2019 Intercollegiate Mental Health Conference Proceedings
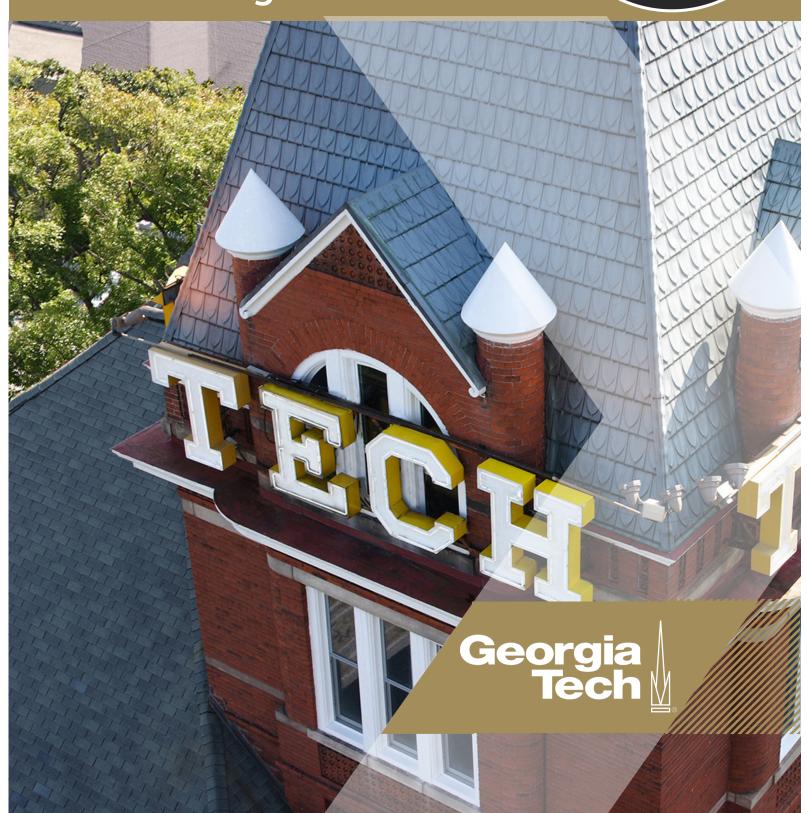
Georgia Tech

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Introduction

Origins

On September 16, 2017 the Georgia Tech student body witnessed the tragic death of Scout Schultz. They were the President of Pride Alliance and a beloved student leader on campus. It was clear to student leadership that this event was indicative of systemic issues related to mental health on campus. In response, we worked alongside other student leadership and administration to establish two major initiatives: Action Teams and a one-million dollar fund for mental health initiatives managed by the Mental Health Joint Allocations Committee (MHJAC). The Action Teams had one month to analyze and produce recommendations in the areas of: LGBTQIA+, Mental Health, and Campus Culture. Upon completion and reflection, it was noted that Tech was severely lacking in its ability to benchmark Tech's mental health systems against other colleges. Furthermore, few of the recommendations produced were new ideas that had not been discussed before. We realized that a primary barrier to improving mental health was a lack of knowledge on programs and policies proven to work on other campuses. Poor mental health on college campuses is the rule, not the exception. In turn, each college has had to develop a set of practices to best address the issues they face. Why, then, are we trying to build a wheel with little knowledge or guidance when a detailed blueprint and analysis may already exist?

With all of this in mind, the Intercollegiate Mental Health Conference was a logical progression of thought. We call it a conference, but at its core IMHC is a research initiative to identify, evaluate, and share the principal components of effective college mental health systems. This is an ambitious project that has potential to save lives and improve the higher education experience for all students. IMHC is the first national student conference focused on best practices for mental health that we are aware of. There is a great deal of work to be done beyond IMHC and a long journey ahead, yet we find solace knowing the next step forward is one we take together.

Acknowledgements

It is hard to believe that what started as a dream in Fall 2017 has materialized into reality. This would not have been possible without the contributions of some of the best and brightest minds at Georgia Tech and the Atlanta community. First and foremost, my research mentor Professor Greg Gibson, for his constant support of my bold endeavors and allowing me to work on IMHC as a class project. Likewise for Dean John Stein and Mack Bowers who allowed me to work on this project as a part-time employee for the Counseling Center. President G.P. "Bud" Peterson and Lynn Durham who cultured the environment that made this conference possible. Special thanks to those I met at the Carter Center and catalyzed the IMHC: Wendy Tiegreen, Kim Jones, Eve Byrd, and Jennifer Bornemann. The Student Government Association and Mental Health Joint Allocations Committee for providing necessary funds. All of the attendees who travelled across the country to share their thoughts on how to improve the human condition. And last, my brilliant team, the Mental Health Student Coalition, a student organization that created this conference and exemplifies the spirit of Georgia Tech.

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Collin Spencer
2019 IMHC Manager

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Best Practices Guidelines

Authors: Collin Spencer, Justin Goveas, Kristen Vossler, and Katie Ferguson of the Georgia Tech Mental Health Student Coalition

Name of Institute

Name

Authors

List the name and a short description or title for each author of your Best Practices.

Attendees

List the name and a short description or title for each attendee that will represent your Best Practices at the IMHC. Please refer to our website for stipulations involved with attendees.

Identification Number and Labeling Schema

ID#	Description
R#	Resource
QR#	Question for Resource
SA#	State of Affairs
QP#	Question for Best Practice
EA#	Education and Awareness
VP#	Vulnerable Populations
QM#	Question for Multidisciplinary Initiative
MI#	Multidisciplinary Initiative
RF#	Figure

The ID# and label for each practice is crucial for data analysis. It will allow researchers to quickly collect and compare practices with programming tools.

The Best Practices Form is a formatted Word document that generates labels through a modified list. It is found in the shared Google Folder. Please use the Form to complete all of your responses.

Resources

Please fill out Questions for Resources as you complete your practices. Resources should be directly relevant to the practices you submit. An example of a resource would be a counseling center. A particularly innovative resource such as an integrated mental health center that combines psychiatry and counseling may be a practice itself. If so, please note this in QR5.

Resources should be referenced throughout all of your responses through an ID#. The ID# for resources follows the format [R#.QR#]. Label any references, figures, or tables by ID# [RF#] and include them under the section titled "References".

Questions for Resources

QR1.   Title of resource

QR2.   Provide contact information such as a website, phone number, and/or email

QR3.   Describe the purpose of the resource and any relevant historical context.

QR4.   What practices are associated with this resource? List by ID# and separate with commas (e.g. [EA1.PT2, MI3, VP2.PT1]).

QR5.   Provide any additional information deemed relevant.

Provide information on the State of Affairs for each Major Topic.

State of Affairs

SA1.   Describe the general culture, challenges, and future outlook pertaining to Education and Awareness subtopics.

SA2.   Describe the general culture, challenges, and future outlook pertaining to Vulnerable Populations subtopics.

SA3.   Describe the general culture, challenges, and future outlook pertaining to Multidisciplinary Initiatives.

The Intercollegiate Mental Health Conference will be centered on three major topics and explored through four subtopics each. The subtopics are to be addressed by your practices using "Questions for Practices". Use the following format to label your practices [EA#.PT#.QP#] or [VP#.PT#.QP#]*.

*Multidisciplinary Initiatives will have a separate set of questions and labeling schema than Education and Awareness and Vulnerable Populations.

A practice may address multiple subtopics across different major topics. If so, place them under the major topic and subtopic that is most relevant and include intersecting areas under question QP7. Please provide as much information as possible and respond "N/A" if a question for a practice is not applicable.

Provide at least 3 best practices for each major topic.

Questions for Education and Awareness and Vulnerable Populations
    QP1.   Title of practice
    QP2.   Provide contact information for the individual or organization responsible for the practice. (A website that is updated with current information will suffice.)
    QP3.   What population(s) are targeted by the practice? (Undergraduate, faculty, students with mental illness, etc.)
    QP4.   Describe the practice's purpose and relevant historical context with dates if applicable. Include discussion, if relevant, on how the practice fits in the wider context of mental health resources on campus.
    QP5.   Describe how the practice is implemented and composition of the implementation team.
    QP6.   Evaluate the practice's relation to mental health through: awareness, accessibility, and efficaciousness. Address the three domains as they relate to Question 3. Reference any data or figures available by ID# and include them under "References".
    QP7.   List other subtopics addressed by this practice, separated by commas (e.g. [EA1, VP3]).
    QP8.   Provide additional information for a more holistic view of the practice. This includes limitations of knowledge or important components not addressed by previous questions. Provide website links if applicable.

Major Topic: Education and Awareness
Lack of education and social stigma are primary barriers to seeking help. This major topic will explore how institutions educate their community on mental health, distribute and reinforce critical information, integrate it into academics, and foster support from peers.

            <u>Subtopics</u>
    EA1.   Education of Incoming Students, Staff, and Faculty
    EA2.   Information Distribution Networks

EA3.   Course Curriculum Integration
EA4.   Peer Support Groups

Major Topic: Vulnerable Populations
Certain populations face greater adversity and psychosocial stress that can increase risk of developing mental health disorders (http://www.apa.org/topics/health-disparities/stress.pdf). The resultant health disparities must be addressed via a thorough discussion on adverse environments, provision of care, and effective policies.

<u>Subtopics</u>
VP1.   LGBTQIA+
VP2.   International
VP3.   Low Income
VP4.   Athletes

Major Topic: Multidisciplinary Initiatives
Students, faculty, and staff have different perspectives and expectations of each other when it comes to the mental health of students. This misalignment can breed distrust within a school and hamper progress when developing and implementing a solution. This major topic will analyze how to establish a robust pipeline for issue identification and resolution. (Please see "Questions for Multidisciplinary Initiatives" to complete your responses.)

<u>Subtopics</u>
1.   Issue Identification and Responsibility
2.   Coordinated Action
3.   Metrics of Success
4.   Sustainability

Multidisciplinary Initiatives are more complex with broader scopes than previously described practices. They should contain two to three of the following populations: students, faculty, or staff. The members who oversee the initiative are typically senior leadership with extensive experience. These initiatives are likely unique to institutions and produce documentation on their progress. They are likely to produce resources or practices. We recommend reviewing Georgia Tech's Best Practices Sample as an example.

Label each Multidisciplinary Initiative with the following ID# format [MI#.QM#]. Initiatives do not have to be currently active to be included. If several multidisciplinary initiatives have been established for the same purpose, please indicate this under QM4 and list the initiatives chronologically.

NOTE: It is possible that a more thorough report is available online that details the initiative. If this is the case, focus your efforts on providing a critical analysis through your responses.

Questions for Multidisciplinary Initiatives

      QM1.   Title of initiative

      QM2.   Provide links to websites or any reports produced by the initiative.

      QM3.   Provide contact information for the lead(s) of the initiative.

      QM4.   Describe the initiative's purpose and relevant historical context with dates.

      QM5.   Describe the composition and structure of the initiative.

      QM6.   Evaluate the outcomes of the initiative, discuss metrics used to track progress

      QM7.   How has the initiative influenced the provision of resources for mental health? This includes but is not limited to: the creation of new departments, increased staff, additional funding, etc. If any of these are previously listed practices, refer to them by ID#.

      QM8.   Provide additional information for a more holistic view of the initiative.

References

Include any figures, resources, or other supplementary items referenced in your best practices below. Assign an ID to each figure with the format [RF#].

Best Practices Form
Georgia Institute of Technology

Authors

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Resource Categories

R1.   Georgia Institute of Technology Counseling Center

    QR1.   [R1.QR1] Georgia Institute of Technology Counseling Center (GTCC)

    QR2.   [R1.QR2] http://www.counseling.gatech.edu/

    QR3.   [R1.QR3] The mission of the Georgia Tech Counseling Center is to enhance the academic and personal experience and success of all students by providing a variety of counseling and psychological services to students and the greater campus community. The Counseling Center accomplishes its mission by offering services that facilitate students' personal development, assist in the alleviation, remediation, and prevention of distress, as well as services that educate students in ways that develop self-awareness, self-reliance, and self-confidence. The Counseling Center is also a training site for graduate practicum students and pre-doctoral interns. The Counseling Center offers referral services, testing and assessment, consultations, psychiatric services, life – skills workshops, mandated alcohol and other drug counseling, individual counseling, academic counseling, and couples counseling. The GTCC also offers various group counseling topics such as interpersonal process groups, graduate men's group, graduate women's group, journey in healing, mindfulness in managing stress, mind over mood, social anxiety, and QWEETRY. The GTCC received funding from The Joint Allocation Committee (JAC) [MI1] for services such as biofeedback, weighted

blankets, updated assessment tools, KORU mindfulness training, and an interactive resource app WellTrack. As well as a Collegiate Recovery Program, diversity events. various outreach services and workshops. The GTCC also offers a peer coaching program and a Let's Talk outreach service. For more information regarding peer coaching please refer to Practices for Education and Awareness, Peer Support Groups [EA4.PT1]. For more information regarding Let's Talk refer to Practices for Education and Awareness, Information Distribution Networks [EA2.PT1]. The services individual counseling, referral services, Bio-feedback, Well Track and QWEETRY are discussed in depth below. For more information on any services not extensively discussed please refer to the website provided.

Individual Counseling: Individual counseling involves ongoing individual meetings with a counselor, often on a weekly or bi-weekly basis. Counseling may be provided by intern counselors and senior staff through various modalities. There is currently no limit on the number of sessions a student can receive; however, patients that require long-term therapy or have serious concerns are often referred to off-campus resources. There is no fee associated with Individual Counseling. This is the primary service provided by the Counseling Center from the lens of students and often overshadows the multitude of other services they offer. More information is needed on the counseling modalities offered. (http://www.counseling.gatech.edu/content/individual-counseling)

Referral Service: An important service offered by the Counseling Center is its ability to refer students to off-campus providers. The Center maintains a list of high-quality referrals with information on: location, accepted insurance, types of therapy offered, fees, and demographics. Any student may speak to an available counselor during business hours to receive referral information. More information is needed about how often the list is updated and the rate of satisfaction with referrals. (http://www.counseling.gatech.edu/content/referral-services)

Bio-Feedback: While not currently available, the Counseling Center will be developing a biofeedback program to help address anxiety and stress using components of cognitive behavior therapy. This program has been funded by the Joint Allocations Committee, a Multidisciplinary Initiative [MI1].

