Strategic Planning & Communication

The following characterizes our institutional approach to promoting and protecting the emotional health (including substance use issues and suicide prevention) of our students:

☐ The responsibility lies within the counseling service/a single department (if no counseling center); other departments are relatively uninvolved

☐ The counseling service/a single department has responsibility, but other departments/stakeholders provide input or support

☐ Emotional health is seen as a campus-wide responsibility with significant involvement from multiple campus departments/stakeholders

What demonstrates this?

Our institutional strategic plan specifically mentions student well-being, mental health, or substance use:

☐ Yes ☐ No

Leadership at our institution sends out messaging to our campus community (faculty/staff, students, families) about mental health and well-being:

☐ Yes ☐ No

Our institution has an existing committee, working group, etc. for mental health:

☐ Yes ☐ No

Our administration recognizes/acknowledges student mental health as a priority:

☐ Yes ☐ No

What demonstrates this?

Our institution collects, analyzes, and/or utilizes data related to student mental health and substance use trends:

☐ Collects ☐ Analyzes ☐ Utilizes

What does sharing/utilizing data look like? How could it be improved?

How do current/existing efforts around mental health and substance use address the unique needs of diverse student populations? What are the gaps?
Strategic Planning & Communication

Strategic Planning Resources:
Campus MHAP: A guide to campus mental health action planning
jedfoundation.org/campus-mental-health-action-planning-jed-guide-pdf

Investing in Student Mental Health: Opportunities & Benefits for College Leadership
acenet.edu/Documents/Investing-in-Student-Mental-Health.pdf

Equity in Mental Health Framework
equityinmentalhealth.org

Addressing College Drinking and Drug Use
goacta.org/publications/addressing-college-drinking-and-drug-use

Data/Assessment Resources:
Healthy Minds Study
healthymindsnetwork.org

American College Health Association – National College Health Assessment
acha.org/NCHA

Institution Examples:
Columbia University - Live Well, Learn Well
wellbeing.columbia.edu
Developing Life Skills

**Underline** the life skills topics currently covered by existing programs or campaigns, and **circle** any life skills topics that could or should be developed/scaled for students:

<table>
<thead>
<tr>
<th>Alcohol/other drug education</th>
<th>Diversity, equity, and inclusion</th>
<th>Emotional intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial literacy</td>
<td>Identity development</td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Physical well-being</td>
<td>Resilience skills</td>
<td>Stress management</td>
</tr>
<tr>
<td>Study skills</td>
<td>The link between well-being and academic success</td>
<td>Time management</td>
</tr>
</tbody>
</table>

These programs are marketed and open to all students:  
☐ Yes  ☐ No

What could be improved about marketing/communication/accessibility?

Who provides these programs? Who else could help facilitate/provide programming? (e.g. academic staff, students)

How are these programs evaluated? Are there things not currently being evaluated/examined that should be?

How are these life skills topics integrated into any academic courses? If not, how could they be?

There is a centralized place where our campus community can find or learn about these programs (e.g. website page, calendar, phone app, etc.):  
☐ Yes  ☐ No
Developing Life Skills

Resources:
Set to Go
settogo.org

Press Pause
presspause.halfofus.com

The Academic Resilience Consortium Resource Library
academicresilience.org/resource-library.html

Institution Examples:
University of Texas at Austin – Promoting Well-Being in UT Learning Environments
cmhc.utexas.edu/wellbeing

Georgetown - The Engelhard Project for Connecting Life and Learning
engelhard.georgetown.edu

University of North Carolina School of the Arts - Don't Cancel that Class
uncsa.edu/mysa/student-affairs/dont-cancel-class.aspx

Ohio State University Counseling and Consultation Services - Self Help Topics
ccs.osu.edu/self-help

Carnegie Mellon University Mindfulness Room
cmu.edu/wellness/be-mindful/mindfulness/

Northwestern University Breathe App
northwestern.edu/breathe/
Promoting Social Connectedness

What major groups/events drive social life? (e.g. fraternity/sorority life, athletics, student organizations, majors, etc.)

What programming and training exists to promote social connectedness and/or identify disconnected students?

