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HELPING STUDENTS MOVE TOWARD MENTAL HEALTH**

Katherine Leonard

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Honors Thesis

PEER COUNSELING AS A POSSIBLE SOLUTION:  
STUDENTS HELPING STUDENTS MOVE TOWARD MENTAL HEALTH

by

Katherine Elizabeth Leonard

Submitted to Brigham Young University in partial fulfillment  
of graduation requirements for University Honors

Psychology Department  
Brigham Young University

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## ABSTRACT

College students experience a variety of stressors that make school difficult (Zhai & Du 2020). While BYU has many good resources for students, students sometimes face difficulties in finding help when they are struggling with mental and emotional difficulties, due to the system being overburdened. The researchers explored peer counseling as a possible solution to getting students the help they need. The researchers administered a questionnaire to a sample of 254 BYU students through an online survey. The questionnaire was adapted from a measure used in a previous study also conducted at BYU (Gibbons et al., 2019). The survey included questions about college students' stressors, and their attitudes toward help-seeking behaviors. For this study, additional questions were added about students' interest in and likelihood to pursue help from a peer counselor and a professional counselor. The four issues that students selected as the biggest stressors at BYU were stress (55.7%), depression (32.9%), pornography (23.1%), and perfectionism (22.4%). Of the students, 71.2% said they were likely or somewhat likely to seek help from any source when they are having mental or emotional problems. Students were more likely to be interested in meeting with a professional counselor than a peer counselor, and more likely to refer a peer to meet with a professional counselor than a peer counselor; however, 49.1% students reported interest in meeting with a peer counselor. Based upon these results we recommend that BYU consider creating a peer counseling program to help alleviate the overburdened systems at the University.

## ACKNOWLEDGMENTS

I would like to thank my advisor, Dr. Jon Cox, who I have had the great pleasure to work with on many projects, not just this thesis. He has always encouraged me to try to change what I think needs to be changed and has always supported me in trying to make the lives of the students around me better. I would like to thank my mentor, Dr. Joseph Parry, who got me started in the honors program and always encouraged me to reach higher in my educational goals, encouraging me to graduate with honors and consider graduate school. I would not be on the path I am today without his encouragement and help. Finally, I would like to thank my spouse, who always believed in my abilities even when I did not, and who supports me and is always willing to follow me in my lofty goals.

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## **Peer Counseling as a Possible Solution: Students Helping Students Move Toward Mental Health**

College can be a period of great adjustment and stress, especially for new college students. One in five college students experience diagnosable mental health disorders worldwide, and the Covid-19 epidemic has added many stressors to the lives of students as well (Zhai & Du 2020). While there are many good programs in place at Brigham Young University (BYU), some students struggling with everyday stressors such as difficulties in interpersonal relationships and day-to-day school stress have mentioned that they have had trouble finding help before it becomes a larger problem. The BYU Counseling and Psychological Services (CAPS) center is a resource for students, but some students believe that the long wait times for services might make it difficult for students experiencing lesser struggles to get the immediate help they want and prevent larger problems from forming.

Many colleges have peer counseling programs to provide more options for mental health resources on their campuses. These programs train students to help other students. Programs such as the one at University of California-Berkeley have been operating successfully since the late 1960s (UC Berkeley, n.d.). University of Santa Barbara and Washington University in St. Louis also have programs that have been supporting students for many years (University of California Santa Barbara, n.d.; Washington University in St. Louis, n.d.). Several universities in Utah have already implemented peer counseling programs, including Utah State University with their REACH peers sessions (Utah State University, n.d.) and Southern Utah University with their Peer Mental Health Support Program (South Utah University, n.d.).

These peer counseling programs have been shown to have a number of positive benefits to students. They can be effective in helping reduce distress from interpersonal problems in young people (Pitts 1997), as well as helping them improve listening attitudes and self-efficacy while reducing anger and hostility (Nozawa et al. 2019). These programs have also been shown to help the peer counselors develop their social skills, conflict resolutions skills, and anger management skills (Taskin 2019).

