



The Wind Institute

August 30, 2016

Today I feel the real sense of the breathing community. I believe it is because you open your mind, listen to and accept the various opinions.

I expect that your mind, opinion, and voice will collaborate to MU campus breathing progression and will be passed to the next generation for the right choice.

TWI breathing product continues for the answer to this weird and confused era, our life system controlled by the mechanics. We ask each of you to go with us to the breathing community.

We, TWI, bless you to get good news in your field of questions and problems to be solved.

Thank you,

Kyungja Lee

Founder

The Wind Institute

“Breathing Product”

A project hosted by The Wind Institute (TWI)

“Developing Mental and Emotional Well-Being”

August 30, 2016, Don-Rey Room, Reynolds Alumni Center

Morning Review of Status and Make Suggestions

8:45 am. Gathering with coffee, tea and light snack.

9:00 am. Opening remarks and goals for the event, Dr. Jerry Nelson, Professor Emeritus of Plant Science at the University of Missouri and TWI Chair

9:05 am. Current needs for understanding mental health and emotional well-being, Pastor Jim Bryan, former Pastor of the Missouri United Methodist Church in Columbia

9:20 am. Challenges with emotional well-being on college campuses, Craig Rooney, Director of Behavioral Health Services, MU Student Health Center

9:45 am. Short break

10:00 am. Begin rotation of participants for a 3-minute summary of interests/activities

1. Suggest a one-page handout with some detail
2. Have two minutes for a question or two
3. Participants are free to get coffee, etc. during the presentations

12:00 am. Adjourn for lunch (buffet lunch provided by U-Club)

Afternoon Summary and Discussion

12:30 pm. Overall summation of morning presentations and general discussion, led by Jim Bryan and Ruth Tofle

12:50 pm. Remarks from Provost Stokes regarding mental health

1:00 pm. Interests/perspectives/discussion for possible next steps, led by Ruth Tofle

1:15 pm. Comments by Mrs. Kyungja Lee, Founder of The Wind Institute (TWI), and adjourn planning session

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“Developing Mental and Emotional Well-Being”
August 30, 2016, Don-Rey Room, Reynolds Alumni Center

1. Name and affiliation of participant:

C. Jerry Nelson, Professor Emeritus
Division on Plant Sciences, and
Senior Advisor for the Asian Affairs Center
nelsoncj@missouri.edu

2. Summary of interests in mental and emotional well-being:

Over the past several years I have worked closely with hundreds of Asian and African students, mainly graduate students from China, Korea, Vietnam, India and Africa. These students are diverse in culture, language proficiency, problem-solving skills and interests in participating in new activities. They also have a need for security through knowing they are accepted by others, especially Americans.

In most cases the challenge is depression or stress associated with adapting to the new climate, food and academic environment. Concern about failure in their academic pursuits is a major factor. They need assurance they can compete academically, especially in the first semester.

In addition, most students in these cultures do not consider these symptoms as a “disease” or a “disorder” that can be treated by counseling or chemical intervention. Instead, the condition is associated with spirits or demons that are a fate they must deal with. They are not aware of counseling or intervention services offered on campus, and if referred, they express a fear of western medicines and lack confidence in either approach.

3. Activities associated with mental and emotional well-being:

I have no academic activities, but do serve on the Operating Board of Lutheran Family and Children’s Services in St. Louis. That social agency deals with many aspects of mental health and emotional well-being, primarily with school children and with unplanned pregnancies.

Reverend Jim Bryan
BA in Sociology, UM
MS in Public Health, UM
Master of Divinity, Saint Paul School of Theology
jamesjbryan@hotmail.com

I am not a mental health professional and I am honored to share the program today with you.

Before entering seminary and becoming a pastor, I worked as a Juvenile Officer, a Medical Social Worker and a Public Health Educator.

My ministry in the United Methodist Church included churches in Kansas City, Osage Beach, Springfield and Columbia. I was ordained in 1974 and retired in 2010.

My experience in mental health is mostly listening and caring for families struggling with a family member suffering, a spouse who is depressed, addictions, borderline personalities and other difficulties. In three of my churches, we experienced suicide. In one church there were three families living with schizophrenia.

