

The Perception of CAPS & Mental Health on College Campuses

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Executive Summary (Abstract) (Mikah)

This student research study was conducted with the purpose of exploring the connotation of one of the services provided by Florida Gulf Coast University, Counseling and Psychological Services (CAPS). CAPS is a mostly free service provided to enrolled students each semester on campus. The center provides therapy options for students struggling with a myriad of issues ranging from mental health to personal strife. Our research questions were developed on the basis of exploring student perception and awareness of the services offered by CAPS, in addition to evaluating the effectiveness of the therapy options in the opinion of the students. We conducted one focus group where we asked guided (but not leading) questions to current students of the university who had experiences with the center. In addition, we conducted a content analysis leveraging multiple popular social media platforms to compare and contrast the various counseling services offered by universities in the state of Florida. With that, we also evaluated the effectiveness of their social media pages' effectiveness in engaging the students on campus. A survey was then dispersed to groups attending the university to provide a sample of the population's perceptions of the effectiveness of CAPS. Lastly, we proposed a pre-test/post-test between-subjects experiment that could be conducted to gauge the perception of a rejuvenated CAPS service line-up.

Background/Literature Review (Madison, Emma, Mikah, Caitlin, Jennifer)

Background of Company

Counseling and Psychological Services, also known as CAPS, is the main source of both mental health support and therapy services at Florida Gulf Coast University. The organization aims to supplement the lives of college students by providing resources and therapy services to those in need. CAPS is fully accredited by the International Accreditation of Counseling Services, Inc. Most services at the center are provided at no cost to students while they are currently enrolled in a semester, and have already paid their student health fees for the current academic term. The center does not provide services to unenrolled students, faculty, staff, or alumni of FGCU. CAPS provides some online services as well, including therapy, psychiatry, dietician, consulting, workshops, and group therapy.

Background on The Issue/Problem/Opportunity

Coming to college can be very exciting, it is said to be the best years of our lives, but it can also be very scary. In 2021, over 44% of college students nationwide reported experiencing symptoms of depression and anxiety. A more recent study done by the Mayo Clinic this year reported 1 in every 3 college students has experienced significant depression and anxiety at points throughout their current time at a university. These symptoms can grow over time, which can cause them to negatively affect a student's grades, in addition to their overall well-being. In the college environment, there are many situational factors that can contribute to the decline of students' mental health. Many students are far away from family for the first time in their lives, peer relationship difficulties, break ups, the pressure to do well in classes, fear of

disappointment, sexual assault, drug or alcohol use, difficulties with sexual identity, family history of mental health issues, and just the overall crippling stressors that come every day with being a young adult in college. These few scenarios are just the tip of the iceberg when it comes to the problems college students face in today's society. The issue we would like to dive deeper into is how exactly socioeconomic, mental health disorders, sexual orientation, and gender equality play such a significant role in the detrimental decline of the psychological health of college students everywhere.

Students often run into issues regarding financial aid in college, either they don't get any financial aid because they could not qualify in the eyes of the government or they don't get enough because in the eyes of the government their family should have enough income to send a student to college when in reality they don't have the income to do so. Socioeconomic status (SES) is something that affects people of all ages but can cause major stress and other issues on the student such as long-term effects on their emotional well-being. Undergraduate students who face socio-economic hardships and pressure are often faced with other long-term issues such as low self-esteem and other emotional turmoil. For many students this pressure from their socioeconomic status, whether it be because of coming from a low-income home and having the effects be long-term from childhood or because they don't get enough financial aid, adds an immense amount of pressure on them affecting their performance in classes and could even cause them to drop out of college altogether. All of these effects of someone's SES and the pressure and effects that come from it are a reason why a student utilizes on-campus services such as CAPS.

