

# 12

## College Mental Wellness Clinical Practice Workbook

A clinically branded, function-preserving edition retaining the original exercises, psychoeducation, checklists, logs, planning tools, and response space.

DSM-5-TR · ICD-11 CLINICAL ALIGNMENT

1 · Setting Academic and Personal Goals

2 · Managing Academic Stress

3 · Time Management Strategies

4 · Handling Academic Pressure

5 · Financial Stress Management

6 · Challenging Negative Thoughts

7 · Managing Test Anxiety

8 · Imposter Syndrome

9 · Self-Care Planning

10 · Healthy Sleep Habits

11 · Coping with Homesickness

12 · Building a Support System

# How to use this workbook

- Use this workbook selectively and collaboratively; it is educational and does not replace individualized assessment, diagnosis, treatment, medical care, or crisis services.
- Skip, pause, or modify any activity that increases distress, danger, shame, or loss of functioning. Adapt language for culture, disability, neurodivergence, health, resources, and lived context.
- Ratings in this workbook are reflection tools unless a named, validated measure and interpretation are explicitly provided.

## Contents

|                                           |    |
|-------------------------------------------|----|
| Setting Academic and Personal Goals ..... | 4  |
| Managing Academic Stress .....            | 8  |
| Time Management Strategies .....          | 10 |
| Handling Academic Pressure.....           | 15 |
| Financial Stress Management .....         | 19 |
| Challenging Negative Thoughts .....       | 22 |
| Managing Test Anxiety .....               | 25 |
| Imposter Syndrome .....                   | 28 |
| Self-Care Planning .....                  | 32 |
| Healthy Sleep Habits .....                | 34 |
| Coping with Homesickness .....            | 37 |
| Building a Support System .....           | 41 |

## Setting Academic and Personal Goals

1. What are your current academic goals? (e.g., excelling in a particular subject, completing assignments on time)

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2. What personal goals are important to you at this time? (e.g., improving mental wellness, building friendships, practicing a hobby)

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3. What challenges do you face in working toward these goals? (e.g., time management, lack of motivation, stress, balancing multiple priorities)

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4. What motivates you to work toward these goals? (e.g., desire for academic success, interest in a subject, wanting to be more balanced in life)

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5. What benefits do you hope to gain by achieving these goals? (e.g., a sense of accomplishment, stronger skills, improved mental health)

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6. How do you feel when you think about achieving these goals? (e.g., excited, anxious, confident, determined)

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7. How can you make your academic goals more specific? (e.g., instead of "do well in class," set "aim for an A in Biology by studying weekly")

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8. How can you measure progress toward each goal? (e.g., tracking grades, completing weekly milestones, keeping a progress journal)

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9. Are your goals achievable given your current resources and time? (e.g., considering your course load, energy, support systems)

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10. How can you make your goals relevant to your personal values and long-term vision? (e.g., aligning goals with career interests, prioritizing goals that support well-being)

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11. What timeline can you set to work toward each goal? (e.g., completing a course by semester's end, developing a habit within one month)

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12. What are the main steps needed to achieve each of your goals? (e.g., studying weekly, seeking tutoring, networking for personal goals)

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13. What resources do you have that can help you achieve your goals? (e.g., campus resources, supportive friends, academic advising)

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14. Who can you turn to for support or guidance in achieving your goals? (e.g., professors, family members, friends, mental health counselors)

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15. What obstacles do you anticipate as you work toward your goals? (e.g., time constraints, low motivation, unexpected stressors)

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16. What strategies can help you overcome these obstacles? (e.g., setting aside extra time for studying, using positive self-talk, building a support network)

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17. What can you do to avoid getting discouraged if progress is slow? (e.g., focusing on small improvements, being patient with yourself, seeking support)

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## Managing Academic Stress

1. What emotions do you experience most frequently in relation to your academic work? (e.g., stress, anxiety, frustration, excitement, overwhelm)

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2. How do these emotions show up in your day-to-day life as a student? (e.g., trouble concentrating, procrastination, trouble sleeping, feeling overwhelmed)

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3. What are some of the sources of your academic stress? (e.g., workload, exams, expectations, balancing school and personal life)

