I CAN HELP

Free Training in Mental Health Literacy, Suicide Prevention, Basic Needs, Interactional Identity, and Student Retention

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Executive Director Student Health & Wellbeing

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Director of Counseling & Psychological Services

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Clinical Director & Associate Director Counseling

Jeffrey Klug, Berklee College of Music
Associate Dean, Health & Wellness

drmistler.com/icanhelp
Content Warning
Includes Detailed Discussion of Suffering, Suicide & Self-Harm

RED NACIONAL de PREVENCIÓN del SUICIDIO
1-888-628-9454
prevenciondelsuicidio.org

NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK (8255)
suicidepreventionlifeline.org
Design Principles

• A program designed intentionally for universities.
• Must be effective for both new and experienced faculty/staff as well meeting student needs.
• Busy professionals cannot dedicate a full-day to gatekeeper training but it can’t be superficial.
• Most people want to learn concrete helping skills and understand the “why” suicide of deaths.
• Overburdened Counseling Centers cannot spend time leading training that just increase demand.
• A wide-range of student affairs professional should be able to present well-design materials.
• Interactivity supports engagement and increases long-term learning - which is what matters most.
• Suicide cannot be studied in isolation - mental health today is connected deeply to racial and gender identity, housing/food insecurity, & more.
Denise Bevly, CSU Chancellor’s Office
Director Student Wellness & Basic Needs Initiative
What is the Basic Needs Initiative?

A framework for campuses to begin a systematic process to institutionalize programs and services to better connect students to resources related to general well-being.
CSU Basic Needs Initiative: Supporting Students Holistically

- Physical Health
- Food
- Housing
- Financial Support
- Mental Well-Being
- Sense of Belonging

QUALITY EDUCATION

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Defining Basic Needs

**Food Security** *(USDA ERS, 2015)*

*Low food security:* reduced quality of diet. Little/no indication of reduced intake.

*Very low food security:* Multiple indications of disrupted eating and reduced intake.

**Homelessness** *(The McKinney-Vento Homeless Assistance Act, Subtitle B of Title VII)*

Defined as a lack a fixed, regular, and adequate nighttime residence:

- Sharing housing of others, living in motels, campgrounds, emergency shelters
- Living in a place not designed for humans to live
- Cars, parks, abandoned buildings, substandard housing, bus stations, or similar
High-level take-away

Quantitative: 27,805 students (5.8%)
Qualitative: 213 students

Prevalence
Food insecurity
41.6% of CSU students reported food insecurity
*In the last 30 days

Prevalence
Homelessness
10.9% of CSU students report being homeless
*In the last 12 months
CSU Basic Needs Initiative Framework

• Immediate Needs
• Growth
• Scale
• Collaboration
• Sustainable Impact
CSU CO Accomplishments

● State budget funding to enhance Campus Programs & Services
● Bi-Annual Basic Needs Conference
● CSU Basic Needs Faculty Small-Scale Research and Student Research funding
● CalFresh Outreach
● Well-Being Ambassador training using Dr. Mistler’s I CAN HELP model
Brian Mistler, Humboldt State University
Executive Director Student Health & Wellbeing

I CAN HELP
Content Overview & Three Step Theory
Balancing attitudes and techniques, active engagement with healthy detachment, and avoiding being too simplistic/blaming or too complex/fatalistic.
CONTENT OVERVIEW

Data
Compassionately
Ask
Now
Theory
Hope
Engage connections
Essen suffering
Promote a safer environment
Role-Plays

& LEARNING OUTCOMES INVENTORY
Grounded in the leading research on suicide prevention

Desire for Death

Desire to Live

Suffering

Connectedness

Capability

Hopelessness

Support Resources
Clear Ways to Intervene

- **Hope**
- **Engage Connections/Resources**
- **Lessen Suffering**
- **Promote a safer environment**
Support Student Success & Retention

- **Hope**
- **Engage Connections/Resources**
- **Lessen Suffering**
- **Promote a safer environment**
SSU Overview

- Training began on the SSU Campus in July 2018.
  - 58 Staff Members, 4 Faculty & 58 Student employees
  - Focused on Student Affairs and Advising staff & student employees

- Next steps
  - Training Building Coordinators – spread across campus
  - Incorporation in Fall Student Leader training
  - Hiring a Case Working for Basic Needs

- Challenge
  - Fear of Faculty
Devjani Banerjee-Stevens, CSU-Chico
Clinical Director & Associate Director Counseling

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Campus Experience
What causes stigma?

Person With Mental Illness

- Symptoms are Controllable
  - ANGER
    - Punishing Behavior

- Symptoms are Uncontrollable
  - PITY
    - Helping Behavior

Karen Hofman, Univ. of Central Florida
Director of Counseling & Psychological Services

Teresa Michaelson, Univ. of Central Florida
Associate Director of Outreach CAPS

I CAN HELP
Campus Experience
• Who is UCF CAPS?
• Prior suicide prevention programs and impact.
• How we became aware of the “I CAN HELP” program, and why UCF CAPS decided to get trained.
• “I CAN HELP” vs. QPR
• Staff Experience
Jeff Klug, Berklee College of Music
Associate Dean, Health & Wellness

I CAN HELP
Campus Experience
Berklee I CAN HELP: What worked?