WellTrack: WellTrack is an interactive app that helps individuals manage stress, regulate emotions, and learn about resources on campus. The app includes modules with more detailed information on mental illness and practices to address it. This program has been funded by the Joint Allocations Committee, a Multidisciplinary Initiative [MI1] . (http://welltrack.com/)

QWEERTY: QWEERTY is a Group Counseling program offered by the Counseling Center. The QWEERTY group provides a safe and affirming place for undergraduate and graduate LGBTQIA students to share experiences and connect with others. It is a psychotherapy group focused on self-exploration and self-growth and provides the opportunity for a range of topics to be explored. The group is well suited to meet the needs of students who are "out," as well as students who are questioning their sexual and/or gender identity.

QR4.   [R1.QR4] [EA4.PT1] Peer Coaching, [EA2.PT1] Let's Talk

QR5.   [R1.QR5] Awareness: The first barrier for students who could benefit from the Counseling Center is if they are even aware of the resource's existence. Our interviews with students have revealed that a significant portion of students are unaware of the Counseling Center. Out of those who recognize the resource, fewer students know where it is located and even fewer are knowledgeable on what services the Center provides. The Counseling Center is currently located upstairs in the back corner of the Flag Building, which occupies the heart of campus next to the Student Center. The only identification of the Center is through a small plaque on the front door. While the physical location provides privacy for patients, the relative obscurity may also serve to propagate stigma instead. In an ideal world, students should feel as comfortable accessing mental health resources as they do physical health resources. Beyond the location, students commonly have misperceptions about the services provided by the Center. There is a clear association with Individual Counseling and the Center, but not with the multitude of other non-clinical programs offered. The responsibility for these misperceptions is due to lack of proper education on mental health services for students, ineffectual advertising by the Center itself, and the abundance of misinformation transmitted between students. Students are constantly inundated with information on the various programs and initiatives offered by the hundreds of organizations and departments at Tech. From this stream, it is difficult to parse which information is important and far easier to disregard it all-together. Furthermore, the Center struggles with misinformation shared amongst students in the forms of peer conversations and memes. [RF1] provides a good example of such misinformation that deters students from accessing resources. Unfortunately, some students prefer to perpetuate dramatic, incorrect information about the Center. Thus, general lack of education on mental health, lack of physical and social-media visibility, and misinformation present challenges to an informed awareness on the Counseling Center and the services it offers. An important question to ask with these issues is if they should be addressed in the first place. At this time, the answer is mixed. Despite these limitations, the Center by no means suffers from a lack of students to provide services to. This is discussed further in a review of accessibility. The Center is clearly overburdened with students who request Individual Counseling and future

awareness initiatives should be targeted at promoting workshops and other services that can help students before they are in need of counseling sessions.

Accessibility: Last year, the Student Mental Health Action Team (MHAT) [RF5] submitted a report containing a robust analysis of the demand for the Center's resources. "There has been a steady increase in the number of new student clients at Georgia Tech's Counseling Center since at least 2005; students visiting Stamps Health Center to access psychiatric services have also dramatically increased in recent years [RF5, Figure 1]. Although the number of enrolled students has also increased during this time, increased enrollment does not fully account for the 50% increase in counseling center utilization since 2009 nor the 71% increase in visits to a psychiatrist since 2013." This data does not take into account the number of students who could benefit from the Center's services but do not access them. The demand for services at the Center is managed through a centralized intake process. Students first fill out an intake form, meet with a therapist immediately if their responses indicate they are at risk, and eventually schedule a first appointment called an Initial Consultation. The Initial Consultation determines the nature and impact of the presenting concerns and discuss options for addressing concerns. A student is then recommended the most effective service. If a student's issues require on-going longer-term care or specialized treatment not provided by the Center, the Referral Service provides a connection to an off-campus community provider coordinated by a Case Manager. More information is needed on the average time between intake and Initial Consultation, average number of sessions, and percentage of patients referred elsewhere. The MHAT report, however, provides useful information on the student to staff ratio [RF5]. "At Georgia Tech's Counseling Center, the ratio of full-time students to full-time, certified counseling staff is currently 1578:1, higher than many peers and near-peers whose ratios range from 730:1 to 1732:1, averaging 1100:1. (These numbers are not intended to include psychiatric staff or uncertified counseling staff, but in some cases, those staff may have been included in peer institution data.) The nationally recommended ratio is 1000:1 to 1500:1 for a university of our size; UCCCD reports in its 2016 survey of universities that universities with 25,000-30,000 students have a mean ratio of 2567:1. An open question is whether current averages and recommendations from professional societies sufficiently address existing need among current students. Students visiting Georgia Tech's Counseling Center report concerns consistent with national patterns [RF5, Figure 2]. While Georgia Tech's student-to-counselor ratio may be high relative to peers, the limit on the number of counseling sessions is fairly liberal, at 16 (with the limit currently suspended, as of October 2017). Those peers and near-peers with limits are all set much lower, and institutions sampled that do not set limits on numbers of sessions typically work with students to move them to other

resources within a smaller number of sessions [RF5, Appendix C]Several representatives of peer institutions noted that they are in the process of adding counseling staff to reduce their student-to-counselor ratio." In essence, the Counseling Center is unable to adequately meet the demand of students despite barriers to access. A newly announced Intake Center and collaboration with the School of Industrial and Systems Engineering (ISyE) will seek to address issues related to accessibility. The Intake Center will be located in the Flag building and designed as single-entry access point for both Psychiatry and the Counseling Center Thorough data and process flow analysis will hopefully provide for an efficient Intake Center that increases the number of hours staff are able to spend with patients and decreases the time between intake and Initial Consultation. Another important component of the Intake Center is that it will serve as the first formal connection between Stamps Psychiatry and the Counseling Center. Both of these primary resources are embedded within different departments that do not meet on the organization chart until the President. Students are frequently confused on which resource to access, resulting in inefficient treatment and longer time between initially seeking help and receiving appropriate care.

The research collaboration between ISyE and the Counseling Center should provide novel insight into the Center's ability to effectively and efficiently treat students. Without current statistics and data at our fingertips, it is difficult to analyze the efficacy of the Counseling Center's services.

R2.   The *Tech Ends Suicide Together* Initiative
    QR1.   [R2.QR1] The *Tech Ends Suicide Together* Initiative
    QR2.   [R2.QR2] website: http://endsuicide.gatech.edu/ email: endsuicide@gatech.edu
    QR3.   [R2.QR3] The Division of Student Life and the Georgia Tech Counseling Center began this Initiative in 2016. At the heart of the initiative are two foundational beliefs: every member of the Georgia Tech community is a caregiver that has a role in suicide prevention, and even one life of our Georgia Tech family lost to suicide is too many. This Initiative aims to bring the entire community — students, faculty, staff, parents, and alumni — together through a commitment and call to action to work together to end suicide at Georgia Tech. *Tech Ends Suicide Together* is based upon the Zero Suicide Initiative which represents a paradigm shift from suicide prevention to suicide elimination (www.zerosuicide.com). Georgia Tech is one of the first colleges in the United States to implement a Zero Suicide Initiative on campus. The Initiative consists of an Implementation Team from across the entire Tech community and an Oversight Team which serves as the executive leadership for the initiative.
    There are three levels of prevention under the *Tech Ends Suicide Together* Initiative. The first is primary prevention and it is dependent on each

specific unit. It includes offering programs and services to prevent suicide attempts, reducing risk factors and promoting the protective factors. The next level is secondary protection. This include offering programs and services after an attempted or completed suicide has occurred, addressing the short-term impacts and effects of suicide and crisis counseling or crisis debriefing. The last level of prevention is tertiary prevention. This includes offering programs and services for long – term responses and plans, addressing the after – effects, consequences of suicide and providing survivors support groups and developing systemic information gathering to learn more about suicide occurrences. A primary function of the Initiative is to provide Question, Persuade, Refer (QPR) Suicide Prevention Gatekeeper Training to students, faculty, and staff. QPR is discussed further as a practice under Education and Awareness.

QR1.   [R2.QR4] [EA1.PT1]

QR2.   [R2.QR5] Zero Suicide started its campaign in 2012. Zero Suicide is based on 7 essential elements for health and behavioral health systems. Those 7 elements are Lead, Train, Identify, Engage, Treat, Transition, and Improve.

R3.   Health Initiatives

QR1.   [R3.QR1] Health Initiatives, Department of Health and Well-Being

QR2.   [R3.QR2] http://healthinitiatives.gatech.edu/

QR3.   [R3.QR3] The mission of Georgia Tech Health Initiatives is to encourage and cultivate a healthy school environment among students and employees who live and work in the Georgia Tech community. Health Initiatives accomplishes this mission by providing prevention-based programs, individual and group support services, and co-curricular learning experiences. Most of Health Initiatives programs are aimed towards general wellness, with programs spanning multiple needs and disciplines. Professional, physical, financial, and social health are all topics that are addressed by this department's initiatives. Health Initiatives operates under the umbrella of the Department of Health and Well-Being at Georgia Tech. They offer a wide range of programs such as Adulting, Transient Financial Course (funded through the Joint Allocation Committee [MI1]), Intuitive Eating, Nutritional Coaching, Wellness Coaching, Well-Being Activators, and The Eating Disorder Care Team. Staff members within Health Initiatives are also KORU mindfulness trained (also funded through the Joint Allocation Committee [MI1]). Information regarding Intuitive Eating and The Eating Disorder Care Team is to follow. Intuitive Eating is an initiative targeted towards students promoting well-rounded eating habits. The program offers bi-weekly workshops throughout the semester relating to various aspects of choosing and maintaining a healthy diet while attending school. These workshops provide students with the opportunity to create plans and determine their own dietary needs in the context of their schedules as students. The program also offers access to the Health Initiatives

Dietitians who offer support and answer questions relating to nutrition issues. These dietitians are located in the Health Initiatives area in the 2nd floor of the Stamps Building. More information can be found here https://healthinitiatives.gatech.edu/nutrition/intuitive-eating. The Eating Disorder Care Team is a multidisciplinary group made up of representatives from Stamps Primary Care, the Counseling Center, the Women's Resource Center, Psychiatry, and Health Initiatives. Students that may have concerns relating to eating disorders and their dietary health have access to Eating Disorder Care Team. The team identifies students with symptoms of eating disorders including anorexia nervosa, bulimia, binge eating, and overeating disorders. The care team creates individualized treatment plans including nutritional assessment as well as medical and psychological evaluation and treatment. More information can be found here https://healthinitiatives.gatech.edu/well-being/nutrition/ask. For more information regarding the other listed programs not explicitly discusses please refer to the website.

QR4. [R3.QR4] N/A

QR5. [R3.QR5] Health Initiatives has an important role as the distributor of health information that falls outside of the mental health umbrella. Their success lies in their ability to reach and engage with as many students as possible in order to increase awareness and access to the resources on offer. Currently, Health Initiatives is struggling with student engagement and participation. One of the largest problems facing the department is creating and finding the proper avenue to properly inform and educate students. As of now Health Initiatives advertises using the Daily Digest, weekly newsletter, and posters and flyers around campus. These current methods are less than ideal for optimal student engagement because they are all very uncommon tools that most students do not notice or use. Increased effort has recently been put into utilizing social media as both an advertisement tool as well as an educational medium which has been beneficial, but more development is needed. As for the programs offered, many of the general wellness programs that Health Initiatives offer are well received by the students that participate in them, but again participation in these events suffers due to engagement and awareness issues.

R4. LGBTQIA Resource Center

QR1. [R4.QR1] LGBTQIA Resource Center, Division of Student Life

QR2. [R4.QR2] http://lgbtqia.gatech.edu/, lgbtqia@gatech.edu, 404 385 4780

QR3. [R4.QR3] The LGBTQIA Resource Center was opened in Spring 2014. The resource coordinates a range of programs and events throughout the year aimed at educating faculty, students, and staff about LGBTQIA issues, provides safe spaces for LGBTQIA students to build a community on campus and explore their identities, and facilitates conversations about LGBTQIA diversity, equity, and inclusion. The Director holds drop-in hours throughout the year for students, faculty, and staff who want to discuss needs and concerns. In the Fall 2018, the Center hired 5 student

assistants. The Center is home to a library of LGBTQIA-related books and DVDs that members of the Georgia Tech community are welcome to borrow. The LGBTQIA Resource Center offers the following programs Out at Work, Black Queer Lives Matter, T+, Ace Space, QPoC meet ups, an LGBTQIA Health and Wellness Series, Queer Coffee House, Q Chats, Safe Space, Trans 101 and Rising Up. Information including all programs is located on the website for LGBTQIA Resource Center. Safe Space, Trans 101 and Rising Up will be discussed further in Practices for Vulnerable Populations LGBTQIA [VP1].

QR4. [R4.QR4] Safe Space [VP1.PT1], Trans 101 [VP1.PT2], Rising Up [VP1.PT3]

QR5. [R4.QR5] The LGBTQIA Resource Center use to be located in a suite up until August 2018 when The Center received the Gift to Tech and moved into a multi – room space. Safe Space offers training to students, staff, and faculty to become better allies to those of the LGBTQIA community. Trans 101 is the LGBTQIA Resource Center's introductory education program designed to provide participants with the knowledge and skills necessary to support transgender, gender non-conforming, and gender questioning individuals at Georgia Tech. Rising Up is a program funded by the Joint Allocations Committee to focus on LGBTQIA student mental health; it is a group for undergraduate and graduate students that meets every week for one semester to develop resilience skills to improve their mental health, overcome challenges, and identify sources of support. For more information regarding the listed programs refer to [R4.QR4] for direction to their individual practices.

R5. Dean of Students Office

QR1. [R5.QR1] Office of the Dean of Students, Division of Student Life

QR2. [R5.QR2] studentlife@studentlife.gatech.edu

QR3. [R5.QR3] The Office of the Dean of Students helps respond to student emergencies through the Student Life Referral form and the Students of Concern Team. The Student Life Referrals are for faculty, staff, and students to express concern for a current GT student. The form requires contact information of the person submitting the form, as well as the name and email of the student of concern. The form also asks for explanation of the situation at hand. Previously, the form required knowledge of the student of concern's ID number, but this was removed after a recommendation from the Mental Health Action Team in 2017. When a student is referred, they are asked to come into the Dean's office. The Dean assesses the situation and determines what actions should be taken. Students can also refer themselves to the Office of the Dean of Students through the Dean of Students Assistance Request. The form requires the name, email, GTID, GT Account, phone number, and reason for visit. The Office of the Dean of Students also has a Students of Concern Team. The team meets once a week to discuss students of concern, ensuring the Office keeps up with each situation. The team consists of individuals from

the Georgia Tech Police Department, the Counseling Center, VOICE, and the Deans at Georgia Tech.

