

# Advertising for the Center for Human Growth: A Recommendation Report

*Indiana University - Bloomington*



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# Table of Contents

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- Executive Summary..... 2**
- Introduction..... 3**
- Problem..... 5**
  - A Change in Direction
  - Comparative Services
  - Locations
  - Importance
- Method & Scope..... 7**
  - Research Method 1: Survey
  - Research Method 2: Interview (Yue Li)
- Criteria..... 8**
  - Feasibility
  - Effectiveness
  - Timeframe
- Possible Solutions..... 9**
  - Solution 1: Fight the Stigma
  - Solution 2: Increasing Awareness
- Conclusion..... 13**
  - Interpretation of Findings
  - Recommendations
  - Implementing Solutions
- Appendix A..... 15**
  - Interview: Yue Li
- Appendix B..... 16**
  - Survey: Mental Health Resources on Campus
- References..... 17**



# Executive Summary

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Indiana University- Bloomington (IU) goes to great lengths to ensure that their students feel safe and secure both mentally and physically. By providing behavioral health services, such as Counseling and Psychological Services (CAPS) and the Center for Human Growth (CHG), IU fosters growth within the residential and academic student communities. As students of IU, we noticed an ongoing problem in both CAPS and the CHG. Both programs' Mandarin counseling services are severely underutilized, considering the number international students on campus and the number of Mandarin counselors between the two organizations (six in total; CAPS-1, CHG- 5/6). The lack of interest in the Mandarin counseling services on campus inspired us to research students' knowledge about the mental health services on campus.

To determine the best solution, in efforts of alleviating the ignorance of resources on campus, we surveyed students and interviewed CHG staff; research was conducted focusing on students' knowledge and interactions with CHG and their advertisements, as well as mental well-being and stigmas.

Based on our criteria of feasibility, effectiveness, and timeliness, recommend that Indiana University implements and normalizes talks about both physical and mental well-being early on in students careers here in Bloomington during orientation and the RPS staff. In addition to the efforts of IU, we recommend that both CAPS and the CHG increase the number of advertisements for their Mandarin counseling services in a way that de-stigmatizes counseling from an international perspective.

We hope that our recommendation is taken into consideration because we believe that implementing a greater number of advertisements about these services, as well as initiating more casual conversations regarding mental health, would continue Indiana University's initiative to create a safe space for both its domestic and international students.



# Introduction

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As students of Indiana University who try to maintain a culture of care among their peers, we value and respect the efforts of Indiana University to adequately provide mental health services for the students. The implications of mental health issues are very prevalent in modern and global society, and while there are limited opportunities to address the multitude of problems, we feel that we can make both short and long-term impacts at Indiana University- Bloomington (IUB).

In response to the previous research proposal regarding the current advertising methods of the Center for Human Growth, new information has become apparent through many hours of researching, interviews, and discussions. Initially, the lack of adequate advertising for the Center for Human Growth was observed compared to services offered by CAPS. While there are two mental health organizations that are available to Indiana University- Bloomington students, the Center for Human Growth (CHG) is underutilized compared to the greater-known mental health organization, the Counseling and Psychological Services (CAPS).



Figure 1. General Student Knowledge of Services Offered by the CHG

Although CAPS is the primary mental health resource for Indiana University (33 out of the 47 respondents were at a 3 or above on the familiarity for CAPS services), the Center for Human Growth offers similar services for a reduced price, as well as many other benefits. Compared to CAPS, the CHG offers similar services, while also providing doctoral students learning opportunities. The underutilization for the CHG was thought to have been largely due to the



advertising methods as well as the awareness of their services. Because of the revelations, the underutilization for the Mandarin services provided by the CHG has been inspected, and the differences between the CHG and CAPS services has been compared. The vast difference in utilization of CAPS and CHG Mandarin services is astounding, and through research and thought, we hope to aid this problem in a feasible manner.

Throughout the process, many different methods were used to gather information. Researching methods include informational interviews with CHG staff, multiple surveys, and analyzing of methods. While most of the information was gathered through observations, deep analyzation of both college students and the qualities of the CHG was necessary to fully understand the advertising problem, as well as the repercussions for increased advertising.

