

Introduction

Mental illnesses are the third most common cause of hospitalization in the United States for those aged 18-44 years old, and adults living with serious mental illness die on average 25 years earlier than others (Centers for Disease Control and Prevention, 2017). In recent years, mental health has become increasingly more important to people, especially college students, who are under tremendous amounts of stress. In the last 10 years, students have started utilizing on-campus mental health services more than ever. A survey done by the Association for University and College Counseling Center Directors reports that 21 percent of counseling center students have severe mental health concerns, while another 40 percent have mild mental health concerns (American Psychology Association, 2013).

Many college students do not seek professional help due to the stigma regarding people with mental health issues; they do not want to admit to themselves that something is wrong. Mental illness in college students is a significant predictor of lower grade point average, greater risk for dropout and poorer economic and social outcomes in later life (Kosyluk, 2016). College students, in particular, are at a greater risk for mental health issues because of the amount of stress they are put under during their years on campus. Whether it is caused by their parents, professors, or peers, they are constantly putting their own well-being aside to meet deadlines or go to social gatherings. It is important to highlight mental health issues in college students as they are often overlooked. They are frequently seen as something everyone goes through that is just part of the college experience, so they are not taken seriously. It is imperative for students to get help, whether it be on campus or off campus, while they are still young, so it does not develop into something worse and affect their life further down the line.

The purpose of this survey was to gain a better understanding of students' mental health perceptions at California State University, Long Beach. The intent was to gain knowledge about their mental health and to analyze how work, school, and finances affect students' mental health perceptions. Once we have surveyed CSULB students, more research can be done, and the results can be applied to other colleges and their students in order for them to take the appropriate actions and get their students the help they need. The survey was conducted on behalf of Counseling and Psychological Services (CAPS), in order to improve their services on campus as well as any additional services students think would be beneficial.

Methods and Findings

Methods:

a. Sampling

The survey was sent out via email, text, social media, and any other means necessary. It used non-probability sampling (convenience and snowball methods) to reach CSULB students. Due to the snowball effect, others would hear about the survey from their friends and they would also take it. Only students who attended CSULB and heard about it through their friends, classmates, or teachers had the opportunity to participate. The survey took place from March 23, 2020 to

April 2, 2020. On the first page of the survey, it was required that the participants gave consent before continuing, and they were informed that their responses were confidential and would be used to improve the services already offered on campus. The population for the study was current students at CSULB, and the sample was the group of students who agreed to take the survey. Out of 376 participants, a total of 342 respondents completed it (N=342, completion rate= 90.96%)

b. Recruitment

Professor Bell distributed the completed survey link to students of JOUR 494 class and other CSULB professors. Students were made aware of the survey by getting the link sent to them, seeing it on social media, or hearing about it through their friends who had taken it. The modes used were a link sent out over email, Professor Bell sharing the survey with colleagues and their students, and posts on social media by JOUR 494 students sharing the link to the survey on their channels.

Example of recruitment script:

Hello everyone! My research methods class (JOUR 494) is conducting a survey about mental health issues amongst college students. We are partnered with and working on behalf of Counseling and Psychological Services (CAPS) on campus. We would like you to participate by simply clicking the link below. Once you take it you have a chance to win a CSULB sweatshirt or a \$25 gift card to the bookstore. Thank you for your time!

c. Demographics

This survey included questions about the participants demographics, including: gender, race, age, class standing, major, and enrollment status. Based off the research, 75.1% of the participants were female, 20.8% were male, 0.9% were non-binary, 0.3% were transgender, and 0.6% preferred not to disclose their gender. The survey shows the racial diversity of the campus, with 45.0% of respondents identifying as Hispanic/Latinx, 19.6% as Asian/Pacific Islander, 19.3% as White, 7.9% as more than one race or ethnicity, 4.1% as Black/African American, and 1.8% as Other. 83.0% of respondents were between the ages of 18-25, with the average age being 23 years old (M=23, SD=3.78).

