

Becca Bromley-Dulfano: Bridge Counselor

Say

- Main use is for interpersonal problems
- Success is when a counselee comes to a realization/makes a plan
- People come to talk, not solve
- Hard to know how much impact she is having

Think

- People need: anonymity, impartial third party
- Limitations - only for therapy from talking
- Do people just need to talk, or does the bridge provide something else?

Do

- Getting people to go to outside sources should be their idea (she does this so people feel like they chose to do so)
- Teaches a class on listening skills

Feel

- Hard to solve people's problems for them
- Hard to separate yourself from the other person's feelings
- Need a certain amount
- Frustrated by inability to tell how much difference she's making
- Feels good when people improve from their initial baseline during a call

We were amazed/surprised to realize...

- She doesn't really believe outreach efforts work (engagement and follow-through)
- She doubts that talking to the Bridge specifically helps, rather than just talking to someone (anyone really)

I infer that....

- People don't know about this resource
- People don't know that they need help

It would be game changing to (help/address)...

- Help her know if/when she makes an impact
- Get the word out about this resource
- Help people figure out when they need help

Quotes

- Lourdes Andrade: “I literally help a student through a crisis every day.”
- Jennifer Rolen: “It breaks my heart [the students’ struggles] but it’s why I’m here.”
- Becca: “I just saw this application recently where every bubble next to a condition was ‘yes’ by default and you have to opt out of that. [It’s like] they’re encouraging me to talk about this.”
- Anonymous: “I got super frustrated because it seems like we know what we need to do to make Danny better. It seems like we can say ‘fight the bad feeling and just don’t tap’ and in 30mins it will be gone...but his brain doesn’t work that way”
- Inge: “Some people are not motivated to get rid of depression because they actually kind of like having a lot of attention and support”

Say

- Gap is due to lack of resources (skills, income, networks) -> main sources of stress are academic, relationships, graduate, \$
- Resources available, how to access them?

Think

- Feeling* different can have little to do with overt actions
- Families back home can impact a student's experience even from afar
- Culture differences impact students' relationships

Do

- Helps low-income students in crisis
- Provides bridge between high school and college
- Steps for Mental health crisis:
 - First validates feelings
 - What have you done in the past?
 - Make a plan, help them reach outcome
 - 90% of time to help students, every single day, helps a student with a crisis

Feel

- Was also FLI, empathizes with their struggles
- Very committed to counseling role, even though it is not her main job description

We were amazed/surprised to realize...

- Spends 90% of time counseling students
- The way students feel about their situation can be a more immediate issue any specific action or circumstance
- She has trouble juggling work, life, and helping students

I infer that...

- She wants to help more students in a meaningful way
- Reassuring students and providing emotional stability is really important

It would be game changing to (help/address)...

- Find a way to connect with people who need help, but who she hasn't met
- Magically give her more time to work with students
- Find a way to normalize and share feelings about topics that are difficult to discuss
- Get help to students when they need it (even if they don't ask)
- Point students to other resources when some are unavailable

John Doe: Stanford Senior

Say

- 1 Brother has misophonia and gets angry a lot because of it; other brother has OCD and worries about causing pain to others

Think

- Parents go through a lot when dealing with brothers' evolving issues
- Never knows if treatments are really working or if it's just masking the issue
- Brother is sassy about explanations of his OCD to people who don't understand
- Sometimes thinks people aren't trying

Do

- While at school would go home to help parents
- Went home often to help brother do math homework because math triggers OCD

Feel

- Afraid of brother's condition getting worse given certain triggers
- Scary, exhausting to watch brother go through an "episode"
- Worried about things getting worse, not better
- Wants brother to be happy
- Frustrated because brother wasn't writing things down
- Mad that he couldn't make certain "arbitrary" noises

We were amazed/surprised to realize...

- He saw his brother getting worse when therapy started
- He was sometimes angered or didn't understand why his brother couldn't just use logic to feel better
- He and his parents coped with things differently, and tried different things they read for a long time, without knowing what would work best

I infer that...

- People have trouble viewing mental illness as an actual medical condition rather than just a mindset
- Family and friends don't always know how to respond to an illness or how the medical provider might want them to respond

It would be game changing to (help/address)...

- Enable him to experience OCD for a day
- Helping people to better understand mental illness
- Address the worries of the family during the process
- Provide additional communication channels between loved ones and medical providers so the loved ones can better help with treatment

Jennifer Rolen:

Say

- Has depression and anxiety, and is open about that so students feel like they can share
- Issues of reaching all students, or more students

Think

- Problems caused by stress at home / with family
- Face guilt from privilege at Stanford vs. families at home
- Fitting in at Stanford is a challenge

Do

- Provides resources for FLI students (financial, counseling, community, advocates)
- 75% of time is spent meeting w students

Feel

- Counseling skills are limited; unprepared for some situations
- "it breaks my heart, that's why I'm here"
- Bothered by fact that she's not reaching everyone
- Worried about certain instances where students exhibit strange behaviour but she can't help them

We were amazed/surprised to realize...

- Significant similarities between concerns of Jennifer and Lourdes
- Students are guilty of the fact that they are living in privilege here while their parents are living in worse conditions at home
- There are a lot of students who come to her for help, but even more students never reach out
- She's troubled by her inability to reach more people

I infer that...

- It's hard for students to reach out when they're already dealing with so much
- It's hard for students and families to understand one another as their respective lives become more and more different
- Students don't know about this resource or don't feel comfortable asking for help

It would be game changing to (help/address)...

- Tell her who needs help and how she can help them
- Give students who don't have a "Jennifer" or "Lourdes" someone to go to for advice
- Let people know that this resource and others are available
- Help people feel okay asking for help

Say

- Students come to her with many stresses, but don't often know the reason for their visit
- There's often a deeper problem than what the students initially disclose

Think

- Experience of being seen by another person is most valuable and empowering
- People need someone to validate the experience and to not feel alone
- Depth of conversation changes to fit the number of therapy sessions

Do

- Helps students with issues of sexuality, trauma, relationships, procrastination

Feel

- Like she's making an impact
- A part of her patient's stories
- Excited about complex psychological phenomena