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4. What coping strategies do you currently use to deal with academic stress? (e.g., studying with friends, taking breaks, avoiding the work, using social media)

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5. How effective have these coping strategies been in reducing your stress? (e.g., providing temporary relief, increasing stress, helping you stay focused)

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6. What healthier coping strategies could you adopt to manage academic stress? (e.g., practicing mindfulness, journaling, setting realistic study goals, breaking tasks into smaller steps)

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7. How can you fit these healthy coping strategies into your daily routine? (e.g., setting aside time each day for breaks, dedicating time to relaxation activities, limiting time on distractions)

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## Time Management Strategies

1. What challenges do you face in managing your time effectively? (e.g., procrastination, distractions, lack of motivation, underestimating task time)

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2. How do you currently prioritize tasks or responsibilities? (e.g., by deadlines, level of importance, interest in the subject, by feeling overwhelmed)

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3. When do you feel the most productive, and what factors contribute to that productivity? (e.g., mornings vs. evenings, quiet environments, specific routines)

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4. What are your top academic and personal priorities right now? (e.g., maintaining good grades, spending time with friends, developing a new skill)

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5. How do these priorities align with how you spend your time? (e.g., Are you spending more time on urgent tasks than important ones? Is there a gap between your priorities and time usage?)

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6. What are your short-term goals for time management in the next month? (e.g., planning ahead for assignments, setting study routines, reducing procrastination)

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7. What are your long-term goals related to time management for your college journey? (e.g., developing a consistent study habit, creating a balanced routine, reducing stress)

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8. What are the main academic tasks you currently need to accomplish? (e.g., assignments, studying for exams, group projects)

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9. How can you break these tasks down into smaller, manageable steps? (e.g., breaking a research paper into stages: research, outline, first draft, revisions)

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10. What steps can you take to make starting on these tasks easier? (e.g., setting up a study space, gathering materials beforehand, setting a short initial time commitment)

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11. How can you use deadlines to structure and prioritize these tasks? (e.g., setting interim deadlines, using reminders for each task stage)

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12. What time of day do you feel most alert and focused? (e.g., morning, afternoon, evening)

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13. How can you align your schedule with your natural productivity patterns? (e.g., scheduling complex tasks during high-energy times, reserving low-energy times for simpler tasks)

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14. What are the main distractions that interrupt your productivity? (e.g., social media, friends, noise, phone notifications)

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15. How can you minimize or manage these distractions? (e.g., using focus apps, setting a timer, finding a quiet study space, informing friends of study time)

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16. What boundaries can you set with others to protect your study time? (e.g., explaining study times to roommates, limiting social time before exams)

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17. How can you hold yourself accountable to these boundaries? (e.g., setting reminders, using a study buddy, reflecting on your progress weekly)

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18. What tasks do you most often procrastinate on, and why? (e.g., assignments that seem difficult, tasks that feel boring, fear of failure)

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19. What feelings or thoughts come up when you're tempted to procrastinate? (e.g., feeling overwhelmed, thinking "I'll do it later," worrying about not doing well)

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20. What small actions can you take to overcome the urge to procrastinate? (e.g., setting a 10-minute timer to get started, breaking tasks into bite-sized pieces, reminding yourself of the benefits of finishing)

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21. What long-term strategies can help reduce procrastination? (e.g., developing a routine, using accountability partners, setting achievable deadlines)

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22. What tools have you tried for managing time and organizing tasks? (e.g., digital calendars, apps like Notion or Trello, physical planners)

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23. How effective have these tools been for you? (e.g., helping to stay organized, providing reminders, reducing forgetfulness)

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24. What new tools could you try to support your time management? (e.g., using a planner for daily tasks, trying a Pomodoro timer, creating a weekly goals board)

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## Handling Academic Pressure

1. What are the main sources of academic pressure in your life? (e.g., exams, deadlines, competition with peers, balancing multiple courses)

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2. How does academic pressure affect you on a daily basis? (e.g., difficulty focusing, trouble sleeping, feeling anxious, procrastinating)

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3. What expectations do you feel from yourself, your family, or professors? (e.g., maintaining a high GPA, finishing assignments perfectly, always succeeding)

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4. How realistic are these expectations, considering your current situation? (e.g., Do you have time for self-care? Are the expectations achievable without undue stress?)