Additionally, peer counseling programs can help students correct misconceptions they have about the therapy process and engage in pretherapy, which can help therapy be more effective if they go on to get further help from the counseling center. Some research supports the idea that pretherapy programs may help clients have accurate expectations for therapy, which may and can help with retention in both group (Bowman & DeLucia 1993) and individual therapy (Reis & Brown 2006; Swift, & Callahan 2011; Ogradniczuk, Joyce, & Piper 2005).

This study was designed to explore the possibility of a peer counseling program at BYU by identifying common stressors students experience that peer counseling may be able to address. Research questions are twofold: first, to identify the prevalence of certain stressors among students, and second, to determine the likelihood of students to confide in a peer rather than a mental health professional. These research questions will help identify the needs of the student population and if a peer counseling program would be helpful at BYU.

### **Methods**

Following IRB approval, the sample was taken from a population of students at Brigham Young University (BYU), a large, private university in the mountain west. The

sample was a convenience sample taken from the pool of students registered on the university's student research participation (SONA) website. Participant names and email addresses were not collected to keep responses confidential. Students received class credit for participating and received partial credit if they did not qualify for the survey. The study was administered via a Qualtrics survey posted on the SONA website, and students could opt in to take the survey and sign up for slots to take it. The students were able to take the survey at their leisure and save it and finish it later. As an exploratory and descriptive study, the researcher administered the study to as many participants as possible given the resources. The survey was adapted from a survey used in a previous study also conducted at BYU (Gibbons et al., 2019). The survey included demographic questions, questions about the stressors the participants encountered as college students, and questions about students' attitudes about help-seeking behaviors. For this study, additional questions were added about students' interest in and likelihood to pursue help from a peer counselor and a professional counselor. See Appendix 1 for the complete survey.

Statistical operations were performed using SPSS (IBM SPSS, 28.0). To compare student stressors across groups, the researcher used the Wilcoxon-Mann-Whitney test for significance and compared the means across gender, marital status, race, and family history of college attendance. The researcher used Crosstabs to analyze the students' interest in peer counseling vs. professional counseling, and Chi-Square Test of Independence to assess relationship between the variables.

## Results

### Demographics

The sample included 254 participants, two of whom were excluded from the study for not being above the age of 18, and another who was excluded for not being a student at BYU. The sample was 39% female, 55.5% male, with one person declining to answer the question and 5.1% missing data. The female representation of the sample was slightly lower than the BYU population, with 51% of the overall student population in 2021 being female (Brigham Young University, n.d.). The sample was 75% single and 82% white, which is roughly equivalent to the percentages in the population at BYU. The mean age was 20.8, with a standard deviation of 1.85, and 87.4% were undergraduates, with only one graduate student participating. There were no veterans or international students who participated. The most common major in the sample was psychology, with 27.9% of students reporting they were psychology majors. The second most common major status was undecided or undeclared at 8% of students. See table 1 for demographic information on the sample.

### Student stressors

Students were asked to rank what they thought were the biggest mental and emotional issues at BYU, and the top four issues were stress (55.7%), depression (32.9%), pornography (23.1%), and perfectionism (22.4%). Students ranked how different stressors affected their life on a scale of 1-5, 1 being low stress and 5 being high stress. The researcher compared these results between gender, marital status, and race. There was not enough variance in the variable of family history of college attendance to compare groups. There was a significant difference between genders with how much

stress students experienced from social needs; health status; food, body image and weight issues; and transportation and purpose-in-life issues. Women experienced more stress from all of these categories than men. Students that were married were significantly more likely to be stressed from social needs than students that were single. See Table 2.

### **Likelihood of help-seeking behaviors**

45.3% of students reported that they had sought help from professional counselors when they were struggling in the past. 66.1% of students reported that they had sought help from their peers when they were struggling in the past. 28.2% of students were very likely to seek help when they were struggling with mental or emotional problems, and 71.2% said they were likely or somewhat likely to seek help from any source when they are having mental or emotional problems.