- QR4. [R5.QR4] N/A
- QR5. [R5.QR5] N/A

R6. Referral and Assessment Center

- QR1. [R6.QR1] This resource is scheduled to open in March 2019 and does not have an official title as of January 2019.
- QR2. [R6.QR2] https://www.news.gatech.edu/2018/12/07/partnership-creates-joint-center-mental-health-assessment-and-referral - Since this resource is scheduled to open in March 2019 the contact information and website are not currently released.
- QR3. [R6.QR3] The Referral and Assessment Center was created with the purpose of creating a single point of entry and pathway for students to access campus mental health resources. The plan is for students to be able to come in, discuss their needs with a counselor, and formulate a treatment plan as part of their initial visit and in one single location. The center is expected to better utilize the expertise of the counseling and psychiatric staff and allow them to serve more students and thus reduce wait times. Furthermore, it is expected to lead to a significant improvement in how Georgia Tech not only provides care to their student population but also how their faculty and staff assist with the student mental health needs. Currently the center is planned to be staffed by a director and two full – time counselors. Mental health professionals from Georgia Tech's Counseling Center and Psychiatric Clinic will serve the center on a rotating basis.
- QR4. [R6.QR4] N/A
- QR5. [R6.QR5] N/A

R7. VOICE

- QR1. [R7.QR1] VOICE: Sexual Violence Prevention & Victim – Survivor Support Health Initiatives
- QR2. [R7.QR2] http://healthinitiatives.gatech.edu/well-being/voice
- QR3. [R7.QR3] Voice's mission is to provide support for victims and those supporting survivors as well as educate the community about healthy relationships and sexual violence. On campus Voice works to promote the idea that sexual violence is preventable and create opportunities to teach people on campus how to work together to prevent sexual violence on campus. Voice also works with sexual violence survivors to make sure that all cases are handled with respect and equality as well as work to ensure policies on Campus are supportive and reflect best practices on handling sexual violence on campus.
- QR4. [R7.QR4] Voice approaches sexual violence on campus on two main parts: sexual violence prevention and victim survivor support. The Sexual Violence Prevention Alliance (SVPA) is comprised faculty, staff, and student members across multiple departments that work together to engage the community and campus to oversee sexual violence prevention. SVPA works to oversee campus programs and the student government

association Joint Sexual Violence Advisory committee to monitor campus culture. In addition, every fall semester VOICE trains a group of student Peer Educators present around campus about the importance of consent and how to prevent and recognize sexual violence. VOICE also provides Victim-Survivor support. VOICE Advocates serves as confidential support for victims of sexual violence and provide information to victims about their reporting options, resources on and off campus and well as emotional support.

QR5. [R7.QR5] A Voice advocate serves as a confidential person that a victim of sexual violence can confide in without being worried that their case is unwantedly reported. This is not true for any other faculty or staff employed by Georgia Tech.

R8. Student's Temporary Assistance & Resources (STAR) (Rachael)

QR1. [R8.QR1] Student's Temporary Assistance & Resources, Division of Student Life

QR2. [R8.QR2] http://studentlife.gatech.edu/content/star-services, steve.fazenbaker@gatech.edu

QR3. [R8.QR3] Students' Temporary Assistance and Resources (STAR) is an organization that provides stability for students to pursue a fulfilling college experience. It does this by facilitating collaboration between organizations offering student support and increasing campus awareness of these programs. The five points of the star are: food, finances, clothing, housing, and connections. Practices for these five points are discussed in Vulnerable Populations Low Income [VP3]. This resource provides support for students with financial, food, housing, and clothing insecurities. STAR is managed by a single staff member and a team of STAR Ambassadors that work to improve the function of STAR. They facilitate monthly meeting between each of STAR's programs and relevant administration create and disseminate marketing material, and design and implement sensitivity and awareness programs.

QR4. [R8.QR4] [VP3.PT1] Campus Closet, [VP3.PT2] Klemis Kitchen, [VP3.PT3] Dean Griffin Hip Pocket Fund, [VP3.PT4] Temporary Housing

QR5. [R8.QR5] N/A

State of Affairs

- Mental Health Task Force 2013 [RF2]
- Campus Culture Action Team 2017 [RF3]
- LGBTQIA Community Support Action Team 2017 [RF4]
- Student Mental Health Action Team (MHAT) 2017 [RF5]
- A Path Forward – Together Student and Community Life 2018 – 2019 [RF6]
- A Path Forward – Together Academics 2018 – 2019 [RF7]
- A Path Forward – Together Health and Well-being 2018 – 2019 [RF8]

Practices for Education and Awareness

EA1. *Education of Incoming Students, Staff, and Faculty*

PT1. [EA1.PT1] QPR Training

QP1. [EA1.PT1.QP1] Question Persuade Refer (QPR) Suicide Prevention Gatekeeper Training

QP2. [EA1.PT1.QP2] http://endsuicide.gatech.edu/content/qpr-training-0

QP3. [EA1.PT1.QP3] Undergraduate and graduate students, faculty, staff, students with mental illness, students supporting those with a mental illness, suicidal individuals, Greek Life, LGBTQIA students, Housing PLs/RAs, Peer Coaches.

QP4. [EA1.PT1.QP4] QPR falls under the program *Tech Ends Suicide Together* at Georgia Tech. *Tech Ends Suicide Together* is modeled from the national Zero Suicide Initiative. (www.zerosuicide.com) There are seven essential elements for the Zero Suicide initiative. Lead, Train, Identify, Engage, Treat, Transition, and Improve. QPR is Georgia Tech's essential element for training in our Zero Suicide Initiative. Georgia Tech is one of the first colleges/universities in the United States to implement a Zero Suicide Initiative on campus. QPR stands for Question, Persuade, and Refer—the 3 simple steps anyone can learn to help prevent suicide. The most widely taught gatekeeper training in the world, QPR is designed to help any and everyone learn how to recognize the warning signs of suicide, offer hope, and help save lives. Participants will learn how to intervene with an individual at-risk, persuade them to get help, and guide them to the appropriate resources. The 2-hour QPR Training at Georgia Tech includes an hour of didactic instruction, followed by role play exercises, and time for questions and discussion. To learn more about the nationally-recognized suicide prevention gatekeeper training program, visit the website http://www.qprinstitute.com.

Georgia Tech started administering QPR on our campus in Fall of 2014 with 1 instructor. The number of instructors gradually increased until Spring of 2017. In summer of 2017 the *Tech Ends Suicide Together* Initiative gained funding through the Gift to Tech grant and trained 14 instructors. In the Spring of 2018 the Initiative trained 11 more instructors. Now as of Jan 2019 Georgia Tech has over 40 instructors. Instructors are made up of students, staff and faculty. Instructors are required to sign a contract and complete at least 2 QPR trainings a semester for the GT community. This is because it costs a fee to train the instructors through the national organization of QPR Institute by a master trainer. Each semester there are at least 6-7 general campus trainings for the GT community as well as individual group trainings (organized through instructors as well).

Since 2014 to Jan of 2019 Georgia Tech has trained 2645 individuals over the course of 172 trainings.

QP5. [EA1.PT1.QP5] Individual group trainings are promoted through the website. Every semester there are general campus trainings promoted through a flyer, GT communications, and the *Tech Ends Suicide Together* Implementation team. The Implementation Team (the lead essential element) is a group of individuals that serve as the leadership group for the initiative. The Implementation Team was designed to be representative of the entire campus community and is comprised of individuals who are committed to ending suicide at Tech. The Implementation Team is committed to the aspiration goal of zero suicide as well as creating and fostering a culture of zero suicide within their respective units. The Implementation Team is made up of head officials from the Counseling Center, College of Sciences, Housing, Police Department, Student Government, Admissions, Faculty (graduate and undergraduate) etc. The full Implementation team can be found on the endsuicide.gatech website under ambassadors.

QP6. [EA1.PT1.QP6] QPR is designed to help any and everyone learn how to recognize the warning signs of suicide, offer hope, and help save lives. Participants learn how to intervene with an individual at-risk, persuade them to get help, and guide them to the appropriate resources. QPR also raises awareness for suicide prevention. For more information on the research and theory behind QPR https://qprinstitute.com/research-theory.

QP7. [EA1.PT1.QP7] EA2, EA4, VP1

QP8. [EA1.PT1.QP8] QPR Institute is the organization through which *Tech Ends Suicide Together* trains their individuals. We use QPR copyrighted slides and booklets. The instructors have access to the QPR official portals online and other resources etc. *Tech Ends Suicide Together* does not own or distribute QPR's copyrighted. *Tech Ends Suicide Together* does offer more statistics and personalizes the information prior to the QPR training to college students using national data, as well as personalizing the various resources specific to the GT campus.

EA2.   *Information Distribution Networks*
   PT1.   [EA2.PT1] Let's Talk
      QP1.   [EA2.PT1.QP1] Let's Talk
      QP2.   [EA2.PT1.QP2] http://counseling.gatech.edu/content/lets-talk
      QP3.   [EA2.PT1.QP3] Any students considering counseling, student's unable or unwilling to formally make appointments with GT Counseling center.
      QP4.   [EA2.PT1.QP4] Let's Talk provides access to informal confidential sessions with GT Counselors. It acts as an intermediate step below committing to regular appointments with Counseling. The program targets those students that may not be sure or ready to fully utilize individual counseling. Additionally, it

affords any student the opportunity to consult with counseling staff on any topic or question.

QP5.   [EA2.PT1.QP5] Let's Talk has walk in sessions in the Clough Commons Suite 447 on Mondays from 10 AM to Noon, and in the LGBTQIA Resource Center periodically throughout the semester from 10 AM to Noon. The counselors that facilitate Let's Talk sessions are from the GT Counseling Team.

QP6.   [EA2.PT1.QP6] This practice is a very good tool to gradually introduce the idea of counseling to a vulnerable student by providing a very low commitment, confidential environment allowing them to explore and learn about the resources available to them. The program greatly succeeds in increasing student awareness regarding mental health resources and is very effective in its targeted area. This practice however struggles with student accessibility as few session times and poor advertising limit participation.

QP7.   [EA2.PT1.QP7] EA2, VP1

QP8.   [EA2.PT1.QP8] "Let's Talk" is a program that provides easy access to informal confidential consultations with counselors. Counselors hold walk-in hours at various sites across campus throughout the week. Speaking with a counselor at "Let's Talk" can provide insight, solutions, and referrals to other campus resources. It is a drop-in program intended to provide informal consultations. "Let's Talk" is a particularly valuable program in the context of vulnerable populations, as it allows for vulnerable students to seek help in a low commitment and confidential environment. Specifically, the LGBTQIA vulnerable population benefits greatly from this practice, as there are monthly "Let's Talk" sessions held in the LGBTQIA Resource Center, along with the regular Clough sessions, which aids in accessibility for that specific population.

The program is modeled on the "Let's Talk" program at Cornell University. This program provides another avenue for students to learn about and access mental health resources on Georgia Tech's campus.

PT2.   [EA2.PT2] Mental Health Student Coalition (MHSC)

QP1.   [EA2.PT2.QP1] Mental Health Student Coalition, Division of Student Life; Center for Student Engagement

QP2.   [EA2.PT2.QP2] http://www.mhsc.gtorg.gatech.edu/

QP3.   [EA2.PT2.QP3] It is made up of undergraduate students and in previous semesters graduate students. As a practice MHSC hopes to use its experiences as student advocates for mental health and educators to improve life on campus for all populations.

QP4.   [EA2.PT2.QP4] In 2013 a collection of leaders from the Student Government Association released a white paper on mental health at Georgia Tech. Contained within it was a critical analysis of factors that contribute to Tech's depressogenic environment. In response, the President of the institute commissioned the first Mental Health Task Force to further investigate and generate recommendations on mental health. After the team had completed their task, several student leaders banded together to form what is now known as the Mental Health Student Coalition. The purpose of MHSC is to innovate and advocate for changes in policies and programs that improve the mental health of students. They work closely with student leadership, administration, mental health resources, and faculty on campus in all of their endeavors. Whereas most mental health groups focus on awareness, MHSC focuses on advocacy and consulting administration, student organizations, and multidisciplinary initiatives. Previous years MHSC has put on a Mental Health Summit which is discussed further in [EA2.PT2.QP8].

The Mental Health Student Coalition in collaboration with the Georgia Tech Counseling Center is hosting the Intercollegiate Mental Health Conference (IMHC) in February 2019. The intercollegiate Mental Health Conference aims to gather the best practices on mental health from college campuses across the nation. IMHC will bring together campus leaders to share those practices and develop solutions to relevant issues. This will empower mental health leaders with the knowledge necessary to create and implement successful solutions to challenges shared with other campuses. For more information please refer to http://mentalhealthconference.gatech.edu.

QP5.   [EA2.PT2.QP5] The Mental Health Student Coalition is led by a voted in director and made up of different committees each with two co-chairs and committee members that are restructured due to the goals of MHSC for said year.

QP6.   [EA2.PT2.QP6] MHSC works at the intersection of student leadership, faculty, clinicians, and administration to align and unify efforts to improve student wellbeing. MHSC can be best thought of as an innovative think tank that seeks to constantly improve mental health. Occasional events such as the Mental Health Summit (discussed in QP8) help to raise awareness and expand accessibility to resources. Members of MHSC are well-connected to higher institutional task forces, boards, and other multidisciplinary initiatives commissioned by administration. MHSC is a fluid and dynamic organization that seeks to address the needs of tomorrow through advocacy work on institutional programs and policies related to student wellbeing.

QP7. [EA2.PT2.QP7] MHSC has made significant contributions to the following programs: ([R2] Tech Ends Suicide Together, Bio-Feedback, WellTrack, [VP1.PT3] Rising Up, [EA1.PT1] QPR Training, Mental Health Task Force, Campus Culture Action Team, Mental Health Action Team, [MI1] Joint Allocations Committee, [MI2] Path Forward Advisory Group, [EA2.PT2.QP8] Mental Health Summit).