In retirement, my wife and I both work extensively with the homeless population of Columbia. We see what we think might be mental illness many of the clients, probably the majority.

1. Name and affiliation of participant:

Alex W. Barker, Director, Museum of Art and Archaeology
Interim Director, Museum of Anthropology
University of Missouri
President-Elect, American Anthropological Association
barkeraw@missouri.edu

2. Summary of interests in mental and emotional well-being:

I have three specific interests in mental and emotional well-being. As a museum director I am responsible for an institution whose purpose is integrally and inextricably bound up with issues of quality of life. Art is more than aesthetically pleasing forms, but also an exploration of the human condition and career, and as such offers a powerful and revealing window on issues of emotional well being and mental health; while the tortured artist (van Gogh, Michelangelo, Modigliani) is an overused stereotype, it is far from baseless. Second, as president-elect of the American Anthropological Association I am interested in the different ways that emotional well-being is understood in different cultures, and the kinds of activities understood to improve that well-being. Most importantly, as a father I am interested in the mental health and emotional well-being of my family; my nephew has Asperger's syndrome, and several members of my extended family are not neurotypical.

3. Activities associated with mental and emotional well-being:

I have no academic activities, but served as the first president of the Lee Expressive Arts Autonomous School here in Columbia, the only arts-integration school in the region, and part of the Columbia Public School District. Many of the specific concerns of the Board focused on issues of emotional health and well-being, especially for the significant population of temporary or transfer students. For some years the Museum has operated a "Healing Arts" program targeting seniors with Alzheimers or related conditions, and more recently launched a docent dog program to help K-6 visitors with neurological or emotional concerns.

Charles P. Bondurant, M.D.

Active Staff, Department of Surgery, Neurosurgery, Boone Hospital Center, Columbia, Missouri
Associate Professor of Surgery, Neurosurgery, University of Missouri

Professional

Twenty-three years private practice, Neurosurgery, Columbia, Missouri.

Diagnosis, non-operative treatment, and operative treatment of diseases of the brain, spine, and peripheral nerves.

A predominance of adult over pediatric patients

Mental and Emotional Well-Being

Neurologic pathophysiology includes direct causal relationships to consciousness, cognitive, motor, sensory, coordination, reflex, language, spatial, associative, and as well emotional and psychiatric dysfunction. Bilateral brain frontal lobe pathology can be associated with abulic behavior. Bilateral brain temporal lobe pathology can be associated with poor impulse control. Pathologic electrical activity (seizure) can be associated with behavior challenging aberrant perceptions, "I have a bad taste in my mouth and it tastes like fear."

Neurologic pathophysiology includes indirect causal relationships to emotional and psychiatric dysfunction. Longstanding unrelenting pain of nerve compression depletes emotional and psychiatric reserves that might otherwise be used to endure daily stressors. The specter of incurable, malignant neoplasia is a suffocating stressor to emotional and psychiatric health. A family member's dementing illness can challenge emotional and psychiatric health, especially for the caretaker.

Emotional and psychiatric pathophysiologies include mainly indirect causal relationships to neurologic dysfunction. Depression can be associated with a more negative perception of illness.

Developing Mental and Emotional Well-Being

The diagnosis, non-operative treatment, and operative treatment of diseases of the brain, spine, and peripheral nerves includes consideration of the secondary relationships on and primary relationships from emotional and psychiatric illness.

Holly Bondurant, MD, FAAP
Tiger Pediatrics
Columbia, MO
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Interests and activities:

Nearly 18 million young adults matriculate to US colleges yearly. The stress of leaving home, finding true independence and new experiences can lead to stress, anxiety and even depression.

Negative experiences can be a part of the college transition. These negative experiences include sleep deprivation, binge drinking, Marijuana experimentation (occasionally, other drugs), loneliness, relationship problems (including rape and abuse), social injustice, academic performance problems, stimulant medicine use/abuse, distraction due to social media, insufficient study skills and disordered eating. With the lack of supervision and structure, transition from any home can be exciting but stressful.

Is this worse for minority students?

color/race discrimination
religious discrimination
sexual discrimination

Potential Problems:

Understaffed Student Health Centers?
Too few Psychologists and Psychiatrists?
Do minority students feel comfortable with white therapists? Are there enough minority therapists?
Do students know about resources available?
Do students feel comfortable asking for help?

