

Graduate Division

| **BRILLIANT FUTURE**
THE CAMPAIGN FOR UCI

Mental Health and Mentoring

September 9th, 2021





State of Graduate Student Mental Health

- Thirty five percent of respondents reported symptoms indicative of clinical depression (The University of California Graduate Student Well-Being Survey Report, 2017).
- Graduate students experience high rates of anxiety and depression and are six times more likely to suffer from mood disorders compared to the general population (Evans et al, 2018).
- Anxiety and depression levels for transgender/gender-nonconforming graduate students was 55% and 57% (Evans et al, 2018).
- A 2021 study involving a survey of 3500 graduate students at twelve public universities during the COVID-19 pandemic found 67% of survey respondents scored low on well-being factors; 32% had symptoms of PTSD; 35% had moderate or higher levels of depression; 33% had moderate or higher levels of anxiety (Ogilvie et al., 2021).



What is a Mentor?

- A relationship that is characterized by reciprocal learning and is focused on goal attainment and personal growth.
- Mentoring appears to have the essential attributes of....a supportive relationship; a helping process; a teaching-learning process; a reflective process; a career development process; a formalised process; and a role constructed by or for a mentor.

- Roberts, A. (2000)

Additional Attributes

- A mentor is described as a role model, teacher, counselor, talent developer, supporter and/or friend
- The process of mentoring is a partnership, a chain of supportive activities, and a mutually beneficial and learning relationship.
- The development of interpersonal relationships between the mentor and mentee is deemed as a key to the success.

Identifying a Bad Mentor

- My advisor puts me down
- My advisor doesn't like it when I talk to other professors
- My advisor doesn't believe my projects can succeed
- My advisor is always asking me for details about how I spent my day and commenting on how I spend my free time.
- My advisor is hostile to me having an independent opinion.
- My advisor always seems to know things about my life that I haven't told them myself
- My advisor doesn't like it when I start collaborations with other people
- My advisor responds negatively to almost everything I say.
- My advisor tells me that if I do anything without them, I will fail.
- My advisor will never admit that they are wrong.
- My advisor questions my judgment about what's good for me.

Identifying a Bad Mentor

- My advisor questions my judgment about what's good for me.
- My advisor talks about hurt feelings whenever I stand up to them.
- My advisor makes me feel like I have to ask permission to do anything.
- I now feel that my ideas are all stupid and that I am fairly incompetent.
- My advisor comments on my physical appearance and/or my body parts.
- My advisor has made sexually suggestive comments to me or touched me in ways that make me uncomfortable.
- My advisor offers unwelcome commentary about my race, gender, sex, sexual orientation, correct pronouns, religion, and/or child bearing/adopting status.
- My advisor leans on me for emotional support.
- My advisor doesn't believe me when I say I have experienced discrimination, especially discrimination that they will never be subject to.
- My advisor refuses to defend me against discrimination.



Some specific mentoring activities can include-

- Counseling- being a listener for a wide variety of concerns
- Coaching- helping them find and grow particular skills and knowledge
- Tutoring or clarifying specific subjects
- Sponsoring or helping the student to grow their network
- Advising (sometimes)- helping them achieve academic goalposts
- And befriending, helping them feel like they have someone on their side

Mentoring Outcomes

- Latent or unknown abilities discovered
- Improved performance in their studies
- Growth in their confidence
- Personal growth of both parties
- Increased awareness of each parties place in the organization role
- A continuing cycle in that mentees become mentors themselves
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Research findings identify two basic psychological reasons people mentor others:

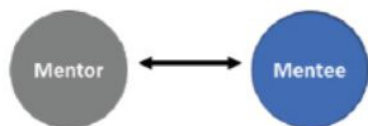
- 1.They are other-focused and want to share information to help others succeed and grow in the workforce.
2. They are self-focused and motivated by the personal satisfaction they get from helping others. (Allen, Poteet & Burroughs, 1997)

In The Mentee's Guide, Zachary (2009) recommends that mentors reflect on their motivation.