The remainder of the recommendation report will discuss the uncovered information that was gathered, as well as the solutions that are possible in efforts to maximize the services of the CHG. The sections of the report include:

- **Problem:** This section will inspect the underutilization of the CHG's Mandarin services in more detail, while additionally including information on the comparative services of both the CHG and CAPS.
- **Methods and Scope:** We will describe the ways that we conducted our research of the CHG and CAPS Mandarin services, the problems within the use of these services, as well as other important information.
- **Criteria:** After analyzing the properties of the Center for Human Growth, we have gathered criteria that, in our opinion, is what the CHG is interested in for the success of the services. This section will outline all three, and evaluate which is more important.
- **Solutions:** In this section, we will introduce two well-thought solutions, explain them in detail, and propose ways to achieve the solutions.
- **Discussion:** After outlining the two solutions, we will relate them to the CHG's criteria for a successful solution, such as timeliness, feasibility, and effectiveness.
- **Recommendation:** In this section, we will use the knowledge of the previous sections to recommend which solution(s) we think would work best to aid the underutilization of the CHG's Mandarin services.



# Problem

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The Center for Human Growth is a mental health organization that is staffed with doctoral students, who serve as counselors to gain learning experience, as well as gain clinical experience. When compared to the Counseling and Psychological Services (CAPS), the CHG appears to be largely underutilized and unrecognized for their unique and helpful services. Initially, it was proposed that an increase in overall advertising would be beneficial for not only the students of Indiana University- Bloomington, but also the CHG and their staff. After conducting an interview with Yue Li, Coordinator of Mandarin Counseling - Center for Human Growth, implications arose which led to a slight change in direction.

## A Change in Direction

An increase in overall advertising for the CHG would have the possibility to damage the Center for Human Growth's mission objective. Although there is an overwhelming lack of knowledge about what kind of services the CHG offers to students on campus, there is currently a waitlist for new clients, and every counselor is completely booked weekly. Approximately 100 clients are seen daily at the CHG, and each client is seen for weekly counseling sessions. If the advertising for the CHG increased the traffic for CHG services, more clients would be placed on the waitlist. An increase of individuals on the waitlist fails to aid the students who need immediate or prompt aid.

Currently, the only options to treat a larger number of clients would be to shorten the time of individual sessions, or change to bi-weekly appointments. Either of these options could consequently hurt the clients as well as the student-counselors who run sessions at the CHG. After careful consideration, the direction of the research was changed to focus on the underutilization of Mandarin services rather than all services in general.

## Comparative Services

While both organizations provide similar services, there are few differences among them. Both the CHG and CAPS provide counseling in several languages, including Spanish and Mandarin, however the number of counselors for each language differ among the two different organizations. CAPS currently only provides one counselor for Mandarin-speaking clients, and there is currently a waitlist for additional clients. CHG has five counselors working daily, however, only approximately five clients are seen weekly.



The popularity of CAPS is primarily due to the promotions through Indiana University-Bloomington, due to CAPS being the main mental health service organization offered on campus. Even though a secondary organization is offered, the advertising for Mandarin services through the CHG is minimal.

## Locations

Currently, the services are being sent to the following locations:

- Student Advocates office
- Dean of Students office
- Office of International Services
- Asian Culture Center
- CAPS
- Career Development Center
- IU Chinese Students and Scholars
- Graduate and Professional Student Association
- Graduate Mentoring Center
- School of Education

While there are a large number of locations that are receiving information on the Mandarin-speaking counseling services, IUB is a large campus that houses a large population of Mandarin-speaking students. While the current advertisements are limited to a postcard and one email chain/newsletter, it has been identified that the current methods are an effective method of advertising. Postcards have the ability to be taken inconspicuously, allowing the student to obtain advertisements without facing stigmatizing consequences. It has been identified that the current advertising methods are effective; however, additional locations must be adopted to increase the amount of clients for the Center for Human Growth's Mandarin services.

## Importance

The dramatic difference in utilization of Mandarin-speaking counseling is astounding, especially because of the sparsity among the services around the state. Mental health issues are very popular among college-aged students, as well as young adults. Because of the large amount of students that may suffer from mental health issues on campus, it is beneficial for a majority of the population that there are services provided to students. The efforts that Indiana University has done to provide students different mental health services should be maximized by its students, and because the Center for Human Growth is not being fully taken advantage of, there are students that are going without help. By increasing the number of students that receive Mandarin services, a small population can be assisted.