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5. What self-critical thoughts arise when you feel academic pressure? (e.g., “I’m not good enough,” “I’ll never catch up,” “Everyone else is doing better than me”)

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6. How can you challenge these thoughts with realistic or self-compassionate statements? (e.g., “I am doing my best,” “It’s okay to struggle sometimes,” “Success looks different for everyone”)

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7. What would it look like to be gentler with yourself when facing academic pressure? (e.g., setting smaller goals, taking breaks, recognizing small achievements)

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8. How can you remind yourself that mistakes are a natural part of learning? (e.g., reflecting on past experiences, practicing self-compassion, writing down affirmations)

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9. What commitments or activities add to your academic pressure? (e.g., extracurriculars, social obligations, part-time work)

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10. How can you set boundaries to reduce your workload or stress? (e.g., limiting social media use, dedicating specific times for study and breaks)

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11. What steps can you take to become more comfortable with setting boundaries? (e.g., practicing assertiveness, recognizing your limits, reminding yourself it's okay to prioritize yourself)

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12. What academic challenges have you overcome in the past, and how did you do it? (e.g., passing a difficult class, completing a tough project, improving study habits)

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13. How can these experiences help you build resilience for future challenges? (e.g., reminding yourself of your strengths, applying what you learned, recognizing that challenges can be overcome)

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14. What strengths can you draw upon to help you manage academic pressure? (e.g., perseverance, problem-solving, adaptability)

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15. How can you reinforce these strengths to stay resilient during tough times? (e.g., setting achievable goals, focusing on personal growth, celebrating progress)

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16. Who can you talk to when you feel overwhelmed by academic pressure? (e.g., friends, family, professors, counselors)

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17. What resources are available on campus that could help with academic stress? (e.g., counseling services, academic advisors, study groups)

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18. How can you make reaching out for support a regular practice, not just a last resort? (e.g., setting up regular check-ins with a friend or mentor, attending study sessions)

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## Financial Stress Management

1. What are your main sources of financial stress as a college student? (e.g., tuition costs, housing, textbooks, personal expenses)

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2. How often do you worry about money and financial security? (e.g., daily, weekly, only when bills are due)

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3. What emotions do you experience when you think about your finances? (e.g., anxiety, frustration, worry, helplessness)

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4. How does financial stress impact your daily life and studies? (e.g., difficulty concentrating, lack of motivation, feeling overwhelmed)

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5. What are your main monthly expenses? (e.g., rent, groceries, utilities, entertainment, transportation)

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6. What are your main spending priorities? (e.g., essentials like food and rent, savings, social activities)

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7. Are there any non-essential expenses you could reduce or eliminate to ease financial stress? (e.g., eating out less, reducing subscription services, limiting online shopping)

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8. What short-term financial goals would you like to achieve in the next month? (e.g., creating a budget, saving a small amount, paying down credit card debt)

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9. What long-term financial goals would you like to work towards during college? (e.g., graduating with minimal debt, building an emergency fund, saving for future plans)

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10. How can you make these financial goals specific and achievable? (e.g., setting a goal to save \$10 a week, budgeting a fixed amount for groceries)

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11. What steps can you take to create a realistic budget based on your income and expenses? (e.g., listing all income sources, categorizing expenses, setting spending limits)

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12. What challenges might you face in sticking to a budget, and how can you address them? (e.g., unexpected expenses, overspending, peer influence)

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13. Have you explored part-time work options, and if so, how does it impact your finances and schedule? (e.g., providing extra income, balancing work and study, helping cover essentials)

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14. What small actions can help you feel more in control of your finances? (e.g., tracking one spending category, setting a daily spending limit)

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## Challenging Negative Thoughts

1. What negative thoughts do you often have about yourself or your abilities? (e.g., “I’m not good enough,” “I can’t handle this,” “I’m going to fail”)

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2. When do these thoughts tend to occur most often? (e.g., before exams, after making a mistake, during high-stress times)

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3. What are the specific situations or triggers that bring up these negative thoughts? (e.g., difficult assignments, social situations, comparing yourself to others)

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4. How do these thoughts make you feel emotionally and physically? (e.g., anxious, tense, defeated, sad)