The class standing, majors, and enrollment status of the participants were mostly reflective of the campus, with some exceptions. 5.8% were freshmen, 6.7% were sophomores, 39.6% were juniors, 44.4% were seniors, and 3.5% were graduate students. As shown, juniors and seniors have a much higher percentage than the other classifications. 43.9% of participants stated that they were Liberal Arts majors, 29.8% chose Health and Human Services, 8.2% chose Business, 5.0% chose Arts, 4.4% chose Engineering, 4.1% chose Dual Major, 2.0% chose Education, 2.0% chose Natural Sciences and Mathematics, and 0.6% stated that they were undeclared in their major. Lastly, 90.9% of participants were enrolled in school full-time (12 or more units per semester) and 9.1% were part-time (11 or fewer units per semester). A table summarizing the demographics is shown below:

Characteristics	Portion of Sample (N=342)
Gender, % (N) Female Male Non-Binary Transgender Prefer not to disclose	N=334 75.1% (n=257) 20.8% (n=71) 0.9% (n=3) 0.3% (n=1) 0.6% (n=2)
Race/Ethnicity Hispanic/Latinx Asian/Pacific Islander White More than one race or ethnicity Black/African American Other	N=334 45.0% (n=154) 19.6% (n=67) 19.3% (n=66) 7.9% (n=27) 4.1% (n=14) 1.8% (n=6)
Age Range Median	\bar{x} =22.48 years, SD=3.78 years 18-55 years 22 years
Class Standing Freshman Sophomore Junior Senior Graduate Student	N=342 5.8% (n=20) 6.7% (n=23) 39.5% (n=135) 44.4% (n=152) 3.5% (n=12)
Major Liberal Arts Health and Human Services Business Arts Engineering Dual Major Education Natural Sciences and Mathematics Undeclared	N=342 43.9% (n=150) 29.8% (n=102) 8.2% (n=28) 5.0% (n=17) 4.4% (n=15) 4.1% (n=14) 2.0% (n=7) 2.0% (n=7) 0.6% (n=2)

Enrollment Status	N=342
Full-Time	90.9% (n=311)
Part-Time	9.1% (n=31)

Findings:

For this survey, we focused on five key variables: work, school, finances, attitudes and perceptions of CAPS, and mental health perceptions.

a. Work

We were interested to see how many students worked full or part time jobs, and how that would have an effect on their stress levels and mental health. Out of the respondents (N=342), the majority were employed (54.7%, n=187), others had an internship (6.1%, n=21), some had a job and an internship (15.8%, n=54), and the rest did not have a job or an internship (23.4%, n=80). Out of the respondents (N=261), most were employed part-time (64.3%, n=220), some were employed full-time (10.2%, n=35), and the rest were self-employed (1.8%, n=6). The following graph shows the average hours worked per week:

b. School:

We inquired about school to see if the participants course load would affect their stress levels. Out of the respondents (N=342), the majority (90.9%, n=311) were full-time students, the rest (9.1%, n=31) were part-time. The graph below shows the class standings of the participants:

Respondents (N=342) ranked the following items: homework, exams, group projects, presentations, and extracurricular activities (e.g., clubs, sports, organizations, etc.) on a seven-point Likert scale, ranging from 1 “not at all stressful” to 7 “extremely stressful”. The top three most stressful things among these were: exams (M=5.07, SD=1.33), group projects (M=4.44, SD=1.46), and presentations (M=4.29, SD=1.64). On the scale, all of these were ranked as either “somewhat stressful,” “moderately stressful,” “pretty stressful,” or “extremely stressful.”

c. Finances

Students’ financial situations were studied to establish a relationship between the individuals and stress. Respondents selected their top three financial stressors from a forced rank item that included: rent payments, purchasing personal necessities, purchasing food, monthly bills (e.g. subscriptions, utilities, loan payments, etc.), providing or family, tuition, course materials (textbooks, classroom equipment, etc.), and socializing (e.g. going out with friends). 216 of 342 (63.2%) chose paying monthly bills as their leading financial stressor, 154 of 342 (45.0%) chose purchasing food as their leading financial stressor, and 131 of 342 (38.3%) chose purchasing course materials as their leading financial stressor.

On a seven-point Likert scale, ranging from 1 “strongly agree,” to 7 “strongly disagree,” respondents were instructed to rate the following statement, “Finances affect my mental health.”

For this response, $M=5.38$ and $SD=1.67$, indicating that the top responses were “neither agree nor disagree,” “somewhat agree,” and “agree.” These responses show that finances can directly affect a students’ mental health, and the two have a positive correlation. The following graph shows how the respondents answered the statement, and the percentages associated with each option:

d. CAPS

On a seven-point Likert scale ranging from 1 “extremely unlikely,” to 7 “extremely likely,” 284 of 342 (83.04%) of respondents indicated that they would be slightly, moderately, or extremely likely to benefit from mental health training for students ($M=5.64$, $SD=1.33$). 279 (81.58%) respondents also stated that they would be slightly, moderately, and extremely likely to benefit from mental health training for staff and faculty ($M=5.75$, $SD=1.37$), and 267 (79.7%) respondents indicated that they would be slightly, moderately, and extremely likely to benefit from mental health information during college orientation ($M=5.51$, $SD=1.50$).

