Yearly Report

Summation of Programming and Data From the 2016-2017 Academic Year

Prepared by Kayla Williams
May 18, 2017
Goals

UMatter’s mission is to advocate for people with mental illness, eliminate negative stigmas, increase awareness of mental health, increase bystander intervention, and promote positive mental health practices for California State University, Chico students.

The team consisting of psychologists, staff, and interns create program services in the form of programs and presentations on mental health topics to classes and other campus groups. Events include tabling, presentations, social media outreach, and activities partnered with other organizations on campus and in the community. Our topics focus on educating students about resources, promoting conversations about mental health and stigma, embracing self-compassion and vulnerability, and raising awareness about self-care.

Live is Tough and So Are You

-Unknown
Programs

**Before I Die Wall**
Death is a difficult topic to think about. Our before I die wall provided students with a creative way to think about what is important to them. One of our most popular passive programs, the Before I Die Wall is set up in a morning and left in a popular outdoor walkway for one week. Every day passerby fill the wall with things they hope to do or accomplish before they die. UMatter staff and interns stay close by to offer support and resources to anyone in need.

**Take One, Give One Wednesdays**
Every last Wednesday of the month UMatter has a tabling event advocating for self-appreciation and love for what makes people who they are. Staff and interns push for positivity and love for all of the supports people have in their lives.

**Healthy Relationships**
Healthy Relationships Wheel provides a fun way to have conversations about topics like consent, alcohol, language, breakups, safety, feminism, self-love, and victim-blaming culture. The goal was to provide a welcoming and safe place to explore what makes a healthy relationship and what you can do to improve relationships in your life.

**De-Stress Event**
An event to support self-care and stress relief while students studied hard for finals. Staff and interns fill goodie bags full of pens with positive messages, candy, and de-stress tips to give to students. In addition, the Butte Humane Society is invited to bring in adoptable dogs for students to come by and spend time with.

**What are you Grateful For**
Tabling activity where students write down and pin up the things they are grateful for on colorful slips of paper.

**What Am I**
Tabling activity where students write down positive characteristics describing who they are and pin them on a board.
What’s Your Big Lie
Jordan Axani was invited to speak on campus about accepting yourself and talking about the masks people wear around others. Students were encouraged to submit things they consider their ‘Big Lie’ and the anonymous submissions are the basis of the conversation.

Emergency Dance Party
Students join staff and interns in dancing to fun music in a space decorated with lights, bubbles, and colorful tapestries.
Presentations

UMatter staff and interns presented throughout the year about mental health and wellness, self-expression, reaching out to others, how to measure and attend to personal mental health, and where to find resources.

FYE

The presentation, given to college freshman audiences, served as an introduction to UMatter and its goals. Viewers were educated on mental health issues, recognizing when others are in need of assistance, resources on campus, resources in the community, self-care, and stigma. Interns and staff presented with a Google slides presentation and obtained feedback through evaluation forms passed out at the end. Out of all of the feedback 46% of the responses strongly agreed that the presentation goals were reached which was evident through marks of 5 on a scale of 1-5 with 5 being the most (strongly agree) and 1 being the least (strongly disagree). 34% of the responses stated viewers agreed with what the questions asked. This indicated that the presentations, for the most part, significantly fulfilled its purpose and delivered the intended information. The areas with the lowest average rating involved information about off-camp resources and feeling comfortable talking to peers about their mental health. The areas with the highest average rating involved information about feeling comfortable referring others to needed resources and having/participating in activities as part of a self-care routine. Questions included in the evaluations are included at the end of this report. Written feedback after the Fall 2016 semester praised the presentation stating, “Fantastic,” or, “Good presentation!” Other feedback stated viewers appreciated presenters speaking openly and candidly about personal experiences, and found the presentation very useful. Some suggestions for improvement included adding more activities, increasing audience participation, elaborating on stigma and its impact, more information about social anxiety, improved visuals, and more information about self-help.