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5. Do you often use words like “always” or “never” in your negative thoughts? (e.g., “I always mess up,” “I’ll never succeed”)

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6. How often do you find yourself assuming the worst outcome in a situation? (e.g., frequently, sometimes, rarely)

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7. Do you notice that certain topics (e.g., academics, relationships) bring up more negative thoughts? (e.g., struggling with self-doubt academically, feeling socially anxious)

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8. Choose a negative thought you have. What evidence do you have that supports your negative thought? (e.g., a past experience, a specific failure, feedback that felt critical)

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9. What evidence do you have that contradicts or challenges this negative thought? (e.g., past successes, positive feedback, friends' encouragement)

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10. How would you view this situation if it happened to a friend instead of yourself? (e.g., “I’d remind them of their strengths,” “I’d tell them it’s okay to make mistakes”)

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11. How can you reframe this thought in a more balanced or positive way? (e.g., changing “I’ll never get this right” to “I can learn from my mistakes”)

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12. What is a kinder, more compassionate way to talk to yourself in this situation? (e.g., “I’m doing my best,” “This is a learning opportunity,” “I’m allowed to struggle,” “It’s okay to ask for help”)

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13. How can you practice being more patient and gentle with yourself? (e.g., giving yourself permission to take breaks, focusing on small wins)

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## Managing Test Anxiety

1. What specific thoughts or fears come up when you think about taking a test? (e.g., “I’m going to fail,” “I don’t know enough,” “Everyone else is better prepared”)

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2. How does test anxiety affect your physical and mental state? (e.g., racing heart, sweating, feeling nauseous, difficulty concentrating)

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3. When did you first notice feeling anxious about tests? (e.g., during high school, first college exams, after a challenging test experience)

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4. How often do you experience test anxiety, and when is it the strongest? (e.g., before every exam, only for major exams, during tests)

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5. How does test anxiety affect your ability to focus and recall information? (e.g., forgetting answers, second-guessing, trouble thinking clearly)

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6. What specific aspects of tests make you feel the most anxious? (e.g., timed tests, multiple-choice questions, fear of failure)

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7. Do you compare yourself to others, and how does this impact your anxiety? (e.g., feeling less prepared, assuming others know more, adding pressure to perform better)

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8. How much of your test anxiety is related to past test experiences? (e.g., previous poor grades, forgetting answers, negative feedback)

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9. How do expectations from yourself or others contribute to your test anxiety? (e.g., feeling pressure to excel, wanting to meet family expectations, self-imposed standards)

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10. What study strategies do you currently use to prepare for exams? (e.g., reviewing notes, practicing questions, studying with classmates) How effective have these study strategies been in reducing your anxiety?

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11. What study techniques could you add to better prepare and reduce anxiety? (e.g., using flashcards, taking practice tests, creating study schedules)

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12. What relaxation techniques have you tried before taking a test? (e.g., deep breathing, stretching, listening to calming music)

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13. What new relaxation techniques could you try to manage test anxiety? (e.g., progressive muscle relaxation, visualization, mindful breathing)

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14. What positive affirmations can you remind yourself of before and during a test? (e.g., “I am capable,” “I’ve studied hard,” “I can handle this”)

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15. How can you create a test-day routine that helps you feel prepared and calm? (e.g., reviewing notes briefly, having a healthy breakfast, arriving early)

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## Imposter Syndrome

Imposter syndrome is when individuals doubt their accomplishments and fear being exposed as a fraud, despite evidence of their competence.

1. When do you tend to feel like an imposter, or like you don't belong? (e.g., in certain classes, around high-achieving peers, during presentations)

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2. What specific thoughts do you have when you're experiencing imposter syndrome? (e.g., "I don't deserve to be here," "I'm a fraud," "They'll find out I'm not capable")

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3. How often do you feel like you're not as capable or skilled as others think you are? (e.g., daily, weekly, only during stressful times)

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4. What past experiences might have contributed to these feelings? (e.g., past failures, high expectations, comparing yourself to others)

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5. How does feeling like an imposter impact your academic performance or goals? (e.g., avoiding participating in class, hesitating to seek leadership roles, procrastinating)

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6. What emotions do you experience when you feel like an imposter? (e.g., anxiety, embarrassment, frustration, self-doubt)