Given these responses, it can be noted that students would benefit from mental health services provided on campus, and they would be likely to use them.

e. Mental Health Perceptions

Respondents were instructed to rate eight different responses on a seven-point Likert scale, ranging from 1 “strongly disagree,” to 7 “strongly agree.” Three of these responses were as follows: “You can tell by looking at someone whether they have a mental illness,” ($M=1.97$, $SD=1.35$), which indicates that the majority (83.13%) of respondents disagreed with the statement on some level. “In general, asking for help is weak,” ($M=1.91$, $SD=1.46$), which indicates that the majority (86.09%) of respondents strongly disagreed, disagreed, or somewhat agreed with the statement. Lastly, “Mental health is just as important as physical health,” ($M=6.64$, $SD=0.73$), which indicates that the vast majority of respondents (97.64%) agreed with the statement on some level.

Respondents were also instructed to rate responses about mental health treatments on the same seven-point Likert scale. Three of these responses are as follows: “Treatment can help people with mental illness lead normal lives,” ($M=5.86$, $SD=1.08$) which indicates that the majority (88.4%) of respondents agreed with the statement on some level. “People should work out their mental health problems on their own,” ($M=2.19$, $SD=1.38$) which indicates that the majority (81.9%) of respondents disagreed with the statement on some level. “People with mental illnesses can be helped,” ($M=6.23$, $SD=0.95$) which indicates that the vast majority (94.8%) of respondents agreed with the statement on some level. Lastly, “People are generally sympathetic to people with mental illnesses,” ($M=3.82$, $SD=1.53$) received the most varied responses, with 44.7% stating they disagree with the statement on some level, 14.9% stating they neither agree nor disagree, and 39.1% stating they agree with the statement on some level.

Final Recommendations

Interpretation and Analysis:

Based off the survey results, it is indicative that CSULB students understand the importance of their mental health and what they can do to help with it, but there are external factors that get in the way of them being completely mentally healthy. Work, school, and finances often interfere or take precedent over their mental health, which leaves them with more stress and less ability to prioritize their mental health. Students gave responses that show they do not think asking for help is weak, and that mental health is just as important as physical health. If students had resources on campus available to them, it can be inferred that they would be likely to utilize them since it has been shown that they think their mental health is very important.

CAPS can use this information to provide more resources and opportunities for students to get help when they know they need it and they know it is important. CAPS can focus on the generally positive attitudes that students hold toward mental health, and use these to develop different programs and classes for students to attend. Respondents showed that they would benefit from both faculty and student based mental health training, and more resources and attention to mental health. This could be done in a number of ways, for example, incorporating courses about mental health into general education requirements, or offering them as electives for each major. Offering these as classes could eliminate some of the stigma around mental illness, and students could be around other like-minded individuals which could make them feel more comfortable speaking about it and getting help.

Strengths and Weaknesses:

A major strength of this study was the diversity of the participants. Out of the 342 total participants, many were part of different races/ethnicities and came from different backgrounds. The sample population can accurately reflect the diversity of the campus since all racial groups were included. If this research were to be taken further, it would be beneficial to get more respondents from each background. Aside from race, the survey had respondents from all enrollment classes: freshmen, sophomores, juniors, seniors, and graduate students. Along with this, a wide range of ages were represented, from 18-55, which gives us a broader and deeper understanding as to how college students of all levels and ages think of their mental health. The survey also generated a large enough sample to generate a 94.71% confidence level, which is very good given the circumstances.

Although the survey had many strengths, it also had a number of weaknesses. The coronavirus pandemic affected the survey in many ways: all classes had to move to online, all data collection and distribution was done online, and all data analysis and interpretation was done online during video calls with Professor Bell. These changes made it more difficult for some students to interpret and ask questions about the material.

Moving online rather than on campus, could also have affected the answers given by the respondents: some might have felt more stressed when taking the survey than usual due to

switching to online, having to move back home because of the dorms closing, or many other factors that occurred due to the pandemic.

Another weakness of the survey was that it only relied on the snowball effect. If it had been sent out to every single student email on campus, it could have had a more representative sample when it comes to race, major, and class standing. The College of Liberal Arts was overrepresented, likely due to the fact that JOUR 494 is a journalism class and the survey was sent out by journalism students and faculty.

