

CAMHS, CHATS, & COMPS

TARGETS



ADMINISTRATION: CAMHS

Harvard's current mental health system is **inadequate** to stem the increasing number of mental health problems faced by students.

Their recent 2019 revision added same-day appointments for non-urgent cases and 8 new **diversity counselors**, but there are still **mounting wait times** and **understaffed teams** facing the Harvard community (Avi-Yonah, 2019)



FACULTY: OFFICE HOURS

While office hours can help cultivate a strong student-faculty relationship, which positively impacts course performance and satisfaction, many students have felt **intimidated** by the idea of meeting a professor one-on-one.

Office hours can often get too **crowded**, making it difficult for individual students to get their questions answered and increasing their **social-evaluative stress**.



STUDENTS: COMPS

"With so many organizations having comps and barriers to entry, Harvard becomes a difficult place to navigate. **Intense comps** often **intimidate** students, driving them away from new activities" (Wang, 2010).

Eager Harvard students tackle comps to continue doing what they're passionate about, or find a new passion in college. However, after a round of cuts, many discouraged students come away wondering "Why am I **not good enough?**"

RECOMMENDATIONS



ENHANCING DIVERSITY

It is imperative that administration increase the number and diversity of counselors so that each student is able to access a mental health counselor that fits their diverse needs

- **Increasing** the number of available counselors
- Increasing counselor **diversity** (Alegria et al, 2010)



EXPANDING AVAILABILITY

Given the importance of **increasing accessibility** to office hours, we recommend the following measures:

- Implement **virtual office hours** as part of professors' schedule (Wdowik & Michael, 2013)
- Explain what their office hours are for, in order to **set the right intentions** to students (Nunn, 2018)



LEVELING THE PLAYING FIELD

Our recommendation is for comp leaders to **reframe** comps as a **growth process** in their communications (e.g. emails, intro meetings).

- Guide students to reappraise their stress response as something that helps them **rise to the occasion** (Jamieson, 2013)
- Emphasize the **training aspects** of the comp and **decrease the level of threat** that students may feel