QP8. [EA2.PT2.QP8] Mental Health Summit: The Mental Health Summit is an endeavor to engage the Georgia Tech community in creating solutions to mental health issues on campus. Each year, students, administration, faculty, and care providers are invited to participate. The focus of the Summit changes from year to year, but generally consists of two phases. The first phase is issue identification and exploration in which an issue is analyzed from multiple perspectives. Afterwards, an implementation phase tries to produce solutions that are agreeable to all parties present. Other entities will typically take charge on solutions produced during the Summit or apply them to their current endeavors.

PT3. [EA2.PT3] Freshman Experience

QP1. [EA2. PT3.QP1] Freshman Experience

QP2. [EA2. PT3.QP2] https://housing.gatech.edu/freshman-experience

QP3. [EA2. PT3.QP3] First-year undergraduate students, incoming freshmen, freshman, freshmen

QP4. [EA2. PT3.QP4] Freshman Experience is a living option offered by the Department of Housing and Residence Life. More than 95% of incoming freshmen choose to engage in the Freshman Experience. The program is structured around freshmen living in a dorm with two or more "Peer Leaders" or Resident Advisors for Freshman Experience. The Peer Leaders are upperclassmen who offer regular programming and receive training in how to handle students with mental illness. An important component for the Freshman Experience is how to be successful both as a student and an individual. Some residence halls contain classrooms that tutors for common freshman courses go to and offer free tutoring services. The Freshman Experience is noted as a distribution network because it is a primary way that incoming students learn about Georgia Tech and what resources, particularly in mental health, are available to them.

QP5. [EA2. PT3.QP5] Freshman Experience consists of the following members:

Freshmen: First-year incoming students are the primary focus of Freshman Experience.

Peer Leaders: Peer Leaders are the most involved with the targeted population and interact with them on a daily basis. They are typically charged with hosting educational and recreational activities aimed at accomplishing or highlighting a particular goal.

For example, a theme for the month might be "The Seven Dimensions of Wellbeing". A Peer Leader would have to post educational material about the theme and host an activity that promotes it.

<u>Hall Directors</u>: Hall Directors oversee Peer Leaders and are responsible for distributing information to Peer Leaders. They oftentimes live and work close to the residence halls. Although they evaluate the progress of Peer Leaders and their ability to develop effective programs, Hall Directors are usually not directly involved with the development process.

<u>Area Manager:</u> Each residence hall under a Hall Director works under an Area Manager. The Area Manager is in charge of creating content and goals that is eventually disseminated to freshmen.

QP6.   [EA2. PT3.QP6] This practice does not lend itself well to be analyzed through the three domains. Instead, we will evaluate the practice on its ability to increase awareness and accessibility for existing mental health resources.

Freshman Experience plays a crucial role in how aware a student is of mental health on campus. Living in a environment with specific goals for a community can be very beneficial for awareness of mental health. Physical materials such as flyers, mirror clings, and posters are most effective in dorms because visibility is highest. Furthermore, the programs hosted by Peer Leaders can help with de-stigmatization and provision of important information. Unfortunately, there is currently a very small focus on mental health. Freshmen are likely to see on a poster or flyer that we have a Counseling Center and Psychiatry; they are unlikely to know what those resources are or how to access them. Most programming focuses on personal and professional development of freshman. Much like the wider culture of campus, there is an emphasis on career and not on personal health. Furthermore, the Peer Leaders themselves are typically unknowledgeable of mental health. Each Peer Leader is required to take a class on being an RA where, just like programming for Freshman Experience, mental health is not thoroughly discussed. This plays an important role in students accessing mental health. The current protocol for a student experiencing a mental health crisis is to call the police department and have them speak to the counselor-on-call. This is a specific problematic example; however, it is indicative of an overarching trend. Students are not educated on mental health resources and therefore believe that seeking help is wrong and do not know how to seek help in the first place. As a result, the mental health of a student progressively declines until it reaches a point of crisis. Once the damage is done, the resources available may not be able to help.

Overall, the Freshman Experience is a positive program that allows for freshman to find a community and place to call home. There is a significant focus on inclusion that allows for students to break their preconceived notions and misperceptions. If more programming could be targeted towards mental health with existing methods of distribution (posters, information sessions, floor meetings, flyers, etc.), we believe the mental health of students could be drastically improved. Freshman Experience is a key opportunity for awareness and prevention efforts. The necessary information for improved mental health education has already been created by organizations and departments on campus, all it takes is a concerted effort for implementation.

QP7.   [EA2. PT3.QP7] N/A

QP8.   [EA2. PT3.QP8] N/A

EA3.   Course Curriculum Integration

    *PT1.   *[EA3.PT1] GT 1000

        QP1.   [EA3.PT1.QP1] GT1000

        QP2.   [EA3.PT1.QP2] http://enrichment.gatech.edu/gt-1000-first-year-seminar%20

        QP3.   [EA3.PT1.QP3] Undergraduate students, freshmen, incoming freshmen, first-years, first-year students

        QP4.   [EA3.PT1.QP4] GT1000 is a course taken by the majority of freshman to help them acclimate to Tech in a classroom setting with 30 or fewer of their peers. GT1000 is designed to help students succeed in their courses at Tech, offer them a support system, and encourage them to become active members of the community. The course meets weekly for one hour and covers topics such as: team building skills, career exploration, academic success strategies, etc. There are a wide variety of sections within GT1000 and the curriculum has a high variance amongst the sections. For example, a student can take a class with only other students in their major or one that focuses specifically on oration.

        QP5.   [EA3.PT1.QP5] GT1000 is managed by the Center for Academic Enrichment, not a specific academic department on campus. GT1000 is taught by academic faculty and administrators with advanced degrees who volunteer their time above and beyond regular responsibilities to assist first-year students in transitioning successfully to Georgia Tech. The curriculum for the course is flexible and varies significantly according to which instructor is teaching the course.

        QP6.   [EA3.PT1.QP6] An important note is that the lack of a centralized curriculum has resulted in little focus on mental health. A current restructuring of GT1000 may make it possible to include additional education on mental health.

        QP7.   [EA3.PT1.QP7] EA1, EA2

QP8.   [EA3.PT1.QP8] N/A
EA4.   *Peer Support Groups*
  PT1.   [EA4.PT1] Peer Coaching
    QP1.   [EA4.PT1.QP1] Peer Coaching Program
    QP2.   [EA4.PT1.QP2] Irene Daboin Irene.daboin@studentlife.gatech.edu
    QP3.   [EA4.PT1.QP3] Peer Coaching is intended to target current Georgia Tech student whose mental health needs would best be served from a one-on-one peer relationship rather than counseling. Examples of the needs include mild cases of anxiety, relationship issues, adjustment problems, and academics.
    QP4.   [EA4.PT1.QP4] The Peer Coaching Program trains students to provide one-on-one support and education to their GT peers and offers Peer Coaches ongoing supervision in the provision of these services. Peer Coaches are trained to assist consulates in identifying and accomplishing specific academic, social, or other personal goals related to concerns commonly faced in college. Potential consulates are required to complete a Peer Coaching Screening Form before they are matched with a peer coach. The program was developed through a Mental Health Task Force in 2013. The first cohort of Peer Coaches was trained in the Fall of 2015.
    QP5.   [EA4.PT1.QP5] Peer Coach training takes a full semester, meeting weekly for 1.5 hours. Peer Coaches are trained to handle extreme cases, guided by the book Students Helping Students: A Guide for Peer Educators on College Campuses. Each semester, Peer Coaches choose whether to be active. When active, Peer Coaches have no more than 3 consulates, meeting with each for an hour per week. Peer Coaches also must come in to do quality feedback, meeting in a group setting to problem solve and develop coping strategies, led by a member of the counseling center. The Peer Coach's responsibility is to empower their consulate to identify a plan of action to move forward.
    QP6.   [EA4.PT1.QP6] While awareness has been increasing about the program, it still is yet to reach all of campus. However, the Peer Coaching Program received funding for the first time in 2018, with plans to use the funds for marketing and outreach purposes. The Peer Coaching Program is very accessible to students deemed suitable for the consultation service, as the service usually wraps up after one semester, freeing up coaches for new consulates. Finally, the Peer Coaching Program sends out a survey to measure success of both the coaches and the consulates. From previous reporting, consulates feel the service is effective and positive.
    QP7.   [EA4.PT1.QP7] EA1, EA2
    QP8.   [EA4.PT1.QP8] N/A

Practices for Vulnerable Populations

VP1.   LGBTQIA+

    PT1.   [VP1.PT1] Safe Space

        QP1.   [VP1.PT1.QP1] Safe Space

        QP2.   [VP1.PT1.QP2] http://lgbtqia.gatech.edu/safe-space

        QP3.   [VP1.PT1.QP3] Undergraduate, graduate, staff and faculty

        QP4.   [VP1.PT1.QP4] Safe Space started in 2001 many years prior to the opening of the LGBTQIA Resource Center. Safe Space is a voluntary training for students, staff, and faculty that want to feel more confident using LGBTQIA terminology, understand the coming out process, and be a supportive point of contact for those struggling with anything LGBTQIA related. Any faculty or staff member can apply to be a facilitator for Safe Space. The training is 4 hours. An extensive amount of information about the specifics of the training is located on the website. Prior to the LGBTQIA Resource Center opening the number of individuals trained in Safe Space were not recorded. But as of 2014, there have been over 500 students, faculty, and staff trained through Safe Space, Safe Space: Peer Education [[VP1.PT1.QP8], and Greek Allies [VP1.PT1.QP8]. There are 13 facilitators for Safe Space as of Spring 2019.

        QP5.   [VP1.PT1.QP5] The training is marketed on the LGBTQIA Resource Center's social media and is offered to anyone in Georgia Tech's community that wants to be an LGBTQIA ally. Those that volunteer will go to a training session that lasts four hours.

        QP6.   [VP1.PT1.QP6] This practice helps students, staff, and faculty be aware of those struggling in the LGBTQIA community. It allows easily accessible allies for those in the LGBTQIA community; through this training, hopefully those struggling with mental health will have someone to talk to and help them through their hardships.

        QP7.   [VP1.PT1.QP7] EA1, EA2

        QP8.   [VP1.PT1.QP8] Safe Space also has a Peer Education program, Safe Space: Peer Education (SSPE) which has the same content and goals as regular Safe Space but has a more student focused training. It is typically held once a semester. Facilitators for Safe Space are typically undergraduate and graduate students. There are 7 facilitators for Safe Space: Peer Education as of Spring 2019. There is also a Greek Allies training which lasts 3.5 hours. There are 4 facilitators for Greek Allies as of Spring 2019.It is held once a semester or on a request basis by fraternities and sororities. It is an interactive curriculum modeled on Safe Space but contains scenarios, discussions, and information relevant to members of Greek organizations. Greek Allies is typically facilitated by undergraduate and graduate students. The purpose of the Greek Allies program is to make fraternities and sororities more inclusive, welcoming, and supportive of lesbian, gay, bisexual,

transgender, queer, and questioning students. An extensive amount of information regarding Greek Allies is located on the website http://lgbtqia.gatech.edu/greek-allies.

PT2.   [VP1.PT2] Trans 101
    QP1.   [VP1.PT2.QP1] Trans 101
    QP2.   [VP1.PT2.QP2] http://lgbtqia.gatech.edu/trans-101
    QP3.   [VP1.PT2.QP3] Undergraduate, graduate, staff, and faculty
    QP4.   [VP1.PT2.QP4] Trans 101 was started in 2015 through the LGBTQIA Resource Center. Trans 101 is the LGBTQIA Resource Center's introductory education program designed to provide participants with the knowledge and skills necessary to support transgender, gender non-conforming, and gender questioning individuals at Georgia Tech. The training is 2.5 hours. It is offered to anyone in Georgia Tech's community who wants to learn transgender terminology, understand barriers to transgender people on Georgia Tech's campus, and understand their own gender identity and how it relates to systems of privilege. Any faculty or staff member can apply to be a facilitator for Trans 101. Since 2015 around 250 students, staff, and faculty have been trained in Trans 101. There are four facilitators for Trans 101 as of Spring 2019. There have been an estimated 16 trainings of Trans 101 held as of Jan 2019. An extensive amount of information about the specifics of the training is located on the website.
    QP5.   [VP1.PT2.QP5] The training is marketed on the LGBTQIA Resource Center's social media channels. Those that are interested will go to a two-and-a-half-hour training session; three sessions are held a semester and one in the summer.
    QP6.   [VP1.PT2.QP6] This practice helps students, staff, and faculty be more aware of other gender identities on campus and the barriers they face. It allows those that are trained to be an easily accessible supporter of those struggling, understanding terminology and willing to help implement trans-inclusive practices and behaviors. The goal is for transgender and non-conforming students to have someone to turn to in difficult situations.
    QP7.   [VP1.PT2.QP7] EA1, EA2
    QP8.   [VP1.PT2.QP8] Trans 101 covers trans-inclusive language and practices, challenges facing trans people at Georgia Tech and nationally, and resources for supporting trans communities on campus. Trainings are open to students, faculty, and staff.

PT3.   [VP1.PT3] Rising Up
    QP1.   [VP1.PT3.QP1] Rising Up: A Queer and Trans Resilience Skills Group
    QP2.   [VP1.PT3.QP2] http://lgbtqia.gatech.edu/rising-queer-and-trans-resilience-skills-group

QP3.   [VP1.PT3.QP3] LGBTQIA students who would benefit from building resilience skills

QP4.   [VP1.PT3.QP4] Rising up is a program funded by the Joint Allocations Committee to focus on LGBTQIA student mental health. The group is targeted for LGBTQIA students who are committed to developing resilience skills in order to improve their mental health and acquire tools to help them overcome challenges. The participants are expected to commit to weekly meetings throughout the semester. This program started in Fall of 2018. It is currently in its second semester of implementation for the Spring of 2019.

QP5.   [VP1.PT3.QP5] Participants are recruited through the Center's social media channels. There is also targeted outreach to students who have come to the Center with persistent concerns. Rising Up sessions meet every week for one semester in the LGBTQIA Resource Center. The facilitators are LGBTQIA-identified but are not licensed counselors; they are Georgia Tech staff members who have previously been involved in the Center's programs.