## Method & Scope

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Our initial purpose was to deliver advertisement suggestions to the CHG that would increase their traffic and thus take away some of the stress on the CAPS program through IU Health. As IU students who try to maintain a culture of care among their peers, we recognized that the availability of mental health services on campus was subpar and that something needed to be done. Because of this, we decided that surveying students of different backgrounds about their knowledge of mental health resources on campus would be beneficial. We wanted to do this to get a grasp on which programs or organizations our fellow students at Indiana University are knowledgeable about to assess the need of advertisement for the CHG.

### Research Method 1: Survey

Using Google Forms, we comprised a short, five question online survey to send out to different groups of people through an mobile application called GroupMe. We shared it with people in our classes, different ethnic organizations, and a few clubs. Due to our short amount of time to conduct research, we could only survey a sample of about 50 people. Due to the results of this first survey (refer to Appendix A), we were able able to infer conclusions based on the information gathered from the sample.

### Research Method 2: Interview (Yue Li)

Initially, we wanted to survey patients anonymously, but after some thought, we decided against the idea because we did not want to hinder the anonymity of the students who use the CHG. Instead, we had set up an interview with an instructor, Yue Li, who works at the CHG as the Coordinator of Mandarin Counseling<sup>1</sup>. After this interview, we discovered that our observations of the CHG were wrong. Overall, the organization prefers to keep their services “under the radar” to provide clients the best service possible. However, we did come up with a significant problem that they do have - the underutilization of their counseling services in Mandarin. Once we narrowed down our purpose, we decided to work more closely with Yue Li to come up with a plan of action to address this pressing issue, being that many of our students on campus come from an international background.

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<sup>1</sup> For more information about what kinds of questions were asked at this interview, please view Appendix A.





# Criteria

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After close research, examination, and analysis, we have conducted three criteria that we believe the Center for Human Growth is most concerned with. These criteria were determined based on the CHG's investment in the clients that they aim to help, as well as the doctoral students that are conducting the services.

## Feasibility

Through conversational research with Yue Li, Coordinator of Mandarin Services, we detected that feasibility would be important criteria for a solution to be adopted. The majority of the staff at the CHG is made up of individuals who are also students, who have their own school-work to attend to. If a solution is not easily adaptable, it will interfere with the staff, as well as time that could be used to help clients. Because the counselors at the Center for Human Growth are doctoral students, an increased workload for a new solution could damage both parties.

## Effectiveness

Because of the shared values between the CHG, CAPS, and ourselves, it is known that the CHG wants to help the students as much as they can. The maximization of the CHG's services will help the students who are seeking services tremendously. Ultimately, the CHG is a service that is interested in the care of the students of Indiana University, and through their mission to improve the skills of the student-counselors, as well as students needing mental health services, the CHG must be focused on maximizing the help given to all students.

## Timeframe

Because IU operates in primarily fall and spring semesters, there is a time restriction on implementing new solutions. Students have a limited time on campus, so the process of creating and enforcing a new solution will be dependent on how long it will take, as well as how long it will last. It is expected that the presented solutions will not take action during the summer break, so a solution that can be adapted quickly and will last through an entire school year is valuable. Additionally, a solution that has short-term and long-term effects are important, in hopes to help present and future students.



# Possible Solutions

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After our research, we have found that there are reasonable solutions to help the CHG promote their mandarin counseling services. We have closely examined two different solutions based around the following criteria: *feasibility, effectiveness, and timeframe*.

## **Solution 1: Fight the Stigma**

There are a number of unwelcoming feelings about counseling in many Eastern countries. These cultures seem to treat having an unhealthy mind state as dishonor to one's family, and mental health conditions are not discussed in a positive manner. These conditions seem to go untreated and can lead to untimely death (ie. Aokigahara<sup>2</sup>).

Indiana University emphasizes CAPS and mental health as a part of New Student Orientation, but after that, it seems to be pushed to the wayside so that other issues can come to the forefront. Although those issues are important, mental health is just as important. Without a clear mind, students may hinder their growth and fall behind, but the lack of conversation surrounding mental health and counseling could leave a student unwilling to schedule a CAPS Now or CHG Welcome appointment.