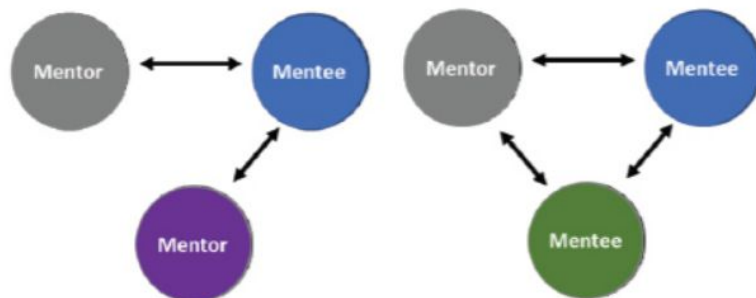
“When you hold a deep understanding of why you are doing something, you end up being more committed to it and better able to use your time and energy.”

Modern mentoring involves multiple relationships.

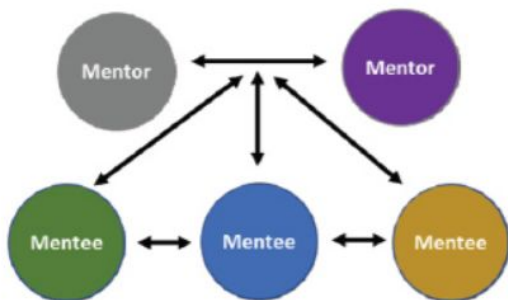
A. Dyad



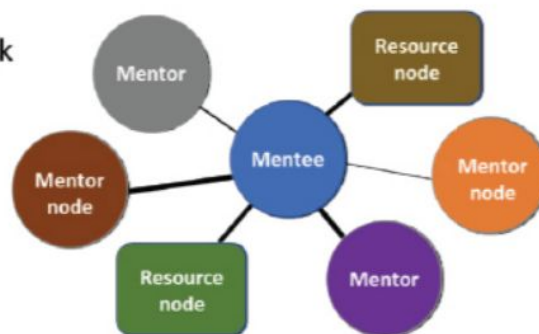
B. Triads



C. Collective or Group



D. Network





Some best practices include:

- Mentoring is bidirectional
- Formal and informal relationships are valuable
- Formal mentoring should include informal attributes
- Interaction frequency is key
- Perceived similarity is important
- Mentorship facilitates leadership
- E-Mentoring can skirt barriers
- Mentoring fosters positive outcomes

Academic Specific Practices

- No one size fits all.
- Mentoring activities are diverse
- Faculty interactions help students grow
- Mentors are not limited to faculty
- Mentoring can foster a sense of belonging
- Trust, time, and confidentiality are essential
- Electronic peer-mentoring can be valuable
- Mentoring is hard work
- Faculty biases can derail mentoring

Additional Practices

- When a student is showing unusual behavior or a lack of progress, there is usually a reason. Remember that they have full lives outside of the classroom and may be trying to balance out family obligations, a move to a new country, or other challenges.
- We are all different in how we work and in what motivates us. The Mentees are appreciative of an ability to carefully craft development activities to enhance and extend personal strengths.
- Avoid thinking of students as just another set of hands in the laboratory. They are on a specific journey of knowledge and need to be met where they are.
- Let go of your ego. When are there moment when you can let you student be the lead author or run with your ideas?
- Availability is key- keep you door open for students and make sure to respond to urgent requests immediately.

Additional Practices

- The skill is in giving your students the freedom to expand on their ideas but to help re-guide them when they get off track. Graduate school should be a place to safely make mistakes.
- Practice answering students' questions with a question in order to lead them towards both an answer and a better understanding.
- It's important to celebrate and reward successes, large and small. It's both a powerful motivator but also helps contribute to the building of communities.

Additional Practices

- Create a community where all under your care can flourish. Create deliberate and varied strategies to help build these communities. They don't just happen, but rather have to be nurtured.
- Regular meetings help create success. This can be with whole-groups, subgroups, group-writing tasks, or one-on-one meetings.
- Provide both rapid turnaround and clear feedback to your students' writing. Avoid the temptation to do rewrites for them, but rather assist them in finding their way.



