Implementation Strategies to Support Freshman Mental Health and Wellness

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Disclosure

Glenn Albright reports having an employment agreement with Kognito, the company that developed the *At-Risk for University & College Students* simulation.

Amy Gatto, Sarah DeWitt, Angela Taylor, and Melissa Longino do not have any conflicts to disclose.
Agenda

• Student Mental Health Statistics
• Need for Gatekeepers
• Implementation
  • University of Dayton
  • University of South Florida
  • University of Louisville
• Q & A
The Student Statistics

- Recent Healthy Minds Study (2018-2019): N = 62,171 from 79 geographically dispersed schools
  - 36% screened positive for any type of depression
  - 31% screened positive for moderate to severe anxiety
  - 42% indicated that within the past 12 months they needed help for emotional or mental health problems
  - 14% had suicidal ideation in the past year
  - 65% indicated that within the last 2 weeks they have had more than 4 or 5 drinks in a row

The Statistics

- Untreated mental illness can significantly impact:
  - Academic attendance and success
  - Concentration
  - Test anxiety
  - Peer and family relationships
  - Self-esteem

- Barriers to Help Seeking:
  - Stigma associating with seeking mental health
  - Lack of awareness, understanding and knowing what to do
Need for School Gatekeepers

Students can serve a critical gatekeeping function in the early identification and referral of their peers experiencing psychological distress\(^1\)

While effective at identifying externalizing disorders, people have difficulty identifying peers with internalizing disorders\(^2\)

What is a Gatekeeper?

1. Identify when a student is in psychological distress
2. Approach and talk with a student about your concerns
3. Make a referral to Mental Health Support Services

\(^2\)Cunningham JM and Suldo SM. School Ment Health 2014;6(4)237-250
Build It and Making Sure They Will Come

Freshman Implementation Strategies with University Partners
Institutional Overview:
Catholic, Marianist Religious Affiliation
Midwestern, Urban - Dayton, Ohio

Degree-Seeking Students:
Full-time undergraduate - 8,226

In-state v. out-of-state/international:
Undergraduate in-state= 42.5% (3,693)
Undergraduate out-of-state= 46.3% (4,027)
International students= 5.8% (505)

Self-identified Race/Ethnicity:
Nonresident aliens - 465
Hispanic/Latino - 546
Black or African American, non-Hispanic - 234
White, non Hispanic - 6,754
American Indian or Alaskan Native, non-Hispanic - 6
Asian, non-Hispanic - 122
Native Hawaiian or other Pacific Islander - 4
Two or more races, non-Hispanic - 398
Races and/or ethnicity unknown - 88

Age:
3% of UD student are over the age of 25.

Residential v. Off-campus/Commuting:
94% of first time, first-year students live in college-owned, -operated, or -affiliated housing.
History of Mental Health Promotion & Suicide Prevention Initiative

**Past**

2014
Independent Suicide Prevention Consultant hired to assess policies, protocols, mechanisms for support of distressed students.

2014-2015
Work group of faculty, staff, students formed to develop recommendations

**Present**

2015-present
Implementation team formed to implement recommendations in 3 areas:
- resources
- training
- education

*Fall 2017 launched Kognito* online module for students, faculty and staff.
Strategies and Best Practices

Interdisciplinary Teams

Having voices representative of stakeholders across the campus was a priority from onset.

Work group of faculty, staff, students tested and selected training module based on elements from the consultant report and institutional mission; leveraged in implementation of module.

Integration with Residential Curriculum

Integrating module as part of RC as a way to engage students.

Majority of UD students live on-campus and participate heavily in RC. HRL learning goals overlap with module outcomes; key partnership to increase awareness and engagement with module.

Training Experiences for Faculty/Staff

Faculty/staff opportunities incentivized through HR.