QP6.   [VP1.PT3.QP6] Rising Up helps students become aware of triggering situations and challenges and how to practice resilience skills to overcome these. Up allows access to other LGBTQIA students and staff who want to better their resilience skills in order to improve their mental health. At the end of the semester training weekly meetings, it is hopeful that the students will understand how to use their skills and who to go to for support on campus to improve their mental health.

QP7.   [VP1.PT3.QP7] EA2, EA4, EA1

QP8.   [VP1.PT3.QP8] The group is based on *The Queer and Transgender Resilience Workbook* by Dr. Anneliese Singh, a practical and compassionate guide to cultivating skills that build resilience. Each group has typically no more than 10 students and each student receives a free copy of the workbook to work through over the course of the semester. Rising Up helps teach students how to challenge negative messages, handle stress, or maintain healthy habits and routines when faced with difficult situations.

VP2.   International

VP3.   Low Income

PT1.   [VP3.PT1] Campus Closet

QP1.   [VP3.PT1.QP1] Campus Closet

QP2.   [VP3.PT1.QP2] Website: http://campuscloset.gatech.edu/ Main contact: gtcampuscloset@gatech.edu, http://studentlife.gatech.edu/content/star-services

QP3.   [VP3.PT1.QP3] GT students with financial insecurities

QP4.   [VP3.PT1.QP4] Campus Closet is a program that lends appropriate clothing to those who are prospective hires without proper business attire. This allows students to look professional and be judged on

the content of their character, not their financial wellness. The Campus Closet receives donations throughout the year and is typically announced as being open before career fairs. Outside of those times, students may email Campus Closet to receive necessary attire.

QP5. [VP3.PT1.QP5] Students visit the website to make an account with Campus Closets then pick up their clothing via an appointment or walk in hours with Campus Closets, then dry clean and return the clothing items within two weeks of rental. Students can access campus closets through walk in hours or appointments Monday – Friday. Refer to [VP3.PT1.QP4] for more information.

QP6. [VP3.PT1.QP6] By providing students with the necessity of temporary professional clothing for interviews and networking environments. it lessens the financial stress for students who cannot afford professional attire. Specifically, it also allows for students to let their academic and personal performance shine in the professional field rather than being held back by their professional clothing accessibility. This can also help students to gain professional experience through internships and full – time positions to further lessen any financial strain they are experiencing.

QP7. [VP3.PT1.QP7] N/A

QP8. [VP3.PT1.QP8] N/A

PT2. [VP3.PT2] Klemis Kitchen

QP1. [VP3.PT2.QP1] Klemis Kitchen

QP2. [VP3.PT2.QP2] Social media: www.facebook.com/klemiskitchen Campus Kitchen: www.facebook.com/CampusKitchens.GT/ Main contact: steve.fazenbaker@gatech.edu, http://studentlife.gatech.edu/content/star-services

QP3. [VP3.PT2.QP3] GT students with food and financial insecurities.

QP4. [VP3.PT2.QP4] Klemis Kitchen is Georgia Tech's campus food pantry. Volunteers work with the organization Campus Kitchens to prepare individual meals from campus dining halls that would otherwise go to waste and use it to support students at Georgia Tech. Access to Klemis Kitchen requires a meeting with the program coordinator that can be set up with an email from the affected party or a referral from a friend on their behalf. The food pantry itself is located in a discrete area of campus where people who utilize it are unlikely to be noticed. Of course, the location is not made publicly available and students are never identified for using the program.

QP5. [VP3.PT2.QP5] Klemis Kitchen is run by four student volunteer shift captains who manage student volunteers.

QP6. [VP3.PT2.QP6] By providing students with the necessity of food it temporary lessens the strain of food insecurity which can help to

improve not only physical health but mental health by lessening the stress of for these individuals of wondering where their next meal is coming from.

QP7. [VP3.PT2.QP7] N/A

QP8. [VP3.PT2.QP8] N/A

PT3. [VP3.PT3] Dean Griffin Hip Pocket Fund

QP1. [VP3.PT3.QP1] Response to QP1

QP2. [VP3.PT3.QP2] http://studentlife.gatech.edu/content/star-services, Vice President and Dean of Student's office at studentlife@studentlife.gatech.edu

QP3. [VP3.PT3.QP3] GT students with financial insecurities.

QP4. [VP3.PT3.QP4] The office of the Vice President for Student Life and Dean of Students offers emergency loans through the Dean Griffin Hip Pocket Fund. These loans are interest free and can be used for academic or personal matters. A submission form must be completed and a meeting with personnel in the Office of the Dean of Students is required. Loans are given on a case by case basis.

QP5. [VP3.PT3.QP5] refer to [VP3.PT3.QP4]

QP6. [VP3.PT3.QP6] By providing students with an emergency loan it temporary lessens the strain of financial stress which can help to improve their mental health state or not let mental health difficulties arise or progress further.

QP7. [VP3.PT3.QP7] N/A

QP8. [VP3.PT3.QP8] N/A

PT4. [VP3.PT4] Temporary Housing

QP1. [VP3.PT4.QP1] Temporary Housing under STAR

QP2. [VP3.PT4.QP2] Steve Fazenbaker, steve.fazenbaker@gatech.edu, http://studentlife.gatech.edu/content/star-services

QP3. [VP3.PT4.QP3] GT students with financial and housing insecurities.

QP4. [VP3.PT4.QP4] Georgia Tech offers temporary housing to students who become unexpectedly displaced or put under financial stress. The Department of Housing typically has multiple vacancies throughout the year within their apartments. STAR is able to temporarily locate students in unoccupied rooms. If unoccupied rooms are unavailable due to an increase in students living on campus then Georgia Tech and STAR will do their best to work out housing off campus on a case by case basis.

QP5. [VP3.PT4.QP5] refer to [VP3.PT4.QP4]

QP6. [VP3.PT4.QP6] By providing students with temporary housing it greatly lessens the stress and emotional burden of the possibility of being homeless or dependent on other individuals in one's social network. This provides an individual with the fundamental need of safety. It also decreases the chances of an individual being put in a vulnerable environment that is dangerous and/or dependent on

others. This also lessens the temporary financial burden. All of which can greatly help to improve an individual's mental health or not let mental health difficulties arise or progress further.

      QP7.   [VP3.PT4.QP7] N/A

      QP8.   [VP3.PT4.QP8] N/A

VP4.   *Athletes*

Practices for Multidisciplinary Initiatives

MI1.   [MI1] Joint Allocations Committee (JAC)

      QM1.   [MI1.QM1] Joint Allocations Committee (JAC)

      QM2.   [MI1.QM2]
https://drive.google.com/open?id=172ju8XXY7jI7Tfcwoi_miuAwJfHTH_4b

      QM3.   [MI1.QM3] Student Lead: Collin Spencer (cspencer@gatech.edu);
Administration Lead: Dean Stein (john.stein@vpss.gatech.edu)

      QM4.   [MI1.QM4] After the shooting of Scout Schultz in Fall of 2017 student leaders met to determine an appropriate response. The Student Government Association initially suggested the allocation of $500,000 from student fees to hire temporary counselors. The Mental Health Student Coalition argued that this money could be better allocated towards innovative initiatives instead. By funding pilot studies and demonstrating efficacy, it would provide the data necessary to argue for long-term and continued funding of mental health initiatives. The $500,000 from students was matched with $500,000 from administration to establish a $1,000,000 fund for mental health initiatives. Formalization of JAC was established through the signing of a Memorandum of Understanding by the presidents of SGA (Sujay Peramanu, Skanda Prasad) and the president of Georgia Tech (G.P. "Bud" Peterson). JAC seeks to allocate funds to evidence-based, innovative, and sustainable solutions to demonstrated vulnerabilities of Georgia Tech's mental health systems.

      QM5.   [MI1.QM5] Both administration and students approve proposals for funds to be distributed. The student structure which manages allocations of these funds is called the Joint Allocations Committee. Both the undergraduate and graduate president of the Student Government Association (SGA) serve on JAC and appoint up to two students outside of SGA to serve. The undergraduate house and graduate senate each appoint three delegates to serve. This results in a total of 12 members serving on JAC at any time. Proposals are approved/denied on a simple majority basis. JAC holds complete authority on any bill under $10,000. Any proposal over this amount must be approved by both the undergraduate house and graduate senate. Furthermore, proposals are funded by administration after the approval of two members: the Dean of Students and VP of Campus Services. Proposals may be funded entirely by either administration or students; however, no proposal to this date has not received equal funding from both entities.

QM6. [MI1.QM6] JAC was formalized with the stipulation that it would only exist for two years. One and a half years later, less than 20% of the fund has been allocated. The majority of funds have gone to augmenting Counseling Center services. This includes updated diagnostic tests, after hours counseling services, and biofeedback technology. Most proposals funded by JAC collect data and provide analytics through third-party systems. More innovative proposals are yet to be seen. This highlights the central issue with mental health at Georgia Tech: we are unaware of programs/policies that meet the needs of our campus. Realization of this was first documented in the 2017 Mental Health Task Force and ultimately led to the funding and creation of the Intercollegiate Mental Health Conference by the Mental Health Student Coalition.

QM7. [MI1.QM7] JAC has funded a number of proposals which are available for viewing here: https://docs.google.com/spreadsheets/d/18OFEGnI4Far1s2Wj1_Q07MuS BrznMYRtNJu-UHVbFho/edit?usp=sharing

QM8. [MI1.QM8] JAC should serve as a learning lesson for other college campuses. Georgia Tech has discovered that even with abundant funding, there is a severe lack of publicly available evidence-based policies and programs to implement on campus. Despite these challenges, JAC has funded a number of proposals [MI1.QM7] and is a success story for coming into existence. It shows the power of student leadership and provides a financial source for improving the learning environment at Georgia Tech. To our knowledge, this has not been accomplished by students at such a level at any other institution.

MI2. [MI2] Path Forward Advisory Group

QM1. [MI2.QM1] Path Forward Advisory Group

QM2. [MI2.QM2] Overall website (http://www.president.gatech.edu/path-forward-together)

QM3. [MI2.QM3] The Path Forward Advisory Group currently consists of 6 members from various areas of campus. Each "cluster" of recommendations produced by the Action Teams Student Mental Health [RF5] , Campus Culture [RF3], LGBTQIA Community Support [RF4] have been assigned to executive sponsors. Along with those executive sponsors for each cluster, there are several student advisors appointed to oversee the progress of each cluster. The most current information is contained on the website and the centralized email is pathforwardadvisorygroup@gatech.edu

QM4. [MI2.QM4] After the tragic death of Scout Schultz in September 2017 President G.P. "Bud" Peterson appointed three action teams [RF3, RF4, RF5] to solicit input from the campus community and prepare a report identifying key issues, and short- and longer-term recommendations. These reports were shared in November 2017 with a newly created advisory group, asked to provide counsel in responding to and prioritizing more than 180 recommendations. From this set of recommendations came 55 action- oriented objectives, grouped into three focus areas: Student and

Community Life, Academics, and Health and Well-being. Each of these focus areas or clusters are overseen by two executive sponsors. The grouping was finished in April 2018 and shared with the community in September 2018. Concerns surrounding transparency of the group has since resulted in additional appointment of student advisors to each of the clusters along with the executive sponsors in September 2018.

QM5.   [MI2.QM5] The Path Forward Advisory Group is overseen by six members from various areas of campus who have prioritized recommendations and clustered them into three areas. The team was commissioned by the President and features members of administration, faculty, and the student body. Each of those areas is managed by two executive sponsors and student advisors who oversee the implementations of those recommendations.

QM6.   [MI2.QM6] The Path Forward Advisory Group consists of two recognizable phases: prioritization/grouping of action team recommendations and implementation of subsequently generated objectives. The vast majority of objectives have not begun implementation; this evaluation will primarily focus on the initial prioritization and grouping of recommendations into the three clusters. Criticism surrounding the Group has focused on selection of team members, lack of representation, and lack of transparency. Members for the team were not selected with input from the student body. However, time was a limiting factor for the formation of the action teams. No member of the implementation team is representative of the LGBTQIA or mental health community at Tech. This refers not only to students, but primary resources such as the Counseling Center [R1] and LGBTQIA Resource Center [R4]. Recommendations were prioritized by their potential impact and ease of implementation. The final grouping was completed in April 2018 and not publicly distributed until September 2018.

      The creation of three clusters from the three action teams is arguably redundant; however, it was done for ease of implementation. Each cluster is overseen by executive sponsors from respective areas of campus. Several recommendations have already been accomplished such as the construction of a new LGBTQIA resource center. The team has also reviewed criticism they received and appointed student advisors to each of the clusters which should alleviate issues regarding representation and transparency.

QM7.   [MI2. QM7] Complete implementation of recommendations is required for an adequate response.

QM8.   [MI2.QM8] N/A

References

Me: I really need to see a therapist

The _gatech counseling_ : did you try to kill yourself?