We have peer-to-peer programs intended to increase social connectedness (e.g. peer mentors, peer advisors):

☐ Yes  ☐ No

Describe:

Circle any groups that are disconnected on campus or would benefit from additional support in this area:

<table>
<thead>
<tr>
<th>Commuter students</th>
<th>Economically disadvantaged students</th>
<th>First generation students</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>International students</td>
<td>LGBTQ+ students</td>
<td>Military-connected students/veterans</td>
<td>New/first-year students</td>
</tr>
<tr>
<td>Non-traditionally aged or returning students</td>
<td>Online students</td>
<td>Sophomore students</td>
<td>Students experiencing housing/food insecurity</td>
</tr>
<tr>
<td>Students in recovery from substance use issues</td>
<td>Students of color</td>
<td>Students with disabilities</td>
<td>Students with mental health concerns/mental illness</td>
</tr>
<tr>
<td>Students who are survivors of interpersonal violence</td>
<td>Students who are/returning from studying abroad</td>
<td>Transfer students</td>
<td>Undocumented students</td>
</tr>
</tbody>
</table>

There is adequate space on campus for students to gather/connect:  ☐ Yes  ☐ No

Affinity groups have dedicated space (e.g. cultural centers, commuter lounges):  ☐ Yes  ☐ No

Our campus community comes together to discuss local, national, or international events that impact student populations on our campus:  ☐ Yes  ☐ No

Our institution responds to high-profile incidents on campus related to racism, religious discrimination, homophobia, and/or other incidents of bias and discrimination in a timely and appropriate manner:  ☐ Yes  ☐ No

What could be improved about these responses?
Promoting Social Connectedness

Resources:

NASPA Center for First-Generation Student Success
firstgen.naspa.org

Campus Compact Connect2Complete
compact.wpengine.com/making-college-happen/connect2complete

Campus Pride Index
campuspride.org

Veterans Affairs Campus Toolkit
mentalhealth.va.gov/studentveteran/#sthash.C0fMf1Nd.dpbs

JED Love is Louder
loveislouder.com

Active Minds
activeminds.org

DMAX
dmaxfoundation.org/about-dmax-clubs

Institution Examples:

Montclair State University - Commuter Student Life Resources
montclair.edu/commuter-students

University of Nebraska - Lincoln - Transfer Student Resources
success.unl.edu/programs/transfer

University of Iowa - UI-REACH Program for Students with Intellectual, Cognitive and Learning Disabilities
education.uiowa.edu/services/reach

Simon Fraser University (Canada) Well-Being Through Physical Spaces Guidelines
sfu.ca/healthycampuscommunity/projects/physical-spaces.html
Identifying Students at Risk

Our institution has screening days on campus and/or screening tools for mental health and substance use disorders available on our health and wellness websites:  ☐ Screening days  ☐ Online tools

Our institution communicates with families about how to identify when a student is struggling and encourage them to utilize campus resources when needed:  ☐ Online   ☐ In person   ☐ Via mail   ☐ In multiple languages

Our primary care clinicians provide behavioral health services (e.g., doing regular screenings in primary care, referring to counseling, treating students with mild/moderate health issues):  ☐ Yes   ☐ No

Are there additional things that could be done in primary care to identify/refer students at risk?

We have a training program in place to identify, reach out to, and refer students who may be struggling (e.g. QPR, Kognito, Mental Health First Aid, or other gatekeeper training programs):  ☐ Identify   ☐ Reach out   ☐ Refer

Our gatekeeper training is culturally competent/responsive:  ☐ Yes   ☐ No

What populations are not being trained or require additional training? (e.g. support staff, dining/custodial staff, faculty, student employees, online students, transfer students)?

Our institution has a formalized team/protocol for whom to contact when a student has been identified as being in distress or needs outreach due to a potential mental health and/or substance use issue:  ☐ Yes   ☐ No

How does this team function?

Circle any groups that are considered high-risk or underserved on campus:

<table>
<thead>
<tr>
<th>Commuter students</th>
<th>Economically disadvantaged students</th>
<th>First generation students</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>International students</td>
<td>LGBTQ+ students</td>
<td>Military-connected students/veterans</td>
<td>New/first-year students</td>
</tr>
<tr>
<td>Non-traditionally aged or returning students</td>
<td>Online students</td>
<td>Sophomore students</td>
<td>Students experiencing housing/food insecurity</td>
</tr>
<tr>
<td>Students in recovery from substance use issues</td>
<td>Students of color</td>
<td>Students with disabilities</td>
<td>Students with mental health concerns/mental illness</td>
</tr>
<tr>
<td>Students who are survivors of interpersonal violence</td>
<td>Students who are/returning from studying abroad</td>
<td>Transfer students</td>
<td>Undocumented students</td>
</tr>
</tbody>
</table>
Identifying Students at Risk