Promoting an ethic of well-being requires all members of the community to be actively engaged. To be successful, we must build capacity in faculty/staff as well.
A HOLISTIC APPROACH TO MENTAL HEALTH

The University of Dayton provides a variety of resources and support for individuals to overcome challenges, build resilience, and thrive at the University and beyond. Particularly in times of distress, individuals turn to those whom they have established relationships. Therefore, it is appropriate and encouraged to reach out to individuals directly, show concern, and have conversations guided by this framework about their wellbeing. The elements outlined below build upon each other so individuals can create a foundation for resilience, demonstrate self-awareness, and seek out appropriate resources.

1. **Practice Self-Care**
   - Engage in prayer, meditation, and mindfulness
   - Include 30 minutes of moderate to vigorous physical activity daily
   - Sleep uninterrupted for 7-8 hours each night
   - Eat a balanced diet including an appropriate amount of water based on individual characteristics such as sex and body weight
   - Develop a deeper sense of self-awareness through the use of the Emotional Wellness Screener (online)

2. **Build Your Community**
   - Join a University-sponsored organization (Active Minds, To Write Love on Her Arms, Mindful Living Movement, and Club 6)
   - Establish a connection to the city of Dayton through volunteering and service
   - Attend UD Late Night events
   - Foster supportive relationships through retreats, mentorship opportunities, research with faculty, and campus employment

3. **Develop Your Skills**
   - Mental Health Training opportunities: Mental Health First Aid (MHFA) and Kegnitz online module
   - Additional training opportunities including AJLI Training, Green Dot, and Recovery is Spoken Here (RISH)
   - Anxiety Toolbox Seminar with the Counseling Center
   - Life Hacks workshop series
   - Educational workshops, tutoring, supplemental instruction (SI), Academic Coaching, and Library Services

4. **Talk About Concerns**
   - Talk to a friend, family member, mentor, or other trusted individual
   - Engage with peer mentor programs such as RA, Neighborhood Fellows, PAVE, Minority Leaders, and Diversity Peer Educators
   - Participate in group therapy sessions
   - Reach out to academic advisors
   - Utilize support resources such as centers for Multicultural Programs, Multi-Ethnic Education and Engagement Center, Military and Veteran Programs, Services, Office of Diversity and Inclusion, and Women's Center

5. **Utilize Campus Resources**
   - Mental Health Training opportunities: Mental Health First Aid (MHFA) and Kegnitz online module
   - Additional training opportunities including AJLI Training, Green Dot, and Recovery is Spoken Here (RISH)
   - Anxiety Toolbox Seminar with the Counseling Center
   - Lifeskills Workshop Series
   - Educational workshops, tutoring, supplemental instruction (SI), Academic Coaching, and Library Services

6. **Accept Assistance & Support**
   - Campus Ministry
   - Center for Alcohol and Other Drugs Resources and Education (CADRE)
   - Counseling Center
   - Health Center
   - Brook Center
   - Office of Learning Resources
   - Housing and Residence Life
   - Equity Compliance Office

7. **Seek Immediate Help**
   - Call Public Safety: 937-229-2121
   - Call 911 (UD campus phones)
   - Crisis Text Line: Text HOME to 741741
   - Suicide Prevention Lifeline: 1-800-273-8255
   - Seek care at the hospital

**PROACTIVE**

**AUTONOMY**

**INTERVENTION**

View udayton.edu/mentalhealth for more details

Revised September 2019
Building an Ethic of Care

Scaffolding Curriculum and Leveraging the Module
New Student Orientation sessions, presenting in the first-year seminars across the different areas of academic study, infusing mental health content within the residential curriculum, and offering a variety of other training opportunities.

Embedding Theory in a Digestible Framework
Highlighting protective factors and educating the community on common risk factors, address barriers related to behavior change by incorporating the theory of planned behavior into a comprehensive approach, and reframing the socio-ecological model in the mental health context.

Resource Consideration and Allocation
In resource scarce environments what strategies are utilized to create and achieve a holistic approach to mental health and wellbeing, importance of identifying stakeholders in community and moving beyond collaboration towards integration.
Implementing and Evaluating Kognito: At-Risk for Students at the University of South Florida

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The Center for Transdisciplinary Research in College Health & Well-Being
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Tampa, FL
Mental health disorders have become increasingly prevalent among college and university students, however utilization of support services among these specific groups are minimal.