To address this ongoing issue, the next step is to simply begin talking about these issues and how to go about them more often- to go beyond New Student Orientation. If the student culture can normalize getting help when one feels distressed and opening conversations about mental health, a student may be more likely to reach out to a trusted peer or employee and/or to schedule the first counseling appointment.

In order to start addressing the stigmas, the CHG would have to work closely with RPS to promote mental health services, including the number of Mandarin Services at the CHG, more often. When training to be a Resident Assistant candidate, students are taught about IU's residential curriculum which is composed of: Academic Success, Local & Global Citizenship, Knowing Yourself & Others, and General Well-Being (*Residential Curriculum: Learn. Engage. Grow., Magee, 2018*).

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<sup>2</sup> The Aokigahara forest in Japan is “the world’s second most popular place to take one’s own life.” For more information, visit: <https://www.atlasobscura.com/places/aokigahara-suicide-forest>.



Many of this de-stigmatization effort could begin in the residence halls through Resident Assistants (RAs) and CommUnity Educators (CUEs)<sup>3</sup> and their programming, so the idea is immensely **feasible**.

The **effectiveness** of this solution will be our biggest challenge. We would have to rely on RAs and CUEs to spread the word and implement a safe space to talk about mental health among their own residents. The results of this effort will be varied among each residence hall, but reaching a few first year students is better than reaching none.

Additionally, this solution has the possibility to reach the incoming RAs and CUEs for the incoming school year (2018-19). If there are prompt and **timely** actions taken, the incoming class will be the first group of students that are aided; if actions can not be taken in the short amount of time, the solution is something that can be done for the following school year.

***Solution 1:***

- **Feasibility:** Because mental health falls under the “General Well-Being” category of the Residential Curriculum, this effort is definitely within our reach.
- **Effectiveness:** The challenge will vary among halls.
- **Timeframe:** Next school year would be a perfect time to start this effort because of the training that RAs and CUEs have to go through before the start of each semester.

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<sup>3</sup> The mission of the CommUNITY Education (CUE) Program is to foster respect and understanding in the residence hall communities and to create an environment that seeks, welcomes, and values all people. For more information, visit: <http://www.cue.indiana.edu/about.cfml>.



## Solution 2: Increasing Awareness

Another obvious, yet important, solution would be simply increasing the types of advertising that is sent out, as well as increasing the places that are being sent the advertisements.

Some current advertising locations include:

- Students Advocates Office
- Deans of Students Office
- Office of International Services
- Asian Culture Center
- CAPS
- Career Development Center
- IU Chinese Students and Scholars Association
- Graduate and Professional Student Association
- Graduate Mentoring Center
- School of Education

Additionally sending the advertisements to other locations would increase the number of people that they are available to. After additional research, we have determined where there are high numbers of international students and where they are likely to congregate or go to find resources. Additional locations include:

- the Global Living-Learning Center (LLC)
- The Kelly and SPEA Learning Commons
- IU Residence Halls- Individually
- First Year Experience Office
- School advising offices
- School of Informatics and Computing
- School of Global and International Studies
- Ballentine Hall
- Student housing- Tulip Tree, Campus View, etc.

As well as increasing the locations where the advertisements are being sent, we would additionally suggest creating an email newsletter that is sent out to international students, possibly sent through the International Student's campus resources. Since an email newsletter is already made, it would be easy to disperse it to more people as well as other campus resources.

By simply using the current advertising methods, and only increasing the number of advertisements that are being printed off, the solution is **feasible**. There is not a proposed redesigning of advertisements or additional materials that would be needed, so sending the advertisements to more locations will not be difficult.



If the CHG sends the same amounts of advertisements to each new location, the number of CHG postcards that are taken can be recorded, if desired. By determining the **effectiveness** of each location, the future possibilities for advertisements can be supported by data gathered from the multiple locations. Additionally, by sending the same amount of cards to each location, the CHG can understand which student population the advertisements are reaching. The **timeframe** that this solution can be achieved in is short. Printing an additional number of copies, and distributing the copies to the locations can be achieved by the fall semester.

***Solution 2:***

- **Feasibility:** Cost effective and useful.
- **Effectiveness:** May vary among different types of students.
- **Timeframe:** This change could come along with the new school year.



