Mr. Greenberg: Read the book. Share it with your colleagues, share it with your family, your friends, share it with your students. Connect to your curriculum. One thing you can do is find a way to incorporate this book into your classroom no matter what it is your teaching.

Liesel: Welcome to the Magic Mountie Podcast, this is a podcast that's dedicated to helping faculty and other college employees, as they try and navigate the challenging fabric of serving students, especially at Mt. San Antonio College, but everyone's welcome.

Christina: Hi, it's Christina and we have our last segment of the One Book, One Campus mini-series for you. In this episode we eavesdrop on the breakout session hosted by Dr. Seth Meyers and Herschel Greenberg where they have an exploratory discussion around how to incorporate the program into your curriculum, and how to broach the subject of depression with students, but first a quick mini interview with Dr. Seth Meyers.

Dr. Meyers: My name is Dr. Seth Meyers and I'm a clinical psychologist who has a lot of experience in working with both children and adults, and then a lot of history working around relationships, and doing threat assessment. So here at Mt. SAC, I am a psychologist in the Student Health Services Center, so we do assessment and counseling of men and women who are dealing with some sort of emotional issue. I worked with a couple of students who were Mt. SAC students, and my work with them ended up introducing me to some members of campus safety, and I had a really good feeling about them so when I decided to leave my full-time position at the Department of Mental Health, this felt like the perfect fit for me. My sort of educational history was very by the book, what it means when you are a clinical psychologist, and your degree is clinical, is you are trained to treat really the entire range of mental disorders. So I specifically sought out hospitals, and got all of my training in hospitals because I wanted to make sure that I knew how to treat the most severe mental disorders.

Mr. Greenberg: My name is Herschel Greenberg. I am the One Book, One Campus project coordinator. This is Dr. Seth Meyers, and if you have any questions for Dr. Meyers or myself, we'll do that first, then we'll talk about how to start to put this into curriculum, and in fact you have a librarian already on campus who has built a program that can incorporate to your curriculum right now. You only have to change your syllabus, so we'll talk about that, and then we'll talk about how you can get involved, and what a calendar might look like, and some examples of things that will incorporate the One Book, One Campus program with things on campus. So we'll start with some questions.

Speaker 6: I was very attracted to the motivation section, right? That was really ... that whole procrastination I think is really useful to kind of have students start to really kind of process what their own habits are, and what the trains of thought they get into, and what do other students do to break themselves out of it because it's a time of life where there's a lot that's kind of going on, and there's a lot of important decisions, and sometimes they feel they have to make these important decisions right now, and sometimes they do like where are they going to transfer? All that kind of stuff, so I understand all the anxiety that comes with it, I just ... I don't really know the best way to sort of approach that within the scope of my class.

Mr. Greenberg: So the career I was going to bring up doesn't match nutrition, but still a career, and again, it shows you that the scope of the book allows for many things to happen on campus, and what we want to do is sort of highlight the fact that the book is a hybrid text, and graphic novel. So one of the things the librarians and I have talked about is having a special section in the front of the library that highlights female graphic novelists, because turns out that's a career that many people don't know about, and the fact that comic books were predominately male-run til the past 20 years, and here we have a female graphic novelist in some way. Let's highlight that, and that's a potential career obviously not in nutrition.

Mr. Greenberg: The goal then to be a follow up, let's have a person come to campus. Let's get a female graphic novelist come to campus. Talk about her experience working in the industry, and working as an artist, because that still is about the book even though it's no longer a story about depression, so it gives us a very large scope to get involved in our campus. So if that is a way to address it, that's one way to do it.

Dr. Meyers: And I would add onto that, another angle could be, what are some things that can interfere with the reaching of one's career goals, and one of the things that can interfere with reaching career goals is mental health. So depression is just one possible disorder but that's one angle. You can also talk about other factors that can interfere with goals.

Mr. Greenberg: And correct me if I'm wrong, I may be overreaching, diet does play a big part in our mental health doesn't it?

Dr. Meyers: Mm-hmm (affirmative).