Mental health care may be in high demand for students in the LGBTQ+ community. Many studies have shown that LGBTQ+ students are seeking help at higher rates than their non-

LGBT+ counterparts in an attempt to cope with the stressors that stem from prejudice and discrimination. However, issues have been seen in the treatment of LGBT+ members by therapists, receptionists, and insurance staff. These issues have included a lack of preparation to work with them, microaggressions, biases, and more, causing LGBT+ members to receive improper care or avoid getting the care they need. Current studies show that despite how few colleges have inclusive counseling programs, creating criteria for multiple genders and sexualities could benefit LGBT+ identifying students (Bourdon et al, 2021).

Students experiencing mental health issues within their college/university may see this influence from external pressures to succeed academically for parents, friends, peers, etc. A study from 2005 indicated that depression was the “fourth-ranked health problem that college students experience” (Soet et al 412). The major depressive disorder also has the tendency to act as a catalyst for other mental health disorders such as anxiety, dysmorphia (due to low self-esteem), and substance abuse.

Inclusion of the Constructs (Emma)

Perception - This is a key construct because the perception one has of the school counseling services influences their decision on whether or not to utilize them. Depending on if the perception is positive or negative thus, in turn creating a positive outlook could lead to the utilization of services or a negative outlook could lead to never seeking services.

Psychological health - Psychological health can also play a role in the decision on whether to use CAPS or not. Sometimes in certain mental states, it is often hard to ask for help or possibly be in denial that it is needed or would be beneficial. Seeking out help is the first step to admitting that there is something wrong or not okay which can be very difficult in points of unhealthy psychological states, possibly influencing one's decision to go to CAPS or not.

Awareness - The two constructs we dived deeper into in the category of awareness were social media platforms used and content created on those platforms. These factors can both contribute to whether or not students are aware of the services CAPS offers. Social media plays a big role in how we receive our information and if CAPS is outputting creative, engaging content on platforms that students often use and are familiar with or if they are not could lead to how much information students are aware of regarding CAPS.

Effectiveness - How effective CAPS is in the services that they offer is a large part of its retention. If a student does make the decision to utilize CAPS but did not think that their services were very effective then they are much less likely to return and/or give positive feedback. Whereas if a student utilizes their services and does think that they are effective then they are

much more likely to return and/or give positive feedback. This also has an effect on peer recommendations, whether or not a student had a good experience affects if they will give a positive or negative recommendation to their peers.

Willingness - Willingness to attend counseling services can also be a construct as to why people use or do not use CAPS. It is possible that there is a need to seek out help but not the will to. There could be many factors that contribute to this construct: denial, ignoring a problem thinking it will go away, not wanting to feel weak, fear, and many more. There could be a need but there must be a want in order to start the action of seeking out counseling services.

**An Annotated Bibliography (IN APA FORMAT) (Madison, Emma, Mikah, Caitlin,
Jennifer)**

Ganson, K. T., Rodgers, R. F., Murray, S. B., & Nagata, J. M. (2021). Prevalence and demographic, substance use, and mental health correlates of fasting among U.S. college students. *Journal of Eating Disorders, 9*, 1-12. doi:<https://doi.org/10.1186/s40337-021-00443-3>.

Kang, H. K., Rhodes, C., Rivers, E., Thornton, C. P., & Tamar, R. (2021). Prevalence of mental health disorders among undergraduate university students in the united states: A review. *Journal of Psychosocial Nursing & Mental Health Services, 59*(2), 17-24. doi:<https://doi.org/10.3928/02793695-20201104-03>.

Skehan, B. (2022). Mental health treatment for college students on campus: Evolving to meet the growing need. *Psychiatric Annals, 52*(6), 232-237. doi:<https://doi.org/10.3928/00485713-20220523-01>.

College students today have been shown to have a high risk for mental health issues with the peak age for this concern being ages 18 to 25. Issues that have caused this peak in concern include systemic inequalities, financial issues and loneliness stemming from the COVID-19 pandemic. These concerns have caused university leaders to hire more mental health professionals and start implementing programs that teach students resilience. Although stigma in universities is decreasing, stigma outside of college has remained the same and many traumatic issues and stressors are being overlooked, especially in the workforce, which has been frowned upon by millennials. Mental health issues have also been shown to significantly hurt racial and ethnic minorities. For these issues, online mental health services and post-college transition programs have made counseling more accessible.