Ideas--? New or already implemented?

Screening upon freshman admission--? Required
Detail resources to families and incoming students at Summer Welcome or Welcome Week
Screening around finals time--? Required
Posting of availability for counseling
Special lectures/support group meetings for freshman
UMC Med School outreach for mental health –set up tables on campus with mental health literature
Encourage Minority leaders on campus to organize mental health education events

Counseling Center-University of Missouri (from MU website)

Mental Health Assessment Online Screening

Individual and Group Counseling

Other Resources listed on MU website:

Student Health Center

Wellness Resource Center

Gaines Oldam Black Culture Center

Career Center

Disability Center

Family Counseling Center

Lesbian, Gay, Bisexual, Transgender Resource Center

International Center

Learning Center

Office of Student Conduct

Office of Multi-Cultural Affairs

Psychological Services Clinic

Relationship and Sexual Violence Prevention Center

Student Legal Services

Women's Center

There are many, amazing available resources for college students, but the students must take the steps to utilize them and be informed of them.

As a pediatrician, I do screen, evaluate and treat children and adolescents for mental health issues, but they are often brought in by concerned parents. Some older adolescents do self-refer, however I have less experience with college-aged young adults and adults. I see severe mental health issues in all races but increasing more in LGBT children.

1. Name and affiliation of participant:

Tashel Bordere, PhD, CT (Certified Thanatologist – Death, Dying, and Grief)
Assistant Professor, Human Development and Family Science
State Extension Specialist-Youth Development, Human Environmental Sciences
borderet@missouri.edu

1. Summary of interests in mental and emotional well-being:

My interests include Grief, Loss, Trauma, and Coping among college students, particularly among underrepresented populations. I am interested in collaborating to develop peer support programming for grieving college students coping with death and non-death losses and educational opportunities and support for faculty working with bereaved students.

2. Activities associated with mental and emotional well-being:

➤ **Research Areas**

- College student bereavement with special focus on African American young adults and homicide loss
- African American youth grief with focus on homicide loss and coping
- Sexual Assault and Grief
- Social Justices Issues around Grief, Loss, and Disenfranchisement

➤ **Programming Area**

Developed *S.H.E.D. Grief Tools in the Schools* Program (MU Extension)

- S.H.E.D. (Surviving Healing **E**volving through **D**eath and **L**oss) Grief Tools is training program designed for teachers, social workers, counselors, administrators, staff, and adult caregivers on child and teen grief and ways to support grieving students in schools and home settings.

1. Name and affiliation of participant:

Laura Danforth, PhD, MSW, LCSW
Post Doc Fellow
Family Access Center of Excellence (FACE)
danforthl@missouri.edu

2. Summary of interests in mental and emotional well-being:

My dissertation research explored the resiliency processes for African-American males who successfully navigated their way to college enrollment. My research interests include resiliency in African-American families, reducing the opportunity gap for racially marginalized students in K-12 education, as well as utilizing community resources as a way to respond to systemic racism.

3. Activities associated with mental and emotional well-being:

I currently hold a post-doc position at the Family Access Center of Excellence (FACE) and utilize family systems and strengths-based approaches during clinical case management in order to encourage and empower Boone county residents.

1. Name and affiliation of participant:

Dr. Sonia Dhaliwal, Assistant Teaching Professor
Director of Clinical Training
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2. Summary of interests in mental and emotional well-being:

As a Licensed Psychologist, I have worked with International Students in many different capacities. From a clinical standpoint, I have conducted individual therapy and group therapy as well as held psychoeducational workshops on how acculturative stress can exacerbate overall psychological distress in International Students. I have also presented on Resilience and Psychological Hardiness in International Students, the process of Acculturation and Acculturative Stress in South East Asian students and the Effects of Racial Trauma on International Students living in the United States. Given the current state of international affairs, I am interested in examining the effects of Transculturation and how this may contribute to an increase in mental health concerns in International Students.