Customized to our Campus Training Needs
Executive Level Leadership Buy-in
Collaborating with MassArt
Early Planning & Communication
Cross-Sectional Representation
Timing
Continuation of Train the Trainers
Feedback

- Contribution to Learning
- Skill and Responsiveness of the Trainer
- Training Content
Anticipated Student Impact on SLO’s

If implemented on a community-wide level, please rate how much impact you think I CAN HELP could have on students' learning on the following items:

- Facilitate lifelong habits of healthy behavior.
- Make sound judgments or decisions about self and others.
- Identify needs and take action to restore vitality, purpose, direction or meaning.
- Engage in inclusive approaches toward others in need.
- Inspire musicians, dancer and actors to build supportive networks in their future.
Comments from Participants Most Helpful

• The following week I had actually had a student who presented with some of the signs and verbiage that I was told to watch for. I was able to use the training, including asking the direct question, and move forward with our school's protocol while a staff member assisted me so we could be with the student through the reporting process. I felt extremely empowered in the moment and I would have been anxious/clumsy with how to handle that situation prior to the training.

• Dispelling myths about suicide

• It was very reassuring to have a better understanding of what contributes to suicide and what protects against it. Also having some specific techniques, combined with the mindset shifts, was reassuring.

• Explanation of the three step theory for suicide prevention; relatable scenarios
Comments from Participants
What would improve the training?

- Make it slightly longer to embrace time for particular participants questions and input, as well as keeping on track and getting through all of the material
- Different Venue! The room was cold and dingy. Schedule the event in a brighter space
- I think the training is helpful for pro staff/student leaders working with students who may be struggling with SI but I'm not sure it is a program that should be implemented community-wide for all students.
- I did not know ahead of time that the training was going to be specifically about suicide prevention. I think calling it "Essential Helping Skills Training" didn't properly prepare me and I would have liked to know going into the training that it was specifically about suicide, so I could have mentally prepared better.
- I wish we had been able to get through all of it in the time allotted, but the discussions were important. I did miss the role-plays (I hate DOING them but observing them can be helpful in making things more concrete).
- Not so much an improvement -- would absolutely attend a 2.0 training unpacking the inclusion aspects of suicide prevention work mentioned in the training
Betsy Smith, Mass. College of Art & Design
Director Counseling and Wellness Center

I CAN HELP
Campus Experience

MASSART
MASSACHUSETTS COLLEGE OF ART AND DESIGN
### MassArt I CAN HELP Presentations

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and President’s cabinet</td>
<td>8</td>
</tr>
<tr>
<td>Senior administrative council</td>
<td>20</td>
</tr>
<tr>
<td>Studio managers/faculty</td>
<td>20</td>
</tr>
<tr>
<td>Resident Assistants</td>
<td>18</td>
</tr>
</tbody>
</table>
## Feedback

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having knowledge of the theories of why people die by suicide is important in my role</td>
<td>73% strongly agree</td>
</tr>
<tr>
<td>I learned something valuable enough it is worth offering again in the future to others</td>
<td>80% strongly agree</td>
</tr>
<tr>
<td>This training increased my confidence in responding to a student in distress</td>
<td>33% strongly agree (66% agreed)</td>
</tr>
<tr>
<td>This training helped improve my empathy related to trauma</td>
<td>54% strongly agree</td>
</tr>
</tbody>
</table>
### Feedback

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applied, I believe information I learned will contribute to the overall student success</td>
<td>64% strongly agreed</td>
</tr>
<tr>
<td>If applied, I believe information I learned will contribute to student safety</td>
<td>68% strongly agreed</td>
</tr>
</tbody>
</table>
Comments from Participants

Most useful:
  - Concept of hope and suffering
  - Myths and Risk factors
  - Data/facts about MassArt and national statistics

Least useful:
  - Needed more time
  - Difficulty asking colleagues/peers about suicide
  - Large group at different levels/life experiences
New Targeted Modules in Version 1.7

**Veterans**: Convey an understanding of military culture.

**Sorority/Fraternity**: How can strong bonds promote safety and when can they become dangerous?

**International**: Lessen stigma, increase help-seeking.

**Non-traditional**: offer training and convey resource information to older students so it’s relevant and heard.

**Athletes**: what is the “hero-to-zero” phenomenon, and how do we understand athletic identity development well enough to help students thrive (and be retained) even when they can’t play the position that may have brought them to college?

**First-Generation**: Increase sense of belonging, learn how a number of broken systems impact first-generation students, and the key role of Adverse Childhood Experiences.
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