(Emma)

Hunt, Justin, and Daniel Eisenberg. "Mental Health Problems and Help-Seeking Behavior Among College Students." *Journal of adolescent health*. 46.1 (2010): 3–10. Web.

<https://www.sciencedirect.com/science/article/abs/pii/S1054139X09003401>

Fu, Michi, and Alice W Cheng. "College Counseling Services: Meeting Today's Demands." *Psychological services*. 14.4 (2017): 403–406. Web.

<https://www.proquest.com/docview/1961816049?accountid=10919>

The overarching theme of why college counseling services all over America's numbers are low is because matter of the fact is mental health in college students has reached an all time record breaking decline since the pandemic Covid-19 era, and college campuses counseling services just can not keep up. A few things that need to change in order to be able to accommodate to this rapid increase and influx of mentally deteriorating college students are: Increasing staff and administration to allow more hands on deck while in turn by doing that decreasing the amount of students on the appointments waitlists. Update any outdated procedures and policies, increase in the production of PR to create more awareness, and many more things that college campuses can do to implement more help for students struggling with mental health.

Wilson, Steve B, Terry W Mason, and Michael J M Ewing. "Evaluating the Impact of Receiving University-Based Counseling Services on Student Retention." *Journal of counseling psychology* 44.3 (1997): 316–320. Web.

<https://www.proquest.com/docview/614336020?accountid=10919>

(Mikah)

DeAnnah R. Byrd MS & Kristen J. McKinney PhD. Individual, Interpersonal, and Institutional Level Factors Associated With the Mental Health of College Students, *Journal of American College Health*, 60:3 (2012): 185-193. Web. DOI: [10.1080/07448481.2011.584334](https://doi.org/10.1080/07448481.2011.584334)

This academic study explores the connections between the mental health of college students and certain individual, interpersonal, and institutional factors. Data was cross-referenced from an online survey with a sample of 2,203 participants. Mental health was considered a subcomponent of functioning and well being measures. Stepwise regression was a method used to figure out if the various factors were associated with overall wellbeing. Results found that the combined effects of individual and institutional concepts had a correlational relationship with students' mental health. Specifically, the limited coping mechanisms coupled with a racially diverse and heated campus contributed to psychological effects on the students, not necessarily their mental health. In conclusion, by referencing both individual and institutional effects on mental health provides the strongest correlational relationship.

Blanco, C., Okuda, M., Wright, C., Hasin, D. S., Grant, B. F., Liu, S. M., & Olsson, M. (2008). Mental health of college students and their non-college-attending peers: results from the national epidemiologic study on alcohol and related conditions. *Archives of general psychiatry*, 65(12), 1429-1437.

Daniel J. Taylor, Christie E. Gardner, Adam D. Bramoweth, Jacob M. Williams, Brandy M.

Roane, Emily A. Grieser & Jolyn I. Tatum (2011) Insomnia and Mental Health in

College Students, *Behavioral Sleep Medicine*, 9:2, 107-116, DOI:

[10.1080/15402002.2011.557992](https://doi.org/10.1080/15402002.2011.557992)

(Caitlin)

Pedrelli, P., Nyer, M., Yeung, A. *et al.* College Students: Mental Health Problems and Treatment

Considerations. *Acad Psychiatry* 39, 503–511 (2015). [https://doi.org/10.1007/s40596-](https://doi.org/10.1007/s40596-014-0205-9)

[014-0205-9](https://doi.org/10.1007/s40596-014-0205-9)

Jeremy B. Yorgason PhD, Deanna Linville PhD & Bryan Zitzman PhD (2008) Mental Health Among College Students: Do Those Who Need Services Know About and Use Them?, *Journal of American College Health*, 57:2, 173-182, DOI: <https://doi.org/10.3200/JACH.57.2.173-182>

Students who are in college are offered counseling and psychological services for free from the university. The question that remains is whether or not the students all have knowledge of these services, and whether they utilize them or not. Students who are experiencing mental distress are more likely to use the services and are the only students that are fully aware of what the services are. Some students who experience mental distressers don't even know about the services that are offered, this is due to a few factors which include, living off campus, gender, and the overall spread of the knowledge in regards to the services that the organization offers. Overall colleges and their counseling and psychological services need to make sure that they are promoting and distributing information properly to all students so there is 100% awareness and knowledge whether the student is experiencing mental distressers or not.