3. Activities associated with mental and emotional well-being:

I currently teach a Psychology of Crossing Cultural Borders course to our Dual Degree students from National Taiwan Normal University (this course is also open to our American graduate students). When I was affiliated with the Counseling Center on campus I served as a professional liaison to the International Center, Multicultural Center and Black Cultural Center. I currently serve as a member of the PCUN (Psychologists Coalition for the United Nations) working on International Women's Issues.

1. Name and affiliation of participant:

Dale Fitch, PhD, MSSW
Associate professor, interim director
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2. Summary of interests in mental and emotional well-being:

I was a licensed clinical social worker for 15 years prior to entering academia working primarily in residential treatment along with private practice, public mental health, and medical social work. I currently employ systemic evaluative methodologies including critical system heuristics, soft systems, and system dynamics modeling addressing topics that include program design and outcomes, information systems in human service organizations, and implementations issues with evidence-based practices.

3. Activities associated with mental and emotional well-being:

I teach across the BSW and MSW programs including classes on clinical theories and strategies, in addition to management in the human services and practice in community and social systems.

1. Name and affiliation of participant:

Lisa Y. Flores, Professor and Program Director, Counseling Psychology
Department of Educational, School & Counseling Psychology
College of Education
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2. Summary of interests in mental and emotional well-being:

Over the course of my career, my work has aimed to enhance the educational attainment of Latino/as. A secondary research area focuses on Latino/a immigrants' psychological health and integration in the Midwest. At 17% of the U.S. population, Latino/as are currently the largest racial/ethnic minority group after Whites. As their representation in society and our educational system is increasing, we need to do a better job at understanding and addressing the academic achievement gap between Latino/as and other groups. My research examines personal, cultural and environmental factors related to Latino/as educational decisions at secondary and postsecondary levels. In recent years, my work has focused on Latino/as in engineering and understanding factors related to their persistence, satisfaction and overall well-being.

3. Activities associated with mental and emotional well-being:

I have ongoing research that uses a social cognitive framework that incorporates contextual issues to examine the persistence, satisfaction, and subjective well-being of Latino/a engineering college students at 12 institutions in the U.S.

1. Name and affiliation of participant:

Rebekah A. Freese, MSW, LCSW, Clinical Instructor, School of Social Work
Clinical Instructor, HES Extension
freesera@missouri.edu

2. Summary of interests in mental and emotional well-being:

I have sixteen years of experience in psychotherapy with children, adolescents and families and twenty-two years in the area of social work. I have worked with a variety of youth and their families, yet my primary focus has been with those who are difficult to treat and engage into treatment. Specifically, I have extensive experience in working with individuals who are chronically suicidal, self-harming, and those who have been diagnosed with eating disorders.

I also engage in evaluative research in the area of suicide assessment training and support to mental health professionals.

3. Activities associated with mental and emotional well-being:

As a clinical instructor, I serve as the Director of the Integrative Behavioral Health Clinic, a free mental health clinic sponsored by the School of Social Work. The student led clinic provides services to anyone over the age of 18, who is either underinsured/not insured or has no other means to pay for behavioral health services. The clinic provides supportive counseling, case management, individual, family and couples counseling, psychoeducational groups as well as process groups. I assist HES extension with Mental Health First Aid and am available to assist in other community outreach. As a SSW instructor, I teach courses in the area of direct skills, family treatment, clinical strategies, and dialectical behavioral therapy. I also serve as the faculty advisor for Alpha Chi Omega sorority at the University of Missouri.

1. Name and affiliation of participant:

Jean Ispa, Professor and Department Co-Chair
Department of Human Development and Family Science
ispaj@missouri.edu

2. Summary of interests in mental and emotional well-being:

I have long taught undergraduate and graduate courses that are in large part focused on the social, emotional, and cognitive development of children and adolescents, with special focus on the importance of context, including family socioeconomic status and culture. My research is related in that it concerns the implications of parent and teacher beliefs and practices on children's well-being. Over the years, my research samples have included college students, child care teachers, and children in the former Soviet Union; and low-and middle-income European American, African American, and Latino parents and children in the U.S. Many of the studies have investigated caregiver beliefs about optimal childrearing and relations between parental controlling behavior, parental warmth, and children's social and emotional well-being.