Setting Boundaries

- **Make sure the relationship is mutually beneficial. Are you using your time and energy well.**
- **Say no and be honest. If you need to be focusing on other work, ask your student to come back at a specific time.**
- **Expand your own network so you can refer students to trusted colleagues and campus resources.**
- **Get credit for your efforts. Make certain it counts towards your professional advancement.**

Table 2 - Generational Views and Values

Generation	Silent or Traditional	Baby Boomers	Generation X	Generation Y or Millennials	Generation Z
Born	1925 – 1945	1946 – 1964	1965 – 1979	1980 – 1994	1995 - 2010
Communication Style	Top – down	Guarded	Hub & spoke	Collaborative	Electro-social, highly connected
Problem Solving	Hierarchical	Horizontal	Independent	Collaborative	Global Tribe/ Independent
Decision Making	Seeks approval	Team informed	Team included	Team Decided	Sonar / Individualistic
Leadership Style	Command & Control	Get out of the way	Coach	Partner	RSS Protagonist
Learning Style	Classroom	Facilitated	Independent	Collaborative & Networked	Pocket mobile internet based
Learning Format	Formal Instructive	Relaxed Structured	Spontaneous Interactive	Multi-sensory Visual	Student centered Kinesthetic
Training	The hard way	Too much and I'll leave	Required to keep me	Continuous & expected	Playing Life
Training Focus	Traditional On-the-job Top-down	Technical Data Evidence	Practical Case Studies Applications	Emotional Stories Participative	Multi-modal e-Learning Interactive
Learning Environment	Military Style Didactic & disciplined	Classroom Style Quiet atmosphere	Round-table style Relaxed ambience	Café style Music-multi-modal	Lounge room style Multi-stimulus
Ideal Leaders	Authoritarian Commanders	Commanding Thinkers	Coordinating Doers	Empowering Collaborators	Inspiring Co-creators
Performance Feedback	No news is good news	Once per year	Weekly/ Daily	On Demand	Continuous social sonar
Technology Use	Uncomfortable	Unsure	Unable to work without it	Unfathomable if not provided	Lifelong use
Job Changing	Unwise	Sets me back	Necessary	Part of my daily routine	Improve my flexibility

Do Something.

Disruptive or Distressed?

Use this information to determine.

Distressed Student

A student with persistent behaviors such as

- unduly anxious
- sad
- irritable
- withdrawn
- confused
- lacks motivation and/or concentration
- seeks constant attention
- demonstrates bizarre or erratic behavior
- expresses suicidal thoughts

Refer students to

Support Services Resources

- Counseling Center
- Student Health Center
- CARE
- Campus Social Worker

Administrative/Student Conduct

- School Academic Advisor
- Division of Undergraduate Education
- Graduate Advisor
- Graduate Division
- University Registrar
- Office of the Ombudsman

For illness or injury

Non-urgent:
Student Health Center
949.824.5301

Medical Emergency: 911

Disruptive Student

A student whose conduct is clearly and imminently reckless, disorderly, dangerous, or threatening, including self-harmful behavior.

Safety concern

- **If you are concerned for your or others' safety due to a student's disruptive and/or threatening behavior call 911 or the UCI Police Department.**

If a student is causing a disruption but does not pose a threat

- Ensure your safety in the environment.
- Use a calm, non-confrontational approach to defuse/de-escalate the situation.
- Set limits by explaining how the behavior is inappropriate.
- If behavior continues, ask the student to stop and warn them that official action may be taken.
- If the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform them that refusal to leave may be a separate violation subject to discipline.
- **Immediately report the incident to the Office of Academic Integrity and Student Conduct.**

Campus Resources for Students

Campus Assault Resources & Education (CARE)	949.824.7273
Campus Social Worker	949.824.0101
Counseling Center	949.824.6457
Dean of Students	949.824.5590
Disability Services Center (DSC)	949.824.7494
Office of Equal Opportunity and Diversity (OEOD)	949.824.5594
International Center	949.824.7249
LGBT Resource Center	949.824.3277
Office of the Ombudsman	949.824.7256
UCI Police Department	949.824.5223
Office of Academic Integrity & Student Conduct	949.824.1479
Student Health Center	949.824.5301

Campus Resources for Faculty & Staff

CompPsych Guidance Resources/EAP	844.824.3273
Worklife & Wellness	949.824.5429
Faculty & Staff Mental Health Care and Respondent Svcs	949.824.5208
Workplace Violence Prevention (UCIPD)	949.824.5223
Campus Consultation Team	949.824.4642

Resources in the Community

2-1-1 Local Resources	211
Irvine City Police Department	949.724.7000
National Suicide Prevention Hotline	800.273.8255
Hoag Memorial Hospital (Newport Beach)	949.764.4624
UC Irvine Medical Center	714.456.7890
Orange County Global Medical Center (Santa Ana)	714.953.3500

Still unsure? For consultation or emergency counseling call the Counseling Center.