BRAITHWAITE, S.R., DELEVI, R. and FINCHAM, F.D. (2010), Romantic relationships and the physical and mental health of college students. *Personal Relationships*, 17: 1-12.

<https://doi.org/10.1111/j.1475-6811.2010.01248.x>

(Madison)

Saleem, S., Asghar A., Subhan S., Mahmood Z. (2019), “Parental Rejection and Mental Health Problems in College Students: Mediating Role of Interpersonal Difficulties”, *Pakistan Journal of Psychological Research*, 639-653.

doi: 10.33824/PJPR.2019.34.3.35

Pompeo-Fargnolia, A. (2022), “Mental health stigma among college students: misperceptions of perceived and personal stigmas”, *Journal of American College Health*, 1030-1039.

doi: 10.1080/07448481.2020.1784904

Dufour, G. (2020), “Current challenges in student mental health and counseling provision: How practice-based research can help demonstrate effectiveness”, *Counseling and Psychotherapy Research*, 565-570.

doi: 10.1002/capr.12310

Research Question and/or Hypotheses (Emma)

Focus Group - In what ways do socioeconomic status, mental health disorders, sexual orientation, and gender equality impact the psychological health of college students?

Social Media Analysis - In what ways can social media amplify awareness of the effectiveness of organizations that aid in better mental well-being, such as CAPS?

Survey - Students who have had a previous negative experience/perception of the effectiveness of CAPS, or who are not aware of the organization and its services are less likely to have gone or to go in the future.

Experiment - There is a direct correlation between the effectiveness of CAPS and students' mental health wellbeing.

Overview of Studies (Emma & Mikah)

Focus Group (Emma) - With the implementation of a focus group into our research the goal was to gather Primary research from real students at FGCU on their perceptions of CAPS. For the layout of the focus group design we first developed our research question - In what ways do socioeconomic status, mental health disorders, sexual orientation, and gender equality impact the psychological health of college students? Then we selected participants - A group of five FGCU students. The next step was developing the questions we wanted to ask, and the opening script was as follows: "Hello all and thank you for participating in today's focus group. We will be asking questions regarding your experience with CAPS, and questions surrounding the concepts of mental health as college students. Since we will be discussing certain sensitive topics today, feel free to omit any information that you may not feel comfortable sharing in this setting. Otherwise, I would like to emphasize that this information will not be shared with any other party aside from the team and our professor. Let's get started!" In total we asked eight questions:

- 1. Do you have knowledge of what CAPS is and the services they offer?**
- 2. What do you think some of the common reasons students use CAPS are now?**
- 3. Do you think CAPS does a good job of helping with the psychological issues students face today?**
- 4. Have you heard good or bad things/experiences about CAPS from friends or peers?**
- 5. What reasons do you think cause students to not use CAPS?**
- 6. Do you believe there is a stigma placed behind going to CAPS?**
- 7. Do you think if students knew more about services and general information about CAPS they would be more inclined to go or not?**
- 8. Are there any ways you think CAPS could improve?**

For the Format of facilitating and recording roles we had a moderator (Mikah), an assistant moderator (Emmagrace), and three recorders documenting the answers for our research purposes

(Caitlin, Madison, and Jennifer). After facilitating the focus group we were able to gather a general consensus on the perception of CAPS at FGCU through the personal experiences, experiences of peers, and word around campus from real students.