3. Activities associated with mental and emotional well-being:

I have chaired the graduate committees of quite a few international students and some from U.S. minority groups. The international students have mostly been from Asia (China, Taiwan, Thailand, South Korea, Japan, India). Perhaps because my mother grew up in China and had a number of Chinese friends when I was growing up, I think that I have been able to rather easily establish rapport with these students. I understand at least some of the challenges they face when they come to an American university, but I'm sure I could learn more.

I am also the Child Development Advisor for the Central Missouri Community Action Agency Board. This agency develops and implements programs to address community needs (employment, housing, education) that affect mental health.

1. Name and affiliation of participant:

John Lauriello, M.D.
Professor and Chair
University of Missouri Department of Psychiatry
laurielloj@health.missouri.edu

2. Summary of interests in mental and emotional well-being:

I am currently the chair of psychiatry at MU. I have been a psychiatrist for over 25 years treating many different psychological conditions with a specialization in the area of psychotic disorders. I am also the Executive Medical Director of the University of Missouri Psychiatric Center, the largest acute care psychiatric hospital in the region. Our department is interested in the mental and emotional well-being of our state. In addition to inpatient services, our faculty and clinicians (both psychiatrists and psychotherapists) work in outpatient, emergency and general hospital settings. Our psychiatrists are an integral part of the MU student health center and the Thompson Autism Center. We are also working with Boone County to provide in school service for children in need. We also provide services state-wide through tele-psychiatry.

3. Activities associated with mental and emotional well-being:

I have spent my professional life treating patients, teaching students and residents and researching mental illnesses. Currently our department leads the teaching of medical students in behavioral health issues both pre-clinically and during their clinical rotations. I am also personally active in increasing the number of trained psychiatrists and other practitioners in our community.

1. Name and affiliation of participant:

Ashlie Lester, Director of Graduate Studies
Department of Human Development and Family Science
lester@missouri.edu

2. Summary of interests in mental and emotional well-being:

In my role as the director of graduate studies, I am often the first point of contact for incoming and new graduate students. Graduate school marks a significant transition: Besides starting graduate training and responsibilities, our students often are moving into a new residence, to a new city, and, for some, to a new Midwestern culture. For 9 of our 45 on-campus graduate students, graduate school also includes moving to a new country. My role is to help this transition for all of our students, and I want to be more helpful to our international students.

I am also a licensed marriage and family therapist, so mental and emotional well-being is always on my mind.

4. Activities associated with mental and emotional well-being:

Transitions can be a time of heightened anxiety, so I think that part of my job is helping students manage that anxiety. There are several things I do:

1. Communicate regularly. I email at least monthly while students are being recruited and after acceptance (before they move)
2. Provide information. I run the HDFS orientation and provide a handout so that new students can both see and hear the information I present. Our student handbook clearly describes policies and procedures for graduate students, and it includes a section on resources students can access in the event that their stress exceeds their abilities to cope.
3. Build connections. As part of the orientation, I provide multiple opportunities for students to meet with their advisers, current graduate students the student will likely work with, and the department in general.
4. Have open “office hours” for students to meet with me.
5. Practice active listening to validate students’ experiences and to highlight their strengths and solutions.
6. Talk with their adviser and chairs so that the department can work together to meet the student’s needs.

1. Name and affiliation of participant:

Ruth Brent Tofle, Professor and Chair
Department of Architectural Studies
College of Human Environmental Sciences
tofler@missouri.edu

2. Summary of interests in mental and emotional well-being:

I'm pleased The Wind Institute (TWI) is focusing on developing mental and emotional well-being for our students. In our Department, the last census tells us we have 15.3% minorities. Minority headcount includes African American, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic and Multiple Race/Ethnicity. As a Department Chair, I am sensitive to the concern of meeting the needs of this population. There is a steep learning curve for international students trying to assimilate. International students are challenged in forming friendships, understanding social culture, communicating in our English language, and thinking in our feet-inches-world instead of metric. Furthermore, because we have several online classes, the feeling of isolation may be exacerbated.

In the past couple of years I have given attention to the protected class of persons with disabilities who are marginalized and oppressed by the physical environment. Diversity is a red-hot button creating ripples in the design and construction industry. Building blocks are requiring more square footage and interior design practice is wrestling with unresolved issues for persons with disabilities and transgender individuals. Social justice inclusiveness in the environment materializes with the design of physical places.