Me: no but-

we don't give a fuck

RF1. [RF1]
      Reference 1: Meme taken from a popular Facebook page titled GT Memes for
      Buzzed Teens.
RF2. [RF2] Mental Health Task Force 2013:
      http://www.president.gatech.edu/sites/default/files/documents/gt-student-mental-
      health-appendix-b.pdf
RF3. [RF3] Campus Culture Action Team 2017:
      http://www.president.gatech.edu/sites/default/files/documents/gt-campus-culture-
      report.pdf
RF4. [RF4] LGBTQIA Community Support Action Team 2017:
      http://www.president.gatech.edu/sites/default/files/documents/gt-lgbtqia-report.pdf
          a. Appendices: http://www.president.gatech.edu/lgbt-community-support
RF5. [RF5] Student Mental Health Action Team (MHAT) 2017:
      http://www.president.gatech.edu/sites/default/files/documents/gt-student-mental-
      health-report.pdf
          a. [RF5, Appendix A]
             http://www.president.gatech.edu/sites/default/files/documents/gt-student-
             mental-health-appendix-a.pdf
          b. [RF5, Appendix B] [RF2]
          c. [RF5, Appendix C]
             http://www.president.gatech.edu/sites/default/files/documents/gt-student-
             mental-health-appendix-c.pdf
RF6. [RF6] A Path Forward – Together Student and Community Life 2018 - 2019:
      http://www.president.gatech.edu/sites/default/files/images/objectives_studentlife.pdf
RF7. [RF7] A Path Forward – Together Academics 2018 - 2019:
      http://www.president.gatech.edu/sites/default/files/images/objectives_academics.pdf
RF8. [RF8] A Path Forward – Together Health and Well-being 2018 - 2019:
      http://www.president.gatech.edu/sites/default/files/images/objectives_hwb.pdf

Best Practices

Duke NAMI

Authors & Attendees

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Resource Categories

R1. Counseling and Psychological Services

QR1. [R1.QR1] Counseling and Psychological Services (CAPS)

QR2. [R1.QR2] Website: https://studentaffairs.duke.edu/caps/about-us / Phone: 919-660-1000

QR3. [R1.QR3] As a part of Student Health, CAPS aims to provide short-term mental health care to undergraduate, graduate, and professional students. To provide supportive care, CAPS has committed to providing culturally competent care to serve students diverse and intersectional identities and experiences. Along these lines, CAPS has committed care based on "equity and social justice," understanding the impact of discrimination on students' psychological health. CAPS currently resides in Student Wellness Center, along with other health programs such as the pharmacy, dentist, and nutrition services. Beyond its doors, CAPS emphasizes community engagement by providing outreach services including public presentations and training sessions. Opening in 2017, this building is equipped with the space to accommodate CAPS offices, conference spaces, a waiting room, and service provider rooms. Initial appointments are run with a drop-in protocol, which means students can only have an appointment on a first-come first-served basis. Until the appointment, students remain in the waiting room, which has a variety of self-care resources and tools such as puzzle, coloring supplies, and mindfulness activities. The initial appointment last approximately 15-minutes and consists of an initial assessment, prioritizing student safety. The appointment ends with recommendations for a follow-up plan with a service at CAPS, other campus resources, and/or referrals to outside care providers. The services provided at CAPS include psychiatric care, individual and couples counseling, group therapy, and workshops. These services are provided by trained professionals, including those currently in train as pre-doctoral psychology interns, social work interns, and psychiatry residents.

QR4. [R1.QR4] [EA4.PT1., M12]

QR5. [R1.QR5] CAPS is the most well-known resource for providing mental health services on campus. Along with their mental health care, CAPS provides online resources that address topics such as Freshmen struggles, Depression, and disordered eating.

R2. Center for Sexual and Gender Diversity (CSGD)

QR1. [R2.QR1] Center for Sexual and Gender Diversity (CSGD)

QR2. [R2.QR2] Website: https://studentaffairs.duke.edu/csgd/contact-us / Email: csgd@studentaffairs.duke.edu / Phone: 919-684-6607

QR3. [R2.QR3] The CSGD credits its origins from the university's 1972 Duke Gay Alliance. When the center opened its doors in 1994 as an LGBT Center, it was an unstaffed

space for sexual minorities, and eventually renamed to the Center for LGBT Life to include gender identity and expression. The CSGD was named in 2008 to reflect the spectrum of sexualities, gender identities, and gender expressions. After many locations, the center currently resides in a central location on West Campus, which is ADA compliant. The location includes a main entrance within the building and a back entrance outside of the building, which allows for discretion for students uncomfortable being see entering. In order to ensure the privacy of students, there is also a side door which is accessible via another office. This allows students to enter a neutral location without being outed when entering the center for support, community, and programing.

- **QR4.** [R2.QR4] [VP1.PT1]
- **QR5.** [R2.QR5] The CSGD provides a safe space for the LGBTQIA+ community. Housing a small queer book and film library, a conference space, and sexual health information, the CSGD helps educate and support LGBTQIA+ students.

R3. Center for Multicultural Affairs (CMA)

- **QR1.** [R3.QR1] Center for Multicultural Affairs (CMA)
- **QR2**. [R3.QR2] Website: https://studentaffairs.duke.edu/cma/contact-us / Email: jnai.adams@duke.edu / Phone: 919-684-6756
- **QR3.** This resource offers leadership education aiming to foster diverse, multicultural communities on campus. Through social justice and critical analysis the CMA hopes to make Duke a "more equitable and inclusive campus environment." The CMA serves the Duke community through community engagement, leadership development, multicultural education, and social justice education. Through their practices such as one-on-one advising, first year outreach, and organic chemistry learning community, the CMA supports students in their cultural and personal identities, education, and social development.
- **QR4**. N/A
- **QR5.** This resources also provides training opportunities and education such as "Addressing Implicit Bias and Microaggressions" and "Talkin' Race: The Impact of Race and Racism."

R4. Women's Center

- **QR1**. [R4.QR1] Women's Center
- **QR2.** [R4.QR2] Website: https://studentaffairs.duke.edu/wc/contact-us / Email: womenctr@duke.edu / Phone: 919-684-3897
- **QR3.** [R4.QR3] Opened in 1989, the Women's Center has evolved into a resource for education, activism, self-care, as well as counseling services for survivors of gender violence. Located East Campus, where primarily first-year undergraduates live, this ADA accessible center provides resources for all genders. Along with their programming such as their weekly "wind down wednesdays," the Women's Center provides counseling services for survivors of all forms of gender violence, as well as friends and family of survivors. In addition to providing trauma-focused therapy, the Women's Center supports and aids students in obtaining medical treatment, filing a report with the university, finding safe housing, and obtaining protection via legal authorities.
- **QR4.** [R4.QR4] N/A

QR5. [R4.QR5] In addition to individual therapy, the Women's Center also provides opportunities for students especially women of color to meet outside of therapy and discuss topics related to self-care, healthy relationships, and self-love. They provide a safe space for discussion, often over food, and allow for community building among students.

R4. Student Disability Access Office (SDAO)

    QR1. [R5.QR1] Student Disability Access Office (SDAO)

    QR2. [R5.QR2] Website: https://access.duke.edu

    QR3. [R5.QR3] Within the Disability Management System, SDAO works with students and faculty to aid access within living spaces, campus, and academic accommodations. SDAO serves students who qualify for accommodations due to disability. This includes physical disabilities, blindness and low vision, deaf and hard-of-hearing, learning disabilities, psychological disorders, and others. They also provide information to faculty in order to properly implement accommodations and ensure faculty are respecting students confidentiality and privacy.

    QR4. [R5.QR4] N/A

    QR5. [R5.QR5] SDAO acts in compliance with federal and state mandates to be inclusive of all abilities and provide adequate support for all who need it.

State of Affairs

SA1. [SA1] **Describe the general culture, challenges, and future outlook pertaining to Education and Awareness subtopics**:

Group counseling at CAPS (Counseling and Psychological Services) is subject to common obstacles underlying most counseling groups. There is not only stigma associated with counseling, but also hesitancy to share intimate details with a group. We hope that the general trend continues towards stigmatization of counseling, the creation of alternative discussion groups (perhaps in ethnic minority or identity-based organizations), and a general culture shift on campus that is more welcoming and open to sharing vulnerabilities.

On this last point, a myriad of campus organizations are doing work to improve campus culture, but a more coherent system of communication is needed between them to streamline efforts, collaborate on funding, and minimize apathy on campus to the sheer quantity of new events.

Finally, it is difficult to gauge the impact of freshman orientation training (AlcoholEdu and Sexual Assault Prevention). It is possible that freshman orientation training suffers from the cliche mentality of "obligatory modules provided by the university" for new students. Alcohol abuse and sexual abuse are still widespread issues on campus.

SA2. [SA2]

The general university culture when it comes to vulnerable populations such as LGBTQIA+ and international students is generally supportive though often glossed over. Fortunately, there are specific spaces such as the Center for Sexual and Gender Diversity (CSGD) [R2] and the International House that provide supportive spaces for these specific populations. However, support cannot always be found in the entirety of the Duke community. Talking explicitly about the difficulties facing these populations is uncommon, which makes it

challenging when trying to open up the conversation in regards to mental wellbeing specific to LGBTQIA+, international students, and low-income students.

In regards to LGBTQIA+ students, mental health care comes with historical trauma. Considering psychology's history of pathologizing any queer sexuality and trans identities. Even currently, gender dysphoria is still listed as a psychological disordered, which individuals must be diagnosed with in order to obtain certain gender re-affirmation medical treatments. Considering psychology's past and current treatment of LGBTQIA+ communities, students of minority sexual orientations and gender identities and expression (SOGIE) face an additional barrier to treatment that their cisgender and/or heterosexual peers may not. In addition, Duke University has a history of LGBTQIA+ discrimination dating back to the 1960s when Duke aided in the arrest of gay men [RF2]. While we have come a long way, providing necessary policies against discrimination and resources for SOGIE.

For these reason practices such as group counseling [VP1.PT1] for LGBTQIA+ students at the Counseling and Psychological Services (CAPS) [R1] provides extra support that this population might need. Furthermore, just by offering this group, LGBTQIA+ students can take comfort in knowing that spaces like are available to them and that there are mental health professionals at CAPS that create these safe spaces. Since there is a limit in the number of sessions a student can receive at CAPS, the CSGD has worked with CAPS to ensure that students can be referred to LGBTQIA+ affirmative and informative mental health professional and/or mental health service providers that identify as SOGIE. LGBTQIA+ mental health care is especially important due to the higher rates of mental illness, especially associated with society's homophobia and transphobia. Knowing that mental illnesses. such as depression, disproportionately affect minority SOGIE communities reaffirms the need for LGBTQIA+ affirmative mental health care. Organizations on campus, including NAMI at Duke, have kept this in mind when creating programing. For example, for the last two years NAMI at Duke has handed out mental health resources from the Trevor Project for LGBTQIA+ students at the CSGD's Coming Out Day celebration. CAPS is also present at Coming Out Day, advertising their services and provide stress toy giveaways. With the variety of student advocacy groups across undergraduate, graduate, and professional schools, students are actively coming together to support LGBTQIA+ students.

The CSGD has provided vital resources for the LGBTQIA+ community, which include the In-Group Spaces [VP1.PT1] and Kickback Fridays (which provides an opportunity for students to build a community support system and destress). The CSGD also provides trainings for student organizations and faculty departments to learn about cissexism, heterosexism, and learn what to do in the face of discrimination such as homophobia and transphobia. Since the discrimination against LGBTQIA+ students can contribute to worse mental health outcomes, these training can be seen as a preventative action. Another mental health factor for SOGIE, specifically trans and gender non-conforming students, is their access to affirmative environments and spaces, such as bathrooms. The CSGD has provided a Gender Inclusive Restroom Map [RF3] for students to access these bathrooms. Similarly, housing policies have protections for trans students and Duke does offer gender-neutral housing. In regards to health services, while it can be difficult to access and obtain, Duke's student health insurance technically offers gender reaffirmation practices. Furthermore, the Duke University Health System does include an Adult Gender Clinic and a LGBTQ+ Patient-Centered Medical Home.

Due to an email sent out by the director of graduate studies for the Master of Biostatistics program criticizing the use of Chinese in public spaces on campus [RF4]. There are currently panels surrounding language and the impact of being denied the right to use certain languages on individuals well being after the recent act discrimination against International Chinese Students who were speaking their native language. There needs to be more discussion regarding how certain aspects of the Duke experience may be negatively impacting the mental health of individuals in these populations.

SA3. [SA3] **Describe the general culture, challenges, and future outlook pertaining to Multidisciplinary Initiatives:**

While campus groups are abundant, few are integrated well with existing school infrastructure, whether it is with academic, health, or other administration. For example, NAMI and Neurocare are two active student groups that frequently invite faculty, counselors, or other mental health specialists to sit on panels, but NAMI and Neurocare are directly sponsored by the Student Organization Finance Committee and are not officially sanctioned by any university department.

The Mental Health Advisory Council is a collaborative body made to convey student opinions and leadership to the administration. More details are available through the meeting notes in R1; however, no large-scale change or program has yet been implemented through this council. This may be due to the fact that few administrators actually sit on the panel, and any opinions from student leaders have to be conveyed through several more layers to be considered.

Finally, PASH (Peers Advocates For Sexual Health) is an example of one of the most successful interdisciplinary student-run initiatives. The Academic Advising Center has actively incorporated their mission into a House Course (half-credit) which students can sign up for. The class appears on their transcript, and PASH then certifies the successful students in the course to be their Peer Counselors.

Practices for Education and Awareness

EA2. Education of Incoming Students, Staff, and Faculty
  PT1. AlcoholEdu
   QP1. [EA2.PT1.QP1] AlcoholEdu
   QP2. [EA2.PT1.QP2] https://studentaffairs.duke.edu/duwell/programs-and-workshops/alcohol-edu/alcoholedu-first-year-students
   QP3. [EA2.PT1.QP3] Incoming freshman undergraduates must complete this online training before arriving on campus for orientation.
   QP4. [EA2.PT1.QP4] AlcoholEdu provides detailed information about alcohol and its effects on the body and mind. The goals of the course are to help incoming students make well-informed decisions about alcohol and address the drinking behavior of their peers. In doing so, the practice hopes to prevent, to the greatest extent possible, alcohol-related adverse mental health effects that might occur during the difficult transition to university. AlcoholEdu has been in use for at least the last five years.

QP5. [EA2.PT1.QP5] AlcoholEdu is presented as an online training module, consisting of a several-part course that includes videos, information, and knowledge-check questions. Technical support for the module is provided by AlcoholEdu.

QP6. [EA2.PT1.QP6] While the use and awareness of this program is high due to its mandatory completion, Duke has also acknowledged that this program cannot stand alone. Therefore, other practices, such as the requirement of party monitors to there is a safe environment when there is a an event on campus involving alcohol. The course can also include surveys in order to measure attitudes and beliefs (that are anonymously reported back to the school as a group whole without individual responses) and to tailor the course to the individual.

QP7. [EA2.PT1.QP7] [EA2.PT2]

QP8. [EA2.PT1.QP8] The accessibility, mandatory nature, and standard use of both the AlcoholEdu and the Sexual Assault Prevention by over 500 campuses across the US have categorized them as best practices.

PT2. Sexual Assault Prevention

QP1. [EA2.PT2.QP1] Sexual Assault Prevention

QP2. [EA2.PT2.QP2] DuWell: https://studentaffairs.duke.edu/duwell/programs-and-workshops/alcohol-edu/alcoholedu-first-year-students

QP3. [EA2.PT2.QP3] Incoming freshman undergraduates must complete this online training before arriving on campus for orientation.