# Conclusion

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## Interpretation of Findings

After our research, we feel as though it would be beneficial to implement both possible solutions in the CHG's effort to further utilize its Mandarin counseling services. The first solution, fighting the stigma, would reach incoming freshman, as well as students living in IU RPS student housing such as Tulip Tree Apartments. The second solution has the potential to reach a wide variety of students. By increasing the advertising locations, there are more individuals that have the potential to see the advertisements. The increase in locations will ultimately have an impact on students who visit the locations, and see the advertisements. Both solutions would reach different areas of students and have an impact, whether they are scared about how others will react to their outcry, or have a lack in knowledge about the services offered at the CHG. Effectiveness aside, both solutions have the ability to be implemented as early as next semester, being that neither requires more staff or resources, and this would impact an incoming class of students on IU's campus.

The two solutions presented are complementary; individually, they would not be effective on their own. If the stigmatization among students is solved, or even aided, the lack in knowledge of the services would still be problematic among international students. The students would be likely to go to CAPS first, and be turned away or be put on a wait list, mostly because of the under advertisement of the CHG's services. Inversely, if there is an increased in total knowledge of the CHG's services, the stigmatization of mental health services still is present. Without aiding the stigmatization, the increased knowledge of the CHG's services is not beneficial.

## Recommendations

Upon completion of our research regarding the Center for Human Growth's Mandarin counseling services, we have come to the conclusion that the CHG's Mandarin services would be further utilized if we, as a community, made efforts to reduce the stigma around counseling and increased the usage of advertisements.

We hope that this report is only the first step in recognizing mental health as a serious concern on campus, and we hope to collaborate with the CHG and CAPS in the coming years to improve our community's physical and mental well-being.



## Implementing Solutions

### Solution 1

In order to start IU's journey of de-stigmatizing the idea of mental health, there are a few actions that need to be done short-term, to maximize the long-term effect.

1. **EDUCATE** student leaders (including RPS' RAs and CUEs) about mental health services on campus
  - a. **CONTACT** organizations such as Culture of Care, the Office for Sexual Violence Prevention and Victim Advocacy, and Step Up! IU to give mandatory informational presentations about student resources on campus
    - i. **MANDATE** these talks for students living on campus (ie. the It's On Us presentations)
  - b. **INCLUDE** an advertisement for the CHG's Mandarin Services in International Students New Student Orientation (NSO)
  - c. **IMPLEMENT** discussions about mental health into the residential curriculum

### Solution 2

To improve advertising based on the locations, there are limited steps needed to accomplish this task.

1. **MAKE** more advertising handouts/postcards to distribute to the locations
  - a. **PRINT** an estimate of twenty-five handouts per additional location, excluding residence halls ~ 175 copies
  - b. **CONTACT** RPS to estimate how many copies would be beneficial for each Neighborhood/Residence Hall
2. **DISTRIBUTE** copies to above listed locations
3. **CONTACT** location's administration to find best location within for maximum views.
  - a. **COMMUNICATE** with administration to understand how many copies are being taken in one month to gather which locations are more useful



# Appendix A

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## Interview: Yue Li

1. From the client's perspectives, what's the most significant way that have heard about the CHG, if mentioned?
2. Do you know about any newsletters/encouragements/email chains that get sent out? If so to who, and how is it publicized?
3. In your eyes, what are the strengths and weaknesses in advertising for the CHG? Why?
4. How often do you find yourself, as an instructor, making recommendations for services? Which services?
5. How many clients would you say the CHG helps daily? For you personally?
6. Do you have any recommendations for someone I could talk to at the CHG regarding advertising tactics?
7. In your experience, what advertising details do you see the most?





# Appendix B

## Survey: Mental Health Resources on Campus

How familiar are you with the resources offered through CAPS?

\*

	1	2	3	4	5	
Not Familiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Familiar

How familiar are you with the resources offered through SACS? \*

	1	2	3	4	5	
Not Familiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Familiar

How familiar are you with the resources offered through the Center for Human Growth? \*

	1	2	3	4	5	
Not Familiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Familiar

If you had to reach out about a stressful situation, which resource(s) would you utilize? \*

- CAPS
- SACS
- CHG
- CrimsonCorps
- Let's Talk Now
- Your RA/CUE
- Other: \_\_\_\_\_



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