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7. How does imposter syndrome affect your relationships with peers or professors? (e.g., difficulty asking for help, fear of being judged, feeling distant)

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8. What types of situations trigger imposter thoughts most often? (e.g., starting new projects, being around talented classmates, receiving praise)

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9. What patterns do you notice in your imposter thoughts? (e.g., always focusing on weaknesses, downplaying accomplishments, thinking success is luck)

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10. How often do you find yourself attributing success to external factors rather than your abilities? (e.g., frequently, occasionally, rarely)

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11. What evidence do you have that contradicts or challenges your imposter thoughts? (e.g., past successes, positive feedback from professors, personal achievements)

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12. How would you view this situation if it happened to a friend rather than yourself? (e.g., “I’d remind them of their hard work,” “I’d encourage them to recognize their strengths”)

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13. What qualities or strengths have others recognized in you that you may overlook? (e.g., perseverance, creativity, good study habits, ability to help others)

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14. Are there any achievements or positive experiences you tend to downplay or overlook? (e.g., good grades, awards, leadership roles)

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15. What accomplishments can you remind yourself of when imposter thoughts arise? (e.g., completing a challenging project, getting positive feedback, achieving a goal)

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16. How can you reframe thoughts like “I don’t deserve this” in a more supportive way? (e.g., “I earned this by working hard,” “My effort contributed to this achievement”)

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17. How can you practice being more patient and gentle with yourself when you feel like an imposter? (e.g., taking breaks, celebrating small achievements, avoiding harsh self-criticism)

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18. What self-compassionate statements can you use to challenge imposter thoughts? (e.g., “I am learning and growing,” “It’s okay to make mistakes,” “I am worthy of success”)

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## Self-Care Planning

1. What self-care practices do you currently use to support your well-being? (e.g., taking walks, journaling, talking with friends, getting enough sleep)

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2. How often do you engage in self-care activities? (e.g., daily, weekly, only when stressed)

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3. What challenges or obstacles prevent you from practicing self-care regularly? (e.g., lack of time, feeling guilty for taking breaks, academic pressures)

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4. What physical self-care activities help you feel energized and healthy? (e.g., exercise, getting enough sleep, eating nutritious foods)

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5. What emotional self-care activities help you process your feelings? (e.g., journaling, talking to a friend, practicing gratitude)

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6. What time of day do you find it easiest to practice self-care? (e.g., mornings, before bed, between classes)

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7. How can you integrate self-care into your daily schedule without it feeling like another task? (e.g., adding small activities like stretching, practicing gratitude at bedtime)

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8. What signs do you notice when you're starting to feel burned out? (e.g., feeling fatigued, losing motivation, becoming irritable, lack of concentration)

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9. How can you adjust your self-care routine when you're feeling overwhelmed? (e.g., simplifying tasks, prioritizing rest, focusing on the basics like sleep and nutrition)

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10. What relaxation techniques can help you manage stress in the moment? (e.g., deep breathing, stretching, taking a short walk)

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## Healthy Sleep Habits

1. How would you rate the quality of your sleep? (e.g., restful, somewhat restful, frequently interrupted, poor quality)

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2. What factors disrupt your sleep most often? (e.g., stress, social events, late-night studying, noise)

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3. How often do you use electronic devices (phone, laptop, TV) before bed? (e.g., always, sometimes, rarely)

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4. Do you consume caffeine or other stimulants, and if so, when? (e.g., coffee in the afternoon, energy drinks in the evening)

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5. What activities or habits seem to make it easier for you to fall asleep? (e.g., reading, listening to calming music, journaling before bed)

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6. What does your current bedtime routine look like, if you have one? (e.g., checking social media, brushing teeth, watching TV)

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7. What activities could you change or add to your bedtime routine to help you relax? (e.g., stretching, reading, meditating, dimming the lights)

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8. How much time before bed would you like to set aside for winding down? (e.g., 15 minutes, 30 minutes, an hour)

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9. What steps can you take to reduce screen time in the hour before bed? (e.g., turning off electronics, using a blue light filter, setting a “no screens” rule before bed)

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10. How comfortable and inviting is your sleep environment? (e.g., very comfortable, somewhat comfortable, could be improved)