QP4. [EA2.PT2.QP4] Sexual Assault Prevention for First Year Students provides information to help incoming freshman students to identify, react, respond to, and assist with preventing sexual assault and relationship violence. It also helps students learn about healthy relationships, the importance of consent and being a good communicator, and the many ways students can help create a safe and positive campus environment.

QP5. [EA2.PT2.QP1] Sexual Assault Prevention is presented as an online training module, consisting of a several-part course that includes videos, information, and knowledge-check questions. Technical support for the module is provided by AlcoholEdu (see EA2.PT1) and Sexual Assault Prevention.

QP6. [EA2.PT2.QP1] Statistics at American universities demonstrate that sexual assault is, unfortunately, very common. At Duke, the Sexual Assault Prevention module is one method by which Duke is working towards reducing the incidence of sexual assault on its campus. The links between sexual assault and reduced mental health are clear. The intention of this program is to improve the overall mental health of Duke's student body by reducing the risk of sexual assault through training. Awareness of and access to this program is high, as it is required for all incoming undergraduates and only needs an internet connection and a working computer to complete. Students report being more aware of issues surrounding sexual assault following the online training.

QP7. [EA2.PT2.QP7] [EA2.PT1]

QP8. [EA2.PT2.QP8] While the Sexual Assault Prevention program is seen as a best practice, due to its accessibility, mandatory completion, and standard usage across over 500 campuses throughout the nation, it's overall effectiveness has been debated by student advocacy groups. Since it administered before coming to orientation at Duke University, and is only done once freshmen year, a common critique is based on its

singular use that students may forget upon completion. However, considering that evidence has pointed to an increase in sexual violence during the firsts weeks of fall semester, especially for college freshmen, this practice is especially important and relevant to the population targeted.

EA4. *Peer Support Groups*

PT1. Counseling and Psychological Services (CAPS) Group Counseling

QP1. [EA4.PT1.QP1] Counseling and Psychological Services (CAPS) Group Counseling

QP2. [EA4.PT1.QP2] https://studentaffairs.duke.edu/caps/how-we-can-help/group-counseling

QP3. [EA4.PT1.QP3] Group counseling is open to any Duke student seeking professional counseling, with or without mental illness, that has had an initial visit to CAPS. Each group is aimed at a specific goal and/or population. Currently, CAPS is offer seven different groups: 1) a Black Women's Group undergraduate seniors and graduate/professional students, 2) a Dialectical Behavior Therapy Group, 3) a LGBTQIA+ Group, 4) a graduate/professional student group for Cultivating Mindful Self-Compassion, 5) a group for Healing Perfectionism, 6) a Running Group, and 7) a group for Understanding Self and Others.

QP4. [EA4.PT1.QP4] This practice is a widely recognized resource for Duke students encountering both chronic and acute difficulties that can range from school/family derived stress to mental illness. The group therapy targets specific goals that may vary by semester.

QP5. [EA4.PT1.QP5] The practice is implemented by a team of counselors and psychiatrists who are available during regular business hours for walk-in appointments. During this time period, students can have the initial appointment that is required for them to participate in group counseling. This visit, lasting approximately 15 minutes, is required in order to assess student safety and ensure a proper referral. Once referred, students can attend the weekly group meeting at their predetermined day and time.

QP6. [EA4.PT1.QP6] This resource is widely accessible due to the office being centrally located on the campus. For the most part, feedback is positive barring concerns with an inability to seek indefinite therapy. This practice is also seen favorably by service providers, since students' need for mental health care can outweigh CAPS ability to serve each student individually. CAPS also notes that research supports the comparable effectiveness of group therapy to individual therapy.

QP7. [EA4.PT1.QP7] [R1., VP1]

QP8. [EA4.PT1.QP8] As mentioned prior, this resource is highly visible on campus because it is directly associated with CAPS, the most well known resource for mental health challenges.

PT2. Body Banter

QP1. [EA4.PT2.QP1] Body Banter

QP2. [EA4.PT2.QP2] Website: http://bodybanter.com /Email: stephanie.ng@duke.edu

QP3. [EA4.PT2.QP3] Through the Banter-bassador program, high school and college students can create their own chapter of Body Banter at their school. On Duke University's campus, this organization is run as a student group with weekly meetings that integrate the larger organization's collaborative curriculum. These

meetings provide a safe space for students to come together to share their perspective and advocate for a healthy body image. In addition, Boddy Banter has an extensive online and social media presence as well as an ambassador program with a new chapter at the North Carolina School for Science and Mathematics.

QP4. [EA4.PT2.QP4] Body Banter was founded by Steph Ng in 2017. This initiative aims to provide a space for students to talk about body image in relation to their physical and mental health. The goal is to share strategies for dismantling negative body image beliefs by sharing stories on social media, actively engaging in discussions about body image with peers, empowering students to be body positive advocates.

QP5. [EA4.PT2.QP5] Body Banter brings together physical and mental health by talking about body image mainly through student led discussion sessions that explore topics related to body image. Sessions start with target question that is then followed by a discussion on how the question relates to our lives and ends with writing a list of action items that reflect what was discussed and that can be reasonably implemented.

QP6. [EA4.PT2.QP6] One major effect of this initiative is that is has opened up the conversation surrounding body image on a campus that exhibits effortless perfection and disordered eating often found in student populations. As this program was recently implemented, there currently are not any metrics that demonstrate the progress of the initiative. This initiative has influenced increased partnership between student groups and the nutrition center on campus. The nutritionists were previously more linked to CAPS with few students knowing about their services, but students have had an increased knowledge and awareness thanks to Body Banter's initiatives and events such as Liberate Your Plate (see website for more information, or contact stephanie.ng@duke.edu), and panels featuring mental health professionals, nutritionists and students. Through decorating your own paper plate, Liberate Your Plate prompts students to reflect on their own perceptions of food in their life, share their thoughts with others, and "reclaim the meaning of food in their lives." This event can also be used as a photo campaign to promote a body positive in association with food, show the varying significance of food in students' lives, and raise awareness.

QP7. [EA4.PT2.QP7] [R1]

QP8. [EA4.PT2.QP8] Body Banter's growing online presence has provided another avenue for the distribution of information about body image, as well as a support network for students to share their own experiences. Through their website and social media platforms (Facebook and Instagram), Body Banter is able to increase their accessibility and visibility.

Practices for Vulnerable Populations

VP1. LGBTQIA+

    PT1. [VP1.PT1] In-Group Spaces

        QP1. [VP1.PT1.QP1] In-Group Spaces

        QP2. [VP1.PT1.QP2] https://studentaffairs.duke.edu/csgd/In-Group-Spaces (Each group has its own contact information after clicking the specific program.)

QP3. [VP1.PT1.QP3] There are currently seven In-Group Spaces, that welcome undergraduate and graduate students. Each group is targeted towards specific sections of the LGBTQIA+ community: 1) LGBTQIA+ first-year undergraduates, 2) bisexual, pansexual, fluid, or questioning students, 3) male-identified students attracted to men, 4) LGBTQIA+ or questioning People of Color, 5) trans, gender non-conforming, non-binary, and questioning students, 6) students who identify on the acesexuality spectrum (such as gray-ace, demisexual, etc.), and 7) LGBTQIA+ women-identified students.

QP4. [VP1.PT1.QP4] Originally functioning as a discussion/support group meeting that was held throughout the year, student feedback has shifted the program to a twice a semester basis. Throughout time, the specific groups and names have changed to reflect the current language and needs of the community. The change of purpose of this group has also reflected the inclusion of an LGBTQIA+ support group at the Counseling and Psychological Center at Duke University.

QP5. [VP1.PT1.QP5] The staff and student workers at the Center for Sexual and Gender Diversity (CSGD) organize the program. The facilitators are undergraduate students working at the CSGD whose identities match the group they program. After the first meeting of the semester, the students attending can also help organize, suggest ideas, and plan the content of the next meeting.

QP6. [VP1.PT1.QP6] The physical space of the meetings, the CSGD and a location on East Campus, is ADA compliant and accessible to students. All meetings are in the CSGD except for the freshmen program, which is held on East Campus for the convenience of first-years who all live there. The meetings are advertised through Facebook groups for each class year, and the overall Duke group. It is also advertised in the CSGD, and within other LGBTQIA+ organizations on campus. This semester will be the first time the programs using this format. Since it was molded in response to student feedback, it is expected to be more effective than their previous model.

QP7. [VP1.PT1.QP7] [EA4.PT1, R2]

QP8. [VP1.PT1.QP8] With the recent adaptations to this practice, the CSGD In-Group Spaces has shown an ability to respond to student needs as they aspire to best serve the LGBTQIA+ community.

VP2. *Low-Income Students*

PT1. [VP2.PT1] Duke LIFE (Low-Income/First Generation Engagement)

QP1. [VP2.PT1.QP1] Office of Access and Outreach

QP2. [VP2.PT1.QP2] https://accessandoutreach.duke.edu/programs#pre-orientation

QP3. [VP2.PT1.QP3] This program aims to support undergraduates who are low-income and/or first generation students.

QP4. [VP2.PT1.QP4] This practice connects students, especially freshmen, with upperclassmen to form a community. Through upperclassmen mentorship, low-income and/or first generation students are informed of the resources on- and off- campus, tips and tricks on how to succeed academically, and how to take care of one's well being.

QP5. [VP2.PT1.QP5] This program is implemented by staff and students who help tackle subjects such as how to get free textbooks, free food, manage the balance of working and studying, how to cope with family expectations, and returning home for the first time.

QP6. [VP2.PT1.QP6] This practice provides a sense of community and a space to talk about matters relating to being a high-need or first-generation student. A lot of the topics discussed are sensitive and may cause stress and anxiety, and is therefore providing a safe space and guidance on how to approach those challenges through peer-support. In terms of efficacy, it is hard to say as there has not been an evaluation on the impact of mental well-being this program has for this population.

QP7. [VP2.PT1.QP7] N/A

QP8. [VP2.PT1.QP8] N/A

VP3. International Students

PT1. [VP3.PT1] Connect, Learn, Grow Workshop Series by International House

QP1. [VP3.PT1.QP1] Connect, Learn, Grow Workshop Series

QP2. [VP3.PT1.QP2] https://studentaffairs.duke.edu/ihouse/ihouse-programs

QP3. [VP3.PT1.QP3] International First-Year students seeking transitionatory counsel.

QP4. [VP3.PT1.QP4] This workshop series provides support for international students, beyond what is offered to all students during the regular week of orientation. Furthermore, this program recognizes that this transition period can be stressful. Therefore, not only is the information presented during this period insufficient to cover the need of international student, the information may not be fully processed or understood while students are being overwhelmed by material and stressed by new experiences. This practice fits into the wider context of mental health resources by providing specialized support to international students from the start of their Duke career. While other there are other resources that exist to assist international students, this workshop series is different in that they aim to reduce stress and anxiety by easing international students' transition to life at Duke.

QP5. [VP3.PT1.QP5] The practice is implemented in part by both domestic and international upper-class students that undergo six intensive training sessions. This team of undergraduates, along with IHouse staff, oversee the implementation of the Connect, Learn, Grow Workshop Series through its facilitation. The team also plays a role in welcoming and supporting new international students during the orientation period before the workshop series starts.

QP6. [VP3.PT1.QP6] This program could be more explicit in tying experiences at Duke to it's impact on mental well being more than the simple stress component, but it is a good start to providing a space in which talks about mental illness.

QP7. [VP3.PT1.QP7] [R1., R4]

QP8. [VP3.PT1.QP8] The Connect, Learn, Grow Workshop series also offers language partners for non-native English speakers, to engage in conversation with native English speakers, as well as conversation clubs in English, Spanish, and Chinese. These conversation clubs aim to increase language ability and build a supportive community. Additionally, they host a Global Cafe program that provides a space for casual conversation over coffee and pastries for people from all over the world.

Practices for Multidisciplinary Initiatives

MI1. Mental Health Advisory Council (MHAC)

QM1. [MI2.QM1] Mental Health Advisory Council (MHAC)

QM2. [MI2.QM2] The meeting minutes, provided by Dr. Danielle Oakley, are located in a Google Drive folder in the reference section [R1].These include the minutes and agendas from ten different meetings throughout the 2017-2018 school year and the current academic year, 2018-2019.

QM3. [MI2.QM3] Dr. Danielle Oakley, PhD, Director of Counseling and Psychological Services (CAPS) / Email: danielle.oakley@duke.edu

QM4. [MI2.QM4] Organized by the Director of CAPS, Dr. Oakley, the MHAC meets monthly to discuss mental health on campus. The MHAC was founded around the same time that Dr. Oakley joined Duke University as the Director of CAPS, approximately two years ago. Comprised of undergraduate, graduate, and professional students, the council advises CAPS on how to best serve students. The students inform CAPS on upcoming events campus events, student feedback, and more. CAPS also requests the council's feedback on their own initiatives and events from the individuals on the advisory council, as well as the members of organizations represented on the MHAC. In the past, CAPS have requested information on how to reduce appointment no-show rates and provide easier access for students starting therapy. Along with this, students also provide input on personnel hiring at CAPS, interviewing potential service providers such as social workers and psychologists.

QM5. [MI2.QM5] Led by the Director of CAPS, Dr. Oakley is usually the only member of CAPS present. The undergraduate representatives are often leaders of student groups focus on or related to mental health, including NAMI at Duke, and/or members of Duke Student Government. In order to provide effective care for students of all identities, student representatives encompass a variety of cultural and intersectional identities. The structure of the MHAC mirrors its fundamental value of students "lived expertise." In order to provide a supportive, safe environment for students to express their opinions, experience, and concerns, the MHAC does not have any formal policies. The meetings begin with the MHAC members providing an update on their organizations work and other campus events/initiatives. In doing so, student organizations are able to support each other's events and collaborate on future initiatives. This is followed by a discussion and request for feedback on CAPS specific initiatives, services, or events, with priority given to those serving marginalized communities. Overall, the meeting last approximately one hour.

