peaceful, sustain academic success and enhance good relationships.
- Life long, research-proven methods of creating more happiness in your life.

THE PURSUIT OF HAPPINESS AND HEALTH

COURSES

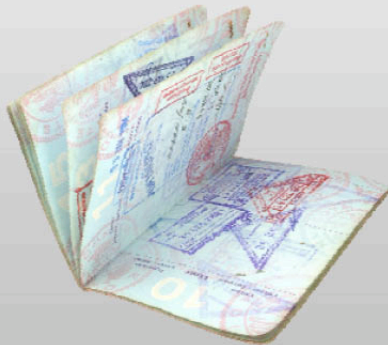
- Winter quarter: PEDS 206 3-unit Course “The Pursuit of Happiness & Health”
- Fall quarter: Athletics 196 1-unit Course “The Pursuit of Happiness”
- Yes Plus- check website

Stress less. Produce more. Be happier.

Student Wellness Passport



Student Wellness Passport Program



Are you on board??

3 Simple Steps...

1. **Take SHA (Student Health Appraisal)**
Participate now to get a FREE Jamba Juice!
2. **Complete Personal Wellness Plan**
Completed online
3. **Take Action!**
Complete 9 of 12 Wellness Trips
Get Active, Eat Better, Unwind

Launch Party!
October 1, White Plaza
<http://bewell.stanford.edu>





Carole's 5-star free resources
wisebrain.org
awakeningjoy.info
greatergood.berkeley.edu
learningtoforgive.com
projecthappiness.com