### **Student interest in peer counseling**

Students were more interested in seeking help from either peer counselors or professional counselors than disinterested or somewhat disinterested in seeking help. A Chi-Square Test of Independence was performed to explore the relationship between students interested in seeking help from peer counselors or seeking help from professional counselors. There was a significant relationship between the two variables  $X^2(1, 239) = 38.5, p < 0.001$ . Students were more likely to be very interested or somewhat interested in seeking help from professional counselors than from peer counselors. Using a Chi-Square Test of Independence, there was no significant difference between student's reports of their likeliness to seek help from a professional counselor versus a peer counselor if they experienced mental/emotional problems. However, students expressed that they were more likely than not to seek help of any type (see Table

3 for frequencies and percentages). Finally, a Chi-Square Test of Independence was performed to assess the relationship between students' report of their likeness to refer a peer that is struggling to a peer counselor versus a professional counselor. There was a significant relationship between the two variables  $X^2(1, 239) = 6.6, p < 0.01$ . Students expressed that they were significantly more likely to refer their friends to a professional counselor than a peer counselor if their friend were going through mental/emotional problems.

### **Discussion**

In this study, students at BYU reported that they are more interested than not in seeking help from either a peer or professional counselor when they are struggling with mental and emotional health problems. It could be worthwhile for BYU to pursue providing more professional counselors to help students, as there is interest and demand for them. While adding additional professional counselors would be ideal, a peer counseling program could still prove valuable in helping more students access resources when experiencing mental or emotional difficulties. Having students that can help their peers with minor emotional and mental health problems could decrease wait times for getting help, as students could meet with peers while waiting for an appointment with a professional. Starting a peer counseling program could be a more cost-effective way to get students the help that they need if BYU cannot afford to hire more full-time professional counselors. A peer counseling program may be beneficial as another resource for students who are struggling. Additionally, a peer counseling program could provide educational opportunities for the students who are acting as peer counselors. While more students are interested in meeting with professional counselors than peer

counselors, just about half of the students, 49.6%, expressed interest in meeting with a peer when experiencing mental or emotional difficulties, showing that there would be some demand for this additional resource.

A peer counseling program may be able to help specifically with the most common stressors that students reported at BYU, including stress, depression, pornography, and perfectionism. Peer counseling programs have been shown to help with student's hopefulness and self-esteem, prevent substance abuse, and provide mental/emotional support to students (National Association of Peer Program Professionals, 2017). Improved hopefulness and self-esteem may help students struggling with depression. A peer counselor's ability to help prevent substance abuse may generalize to helping students who are struggling with a pornography addiction. And finally, students experiencing stress and perfectionism may benefit from the additional mental/emotional support that peer counseling can bring.

In the previous study that the researcher replicated, 19.1% of students said that they were very likely to seek help from any source when they were experiencing mental or emotional problems (Gibbons et al., 2019). In the current study, 28.2% of students said that they were very likely to seek help from any source when they were experiencing mental or emotional problems, a larger percentage than the previous study. Help seeking behavior may also change based on who the students are seeking help from. While not captured in this study, previous research has shown that students who are higher risk, lower achieving, and more disconnected from school are more likely to get help from peers rather than other adults (National Association of Peer Program Professionals,

2019). A peer counseling program may help capture some of those students who are more likely to seek help from peers when they are struggling.

### **Limitations**

The sample for this study was a convenience sample, and the sample size was relatively small compared to the size of the population at the university where this study was performed. Because of this, the study's sample cannot be considered representative of the larger population, which limits the generalizability of the study. Additionally, the small and non-representative sample limited the power to identify some of the interactions between variables. For example, there was not a large enough number of first-generation college students to identify differences between first generation and students who were not first-generation college students. Additionally, there was little representation of minority groups. Minority groups experience increased and distinct stressors that are different from the general population (Hayes et al., 2011). They may need unique support, and a study focusing on minority groups would be useful to better support them by identifying stressors that these groups at BYU experience.

The current study utilized a convenience sample that had an overrepresentation of psychology students, with a large proportion of students who were majoring in psychology. This overabundance of students from the psychology major may have skewed the sample, due to possible acceptance of therapy and counseling in this particular group of individuals. It would be beneficial for a future study to collect a larger, more representative sample and to focus on minority groups to assess the needs of BYU's minority populations. If a peer counseling program is started at BYU, there

should be a follow-up study to assess if students are aware of and utilizing that resource in comparison to other mental health resources on campus.