Social Media Analysis (Mikah & Emma) - Our group is interested in analyzing methods of amplifying awareness of organizations similar to FGCU's Counseling and Psychological Services at other universities in the state. To do this, we explored the counseling services' social media pages of UF, FSU, and USF on sites such as Instagram, Twitter, and Facebook. We categorized our findings using 4 factors: visual aesthetics of the posts, incentives for participating in programs on campus, links to engage visitors to their various platforms, and their mentions of issues impacting their students. Through our research, we found that Facebook was the most effective means of communicating with the public, given the exponential margin between platforms: Instagram (1,000-2,000), Twitter (15-2,000), and Facebook (300-10,000). Upon further investigation into successful engagement methods on Facebook, more frequent posts highlighting events and potential prizes with continuous color schemes were among the highest contributors to an increased following on the platform.

Survey (Emma) -

With the implementation of a survey into our research, our goal was to conduct quantitative research on the experiences, perceptions, awareness, and effectiveness of CAPS in the eyes and opinions of real FGCU students. We first as a group convened to create the statements and scales for the survey, then we compiled and formatted it all into google forms. Our opening statement for the survey included: "Thank you for choosing to complete our survey on Florida Gulf Coast University Counseling and Psychological Services experience. This survey is being conducted by students in a Public Relations Research class and is for educational reasons only. We want to hear your experience and thoughts on

Counseling and Psychological Services. Please take this quick survey that should take 5 to 10 minutes. Please know that your answers will be anonymous.” The statements listed on the anonymous survey included:

1. I am knowledgeable about the services provided by CAPS.
2. I knew about CAPS early on in my time at FGCU.
3. I feel CAPS has adequate availability.
4. I feel CAPS has reasonably prioritized those who use its services.
5. I feel that CAPS helps FGCU students.
6. I feel that the stigma around CAPS affects my peers’ decision to go.
7. I feel CAPS utilizes a variety of platforms to effectively communicate with students.
8. I feel CAPS effectively promotes events and services on campus.
9. I feel that incentives would encourage me to go to CAPS events and utilize their services.
10. Estimate the amount you think the following issue affects FGCU students:
 - a. Socioeconomic status
 - b. Mental health disorders
 - c. Sexual orientation
 - d. Gender equality
 - e. Coming to a new environment
11. Overall how would you rate your experience with CAPS services? (if applicable)

The responses were recorded on a scale from 1 to 7 one being strongly disagree and seven being strongly agree. The survey was sent out a week prior to the closing date to many different students including but not limited to: Councils of Greek life on campus, the entire athletic department,

and the full college of arts and sciences and total we received 22 anonymous responses. With this data and the data already collected from the focus group results, we were able to add more perceptions of CAPS from FGCU students and gather a larger consensus on mental health on our own college campus.

Experiment (Mikah) -

When designing the experiment, we chose to create a pre-test/post-test concept that would test an improved CAPS experience in a few different avenues. The first issue we identified from our research was a lack of engagement on social media platforms, especially when we cross-compared with other state universities. To test this, we would update the university's various social media accounts for CAPS and show these to our participants to evaluate the effectiveness of engaging with students in this manner.

The next part of the experiment involves exposing participants to a higher number of therapists and allowing them to engage in one session of both group and individual therapy. After the final session, participants will be tested to see if having an increased staff and a better opportunity to experience meetings promotes better mental health and overall well-being.

After ensuring this runs smoothly, the experiment will be evaluated to test not only the effectiveness of increasing staff and decreasing competition for appointments, but if these factors can promote more positive mental health in the participants.

Methods (Madison, Caitlin, Jennifer)

○ **Method 1- Focus Group (Madison)**

■ **Participants**

- Our participants were a convenience-based sample of Florida Gulf Coast University students.

■ **Procedures**

- We selected our sample from Dr. Petry's Public Relations Research class at Florida Gulf Coast University. We chose this sample based on convenience as well as our research specifically focusing on students at Florida Gulf Coast University. It was designed by randomly selecting a sample of students to participate in the focus group.

■ **Variables**

- Independent Variable: Perception of CAPS
- Dependent Variable: Psychological health

○ **Method 2- Social Media (Caitlin)**

■ **Participants**

- Our participants for this method were universities in the state of Florida. These universities consisted of Florida Gulf Coast University, the University of Florida, Florida State University, and the University of South Florida.