Mental health issues have the potential to impact academic success, productivity, and social relationships of students.

The University of South Florida implemented the MWell4Success Initiative to:

1. Address the association between poor mental well-being and student success
2. Address the mental health needs of the USF community via a collaborative systems-thinking public health approach
3. Decrease the number of students who discontinue (i.e., drop-out, stop-out) based on poor mental well-being with associated short- and long-term outcomes
• Located in Tampa, FL
• Student population: 44,249
  • 31,823 undergraduate students
  • 10,709 graduate students
• Faculty & staff population: 14,836
• All incoming students are required to take Life Skills Courses, which include:
  • AlcoholEdu for College
  • Sexual Assault Prevention
  • Kognito: At Risk for Students
  • Financial Literacy 101
  • Academic Integrity
Implementation of Kognito: At-Risk at USF

- Fall 2017: Piloted with Residential Education student leaders
- Spring 2018: Rollout for all incoming students
- 2018-2019: Implementation for faculty and staff
- Fall 2019: Evaluation
Successful Implementation Strategies

- Institutional buy-in
  - Leadership supported the program from the beginning
- Piloted program to determine effective strategies
  - Determined program would be part of Life Skills courses so after 4 years all students on campus would complete
  - Included directions online and had a monitored email account to address any questions/issues
  - Initially implemented with students
- Evaluated during implementation
  - Demonstrated effectiveness to illustrate benefit to the institution
• Data collected after Summer 2018
• Total sample: 5,191 students
• Pre/post test survey

• Constructs assessed:
  1. Knowledge of mental illness
  2. Beliefs about mental illness
  3. Knowledge of support resources
  4. Behavioral intentions toward seeking and recommending help
  5. Self-efficacy for recognizing, approaching, and discussing mental illness
# Key Findings among USF Students

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Barriers

• Coordination among all 5 Life Skills for Success courses

• Non-traditional office provided oversight – more research-focused versus health promotion

• Funding

• Consolidation across 3 USF campuses
Implementation Strategies to Support First Year Mental Health & Wellness

Angela B. Taylor, PhD
Assistant Provost for Student Affairs
Assistant Dean of Students

January 18, 2020
Institutional Profile

Carnegie Research 1, Urban, majority undergraduate, primarily residential, in Louisville KY

Student population: 22,471
  UG: 15,834 Grad:  5,868
Faculty & staff: 14,836

Avg ACT:  25.6
Retention Rate:  80.3%
Graduation Rate:  56.6%
Residential: 72% of first time, first-year students

Atlantic Coast Conference

Pell Eligible:  38.4%
First Generation: 15.8%
In State: 78.6%   Out of State: 21.4%

Race/Ethnicity:
  Nonresident aliens: 4.5%
  Hispanic/Latino: 4.9%
  Black/African American/non-Hispanic: 10.8%
  White, non Hispanic: 69.7%
  American Indian/Alaskan Native: 0.1%
  Asian/non-Hispanic: 4.6%
  Native Hawaiian/Pacific Islander: 0.1%
  Two or more races, non-Hispanic: 5.1%
  unknown: 0.4%
Context

• Suicide is the 2\textsuperscript{nd} leading cause of death - More than 1,000 college students die by suicide each year.
• 12\% of college students seriously considered suicide within the past 2 weeks to 12 months\textsuperscript{*}.
• 86\% never sought help at their counseling center of all the reported student suicide deaths.\textsuperscript{**}
• For the eighth year in a row, college counseling centers report an increase in the number of students seeking treatment who represent “threat-to-self”

\textsuperscript{*}Spring 2018 National College Health Assessment
\textsuperscript{**} 2014 National Survey of College Counseling Centers
Cards SPEAK (2015-2018)
(Suicide Prevention, Education, Awareness, & Knowledge)

Cards SPEAK was created with funding through the Garret Lee Smith grant from SAMHSA in 2015 for three years.