Mr. Greenberg: There you go.

Speaker 7: I teach biology, and I also teach public health classes including BIOL 5, which is cotemporary health issues, which we address from mental health, psychological health, all the way to cardiovascular disease, cancer, aging, and so forth, and I also teach human sexuality. I'm so glad to have this discussion to be honest with you, because mental health for me is something I take very seriously because it's very much intertwined to public health. This is something very serious because, again I start to feel nowadays we start to take more action towards mental health than we used to do before like you mentioned, and I tell my students it has nothing to do with being crazy.

Speaker 7: What I decided to do several years ago was to create this activity in my syllabus that I title "Mt San Antonio College Student's Equity Participation" where I list several of those services that we provide here that they supposed to go visit each one of them of their choices, and of course each place has a point. It's usually five point, but they have up to 20 points, so they can choose up to four different places, including the house center. They have to have signature, you have to prove to me that you went there, and you have to write a paragraph about your experience because I want you to be knowledgeable, not only for yourself, but also for your friend or somebody that may encounter, and you'll know the information just by taking my class.

Speaker 7: I have not read this book, but I'm super curious about this book. I can think about how many things I can do with, and I feel very honored that my classes I can easily incorporate this information to advocate for my students. When we finish these discussions in classes, many times they come and hug me, "Professor can I hug you?" And I said "Of course." "You just told everything about my life." And this is so touching. I'm very thankful, I'm telling all this story because I'm very thankful that you are here, and we are here. I wish we had more faculties in this room to hear what are the choices that we have, and what can we do.

Dr. Meyers: Well, and I want to pay you the compliment that you also sound like a faculty member who is very aware of your nurturer role. That you are comfortable nurturing and not everybody is comfortable emotionally nurturing others so that's a real strength that you have, and I'm sure your students benefit from it. One of the things I hope the talk ... all this discussion yields is faculty reflecting a little more on that whole idea of how much am I noticing the emotional life of my students, because people can get so busy, and be so overwhelmed by the demands of trying to get ... trying to elicit a certain performance from their students. It's really easy to not spend enough time thinking about the emotional part.

Mr. Greenberg: We're starting dialogue, and if that's all the book does now, then I still feel like I've met my goal because it means the dialogue is started. We are becoming aware of our own depression, faculty and structures, so we are now more likely to notice it in our students and or know how to ... during your keynote, you said just change that edge on you.

Dr. Meyers: Soften your edges.

Mr. Greenberg: Soften ... I have a very loud, projecting voice, so I can ... have to work hard to soften it if I might need to. If that's all the book does, it makes us aware, that's a huge step forward, and it didn't cost Harvard 20 million dollars to make that happen. It cost us the price of the book to have a dialogue about it.

Speaker 8: So the first one's probably just affirmation, even though I understand there'll be no guarantees. The general feeling is that asking students, even students who might be at risk to think about, and possibly write about depression is likely to be more therapeutic than dangerous as long as we don't push the direction of what they're saying or writing. Would that be ...

Mr. Greenberg: That sounds reasonable.

Speaker 8: Okay, alright. Is it safe to say there's a fair amount of research on mental health and how it's been altered, exacerbated by technology? I don't just mean social media, I mean by how technology has changed our lives.

Mr. Greenberg: The answer is yes. They have no problem getting resources of any kind, including newer trends in technology, not just cellphone and screen, but the idea of the self worth, and there's ... there are two books that came out in the past two years about the female psyche in a young, teenage woman and social media and the identity crisis that's creating. In terms of, how we view ourselves and our social media versus how we view ourselves in the real world and the consequences of it, so they found plenty of sources. So I know it exists.

Speaker 8: Alright. Thank you.