- **Procedures**

- Our procedures for this method were looking for specific kinds of content and features on these social media accounts. The content and features that we looked for were if the posts are aesthetically pleasing, if they offered free things, if they use story links and if they discuss issues that impact college students.

- **Variables**

1. Platforms used
2. Content produced

- **Method 3- Survey (Jennifer)**

- **Participants** - Participants were collected through convenience sampling.

The survey was sent to past and present FGCU students in class and organization group chats as well as individual texts. Participant group associations include but are not limited to greek life, student government, college of arts and sciences, and Lutgert College of Business.

- **Procedures** - The survey was created on Google Forms with questions created by the group in order to investigate how students' awareness and perception of CAPS and its services affect their willingness to attend. Our group hypothesized that lower awareness and perception would lead to fewer students being willing to attend. Questions could be organized into three scales, which are awareness of CAPS, perception of CAPS, and issues affecting FGCU students. These scales ranged from 1 (strongly

disagree/not at all) to 7 (strongly agree/highly). The survey received 22 responses.

■ **Variables**

1. Effectiveness of CAPS
2. Willingness to attend

Results

○ Results 1 (Madison)

Our focus group revealed that, in response to our research question, students' socioeconomic status, mental health disorders, and sexual orientation all impact the mental health of college students. It was also revealed that those with a lower socioeconomic status and those who are aware of their mental health disorders are more likely to utilize CAPS services, but still have a somewhat negative perception of CAPS, indicating a positive relationship between the two variables.

○ Results 2

Our social media analysis revealed that not only do other schools share the content that we were looking for as our procedures but it also revealed that despite the lower follower count, they still posted this information to share with students. While one school did not have appealing posts, a consistent post schedule, and utilized story links, the overall consensus was that other universities followed all of these guidelines that we were looking for, to help their students and inform them about events and mental health tips.

○ Results 3 (Jennifer)

Statistics for this section were divided into score categories with numbers 5 and above representing agreement, 3 and below-representing disagreement, and 4 representing neutrality. The first scale concerned awareness of CAPS. Of the participants, 77.3% were confident in their knowledge of services provided by CAPS while only 63.6% knew about CAPS in earlier years at

FGCU. Concerning the promotion of CAPS, 40.9% of participants believe that CAPS effectively uses online platforms while 45.5% believe they effectively promote events and services on campus. For both of these, the data is negatively skewed with nobody completely agreeing with the statements, which could reflect population knowledge of CAPS. However, 54.5% agreed they would be willing to attend events and use services if incentives were involved with a positive data skew and nobody disagreed with the statement. The second scale concerned the perception of CAPS. Overall, only 27.2% were satisfied with the availability of counselors. Alongside, only 36.3% were satisfied with the prioritization of those who request its services with nobody being completely satisfied. Opinions for stigma affecting students' decisions to attend were almost mirrored with 36.4% of participants believing it does while disagreement and neutrality were equal. The last scale is issues that affect FGCU students. Participants believe that all of the issues mentioned affect students with 59.1% agreement for socioeconomic status, 86.4% for mental health disorders, 59.1% for sexual orientation, 59% for gender equality, and 77.3% for transition to a new environment. The last question in the survey asks those with experience to rate satisfaction with CAPS. For 19 participants, satisfaction was relatively high with 47.3 being satisfied. One concern for this survey is that despite lower scores for the perception of CAPS, 68.2% of participants agreed that CAPS helps FGCU students. The wording of the question was "I feel that CAPS helps FGCU students." Since the wording to this question was vague, participants may have interpreted this differently from the intended question. *Results are located in appendix ...*

Discussion

○ Discussion 1 (Madison)

The result of this study was determined by focus group content analysis. While conducting the focus group, we asked participants questions regarding their knowledge on CAPS during their time at FGCU, personal experiences with CAPS, and why they believe students would avoid using CAPS services. The content analysis revealed that the most brought up topic by the participants was faulty promotion methods, followed by availability. This was important because we were able to conclude that students overall have a negative perception of CAPS but will utilize it if they see fit. A limitation of this study was that we only had five participants, all female. This does not accurately represent all students. An opportunity in future research that could improve our study would be to conduct more focus groups with a more diverse population of students.