Lastly, juniors and seniors were represented more than freshman and sophomores, due to the class being upper division and the students spreading the survey to their friends and other classmates.

Future Research:

Based off the research, students have shown that they would benefit from some sort of mental health seminar, whether it be training for students, faculty, voluntary screenings, health fairs, or awareness events. A recommendation for CAPS would be to utilize the data collected, and put together a Mental Health Awareness Week, wherein students and faculty can sign up for events or get screened for their concerns. This would be beneficial because they would be around others who are in their same situation, and it would take away some of the stigma surrounding mental health. In this environment, students can get the help they need while also meeting others who might be going through the same thing or something similar.

In addition to the events, it would be beneficial to employ a public relations or marketing campaign to get the word out about them. CAPS could hire a team of professionals to create a campaign surrounding the events, to ensure the information is reaching the students and that there will be a good turn-out. They could create a hashtag where all of the tweets about the events can be found. If people go to an event and take pictures or want to tell about the experience they had, they can use the hashtag for others to see what goes on at them and use their information to see if they would like to attend any for themselves.

Self-reflection

Throughout this class, I have gained knowledge about many aspects of research. Specifically, I have learned that surveys take a lot more time than one would generally assume. When taking a survey, one does not usually think about everything that went into it (deciding what the research question will be, creating a hypothesis, creating multiple drafts and determining what questions are the most important and will provide you with the most useful information). I also discovered how difficult it is to analyze data after it has been collected through a survey, and how much work actually goes into it. The importance of asking relevant questions with useful scales and answer options is highlighted when it comes to drawing conclusions based off the answers provided from the surveys.

It is extremely important to collaborate with other individuals to come up with the best questions possible, and to have others proof-read your work before sending it out to a mass amount of people. You want to make sure everything looks professional and error-free or else it will reflect poorly on not only you, but also the company/client you are representing. In addition, I realized that research classes like these are much better in an in-person setting. We lost some of the coursework and hands-on experience that would have been beneficial to us due to COVID-19. Lastly, I learned that no matter how hard you want others to care or do their share of the work, you cannot make them or force them to do anything.

References

Centers for Disease Control and Prevention. Office on Mental Health. (2017). Retrieved from https://www.cdc.gov/mentalhealth/data_publications/index.htm

“College Students' Mental Health is a Growing Concern, Survey Finds.” (2013, June). *American Psychological Association*. Retrieved from <https://www.apa.org/monitor/2013/06/college-students>

Kosyluk, Kristin A., et al. “Challenging the Stigma of Mental Illness Among College Students.” *Journal of Adolescent Health*, vol. 59, no. 3, Sept. 2016. Retrieved from <https://www-sciencedirect-com.csulb.idm.oclc.org/science/article/pii/S1054139X1630060X?via%3Dihub>

Appendices

Survey Protocol:

INFORMED CONSENT STATEMENT: The purpose of this survey is to determine the effectiveness of Counseling and Psychological Services (CAPS) for students who are currently enrolled at California State University, Long Beach. We are aiming to discover what students already know about CAPS and how likely they are to use the services provided on campus.

This survey will measure students' perceptions of mental health and their mental health issues. Throughout the survey, you will be asked questions about mental health (i.e. stress, anxiety, depression), coping mechanisms, and mental health services offered on campus. You can choose to not answer any questions or leave the survey at any time if you feel uncomfortable. There will be no consequence for refusing to complete any part of this survey.

This survey should take no more than 15 minutes to complete. Your responses are confidential and are only used for data gathering, no personal information will be publicly shared.

This survey was created and executed by CSULB students from a research methods course with guidance from faculty advisor Trevor Bell, Ph.D. For any questions or concerns related to this survey, please contact professor Bell at trevor.bell@csulb.edu.

Do you wish to proceed?

YES / NO

Questions:

1. Are you a current CSULB student?

1. Yes
2. No

(if no, then respondent cannot proceed with this survey)

2. How important do you consider mental health services to be as a part of a health plan? (1 being not very important, 5 being extremely important)

1 2 3 4 5

3. How do you feel that your mental health needs have been met in the past? (1 being not at all, 5 being very fulfilled)

1 2 3 4 5

4. How often do you feel stressed about school per week?

Never Not Often Neutral Often Constantly

5. On a scale of 1-5 (1 being low and 5 being high) how would you rate your level of stress?

1 2 3 4 5

6. How would you rate your ability to handle your stress? (1 being unable, 5 being very able)

1 2 3 4 5

7. How often do you feel anxious about school per week?

Never Not Often Neutral Often Constantly

8. How would you rate your level of anxiety outside of school (1 being low and 5 being high)?

1 2 3 4 5

9. If you feel anxious, how do you cope with it? (Check all that apply)

- ☐ Working out
- ☐ Talking to friends/family
- ☐ Drinking alcohol
- ☐ Sleeping
- ☐ Other

