

Sleep Difficulties



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Why are we here? Of college students:

79.7%	Reported not receiving information on sleep difficulties
52.7%	Reported interest in receiving information on sleep difficulties
23.8%	Reported sleep difficulties as traumatic or very difficult to handle



What we want you to walk away with:

- For Resident Assistants and Program Assistants to become aware of the prevalence of sleep difficulties amongst college students (residents, friends, etc) as well as themselves.
- For RA's and PA's to know the benefits of healthy sleep.
- For RA's and PA's to facilitate an environment that supports healthy sleep.
- For RA's and PA's to have the tools to refer and help students who may have sleep difficulties.





Now onto...Awareness



What are sleep difficulties?

- Awakening too early and not being able to get back to sleep: 43.8% at least once a week
- Hard time falling asleep: 53.6% at least once a week

(ACHA, 2008 A)

- Feeling too hot or too cold during the night
- Trouble breathing during sleep
- Feeling sleepy during the day
- Not feeling rested in the morning
- Awakening during the night

(PSQI, 1989)



What are sleep disorders?

3.3% of college students are diagnosed or treated by a professional for:

- Insomnia

2.0% of college students are diagnosed or treated by a professional for other sleep disorders:

- Sleep Apnea
- Narcolepsy
- Restless Leg Syndrome



How are your peers sleeping?

- Past 7 days, getting enough sleep to feel rested in the morning:

0 days	9.6%
1-2 days	32.3%
3-5 days	47.7%
6+ days	10.4%



How are your peers sleeping?

- Past 7 days, how often felt tired, dragged out, or sleepy during the day:

0 days	7.2%
1-2 days	31.0%
3-5 days	45.2%
6+ days	16.6%



How are your peers sleeping?

- Past 7 days, how much of a problem with sleepiness during daytime activities:

No problem	8.8%
A little problem	48.7%
More than a little problem	25.3%
A big problem	12.3%
A very big problem	4.9%





Now onto...Benefits



Healthy sleep now may lead to:

- Better academic performance
 - Feeling better
- Preventing the development of sleep disorders later in life



Sleep difficulties are one of the top three impediments to academic performance...

TRUE or FALSE?



19.3% of students reported sleep difficulties as affecting their academic performance

#1 was stress at 27.2%
#3 was anxiety at 18.2%

Do you think these three are related?



Day Time Sleepiness and Goal Setting

- Excessive day time sleepiness leads to **PERFORMANCE GOALS**.
- **PERFORMANCE GOALS** = a desire to appear competent or smart to others.
- Feeling rested during the day leads to **MASTERY GOALS**.
- **MASTERY GOALS** = A desire to acquire new knowledge or learn a new skill.



Day Time Sleepiness and Goal Setting

PERFORMANCE GOALS:

- Failure is interpreted as a sign of low ability. This leads to high anxiety surrounding tests.
- Tendency to procrastinate which is a self-inhibiting behavior.
- Less likely to engage in challenges and less motivated to complete academic tasks.
- Lack of self-efficacy

MASTERY GOALS:

- Failure is interpreted as a sign they need to expend more effort which is a healthy attribution.
- Motivated to engage in challenges.
- High self-efficacy



Mental Health

- Behaviors associated with poor sleep *quality* include: fighting, suicide ideation, smoking, and alcohol use

(Vail-Smith et al., 2009)

- Less than average *quantities* of sleep are associated with a greater number of depressive symptoms including:

(Forquer et al., 2008)

disturbed mood, fatigue and low energy, eating problems, impaired concentration, memory, decision-making, motivation and self-esteem, loss of interest in normal activities, isolation, and social withdrawal

(Kitzrow, 2009)

Now onto...Facilitating an environment



Are you still awake?



What is the environment like?

- 66% reported mild to severe difficulties with sleep (Sevig & Soet, 2006)
- 58.4% indicated they regularly received 6 or more hours of sleep (Newton et al., 2006)
- 68% said at least once a week they went to bed because they could not stay awake any longer (ACHA, 2008 A)



What are factors that keep your residents from getting enough sleep?

- A. Worried about something.
- B. Roommate(s).
- C. Work, homework, and/or extracurricular activities.
- D. Residence Hall environment.
- E. All of the above.





worried about something



- Do some writing. Journal about all of your thoughts, ideas, and worries. Write down things that you have to do the next day, week, or month. Get everything out of your mind and onto some paper.
- Go for a walk, listen to music, and/or chat with a friend. Do something that helps you unwind and gets your mind off of things.



roommate(s)

- Make sure you clear up expectations with your roommate: When do you like to go to bed? What about “overnight” guests? What time do you get up in the morning?
- Is it working to have beds bunked?
- Do they snore? Maybe some ear plugs are in order. One study found that 30% of college students snore (Patel et al., 2008)



work and/or extracurricular

- 57% of college students work while attending school. Less sleep is associated with working 20 or more hours per week. (Miller et al., 2008)
- Say “no” to things that will keep you up late.
- Be aware of the combination of late nights and early mornings.





homework



- Try to model an alternative lifestyle to that of campus culture
- Avoid normalizing all-nighters with yourself and with others
- If you are comfortable with staying up late, try to set a time that you will absolutely not stay up past
- Manage your time in a way that avoids the “all-nighter”



speaking of all nighters

- Whether it is one night or several nights, poor sleep quality is associated with diminished academic performance
- Students who have pulled off all nighters tend to have lower GPAs
- This practice may lead to increasing problems with time management and self-regulation

(Thacher, 2008)





res hall environment



- 2/3 of students said homework often or always keeps them from sleeping. (Conner, 2010)

- Avoid and address language that celebrates sleeplessness:

 - “I stayed up all-night because I was studying for a test. It was awesome, then I totally spaced out in staff meeting”

 - “I am so cool for doing that”

- For the sake of others be vigilant about quiet hours





programming ideas



- Consider what programs you could do in the morning:

The Morning After

The Hangover

A Night in Moscow



Now onto...Referring and
helping students





Handouts



- National Sleep Foundation's Sleep Diary
- Sleeping Tips





Activity



- Case study. Get into pairs. Discuss.



Case Study

- On a Wednesday night around 10:30 pm you are visiting with Eugene in the lounge. After talking for a little while you head to bed. At 3:30 am you get a call to break up a party and when you pass by the lounge you see that Eugene is watching TV, wide awake. The next day you are talking to him and he mentions that he has trouble sleeping and it has been happening since he came back from winter break. He says that this lack of sleep is making it hard to pay attention in class and he wants a good night sleep again.



Questions

- What is some background information that you would like to know to start to help Eugene?
- What specific Questions would you ask Eugene?
- What additional resources might you direct him to on campus and when would you decide that his sleep difficulties are beyond your ability to help?