○ Discussion 2 (Caitlin)

The results for this study were determined by our own findings on social media and the analysis of said findings from social media accounts and other universities. While deciding what schools to use in this analysis, we broke it down to have commonalities with Florida Gulf Coast University. These commonalities were being a public Florida university and that they were all part of the sister school system for Florida. This means that all of them are public universities that operate under the same jurisdiction and guidelines, with very particular things to each university being at the university's discretion. The social media analysis revealed that while some universities have a lower follower count, they still post regularly promoting events, free things, and mental health tips on aesthetically pleasing graphics as well as utilize the story and story link feature. A limitation of this study was the few colleges that we chose to analyze, all

Florida public universities. This does not represent all universities in the state of Florida or the country. A future opportunity to expand this study would be to include all of the public schools in the nation to compare all schools.

- **Discussion 3 (Jennifer)**

The results of the survey seemed to correlate with our hypothesis. All of these questions will be compared to the overall experience. Awareness of CAPS and overall rating has a positive correlation, where awareness and experience ratings were both relatively high. Perception of provided services were lower than average, but not completely low, which could explain the relatively high rating for the experience. The issues revolving around socioeconomic status, mental health disorders, sexual orientation, gender equality, and environment transition were overall believed to affect FGCU students. Prioritization was rated low, which may correlate to how the previously mentioned issues were handled. More research would need to be conducted to figure this out. This survey had two limitations. The first was that one of our questions may have been too vaguely worded for the information to be reliable. After consideration, a better way to word this would have been “I feel that CAPS has provided my peers with proper care.” However, the better alternative would be to remove this question completely and add a question about the likelihood to recommend CAPS to a friend as opposed to an alternative. The second limitation is that this data only covers a portion of the FGCU student population. The total enrollment for FGCU is over 10,000 and our survey only consisted of 22 participants, some of which have graduated and no longer attend FGCU. An opportunity for expansion for this study may be to reword questions,

References (APA Format) (Madison, Emma, Mikah, Caitlin, Jennifer)

Blanco, C., Okuda, M., Wright, C., Hasin, D. S., Grant, B. F., Liu, S. M., & Olfson, M. (2008). Mental health of college students and their non-college-attending peers: results from the national epidemiologic study on alcohol and related conditions. *Archives of general psychiatry*, *65*(12), 1429-1437.

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Daniel J. Taylor, Christie E. Gardner, Adam D. Bramoweth, Jacob M. Williams, Brandy M. Roane, Emily A. Grieser & Jolyn I. Tatum (2011) Insomnia and Mental Health in College Students, *Behavioral Sleep Medicine*, *9*:2, 107-116, DOI: [10.1080/15402002.2011.557992](https://doi.org/10.1080/15402002.2011.557992)

DeAnnah R. Byrd MS & Kristen J. McKinney PhD. Individual, Interpersonal, and Institutional Level Factors Associated With the Mental Health of College Students, *Journal of American College Health*, *60*:3 (2012): 185-193. Web. DOI: [10.1080/07448481.2011.584334](https://doi.org/10.1080/07448481.2011.584334)

Fish, J. N., King-Marshall, E., Williams, N. D., Aparicio, E. M., Tralka, H. M., & Boekeloo, B. O. (2022). What motivates community mental and behavioral health organizations to participate in LGBTQ+ cultural competency trainings? *American Journal of Orthopsychiatry*, <https://doi.org/10.1037/ort0000641>.

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https://www-personal.umich.edu/~daneis/symposium/2010/ARTICLES/soet_sevig_2006.pdf

National Institute of Mental Health, "Co-occurrence of Depression with Medical, Psychiatric and Substance Abuse Disorders," Accessed July 1999. Netscape:

http://www.nimh.nih.gov/depression/co_occur/abuse.htm.

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<https://www.proquest.com/dissertations-theses/influence-socioeconomic-status-on-emotional/docview/304313594/se-2>