Resources:
ULifeline
Ulifeline.org

Seize the Awkward
seizetheawkward.org

JED “You Can Help” Trainings
jedfoundation.org/you-can-help-a-friend-ychaf-training

SPRC Comparison Table of Gatekeeper Training Programs
sprc.org/resources-programs/choosing-suicide-prevention-gatekeeper-training-program-comparison-table

Fresh Check Day
freshcheckday.com

SAMHSA Screening Tools and Forms (ex. PHQ-9, GAD-7, CAGE AID)
integration.samhsa.gov/clinical-practice/screening-tools#sample%20screening%20forms

Set to Go Transition of Care Guide
settogo.org/transition-of-care-guide

Institution Examples:
Kent State University - National Depression Screening Day
kent.edu/national-depression-screening-day

California State University System - Red Folder
calstate.edu/red-folder

University of Southern California - Thriving Parents Guide
parents.usc.edu
Increasing Help-Seeking Behavior

What barriers to help-seeking exist for students at our institution, both generally and for specific populations?

It is easy to access information about counseling/health services from our institutional homepage: ☐ Yes ☐ No

This information is available in multiple languages: ☐ Yes ☐ No

Our institution does wellness fairs/days focused on mental health/substance use: ☐ Mental health ☐ Substance use

What online self-help resources/information does our institution provide? What kinds of resources could be added?

What peer counseling or peer education groups exist specifically focused on mental health or substance use topics?

What mental health campaigns exist to encourage help-seeking among students?

These campaigns are co-developed with students: ☐ Yes ☐ No

What campaigns have been designed specifically to increase help-seeking in diverse campus populations?

Are there specific campus groups who might benefit from targeted help-seeking campaigns/messaging?

How are mental health campaigns evaluated for effectiveness/reach?
Increasing Help-Seeking Behavior

Resources:
Active Minds Transform Your Campus - ID Cards Campaign
activeminds.org/programs/transform-your-campus/id-cards-campaign/

Active Minds National Day Without Stigma Resource Kit
activeminds.org/programs/national-day-without-stigma/

Awareness Events
nami.org/Get-Involved/Awareness-Events

JED Half of Us
halfofus.com

Institution Examples:
Virginia Commonwealth University - Rams C.A.R.E
jed.vcu.edu/programs

University of Michigan - Wolverine Support Network
umichwsn.org

University of Michigan - Athletes Connected
athletesconnected.umich.edu

Middlebury College Well-Being Challenge Activity
sites.middlebury.edu/wellnesschallenge

University of Kansas HOPE@CAPS Peer Listeners
caps.ku.edu/hopecaps
Providing Mental Health & Substance Use Services

Our institution provides:

☐ Mental health services on campus
☐ Referrals for mental health services off campus
☐ Behavioral health services in primary care (describe):

☐ Substance use services on campus
☐ Referrals for substance use services off campus

Our counseling services are sufficiently resourced to meet student demand:
☐ Yes ☐ No

Why/why not? Consider: staff/student ratio, utilization rates, wait times

The diversity of our counseling staff reflects the diversity of our student body:
☐ Yes ☐ No

What gaps exist? Have there been steps taken to address this?

What steps has counseling services taken to increase accessibility for all students (e.g. drop in hours, extended hours, Let’s Talk/drop-in consultations in physical locations outside counseling)?

Our institution has a clear protocol for responding to after-hours/emergency situations? (e.g. national/ community crisis resources, on-call staff, contracting with an outside vendor):
☐ Yes ☐ No

Our institution offers health insurance to students that includes comprehensive coverage for mental health and substance use services:
☐ Yes ☐ No

How is clinical care coordinated for students? (e.g. between health and counseling, between on-campus and off-campus resources)

Our institution has a medical leave of absence policy and a return from leave process:

☐ Medical leave of absence policy ☐ Return from leave process

What environmental strategies to address high-risk alcohol/substance use does our institution utilize? (e.g. working with community partners, community coalitions/collaborations, awareness/education campaigns)

Our institution has a coordinated response to alcohol or other drug related incidents (e.g. mandatory assessment, family notification policy):
☐ Yes ☐ No

Our institution has a well-publicized medical amnesty policy:
☐ Yes ☐ No
Providing Mental Health & Substance Use Services