3. Activities associated with mental and emotional well-being:

After the events of Fall, 2015, we have tried to be more mindful of persons who may feel marginalized on our campus. I am pleased our College of Human Environmental Sciences supported efforts for a College-wide discussion. The qualitative data from that discussion was analyzed by Laura Danforth and Alejandra Gudino from Social Work and their work, "Change it with big and small steps: Constructing a welcoming climate in HES" was presented to College faculty August 17. The College is now assembling a group to develop an Action Plan.

To overcome oppression and marginalization, action plans are needed to construct welcoming programming, spaces and climates for persons with diverse identities, abilities, and privileges. My scholarship on diversity and inclusion in the built environment is a continuing line of inquiry.

1. Name and affiliation of participant:

Ayako Tsuruta, Pianist, Founder and Artistic Director
Odyssey Chamber Music Series & Festival Plowman
Chamber Music Competition & Festival
atsuruta@aol.com

1. Summary of interests in mental and emotional well-being:

Interests in mental and emotional well-being come from my own experiences, and those in similar circumstances. Born and raised in Japan my first 9 years, I was brought to Cheshire, Connecticut by my family due to my father's business. Cheshire was back then a very small town mostly of Caucasians, with one Chinese family that ran a Chinese restaurant. I had a terrible time overcoming the Language barrier, and my self-confidence in my culture was severely challenged by a group of cruel neighborhood kids.

The nearest Japanese community known to my parents in the 1980's was 2 hours away in Scarsdale, NY which was too far for them to commit to a weekly Japanese School. Music became my solace and my only identity, which came with great pressure and expectations from my mother to excel. I finally felt relief from overwhelming situations at home when I turned 12 and went to a summer music camp in Vermont for 6 weeks.

My parents recently confided that they were too busy to look or understand counseling in a country they also did not speak its language well. While I had 5 tutors in my elementary school, no one could understand what I was going through mentally and emotionally, and the only place I felt I could be myself was with my private piano instructor and music. I can only imagine what it is to not to have something like music to support one's identity – except to get lost in the most terrible manner.

2. Activities associated with mental and emotional well-being:

While I have no academic activities, in addition to directing a non-profit, I am a private piano instructor to over 20 students, many of whom have dealt or currently handling a similar cultural diversity issues as I had growing up. On some occasions, my lessons consist of talking about the students' problems in confidence. I choose to believe that it makes a difference to be that listener, just as my teacher was for me.

Since last WI meeting, Anne Deaton and I have collaborated on a project which will be presented publically on January 14. At "Kids@Heart," an annual production by the Odyssey Chamber Music Series, we are collaborating with the Children's Grove and Columbia Youth Choir to address

Kindness and Diversity. The concert presentation will rotate musical performances by Columbia Youth Choir, with presentations and talks by the Children's Grove in 5-7 minute increments. CG will address the themes, and music - some set in words and some without - will help in enhancing one's understanding of what it is to accept each other with respect. Odyssey will also feature CG children's drawings on TV as part of the presentation (before and towards the end), and help in sharing and spreading the good will. A formalized public event like "Kids@Heart" will give everyone an opportunity to share and celebrate the goodness in our human nature, which helps nurture and promote good mental health.

Lastly, together with MU Piano Professor and husband Peter Miyamoto, we founded the Odyssey Chamber Music Festival this summer, a day and boarding music camp for age 12-25 for 2 weeks in July at the MU School of Music. This Odyssey production has provided a gathering place for students who speak the same musical language to immerse in the art they are all very passionate. After a long day of musical collaboration, participants gained a renewed sense of belonging and confidence - and understanding that they are not alone in our society.

A Political Scientist's Perspective on Mental Health Issues

1. Participant Information

David Webber, Associate Professor Emeritus of Political Science and Instructor

Asian Affairs Center

webberd@missouri.edu

2. My Perspective based on teaching Public Policy, talking with citizens, and volunteering at homeless centers.

The limited political science research on mental health issues of which I am aware has focused mainly on the adoption of mental health parity (with physical health), the delivery of social services, and the federal-state partnership in funding mental health services. The American with Disability Act, the Affordable Care Act, Individual with Disabilities Education Act broadly speaking also relate to mental health. The effectiveness of drug courts in reducing recidivism and prison costs is a new issue in public policy research.