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11. What aspects of your room can you adjust to make it more sleep-friendly? (e.g., adjusting the room temperature, using blackout curtains, decluttering)

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12. How can you reduce noise or light disturbances in your room? (e.g., using earplugs, using a white noise machine, closing blinds)

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13. How can you make your sleep schedule more consistent, even on weekends? (e.g., setting alarms, planning evening activities earlier, limiting late-night events)

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## Coping with Homesickness

1. What specific feelings do you experience when you're feeling homesick? (e.g., loneliness, sadness, longing, anxiety)

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2. What triggers your feelings of homesickness most often? (e.g., missing family traditions, seeing friends with their families, experiencing cultural differences)

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3. How does homesickness affect your daily life at college? (e.g., trouble focusing, feeling unmotivated, avoiding social activities)

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4. What aspects of home do you miss the most? (e.g., family, friends, pets, familiarity of your hometown)

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5. What activities or routines from home do you find yourself missing? (e.g., family dinners, spending time with close friends, visiting favorite local spots)

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6. How do these familiar activities or routines make you feel? (e.g., comforted, safe, understood, relaxed)

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7. What places on campus or in your college town help you feel relaxed or safe? (e.g., a favorite study spot, a nearby park, the campus library)

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8. Are there any college activities or groups that could bring you a sense of comfort? (e.g., clubs related to your culture or interests, sports teams, study groups)

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9. What small comforts from home can you bring into your college environment? (e.g., family photos, favorite snacks, cozy blankets)

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10. How can you make your dorm or living space feel more like home? (e.g., decorating with familiar items, playing music you love, adding cozy touches)

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11. How often do you currently stay in touch with family and friends from home? (e.g., daily, weekly, only when feeling homesick)

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12. How can you create a routine for staying in touch with loved ones? (e.g., weekly calls with family, daily check-in texts with friends, sharing photos)

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13. Who have you met at college that helps you feel supported or less alone? (e.g., roommates, classmates, professors, student advisors)

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14. How can you strengthen connections with people who make you feel comfortable? (e.g., spending time together outside of class, inviting them to study, joining social events together)

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15. What new routines can you establish to create a sense of stability at college? (e.g., having a regular study schedule, morning workouts, weekly meal planning)

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16. What fun or meaningful traditions can you create in your college environment? (e.g., weekly movie nights with friends, exploring a new spot on weekends, journaling on Sunday evenings)

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17. What aspects of college life do you enjoy or appreciate? (e.g., independence, learning new things, meeting diverse people, exploring new interests)

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18. How have you changed or grown since leaving home? (e.g., becoming more responsible, learning to manage time, gaining confidence)

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19. What does “home” mean to you, and how can you create a sense of “home” in your college life? (e.g., comfort, connection, familiarity—creating similar feelings through friendships, spaces, and routines)

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20. What small steps can you take to make college feel more like home? (e.g., decorating your space, establishing daily routines, meeting people with shared interests)

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## Building a Support System

1. Who are the people in your life you feel comfortable turning to for support? (e.g., friends, family members, roommates, mentors)

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2. What kinds of support do these individuals provide? (e.g., emotional support, academic help, advice, companionship)

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3. How often do you connect with the people in your support system? (e.g., daily, weekly, occasionally, only when in crisis)

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4. How effective is your current support system in helping you manage stress and challenges? (e.g., feeling listened to, gaining helpful insights, feeling more at ease)

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5. What type of emotional support do you find most helpful? (e.g., someone who listens without judgment, someone who offers encouragement, someone who understands your emotions)

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6. What type of practical support would be helpful for you as a student? (e.g., study buddies, accountability partners, someone to help with planning)

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7. Are there people in your life you'd like to connect with more frequently for support? (e.g., classmates, siblings, advisors)

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8. How can you start to strengthen or rebuild these connections? (e.g., scheduling regular check-ins, inviting them to study together, reaching out with a message)

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9. What new connections could you make to expand your support network? (e.g., joining clubs, attending campus events, participating in study groups)

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10. What steps can you take to meet new people who might share similar interests or goals? (e.g., attending social events, volunteering, joining online groups related to your interests)