**Resources:**

Association for University and College Counseling Center Directors (AUCCCD)
aucccd.org

Center for Collegiate Mental Health (CCMH)
ccmh.psu.edu

Suicide Prevention Resource Center (SPRC)
sprc.org

Stepped Care 2.0
steppedcaretowpoint0.ca/what-is-stepped-care-2-0

HEMHA College Counseling from a Distance: Deciding Whether and When to Engage in Telemental Health Services

JED Student Mental Health and the Law

Association of Recovery in Higher Education
collegiaterecovery.org

**Institution Examples:**

Cornell University - Let's Talk
health.cornell.edu/services/mental-health-care/lets-talk

George Washington University - Stepped Care Counseling
healthcenter.gwu.edu/stepped-care-counseling
Following Crisis Management Procedures

Our institution has a mandatory/involuntary leave policy: ☐ Yes ☐ No

Our institution has a postvention protocol to deal with the aftermath of student death, suicide, or other campus disaster: ☐ Yes ☐ No

What could be improved? (e.g. protocol language, publicizing protocol, adherence to protocol)

Our institution has a well-publicized/promoted and functioning “At Risk” or “Behavioral Intervention” Team to collect and respond to reports of students of concern: ☐ Yes ☐ No

This team has received additional training on working with diverse students: ☐ Yes ☐ No

How do campus community members learn about it? What could be improved about the team?

Our institution has a policy that includes a detailed process for reporting and responding to concerns of bias and harassment: ☐ Yes ☐ No

There is a process in place for assuring clinical follow-up and continuity of care for students: ☐ Yes ☐ No

Describe:

Campus resources have information prominently displayed online about how to respond to a health, mental health, or substance related emergency for both daytime and after-hours: ☐ Yes ☐ No

Policies and protocols related to crisis management are well-coordinated and well-publicized to our campus community: ☐ Yes ☐ No

What could be improved about policies/protocols and how they’re implemented/shared?
Following Crisis Management Procedures

Resources:
HEMHA “Postvention: A Guide for Response to Suicide on College Campuses“
jedfoundation.org/postvention

HEMHA “Balancing Safety and Support on Campus: A Guide for Campus Teams”
jedfoundation.org/campus-teams

JED “Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student”

JED Safe & Effective Messaging Tips
jedfoundation.org/safe-and-effective-messaging-tips

HECMA (Higher Education Case Managers Association) Resources
hecma.org/specific-cm-content

Institution Examples:
The College of New Jersey - TCNJ CARES Crisis Website
tcnjcares.tcnj.edu

cmu.edu/student-affairs/pdfs/cmu_cares_folder_02_forweb_mech.pdf

Seattle University - CARE Resource Page
seattleu.edu/deanofstudents/care
Restricting Access to Potentially Lethal Means

What are considered the high-risk areas or hotspots on campus? *Consider: suicidal ideation, substance related accidents*

There are regular/ongoing conversations among relevant campus partners about hotspots or risk areas on campus:

☐ Yes  ☐ No

Our institution has completed a campus environmental scan:  ☐ Yes  ☐ No

Our institution has taken steps to mitigate risk in high-risk areas on campus (e.g. signage on bridges, locking rooftops):

☐ Yes  ☐ No

What also needs to be examined/addressed?

We have a policy addressing firearms on campus:  ☐ Yes  ☐ No

Toxic substances found in laboratories are tracked, monitored, and controlled:  ☐ Yes  ☐ No

We have prescription drug collection/drug return programs that are well-publicized/regularly run:  ☐ Yes  ☐ No

Naloxone is available on campus and training provided to avert an opiate overdose:  ☐ Yes  ☐ No

What are potential/real challenges around restricting access to potentially lethal means?
Restricting Access to Potentially Lethal Means

Resources:
Means Matter from the Harvard University Injury Control Research Center
hsph.harvard.edu/means-matter

Guidance on Action to be Taken at Suicide Hotspots
sprc.org/resources-programs/guidance-action-be-taken-suicide-hotspots

SPRC’s Counseling on Access to Lethal Means (CALM) Free Online Course
sprc.org/resources-programs/calm-counseling-access-lethal-means

Institution Examples:
Hope Signs

University of Southern California - Drug Take Back Day
news.usc.edu/163297/drug-take-back-day-usc-dispose-medICATIONS-prescriptions

Columbia University - Drug Take Back Day
publicsafety.columbia.edu/news/national-prescription-drug-take-back-day-saturday-october-26