Express Yo-Self

This presentation similarly looked at understanding self-care, supporting others, and knowing available resources. Presenters invited audience members to explore self-expression as a self-care technique. All review forms had ratings in the 4 and 5 range (on a scale of 1-5 with 1 being the lowest and 5 being the highest). The only two portions of the presentation rated
lower included understanding what resources were available and how to support others who may be struggling.

**Mental Health and Wellness**

For the Spring term of 2017 the team prepared further for the presentations by adding new visuals, setting aside time to include material necessitating audience participation, more information about depression, and scenarios for audience members to explore how to approach friends who may need help. The data showed this set of presentations to be more effective. An average of 61% of the ratings marked the material to strongly help or match the presentation’s goals (marked a 5 on a scale of 1-5 with 1 being strongly disagree and 5 being strongly agree). An average of 65% found they agreed the presentation was helpful and met our goals. The areas with the lowest average rating involved information about specific mental health concerns and understanding when someone may need help. Participants rated the lowest scores under the question stating the reviewer had specific activities as part of their self-care routine. This rang true for the mental health presentations and the self-care presentations. The areas with the highest average rating involved knowing more about UMatter, understanding more about mental health, having a better ability to assess personal mental health, and knowing about on-campus resources. Written feedback gave positive remarks about the helpfulness of the presentation, the information about how to help others, the interactive videos, and the ease of understanding the material and information given from presenters. Reviewers recommended more information about how to help one-self with mental health, more depth into mental illness, and more information about resources.

**Recommendations for the next year based off of the data would be including more information about personal self-care, more specific ways to practice self-care, and how to put that into a daily routine. Improvement was seen in helping individuals reach out to peers who may be in need of help and should be continued.**
Social Media

Social media was crucial in creating ways for students to learn more about UMatter online, engage in material regarding mental health, and for advertising programs and tabling events.

Facebook

Social media had much success in advertising events, creating more ways for students to educated themselves and explore mental health topics and issues. Facebook post statistics showed UMatter reached an average of 3,764 people with an engagement of 1,358 people. The page itself received 50 views. The most popular posts were information about internship recruitment (369-1,241 each), news involving celebrities and mental health (300-600 each), blog posts (200), real time event posts (200-600), and Instagram type motivational posts (200-400). The least popular Facebook posts proved to be event advertisements (0-100). The exception to this was when posts included the programming plans for the week (100-200).

This data suggests focusing on real-time advertising for events, involving interns more on creating and sharing posts, involving celebrity news, and motivational posts from Instagram could improve the effectiveness of Facebook advertising and engagement.

Instagram

The Instagram page grew in popularity and use this year. Following increased form 210 to 714 followers. Posts reached on average between 160 and 180 people. Posts consistently received an average of 35 likes. Recommendations for future use are to use Instagram for daily posting.

Blog Posts

There were 28 new blogs this year with a total of 713 views (25 average per week). Adding a second blogger created more engagement and a jump in views. Those posting did not find any significant difference in number of views per day due to topic choice or other extraneous factors. In the future, the blog could be used to create more content for
informational uses and for promotion of events. There is also potential for more blogs (2-3) to be added per week.

**YouTube**

YouTube was an important factor but was used less than other social media tools in UMatter’s basket. A total of 6 new videos were added, there was a total of 305 views, and the account has 4 total subscribers. Future improvements for use of YouTube could be increased use and promotion of the account and videos. New ideas on its use and increased interest in using YouTube/creating videos on the part of staff and interns would be imperative.

**Final recommendations** include increased use of social media tools to advertise tabling and programming events. Posts created and shared by all staff and intern members would allow for a wider audience of people to receive information about upcoming UMatter events and information. More concrete and regular plans/methods for using social media tools like YouTube would increase effectiveness, reach and views.
Internships

In a pretest given at the start of the semester interns were asked to rate their ability to identify risks and warning signs of suicide, mental health concerns, managing stress, knowing about on-campus and off-campus resources, understanding impacts of stigma, and their ability to advocate for their own mental health and the mental health of others.

Interns reported feeling positive in their ability to advocate for others in need and to use self-care techniques to maintain their own mental health. Areas rated lower (on a scale of 1-5 with 1 being the least and 5 being the most) included knowledge of on-campus resources, being able to identify warning signs of suicide, and knowledge of techniques to manage stress.