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11. What qualities do you value in supportive relationships? (e.g., trustworthiness, open-mindedness, empathy, honesty)

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12. How can you build trust with people in your support system? (e.g., being open about your feelings, showing appreciation, being a good listener)

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13. How comfortable are you sharing your struggles with others? (e.g., very comfortable, somewhat comfortable, hesitant, not comfortable)

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14. What can you do to feel more comfortable discussing personal challenges? (e.g., starting with small disclosures, reminding yourself that vulnerability is okay, practicing with people you trust)

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15. How can you create opportunities to offer and receive support mutually? (e.g., forming study groups, planning regular catch-ups, discussing goals and supporting each other)

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16. What boundaries do you need to set to ensure these relationships remain healthy and balanced? (e.g., taking breaks if conversations become overwhelming, knowing when to ask for help)

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17. What is one small way you can practice reaching out for support this week? (e.g., sharing a worry with a friend, asking for study tips, scheduling a check-in with an advisor)

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# 2026 Clinical Alignment

DSM-5-TR (including Sept. 2025 update) · ICD-11 CDDR / 2026 MMS

## Classification status

- DSM-5-TR: No standalone DSM-5-TR diagnosis under the workbook title · educational/contextual topic unless a separately assessed disorder applies
- ICD-11 CDDR: No dedicated ICD-11 CDDR mental-disorder code under the workbook title · educational/contextual topic unless another coded condition is established
- This workbook is non-diagnostic. A title, checklist, or completed activity never establishes a diagnosis.

## Pages requiring the updated interpretation

- The audit identified source pages 1, 2, 3, 6, 7, 9, 14, 20, 21, 26, 28, 29, 33, 35, 41. The statements below supersede incompatible diagnostic, scoring, safety, or resource wording on those pages.

## Diagnostic and differential limits

- Use College Mental Wellness material to support assessment or intervention planning, not to assign a diagnosis. Evaluate duration, severity, clinically significant distress or impairment, developmental and cultural context, medical/substance causes, exclusions, and relevant differentials.

## Document-specific corrections

- Keep College Mental Wellness explicitly non-diagnostic; its exercises organize experience and goals but do not establish a mental disorder or causal explanation.
- Supersede diagnostic-sounding scoring on pages [2, 35]: disclose whether each tool is validated or author-created, remove unsupported thresholds, and separate symptom monitoring from diagnosis.
- Replace crisis wording on pages [2, 20, 41] with the current U.S. 988 call/text/chat pathway, 911 or nearest emergency department for immediate danger/medical emergency, and a direction to use verified local services outside the United States.

## Measures, scoring, and permissions

- Pages [2, 35] contain named, implied, or author-created screening/rating content . These scores are not diagnostic unless the exact instrument, version, validation population, administration, and interpretation are established. Identify provenance for every item set and scoring rule. Obtain publisher permission/license when required; otherwise remove cutoffs and label it as a nonvalidated reflection checklist, or replace it with a properly licensed measure without altering its wording/scoring.

## Intervention scope and contraindications

- Use College Mental Wellness activities as psychoeducation and structured reflection, not diagnosis or a stand-alone treatment plan. Adapt or stop any exercise that worsens distress, functioning, conflict, pain, or dissociation, and escalate care according to the actual presentation.

## Crisis and current resources

- For College Mental Wellness, use: · If there is immediate danger or a medical emergency, call 911 or go to the nearest emergency department. In the U.S., call or text 988 or use 988lifeline.org for 24/7 crisis support. Outside the U.S., use verified local emergency and crisis services. · Verify all topic-specific agencies and links at publication.

## Authoritative references

- <https://www.psychiatry.org/psychiatrists/practice/dsm/updates-to-dsm/updates-to-dsm-5-tr-criteria-text>
- <https://www.psychiatry.org/getmedia/b68a5776-f88c-45c7-9535-fd219d7aa5cb/APA-DSM5TR-Update-September-2025.pdf>
- <https://icd.who.int/browse/2026-01/mms/en>
- <https://www.who.int/publications/i/item/9789240077263>
- <https://www.samhsa.gov/mental-health/988>
- <https://www.samhsa.gov/mental-health/national-behavioral-health-crisis-care>
- <https://988lifeline.org/>