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**Table 1***Demographics of participants by percentage*

Demographics	Percent
Female	39
White	82
International students	0
Number of years enrolled in higher education	
1	31.9
2	23.6
3	24.0
4	11.8
5	2.4
5+	1.2
Missing Data	5.1
Degree program	
Undergraduate	87.4
Graduate	.8
Taking classes, but not seeking a degree	6.3
Transfer student	20.8
Psychology major	27.9
Veteran	0
Frist generation college student	1.5
LGBTQ+	7.8
Relationship Status	
Single and not in a significant relationship	58.4
Not married, but not in a significant relationship	17.3
Married	18.4
Divorced	.4
Widowed	0
Have children	.4

**Table 2***Students Common Stressors by Gender, Marital Status, and Race*

Stressor	Gender		<i>p</i>	Marital Status		<i>p</i>	Race		<i>P</i>
	Male	Female		Married	Not Married		White	Non-White	
Coping with roommate, living conditions	1.9	2.1	NS	2.1	1.8	NS	2.0	1.8	NS
Balancing schoolwork with job hours	3.0	3.3	NS	3.1	3.4	NS	3.1	3.2	NS
Making ends meet financially	2.7	2.9	NS	2.9	2.9	NS	2.8	3.0	NS
Academic load (credits, exams, papers)	4.0	4.3	NS	4.2	4.1	NS	4.2	4.1	NS
Social Needs (friends, family etc)	2.9	3.4	<.001	3.3	2.9	.039	3.3	3.0	NS
Health Status, health issues	2.1	2.6	.017	2.4	2.4	NS	2.4	2.2	NS
Food, body image, and weight issues	2.3	2.9	<.001	2.6	2.7	NS	2.7	2.5	NS
Transportation	1.7	1.9	.049	1.9	1.6	NS	1.8	1.8	NS
Girlfriend, boyfriend issues (or other significant relationships)	2.3	2.2	NS	2.3	2.0	NS	2.3	1.8	NS
Technology problems (Facebook updates, text messages, etc)	1.4	1.5	NS	1.5	1.4	NS	1.5	1.3	NS
Purpose-in-life issues/Figuring out what to do for a major or after graduation	2.6	3.1	.003	2.9	2.7	NS	2.9	2.8	NS
Religion/Spirituality	2.3	2.4	NS	2.4	2.4	NS	2.4	2.4	NS

**Table 3***Student interest and help seeking behaviors by Peer or Professional Counselor*

Score	Interested in seeking help peer counselor <sup>a</sup>		Interested in seeking help professional counselor <sup>a</sup>		Likely to seek help peer counselor <sup>b</sup>		Likely to seek help professional Counselor <sup>b</sup>		Refer friend peer counselor <sup>c</sup>		Refer friend professional counselor <sup>c</sup>	
	n	%	n	%	n	%	n	%	n	%	n	%
Very interested/ likely	29	11.4	94	37.0	40	15.7	84	33.1	67	26.4	161	63.4
Somewhat interested/ likely	97	38.2	100	39.4	114	44.9	10 4	40.9	11 6	45.7	59	23.2
Somewhat disinterested/ unlikely	86	33.9	37	14.6	69	27.2	38	15.0	43	16.9	14	5.5
Very disinterested/ unlikely	27	10.6	8	3.1	16	6.3	13	5.1	13	5.1	5	2.1