10. How many times per week do you use your coping mechanism?

1. Every day
2. 5-6 times
3. 3-4 times
4. 1-2 times
5. Never

11. How often do you have feelings of depression (feeling low or not having any interest in doing anything)?

- | | | | | |
|-------|-----------|---------|-------|------------|
| Never | Not often | Neutral | Often | Constantly |
|-------|-----------|---------|-------|------------|
12. How would you rate your level of depression? (1 being low and 5 being high)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
13. Overall, how would you rate your mental health?
- | | | | | |
|----------------|------|---------|------|----------------|
| Extremely Poor | Poor | Neutral | Good | Extremely Good |
|----------------|------|---------|------|----------------|
14. How often do you use counseling services?
1. Frequently
 2. Sometimes
 3. Not at all
15. Are you aware that CSULB offers Counseling and Psychological Services?
- A. I am aware
 - B. I am not aware
16. How comfortable do you feel talking about your mental health with employees at Counseling and Psychological Services (CAPS)? (1 being not at all, 5 being extremely comfortable)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
17. How many times per month do you utilize mental health services? (1 being never, 5 being very often)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
18. Have you ever met with a CAPS counselor?
1. Yes
 2. No
 3. I don't know where CAPS is located on campus
19. How prepared do you think CAPS is to meet your mental health needs? (1 being not at all, 5 being very prepared)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
20. How prepared do you think CAPS is to handle the mental health needs of the school as a whole? (1 being not at all, 5 being very prepared)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
21. What do you feel is your biggest necessity from CAPS? (brief response)
22. How likely would you be to refer a friend to CAPS if they were dealing with mental health issues? (1 being very unlikely, 5 being very likely)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
23. Please identify which of the following CAPS services you are familiar with:
- ☐ Therapy Groups
 - ☐ Group Counseling
 - ☐ Crisis Intervention
 - ☐ Self-Care Apps
24. If you knew about the services offered by CAPS, how likely would you be to use them?
1. Extremely likely
 2. Likely

3. Neither
4. Unlikely
5. Extremely unlikely

25. Out of these services offered, which ones do you think are beneficial for college students?
(Rank from 1-6; 1 being most beneficial and 6 being least beneficial)

1. Therapy groups
2. Group counseling
3. Crisis intervention
4. Training and supervision
5. Stress management
6. Family preparedness

26. If you have visited a CAPS counselor before, how would you rate them? (mark with an "X")

Rude _____ Courteous
Unapproachable _____ Approachable
Unsympathetic _____ Caring
Bad _____ Good

27. If you were to ever do personal research about mental health, which way of receiving information would you be most likely to use? Rank in order of likelihood.

1. Self-Care Apps
2. Self-Care Reads - Articles/Books
3. Websites
4. Walk-In Services at Counseling Center
5. Family/Friend Advice

28. How often have you visited the CAPS website?

1. Often
2. A few times
3. Rarely
4. Never visited

29. How likely are you to use the CAPS website for information on mental health?

Extremely Unlikely Unlikely Neither Likely Extremely Likely

30. How do you receive information about services offered on campus? (Check all that apply)

- ☐ Student email
☐ Personal email
☐ BeachBoard
☐ Campus website
☐ Other

31. How comfortable do you feel talking about your mental health with the employees at CAPS?
(1 being extremely uncomfortable, 5 being extremely comfortable)

1 2 3 4 5

32. How often do you visit other mental health providers/facilities?

1. Everyday
2. A few times a week

3. Once a week
4. A few times a month
5. Once a month
6. A few times a year
7. Never

Demographics

33. What age group do you belong to?

1. 18 and younger
2. 19-25
3. 26-32
4. 33-38
5. 39 and older

34. What gender do you identify with?

1. Female
2. Male
3. Transgender
4. Other _____
5. Prefer not to say

35. What race or ethnicity are you? (mark all that apply)

- ☐ White/Caucasian
- ☐ Hispanic or Latino
- ☐ African American
- ☐ Asian/Pacific Islander
- ☐ American Indian or Native American
- ☐ Other

36. What is your current class standing?

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate Student

37. What college do you belong to?

1. College of Business
2. College of Education
3. College of Engineering
4. College of Liberal Arts
5. College of Health and Human Services
6. College of the Arts
7. College of Natural Sciences and Mathematics
8. Multiple colleges (please specify)