Cards SPEAK is a suicide prevention program that:

• provides training and awareness campaigns to students, faculty and staff,
• provides information and resources to reduce stigma, and
• promotes a community of caring individuals capable of assisting students in crisis.

Implementation of Cards SPEAK has increased UofL’s capacity to offer a coordinated and culturally competent campus message which impacts UofL community’s overall mental health awareness, with an emphasis on suicide prevention.
Cards SPEAK Outreach Efforts

• Cards SPEAK branded stress balls, pens, blankets, backpack bag, magnets, posters, stickers, pin on buttons, information table tablecloth, Cards SPEAK Handout, Cards SPEAK LGBTQ Handout, LiftUp Campaign posters and yard signs.
• Cards SPEAK Website
• Health Promotion Wellbeing Survey
• QPR Trainings
• Kognito
Cards SPEAK Outreach Efforts

AFSP Out of the Darkness Campus Walk
• 2016  150 participants raised $7,000
• 2017  307 participants raised $11,900
• 2018  228 participants raised $10,655

National Depression Screening Day
• Screenings coordinated and promoted by Cards SPEAK provided by UofL Counseling Center and student volunteers.

UofL Presentations
• Advising Summit, Peer Advisor Training, New Student Orientation, New Faculty orientation, orientation courses on campus, GEN 101 courses, Kent School of Social Work, HSC LGBT Group, and Let’s Talk.

Information Tables
• RSO Fairs, PEACC Take Back the Night, Kent School, #BeWellUofL Self Care Event, SAC Information Tables, LGBT Center Pride Week, PINK and CTK Conference.
Kognito Usage to Date

• Kognito At Risk Student: 4,612
  • Completion rate: 95.58%

• Kognito At Risk Faculty and Staff: 143
  • Completion rate: 84.62%
How did we make it all work?

• **Student Volunteers**
  Students have volunteered on the AFSP Walk committee, served on the Cards SPEAK Advisory Board and volunteered at other Cards SPEAK events during NSPW. ELSB and Active Minds RSO are both students with missions to promote mental health wellbeing and suicide prevention.

• **Active Minds Advisor**
  In 2017-2018, membership has grown to 65 students. Students have volunteered with several events including the National Depression Screening Day, PreFest and LiftUp Fair, and the 2018 AFSP.

• **Partnerships**
  Kentucky State Grant Coordinator; Louisville Metro One Love Louisville; Louisville Health Advisory Board; The Pete Foundation; Clemson University for Public Service Announcements; American Foundation for Suicide Prevention; University of Louisville Counseling Center
Data

- AMSR = 2
- ASIST = 55
- QPR (3/1/2016 through 12/20/2019) = 1403
- Sources of Strength = 79
- Trevor CARE = 40
Barriers

• Our main barrier was hiring a coordinator—took 6 months into funding.
• Utilization of Faculty & Staff Kognito because we were not able to require it of all faculty or all new faculty/staff.
• Some barriers with discussion of means restrictions (signage in parking garages).
• Currently, our main barrier is reduction in # of QPR trainers due to trainers leaving the University, and state has no grant funding currently to offer free Train the Trainer workshop.
Sexual Misconduct: Pilot Program Opportunity

Kognito is recruiting interested academic institutions to participate in a pilot study to examine the efficacy of a newly developed *Assault Prevention on Campus* role-play simulation for students.

- Meets Title IX requirements
- Free institutional access to simulation
- Requires pre, post, and follow-up survey completion
- Kognito will host and collect all data
- Opportunity for interested researchers to participate

If you are interested in participating or want more information, please contact nikita.khalid@kognito.com
April 2017

Campus Sexual Misconduct Prevention - Students

• Understand the importance of preventing sexual assault and recognize warning signs

• Identify strategies for intervening and how to respond effectively in situations where peers have been affected by sexual violence or misconduct

• Differentiate the roles of Title IX coordinator, confidential advocate, and counseling services, and know when and how to refer peers

• Determine when consent has or has not been given, and practice how to ask for, give, and not give sexual consent

AVAILABLE MARCH 2020