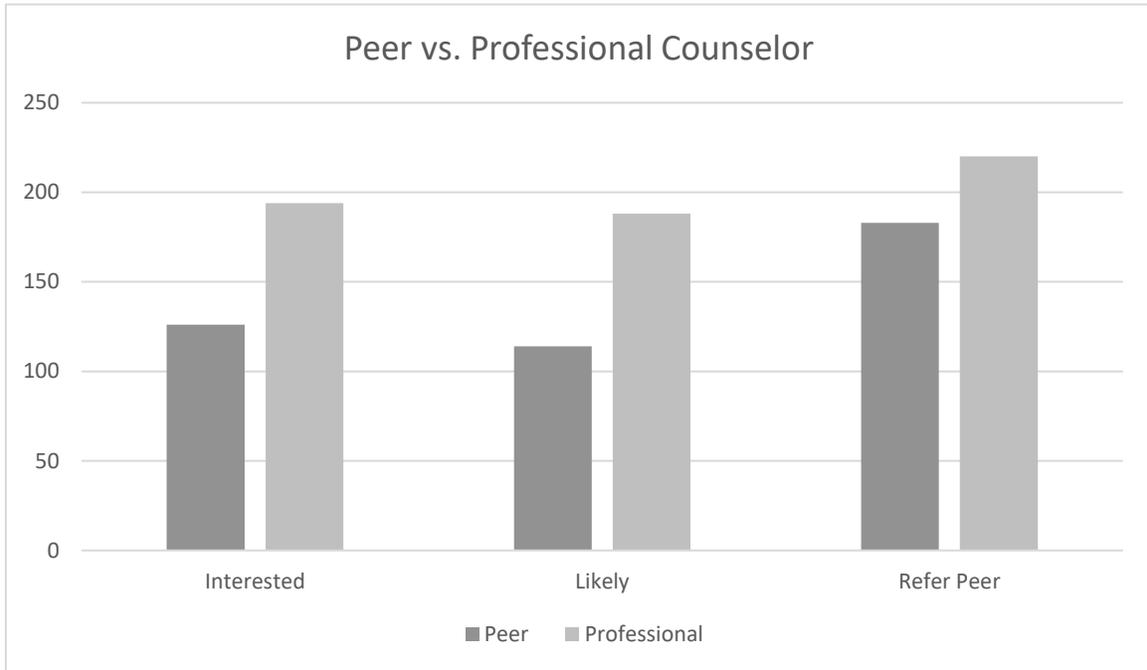
Note. <sup>a</sup> -  $X^2(1, 239) = 38.5, p < 0.001$

<sup>b</sup>Not Significant

<sup>c</sup>-  $X^2(1, 239) = 6.6, p < 0.01$

**Figure 1**

*Comparison of Interest, Likelihood to Seek Help From, and to Refer a Peer to a Peer Counselor or Professional Counselor*



**APPENDIX A***Complete Transcript of Survey***Statement of Consent**

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

- Yes, I have read the description of the study and agree to participate in the study.  
(1)
- No (2)

*Skip To: End of Survey If Q1 = No*

End of Block: Default Question Block

---

Start of Block: Block 1

Q2 Are you above the age of 18?

- Yes (1)
- No (2)

*Skip To: End of Survey If Q2 = No*

---

Q3 Are you currently enrolled as a student at BYU?

- Yes (1)
- No (2)

*Skip To: End of Survey If Q3 = No*

---

Q4 What is the number of years you have been enrolled in higher education?

- 1 (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (5)
  - 5+ (6)
- 

Q5 Are you currently enrolled in a Bachelors or Graduate degree program?

- Bachelors program (1)
  - Graduate program (2)
  - I am taking classes, but not seeking a degree (3)
- 

Q6 Are you a transfer student from another college/university?

- Yes (1)
  - No (2)
  - Unsure (3)
-

Q7 What is your gender?

- Male (1)
  - Female (2)
  - Other (3) \_\_\_\_\_
  - Prefer not to say (4)
- 

Q8 Are you a veteran?

- Yes (1)
  - No (2)
- 

Q9 What age did you turn on your last birthday?

\_\_\_\_\_

---

Q10 What is your major?

\_\_\_\_\_

---

Q11 Are you a first-generation college student (eg. Are you the first person in your family to attend college?)

- Yes (1)
  - No (2)
  - Unsure (3)
- 

Q12 What is your relationship status?

- Single and not in a significant relationship (1)
  - Not married, but in a significant relationship (2)
  - Married (3)
  - Divorced (4)
  - Widowed (5)
- 

Q13 Do you have children?

- Yes (1)
  - No (2)
-

Q14 What ethnicity do you identify with most?

- White/Caucasian (1)
  - Black/African American (2)
  - Asian (3)
  - Hispanic/Latino (4)
  - Pacific Islander (5)
  - Native American (6)
  - Multiracial (7)
  - Other (8) \_\_\_\_\_
- 

Q15 Is English your first language?

- Yes (1)
  - No (2)
- 

Q16 Do you identify as part of the LGBTQ+ community?