38. Are you a full-time or part-time student?

- A. Full-time
- B. Part-time

39. How many units are you currently taking?
1. 15 or more
 2. 12-14
 3. 9-11
 4. 8 or fewer
40. How many hours per week do you spend working outside of school?
1. 40+ hours
 2. 30-40 hours
 3. 20-30 hours
 4. Less than 20 hours

Thank you for your participation in this survey. Your efforts to help Counseling and Psychological Services provide relevant information and help provide services to the students of California State University, Long Beach. For further information, you may contact Professor Trevor Bell at trevor.bell@csulb.edu.

Focus Group Guide

Introduction

Thank you all for agreeing to participate in our focus group today. My name is XXX, and I will be facilitating the focus group discussion today. The purpose of this focus group is to get information about your experience with mental health issues and how you cope with them as a current student at California State University, Long Beach. We are working with CSULB on behalf of Counseling and Psychological Services (CAPS), so we would also like to find out how much you know about them and how likely you would be to use their mental health services on campus. We realize that you are very busy and have many other things that you could be doing, so we greatly appreciate you taking the time to be here. We're interested in your honest opinions, so please feel free to say what's on your mind. At the same time, it's important that we all remain respectful of one another and encourage everyone to participate and provide us with as much feedback as possible. XXX will be taking notes as you all talk, as well as audio recording this session, so we do not miss anything that is said. The discussion will last about an hour; there are several questions to cover, so at times I may need to move us along. Also, I ask that you do not discuss what you've heard in this room after the focus group is over. Remember that you do not have to answer any question that you are uncomfortable with, and most importantly, there are no right or wrong answers. Your names will be kept confidential and will not be included in the recording or any research reports. At the end of this session, each participant will receive a \$50 gift card for their time. Should you have any questions at any point, please let one of us know. OK, let's get started.

Warm-up Questions:

1. Can you please state your age?
2. Can you please identify your gender?

School/Work:

3. Are you a full-time or part-time student?
4. What aspects of school take the biggest toll on your mental health?
 - I. If you were to get help with these, how might your mental health change overall?
5. What is your current grade level/class standing?
 - I. Do you feel that your mental health has improved or declined the longer you've been in school?
 - Why or why not?
 - II. If you transferred to CSULB from a different school, has your mental health improved or declined?
 - Why or why not?
 - What aspect do you think has had the biggest effect on your mental health?
6. What is your current major?
 - I. Do you feel your mental health would improve or decline in a different major?
 - II. If you have switched majors in the past, was mental health a key factor in your decision?
7. Are you currently working?
 - I. If yes, are you working part-time or full-time?
 - II. How do you balance school and work?
 - III. What concerns do you have about paying for school?
 - IV. What parts of work cause you stress?

Mental Health:

8. How do you cope with stress?
 - I. Briefly explain how you cope with it (either healthy or unhealthy)
9. How do you cope with anxiety?
 - I. Briefly explain how you cope with it (either healthy or unhealthy)
 - II. Have you tried any of the coping mechanisms brought up by others in the group?
 - III. After hearing what others in the group have said, do you have new ideas about how to cope?
10. How does your mental health affect your life?
 - I. Daily life?
 - II. Social life?
 - III. Relationships?
 - IV. Academic performance?
 - Do you feel that increased coursework would increase your current stress or worsen your mental health?
 - Do you feel that less coursework would improve your mental health?
11. What, if anything, has caused you to seek professional help regarding your mental health?

- I. Did the professional advice help?
 - If so, how did it help?

CAPS:

- 12. What do you know about Counseling and Psychological Services (CAPS) and the services they offer?
 - I. If you are aware of them, where did you hear about them?
- 13. Have you ever visited CAPS?
 - II. How would you describe the service they provided?
 - III. What made you want to visit them?
- 14. Have you ever visited a private counselor?
 - I. If yes, how did it differ to your experience at CAPS?
 - II. Did the cost of private counseling aide in your decision to visit CAPS?
- 15. What service offered by CAPS would you say is the most beneficial to people overall?
 - I. Briefly describe what makes it beneficial.

Wrap Up:

We are at the end of our discussion for today. Is there anything else anyone would like to discuss that has not already been brought up?

If you think of anything or have any questions for us later on, you can contact us at XXX-XXX-XXXX or email us at _____. Thank you so much for taking the time to participate today, you have provided us with a lot of valuable information.