

CASE STUDIES- Group A

Case Study Analysis: Sunday 9-11AM

Presentation of Ideas: Sunday 11AM-12PM

Goal:

To provide broad mental health scenarios that are common on college campuses that will allow for open discussion of possible best practices that can be implemented. Case studies provide a practical implementation of knowledge gained over the course of the Conference.

Instructions:

Guided questions have been provided but feel free to explore different areas not included in the questions. A member or members of your group should write down and synthesize key points of discussion for the presentation portion. We suggest developing thorough responses to a few questions instead of trying to answer them all.

From 11AM-12PM, each group will have 8 minutes to share their key points of discussion for all attendees.

Case Study 1

A student's death was reported on campus. Campus police have reason to believe the cause of death was suicide.

- What information should be communicated to students and faculty?
- Faculty have been informed of the death. What actions should they take?
- What actions should the administration take to help students cope with the loss?
- What actions should student organizations take to help fellow students?

Before the administration had a chance to address the students, the media got hold of information and there are conflicting reports.

- How should school administration then address the student and faculty?

Recommended Timeline

9:00-10:30 Discussion

10:30-11:00 Synthesis of major points and ideas

CASE STUDIES- Group B

Case Study Analysis: Sunday 9-11AM

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- What information should be communicated to students and faculty?
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- What actions should the administration take to help students cope with the loss?
- What actions should student organizations take to help fellow students?

Before the administration had a chance to address the students, the media got hold of information and there are conflicting reports.

- How should school administration then address the student and faculty?
- How could you prevent the spread of misinformation?

Recommended Timeline

9:00-10:30 Discussion

10:30-11:00 Synthesis of major points and ideas

CASE STUDIES- Group C

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Case Study 2

Theresa recently returned to school after being hospitalized. As a result, she is behind on assignments and missed a few classes.

- What adjustments should professors be recommended to take?
- If the student approaches the dean, what role should administration play in this process?
- How do procedures change due to length of absence?
- What difference, if any, arises if Theresa was hospitalized for mental health or physical health?
- By the end of the semester, she has withdrawn from a class and received lower grades due to her hospitalization. How should she discuss this when questioned by an interviewer for a job or graduate school?

Recommended Timeline

9:00-10:30 Discussion

10:30-11:00 Synthesis of major points and ideas

CASE STUDIES- Group D

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CASE STUDIES- Group E

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Case Study 3

Sara is an incoming student at School. She has had problems with depression in the past and hopes to quickly form roots at School to continue to manage her mental health.

- What forms of resource advertisement could be used so Sara knows where to find the resource she is looking for?
- How can professors address mental health resources throughout the semester? How would this change during periods of peak stress (e.g. midterms)?

Now the student is a transfer student.

- What additional forms of advertisement can be used to inform transfer students of resources?
- Is additional professor interaction needed?

Now the student is a graduate student. They took advantage of resources at their undergraduate university but want to know how to continue at their new school.

- How should research advisors inform their students about mental health resources?
- What other ways can a graduate student access information about available resources?

Recommended Timeline

9:00-10:30 Discussion

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CASE STUDIES- Group F

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CASE STUDIES- Group G

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Case Study 4

Adam has been struggling in class. Despite having a previously strong academic performance, his grades have dropped dramatically, and he often seems absent minded during class if he comes at all.

- What training should be offered to students and staff to identify signs of mental health issues?
 - Should education on mental health be mandatory for staff and students?
- A professor is hesitant to offer direct support because of perceived liability for the student's condition. Is this concern warranted? What role should faculty play in supporting students like Adam?
- What actions can peer students take to help?
- The teaching assistant notices the performance drop, how could they respond?
- Consider that depression is a continuous, heterogeneous disease that affects individuals differently. Adam has a history of depression that significantly impairs his ability to do work and function in day to day life. However, Suzy is the president of student government and maintains a 4.0. She struggles with suicidal ideation and receives little pleasure from social activities. How could a college reconcile these different "faces" of depression through an awareness and education campaign?

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9:00-10:30 Discussion

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CASE STUDIES- Group H

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