Like other social service programs, funding is an ever-present concern. Because they are often perceived to serve a narrow segment of the population, social service funding is often not reliable year-to-year.

There are several respected mental health advocacy organizations:

1. Mental Health America <http://www.mentalhealthamerica.net/about-us> focuses on preventing mental illness as a more effective policy than treatment
2. National Alliance on Mental Illness (www.NAMI.org) is an excellent source for state legislative proposals;
3. National Conference of State Legislatures <http://www.ncsl.org/research/health/mental-health-benefits-state-mandates.aspx> summaries state policy on mental health issues.

The National Coalition for the Homeless <http://nationalhomeless.org/about-homelessness/> aims to reduce numbers of the homeless, who disproportionately have mental health issues.

From conversations with college students, my impression is that college aged students many more drug and alcohol issues, attachment issues, and face everyday living stress more than their parents. A political science research agenda for mental health policy focusing on the college-aged population should include the following:

1. Alcohol and drug addiction and its consequences (e.g. hiring decisions, higher education funding).
2. Education and employment readiness (e.g. too much stress?, learning disabilities)
3. Attachment issues that might affect citizen involvement and participation
4. Effective services delivery (e.g. Affordable Care Act's under 26 insurance provision)
5. Federalism of social services issues (e.g. innovation, state competition, "race to the bottom")

“Breathing Product”
Hosted by The Wind Institute (TWI)
“Developing Mental and Emotional Well-Being”
August 30, 2016 Don-Rey Room, Reynolds Alumni Center

Participants:

- Mrs Kyungja Lee, Founder of TWI
- Suhwon Lee, Statistics
- Provost Garnet Stokes
- Jerry Nelson, Plant Science and Chair of The Wind Institute Board
- John Lauriello, Chair of Psychiatry
- Dale Fitch, Social Work
- Jean Ispa, Human Development and Family Sciences (HDFS)
- Tashel Bordere, Human Development and Family Sciences (HDFS)
- Ashlie Lester, Human Development and Family Sciences (HDFS)
- Laura Danforth, Social Work
- Lisa Y Flores, Counseling Psychology
- Sonia Dhaliwal, Director of Clinical Training
- Ayako Tsuruta, Pianist, Artist Director and member of Board
- George (Brick) Johnstone, Health Psychology
- Craig Rooney, Asst Dir of Mental Health, Student Health Center
- Charles Bondurant, Neurosurgeon
- Holly Bondurant, Pediatrician and Board member Anne Deaton, member of Board
- David Webber, International Programs and Board member
- Jim Bryan, Community Advocate, Retired Pastor and member of Board
- Ruth Tofle, Architectural Studies and member of Board

Location: Reynolds Alumni Center

Goal: To provide a venue for researchers and practitioners to share information and enhance relationships to best serve college-aged students, especially international students and other minorities, who are experiencing challenges with emotional well-being.

The objectives are to:

1. Better understand current issues regarding minority stress and overall mental health of college students
2. Learn about current governmental and campus policy issues that enhance or deter assistance on mental health issues
3. Consider ways to increase awareness of mental health of students on campus, particularly minorities
4. Serve as a role model on research and treatment practices for other colleges and universities

Presentation by Craig Rooney, Director of Behavioral Health Services, MU Student Health Center (attached). Comments addressed Objectives 1, 2, and 3.

Each person was asked to identify one action plan. These were assembled with the frequency of responses shown below:

- Emphasize a compendium of services with an evaluation system (e.g., orientation, etc) for international students and minorities. Design an ombudsman system. (five responses)
- Structure and develop policy on mental health for supporting students (e.g., new policy on bereavement needed, understand existing policies, etc.) (four responses)
- Provide faculty and staff training to handle mental health concerns of students (e.g. difficult dialogues, international student special needs) (two responses)
- Develop a mental health advocacy organization for statements to be made to policy makers. Note the concerns of the powerful vs the powerless. (two responses)
- Advocate a single-payer health system to avoid fragmentation. (one response)