Dr. Meyers: And then I'll just add onto that. There is, in the last few months, I can't tell you who did this study, but you could google it. There's now coming to be some research showing about the effect on the brain of screen time, so I think there's been a 15 year longitudinal study. Now we're almost getting to the point where screens have been around long enough that we can start to measure the brains and figure out whether there is different brain activity, but one of the things that I think I see a lot of technology, how technology is impacting daily life is, in terms of the emotional intimacy in relationships. So, there's examples of a husband and a wife sitting on the couch in their living room, and each of them are on their iPad, and in the past maybe they were watching a TV together, but they were actually doing that together. So, even now you've got couples who are spending couple's time together, but apart.

Dr. Meyers: Then this focus on texting, so I have a private practice, and I deal with patients, and I can't tell you the number of people who are 35 and under who are telling me about full blown arguments they had with their boyfriend or girlfriend, but then I come to find out it was all by text. There's like 20, 25 back and forths each, and I'm like "You didn't pick up the phone?"

Dr. Meyers: So it's this idea that technology and the screen sort of allow us to turn each other off, and back when people used to spend more quality time together there wasn't that ability to turn each other off, so I really think the emotional intimacy suffers as result of technology, and I think one of the aftereffects is increased risks for violence. I don't know how familiar anybody is with Dirkheim's anomie concept ... A, N, O, M, I, E, but it was the idea that if in society people get too isolated they can start to contemplate what their own purpose is on Earth or start to connect with homicidal, violent thoughts. We become more animals the less intimacy we have socially, and one little concrete thing each one of us can do is, I'll be the first to do it right now, in my 20's I had a lot of therapy, and thank goodness, because if you're going to be a therapist, you ought to be in touch with your own issues before you try to help anybody with theirs, but if you ever do or have sought out mental health services and somebody's telling you they're struggling, share your own history of reaching out for help. "I'm going to talk to my therapist about my problem with my kid ... or this ... or that," the more each of us does that with one person in our daily life, the more that person will be likely to do it with somebody else, and that is how you, on a societal level, actually end up reducing the stigma. It's a bunch of individual people, in little individual moments, at the supermarket, or at Mt SAC, or on the soccer field, saying something that in the past was not cool.

Mr. Greenberg: The book is going to be around as the One Book, One Campus book for a while, so as the campus becomes aware of depression as a topic, the book will stay with it. I know most colleges do a full calendar year in terms of academics, and then they have a new one, and that's great but sometimes it goes by so fast, students miss activities, or one teacher doesn't use it in the classroom. So if here, this will be around at least two or three more semesters, so that if you can't figure out how to adopt it now per se, you might be able to adopt it in the Fall.

Mr. Greenberg: One of the things I do want to add is that a lot of teachers at other colleges that are apart of One Book, One Campus, use that calendar of activities for extra credit. So even if you are using the book, maybe just as a thing you want them to read, or you have it as a primary source, or you just want to support the activities. "Hey there's a thing on campus, Health Services is putting on a student-run panel to talk about depression. If you go I'll give you 25 points, maybe write a paragraph of what you heard and what you learnt." That would be a way to support the program as well.

Mr. Greenberg: Other events on the calendar I'm thinking of would be an example of having the Art Department run an exhibit of student generated art based on the book or what they feel depression is in terms of their artwork, that's one thing I hope we can do. And then just discussions with students, I don't see why we couldn't put it on the calendar, "Hey, read the book? Come chat. Have a snack, and some beverages, and come sit down, and talk to us about your experience with the book."

Mr. Greenberg: So there's a lot of ways to start to plot a calendar. Well, I thank everybody for joining us today, for the whole day, anything I can do to help support you and connect you to the resource, I'm here for you. Let me know. Again, H. Greenberg. That's berg@mtsac.edu. I'm here to help you.

Dr. Meyers: Thanks everybody, I really appreciate the openness of everybody talking about this. Thank you.

Speaker 2: Hey, thanks so much for joining us for the Magic Mountie Podcast. We love your likes, we love your shares, and we love your comments, so please engage with our community. Download from wherever you love to get your podcast, iTunes, Google, Rate My Professor - we're there! And we want you to be back with us next week. Remember any opinions that are expressed in this podcast do not necessarily represent Mt. San Antonio College or any of its' agents. We'll see you next time.