- Yes (1)
- No (2)
- Prefer not to answer (3)

Skip To: Q18 If Q16 = No

---

Q17 If yes, how do you Identify?

- Gay (1)
  - Lesbian (2)
  - Bisexual (3)
  - Asexual (4)
  - Transgender (5)
  - Other (6) \_\_\_\_\_
  - Prefer not to say (7)
- 

Q18 Where you born?

- Utah (1)
  - U.S. (not Utah) (2)
  - International (3)
-

Q19 What is your GPA?

- < 2.0 (1)
  - > 2.0 - 2.4 (2)
  - 2.6 - 2.9 (3)
  - 3.0 - 3.2 (4)
  - 3.3 -3.5 (5)
  - 3.6 -3.7 (6)
  - > 3.8 (7)
- 

Q20 I work...

- On Campus (1)
  - Off Campus (2)
  - Both (3)
  - I am not employed (4)
-

Q21 What types of financial aid have you used or applied for?

	Yes (1)	No (2)
Scholarships (1)	<input type="radio"/>	<input type="radio"/>
Grants (2)	<input type="radio"/>	<input type="radio"/>
Student Loans (3)	<input type="radio"/>	<input type="radio"/>
Family Loans (4)	<input type="radio"/>	<input type="radio"/>
Other Loans (5)	<input type="radio"/>	<input type="radio"/>

Q22 How do these typical college student stressors rank in your life (1 being low stress and 5 being high stress)?

	(Low) 1 (1)	2 (2)	3 (3)	4 (4)	5 (High) (5)
Coping with roommates, living conditions (1)	<input type="radio"/>				
Balancing schoolwork with job hours (2)	<input type="radio"/>				
Making ends meet financially (3)	<input type="radio"/>				
Academic load (credits, exams, papers) (4)	<input type="radio"/>				
Social needs (friends, family, etc) (5)	<input type="radio"/>				
Health status, health issues (6)	<input type="radio"/>				

Food, body image, and weight issues (7)	<input type="radio"/>				
Transportation (8)	<input type="radio"/>				
Girlfriend, boyfriend issues (or other significant relationships) (9)	<input type="radio"/>				
Technology problems (Facebook updates, text messages, etc) (10)	<input type="radio"/>				
Purpose-in-life issues/ Figuring out what to do for a major or after graduation (11)	<input type="radio"/>				
Religion/Spirituality (12)	<input type="radio"/>				

---

Q23 What do you think are the biggest mental and emotional health issues on campus?  
(Organize from biggest to smallest)

- \_\_\_\_\_ Stress (1)
  - \_\_\_\_\_ Anxiety (2)
  - \_\_\_\_\_ Depression (3)
  - \_\_\_\_\_ Pornography (4)
  - \_\_\_\_\_ Addictions (5)
  - \_\_\_\_\_ Eating disorders (6)
  - \_\_\_\_\_ Perfectionism (7)
  - \_\_\_\_\_ Financial stress (8)
  - \_\_\_\_\_ PTSD (9)
  - \_\_\_\_\_ Transitioning into adulthood/college (10)
  - \_\_\_\_\_ Other (11)
- 

Q24 Have you ever experienced mental or emotional problems that persisted for more than 2 weeks?

- Yes (1)
- No (2)
- Unsure (3)

*Skip To: Q27 If Q24 != Yes*

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Q25 When do you first remember experiencing mental or emotional problems that persisted for more than 2 weeks?

- Before college (1)
- At college (2)
- Unsure (3)

*Skip To: Q27 If Q25 != At college*

Q26 Did you first experience these feelings during...?

- 1st semester of your first year as a college student (1)
- 2nd semester of your first year as a college student (2)
- After your first year (3)

Q27 During the past 4 weeks, have you have any of the following problems with your work or other regular daily activities as a result of any emotional problems (such as feeling depressed or anxious)?

	Yes (1)	No (2)
Cut Down the amount of time you spent on school, work or other activities (1)	<input type="radio"/>	<input type="radio"/>
Accomplished less than you would like (2)	<input type="radio"/>	<input type="radio"/>
Didn't do school, work or other activities as carefully as usual (3)	<input type="radio"/>	<input type="radio"/>

Q28 During the past 4 weeks, how much of the time has your physical health or emotional problems interfered with your social activities (like visiting with friends, relatives, etc.)?