Interns participated in all of the advertising, programming, and presenting efforts UMatter made. Interns were asked to report on some things they gained or learned as well as some areas of improvement in the presentation/event they participated in.

Fall 2016

The semester’s activities helped interns learn more about how to interact with and engage students about these important topics. The interactive activities build into presentations, programs, and tabling events were both fun and enlightening when they required exploration of different viewpoints. FYE presentations were full of information but were reportedly a great way to do outreach. Interns found the presentations were an excellent way to help students have a better understanding of mental health. Feedback also showed presenters were able to show a vulnerable side of themselves which proved to be self-beneficial. Interns enjoyed promoting healthy topics and found their confidence increased in presenting information in front of audiences.

Improvements for this semester included coming to events better prepped so that time could be used efficiently. The presentations contained a lot of information and interns felt it would be beneficial to space out the information and organize it to be more linear. Interns felt that in the future it would be important to include more interactive activities to engage student audiences.
Spring 2017

Interns felt the presentations in the spring were more organized and engaging for the audiences. The information presented gave a lot of resources and ways for high risk students to learn and engage in positive alternative behaviors and self-care methods. The increase in interactive activities made presenters feel more comfortable presenting and have more success in keeping morale. The presenters also felt they had more practice and were better prepared to present to classrooms and be a resource at labeling events. Interns liked the fact that they gained so much experience interacting with and engaging students as they were able to increase their confidence and get valuable feedback.

Interns suggested that future events and presentations should continue to include engaging activities and maintain fluid, clear language. Pre-preparation and increased communication with collaborators and teachers before presentations or events is particularly important and will help further clarify expectations for an event. In similar feedback as the previous semester, feedback showed it would be helpful to focus on content heavy slides during presentations and to match the tone of presentations or events to the weight of the topic. Lastly, interns suggested there be more information given to student audiences about stress in everyday life, the types/impact of stress, and ways to manage that stress.
Survey Questions:

**Mental Wellness and FYE**

I have a better understanding of what mental health is after this presentation.

I have a better understanding of how stress affects my mental health after this presentation.

I feel more able to assess my own mental well-being after this presentation.

I have a better understanding of how stigma prevents people from seeking help after this presentation.

I now know more about specific mental health concerns (i.e. depression, anxiety, etc) after this presentation.

I now know specific skills that I can use to help a friend that is living with a mental illness.

I am now better able to identify warning signs of suicide after this presentation.

I have a better understanding of how to practice self-care after this presentation.

I have specific activities that are part of my self-care routine (i.e. meditation, exercise, etc.)

I am likely to practice self-care more regularly after this presentation.

I now know more about campus mental health resources after this presentation.

I now know more about off campus mental health resources after this presentation.

I now feel more comfortable talking to peers about their own mental health.

I now feel more comfortable referring people to available mental health resources.

I now feel more comfortable intervening when someone is experiencing emotional distress.
Internship Evaluations

I am able to identify risks and warning signs of suicide.

I am able to identify warning signs of mental health concerns, especially those that affect college students.

I am knowledgeable about techniques to manage distress and/or stress.

I feel capable of reaching out to someone who might be at-risk.

I have experienced a positive shift in my attitude about those living with mental health issues.

I am knowledgeable about the services provided by the CWC, SHS, and CADEC offices.

I felt satisfied with my participation in UMatter events.

My participation in UMatter events have increased my ability to identify and discuss mental health practices.

I am knowledgeable about on and off-campus mental health resources.

I feel able to reach out for help from others.

I am able to identify stigmatizing attitudes that I have, or have had about mental illness.

My participation in UMatter events have helped to decrease any stigmatizing attitudes I may have had about mental illness.

I am able to empathize with those who live with mental illness.

I can identify and call upon aspects of my “self” that foster a sense of resiliency when faced with difficult experiences.

I am able to identify self-care practices.

I regularly engage in self-care practices.

I feel capable of advocating for people with mental illness.

I feel able to advocate for myself and for my own needs.