



Florida State University's Student Resilience project

Why is FSU's Student Resilience Project important?

- College students experience high levels of **stress**: academic rigor, financial stress, and social pressures (Ulbrich & Kirk, 2017; Sungkok et al., 2017; Adams, 2012).
- At Florida State, students reported the top three impediments to their academic success were **stress (30.2%)**, **anxiety (21.6%)**, and **sleep (20.6%)** (Healthy Campus at Florida State University, 2017).
- Students may experience **mental health symptoms** for the first time at college: about 75% of mental health disorders first emerge by age 24 (Kessler et al., 2005).
- 35% to 50% of young adults enter college with mental health issues (Bruffaerts et al., 2018; Blanco, Okuda, & Wright, 2008; Eisenberg, Lipson, Ceglarek, Kern, & Phillips, 2018).
- The numbers and severity of these disorders are increasing (Hunt & Eisenberg, 2010).
- High rates of student **substance abuse** (Pedrelli, Nyer, Yeung, Zulauf, & Wilens, 2015) and **binge drinking** (Blanco et al., 2008) may be students' maladaptive coping strategies to stress (Rothman, Edwards, Heeren, & Hingson, 2008; Read, Griffin, Wardell & Ouimette, 2014).
- In some studies, more than 45% of students engaged in binge-drinking and 20% of students experienced an alcohol use disorder (Substance Abuse and Mental Health Services Administration, 2015).
- **Self-harm** and **suicide** among college students are also associated with maladaptive coping. (Dvorak, Lamis, & Malone, 2013; Labouliere, 2009).
- Many students have suffered **adverse childhood experiences** – called ACEs and considered nearly universal (Wiehn, Hornberg, & Fischer, 2018).
- The effect of **trauma** from ACEs makes these students more vulnerable to mental, behavioral health, and substance abuse problems (Choi, DiNitto, Marti, & Segal, 2017).
- College is a critical developmental time for young adults (Walters, Bulmer, Troiano, Obiaka, & Bonhomme, 2018) and an opportunity to build healthier coping habits and life skills. (Chung & Hudziak, 2017).



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