- All of the time (1)
- Most of the time (2)
- Some of the time (3)
- A little of the time (4)
- None of the time (5)

Q29 How do you usually cope with stress/psychological issues? (check all that apply)

	I never use this method to cope with stress (1)	I sometimes use this method to cope with stress (2)	I usually use this method to cope with stress (3)
Sleep (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cry (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend Money (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold things in (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yell at or blame others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ignore the feelings and hope they will pass (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to friends/family (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoid friends (Social isolation) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stop attending school/work (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative self-talk (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to music (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean my house (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to music (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean my house (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do nothing (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crafting (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 In the past, have you sought help from a professional counselor when experiencing mental/emotional health concerns?

- Yes (1)
- No (2)
- Unsure (3)
- 

Q31 In the past, have you sought help from a peer when experiencing mental/emotional health concerns?

- Yes (1)
- No (2)
- Unsure (3)
- 

Q32 The following questions have to do with a potential peer counseling program at BYU. Peer in the questions below refers to a fellow undergraduate student who has received training on how to help people experiencing mental and emotional difficulties and is supervised by professional counselors.

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Q33 If BYU had trained peers available for students to talk to when experiencing mental/emotional difficulties, how interested would you be in seeking help from them?

- Very interested (1)
  - Somewhat interested (2)
  - Somewhat disinterested (3)
  - Very disinterested (4)
- 

Q34 If BYU had more professional counselors available to talk to students experiencing mental/emotional difficulties, how interested would you be in seeking help from them?

- Very interested (1)
  - Somewhat interested (2)
  - Somewhat disinterested (3)
  - Very disinterested (4)
- 

Q35 If you have or develop a mental/emotional health concern, how likely are you to seek help?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Very unlikely (4)

Q36 How likely are you to seek help from a peer?

- Very likely (1)
  - Somewhat likely (2)
  - Somewhat unlikely (3)
  - Very unlikely (4)
- 

Q37 How likely are you to seek help from a professional counselor?

- Very likely (1)
  - Somewhat likely (2)
  - Somewhat unlikely (3)
  - Very unlikely (4)
-

Q38 If your friend was experiencing mental/emotional difficulties how likely would you be to refer them to a trained peer?

- Very likely (1)
  - Somewhat likely (2)
  - Somewhat unlikely (3)
  - Very unlikely (4)
- 

Q39 How likely would you be to refer a friend to a professional counselor?

- Very likely (1)
  - Somewhat likely (2)
  - Somewhat unlikely (3)
  - Very unlikely (4)
-

Q40 Which of the following best describes who/where you go when in need of mental and/or emotional support?

	I never go to (1)	I sometimes go to (2)	I usually go to (3)
Ecclesiastical leader (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roommates/friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus counseling (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professor or other staff member (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q41 How much do you think the following individuals or groups care about you as a person? (1 being low interest in you as a person and 5 being high interest in you as a person)

	(Low) 1 (1)	2 (2)	3 (3)	4 (4)	5 (High) (5)	Not Applicable (6)
Family (1)	<input type="radio"/>					
Roommates (2)	<input type="radio"/>					
Friends (3)	<input type="radio"/>					
Teachers/professors or classes you are enrolled in (4)	<input type="radio"/>					
Ecclesiastical leader (5)	<input type="radio"/>					
Employer/boss/supervisor of an on-campus job (6)	<input type="radio"/>					
Employer/boss/supervisor of an off-campus job (7)	<input type="radio"/>					

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Q42 What are some barriers that students who are seeking help for psychological issues face?

	This is NOT a major barrier (1)	This IS a major barrier (2)
Not sure of available resources (1)	<input type="radio"/>	<input type="radio"/>
Too ashamed (2)	<input type="radio"/>	<input type="radio"/>
Worried about what other people will think (3)	<input type="radio"/>	<input type="radio"/>
No support from friends and family to get treatment (4)	<input type="radio"/>	<input type="radio"/>
Cost associated with treatment (5)	<input type="radio"/>	<input type="radio"/>
Not enough time (6)	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 1

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End of Survey