QM6. [MI2.QM6] The MHAC has helped shape CAPS outreach, events, and policies (see meeting minutes located in the Google Drive Reference R1 for more details). While the the specific effects on the overall population are unknown, the council has helped more effectively publicize CAPS services, ensure that events are of out student interest, and bring attention to issues students may have when attempting to access mental health care. The council has provided input on the CAPS website, specifically focusing on the staff's bio content and layout. Specific feedback by student representatives have included the use of technology-based interventions and peer-to-peer support training. Discussing methods to increase the visibility of CAPS, students have feedback has included the use of free giveaways. In affect, the method of tabling, a term used at Duke to describe the a method of advertisement through representatives providing information about an event/organization, has changed. At the CSGD's

Coming Out Day event in 2017, CAPS representatives were seen tabling with information sheets on mental health services, candy, and stickers. A year later, at the CSGD's 2018 Coming Out Day event, CAPS members tabled with similar information, pens, and a variety of stress and fidget toys. Since many MHAC members hold leadership positions in student groups focused on mental health, the representatives have been able to communicate feedback derived from their organization's membership. This has included students calling attention to CAPs provider gap in regards to obtaining a psychological evaluation, anxiety and discomfort with the assignment of a provider rather than a choice of one, and wait time between initial appointment and follow-ups.

QM7. [MI2.QM7] [R1]

QM8. [MI2.QM8] This student centered initiative has given students the opportunity to voice their opinions and experience, as well as speak to that of their peers, with mental health on campus. By forming this council, CAPS has expressed a commitment to providing student-centered care.

MI2. Peer Advocacy For Sexual Health Resource Center (PASH)

QM1. Peer Advocacy For Sexual Health Resource Center

QM2. https://dukepash.weebly.com/about-us.html

QM3. Contact directly using website form.

QM4. Peer Advocacy for Sexual Health (PASH) is Duke University's peer-run Sexual Health Resource Center. PASH is a group of students passionate about improving sexual health at Duke. Their goal is to do this by empowering our peers with knowledge they need to engage in healthy sexual interactions and encouraging non-judgmental discourse on a variety of sexual health topics such as STI prevention, birth control, sexual pleasure and sexual relationships. The purpose of the Peer Advocacy for Sexual Health Resource Center is to provide Duke students with sexual health resources. The mission of the Peer Advocacy for Sexual Health Resource Center is to connect students with staff resources on campus and to foster a sex positive, non-judgmental environment in which students can openly discuss all aspects of their sexuality, sexual relations and sexual health with their fellow peers.

QM5. Peer Educators are trained by a "House Course" (peers teaching peers with faculty advising; a pass/fail course which appears officially on your transcript). Office hours with trained Peer Educators are held in the Wellness Center, a physical space on campus, on Mondays-Thursdays from 5-8 PM. Peer Educations for PASH are completely anonymous and are willing to discuss any subject related to sexual health, sexual relations, or sexual pleasure.

QM6. Possible metrics that can be used to evaluate the program (whether these metrics are actually implemented is unknown): number of students enrolled in House Course, number of students who stop by Office Hours.

QM7. Creation of new House Course (see QM5).

QM8. N/A

References

RF1. https://drive.google.com/drive/folders/1UuclQ6_c7TTqdgfSMbsmKyogImFAf-fX?usp=sharing

RF2. https://studentaffairs.duke.edu/csgd/about-us/queering-duke-history

RF3. https://studentaffairs.duke.edu/csgd/training-resources/single-stall-restrooms-campus

RF4. https://www.dukechronicle.com/article/2019/01/duke-university-emails-director-of-grad-studies-steps-down-after-telling-students-not-to-speak-chinese?fbclid=IwAR1LRLIGBoW04eTT9tjNRCN7VW42nA5fqliV4x-LbsrQOKTpTHPs9Pdgk-E

Best Practices Form

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Resource Categories
- R1.   [R1] Counselling and Psychological Services
    - QR1.   [R1.QR1] CAPS
    - QR2.   [R1.QR2] https://caps.umich.edu/
    - QR3.   [R1.QR3] The mission of Counseling and Psychological Services is to foster the psychological development and emotional well-being of students through counseling and psychotherapy, preventive and educational programming, consultation and outreach, as well as contributions to the mental health professions. In collaboration with students, schools, colleges, and other units, Counseling and Psychological Services strives to develop a diverse, inclusive and multicultural community.
    - QR4.   [R1.QR4] [EA1.PT1] [MI1]
    - QR5.   [R1.QR5] School's holistic psychological services department
- R2.   [R2] Depression Center
    - QR1.   [R2.QR1] University of Michigan Depression Center
    - QR2.   [R2.QR2] https://www.depressioncenter.org/
    - QR3.   [R2.QR3] The mission of the University of Michigan Comprehensive Depression Center is to detect depression and bipolar disorders earlier, treat more effectively, prevent recurrences and progression, counteract stigma, and improve public policy.
    - QR4.   [R2.QR4] [VP3.PT1] [MI3] [EA1.PT1]
    - QR5.   [R2.QR5] Part of the university medical center
- R3.   Office of New Student Programs
    - QR1.   [R3.QR1] Office of New Student Programs
    - QR2.   [R3.QR2] http://www.onsp.umich.edu/
    - QR3.   [R3.QR3] The Office of New Student Programs engages Michigan students in the in the University community through our many programs:

Orientation Programs, Parent and Family Programs, Mentoring Programs, Veterans and Military Services, Arts at Michigan, UM Educational Theatre Company, Welcome to Michigan

QR4.   [R3.QR4] [EA1.PT1]

R4.   Sexual Assault Prevention and Awareness Center (SAPAC)

QR1.   [R4.QR1] Sexual Assault Prevention and Awareness Center (SAPAC)

QR2.   [R4.QR2] https://sapac.umich.edu/

QR3.   [R4.QR3] At SAPAC we are committed to the following goals and principles: 1: Educate the University of Michigan community about sexual assault, intimate partner violence, sexual harassment, and stalking in order to raise awareness and promote a nonviolent campus community from a primary prevention approach. 2: Through collaboration and partnerships, strengthen and provide services for survivors and their friends and family. 3: To support the rights of survivors of sexual violence through coordination and promotion of effective administrative, legal, and medical responses, including the University's policies and procedures that address these issues. 4: Ensure the inclusion of a wide diversity of people as staff, volunteers and constituents; and be culturally accessible to all groups in our work. 5: Collaborate with campus organizations and community agencies to develop, communicate, and implement strategies to prevent and eradicate sexual assault, intimate partner violence, sexual harassment, and stalking and all forms of oppression in the University of Michigan community. 6: To promote data collection and research efforts in order to best target policy and service initiatives and actively participate in the broader academic venue.

QR4.   [R4.QR4] [EA1.PT1, VP1.PT1]

QR5.   [R4.QR5] N/A

R5.   Central Student Government

QR1.   [R5.QR1] Central Student Government

QR2.   [R5.QR2] https://csg.umich.edu/

QR3.   [R5.QR3] Central Student Government strives to provide valuable services, programs, and events to students at the University of Michigan. Each unit of CSG is tasked with specific purposes. The Legislative Branch, made up of the Student Assembly as well as the University Council, serves to collectively represent the student voice at the university and to make decisions for the organization in a deliberative manner. The Executive Branch serves to execute campaigns and services to make student life better in various ways. Campaigns are often facilitated through commissions. The Judicial Branch, made up of the Central Student Judiciary, is designed to serve as a body to adjudicate any disputes that may arise between CSG, students, student organizations, or a combination thereof.

QR4.   [R5.QR4] [EA4.PT1]

QR5.   [R5.QR5] N/A

R6.   University Health Service

QR1.   [R6.QR1] University Health Service (UHS)

QR2.   [R6.QR2] http://uhs.umich.edu
QR3.   [R6.QR3] UHS is a campus health and wellness resource, offering comprehensive clinical services plus support for your well-being. And most services are free for currently enrolled U-M students (Ann Arbor campus).
QR4.   [R6.QR4] [EA2.PT2]
QR5.   [R6.QR5] N/A

State of Affairs

See CSG Mental Health Task Force Annual Report and CAPS annual reports.
https://csg.umich.edu/initiatives/mental-health/
https://caps.umich.edu/article/annual-reports

Practices for Education and Awareness

EA1.   *Education of Incoming Students, Staff, and Faculty*
PT1.   [EA1.PT1] UMetc
QP1.   [EA1.PT1.QP1] UMetc - Educational Theater Company
QP2.   [EA1.PT1.QP2]http://onsp.umich.edu/educational-theatre-company
QP3.   [EA1.PT1.QP3] UMetc serves the undergraduate student population at the University of Michigan through required programming at Freshman, Transfer, and International orientations - as well as a mandatory bystander intvervention workshop called Change it Up!
QP4.   [EA1.PT1.QP4] University of Michigan Educational Theatre Company (UMetc) is an applied theater ensemble committed to transforming the "college experience" at the University of Michigan. As a theater troupe invested in furthering our community values of diversity, equity, and inclusion, we prioritize opportunities that intentionally work to make our campus a welcoming place for everyone. UMetc works primarily with all new student orientations, including programming specifically for new Freshmen, Transfer, and International students. We also partner with Student Life at the University of Michigan to bring all of our first-year students Change It Up!, a required workshop on building skills in bystander intervention with focus areas in social identity, microaggressions and sexual assault prevention. With an ever-expanding portfolio of engagements around campus, we employ a company of over 50 student actors, where we cultivate a community that cares. Students in our company are paid for performances and rehearsals. We are always looking for opportunities to grow our community and expand the work we do on campus.

Our orientation shows consult with campus Counseling and Psychological Services as well as Wolverine Wellness and the University Health Service to directly address mental health for undergraduate students. In the past, we have been invited to perform at the Depression on College Campuses Conference and discuss how theatre can be used to educate and spark conversations around our health and wellbeing.

QP5.   [EA1.PT1.QP5] UMetc's orientation sketches and workshops are written in collaboration with an orientation planning committee, campus partners, and student company members. The orientation planning committee are primarily staff from the Office of New Student Programs, while the campus partners are from programs and resources all across campus. Our students are from all academic programs and are paid hourly for rehearsals and performances. The sketches are run during orientation programming year round, and are required for all incoming students to attend. Students in attendance are able to provide feedback at the end of orientation, and this feedback is used in updating the scripts for the following year.

Change it Up! was written in collaboration with the Change it Up Lead Team and the UM First Year Experience staff. The workshops are required for all first year students and implemented in the first semester of each academic year. Like the orientation show, students are paid hourly for their work. The lead team is made up of UMetc professional staff, First Year Experience staff, staff from Residence Life, and from the Dean of Students office. Students with feedback can fill out a survey or email changeitup@umich.edu. We also solicit feedback from our company of actors and facilitators.

QP6.   [EA1.PT1.QP6] UMetc focuses on increasing awareness of mental health struggles while in college among other topics as well as the resources on campus which can provide students with the help they need to make it more effective and broad based as all students attend a performance before enrolling in classes creating better accessibility and effectiveness.

QP7.   [EA1.PT1.QP7] [VP1, VP2]

QP1.   [EA1.PT1.QP8] N/A

EA2.   *Information Distribution Networks*

PT1.   [EA2.PT1] Mentality Magazine

QP1.   [EA2.PT1.QP1] Mentality Magazine

QP2.   [EA2.PT1.QP2] www.mentalitymagazine.org

QP3.   [EA2.PT1.QP3] All populations are targeted

QP4.   [EA2.PT1.QP4] Mentality Magazine was founded in 2016 with the mission of openly discussing and prioritizing mental health through writing at the University of Michigan.

QP5.   [EA2.PT1.QP5] Mentality Magazine was founded in 2016 with the mission of openly discussing and prioritizing mental health through writing at the University of Michigan.

QP6.   [EA2.PT1.QP6] Mentality helps bring awareness to mental health by sparking open and honest conversations through our publication of personal stories, articles, and other content related to mental health. Mentality aims to be as accessible as possible by distributing all content, both online and print, for free. Additionally, Mentality has no membership fees. By having a website, we not only target the University of Michigan population but have a reach that extends far beyond campus.

QP7.   [EA2.PT1.QP7] Most mental health subtopics are written about at Mentality.

QP8.   [EA2.PT1.QP8] www.mentalitymagainze.org

PT2.   [EA2. PT2] Well Being CANVAS Page

QP1.   [EA2.PT2.QP1] Well Being CANVAS Page

QP2.   [EA2.PT2.QP2] https://uhs.umich.edu/well-being

QP3.   [EA2.PT2.QP3] All Students

QP4.   [EA2.PT2.QP4] Rolled out last year, the CANVAS Well Being Page provides a simple page for students to have access well-being resources on the webpage used for courses, grades, and communication with professors. You can: Locate campus resources, find well-being events on campus, enjoy stress-relieving videos when you're ready to take a break

QP5.   [EA2.PT2.QP5] The practice is implemented through UHS which houses wellness coaching and other well-being related events and treatments

QP6.   [EA2.PT2.QP6] To increase awareness when rolled out all students were given a notification about the new page on canvas. It is accessible on the sidebar of the website used for class interaction. This allows more accessibility to contacting UHS and finding resources on campus resulting in greater effectiveness of these resources while also acting as its own.

QP7.   [EA.PT2.QP7] N/A

QP8.   [EA.PT2.QP8] https://umich.instructure.com/courses/188631

EA3.   *Course Curriculum Integration*

PT1.   [EA3.PT1] Recommended Syllabus Statement

QP1.   [EA3.PT1.QP1] Recommended Syllabus Statement

QP2.   [EA3.PT1.QP2] https://caps.umich.edu/article/student-suggestions-how-faculty-can-support-mental

QP3.   [EA3.PT1.QP3] Students

QP4.   [EA3.PT1.QP4] Faculty have an important role when it comes to supporting student mental health on campus. Faculty are often seen as mentors, allies, and guides through a student's academic career and beyond. For these reasons, it can be important for

faculty to know UM campus resources and engage in our community of caring with regards to mental health.

QP5. [EA3.PT1.QP5] Syllabus policy

QP6. [EA3.PT1.QP6] The goal is to increase awareness around resources and mental health issues on campus to all students via the syllabus and course discussion early in classes

QP7. [EA3.PT1.QP7] N/A

QP8. [EA3.PT1.QP8] Add this recommended syllabus statement from Central Student Government: Student Mental Health and Wellbeing The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth/. Or Student Mental Health and Wellbeing The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mealth/.

EA4.   Peer Support Groups

PT1.   [EA4.PT1] Wolverine Support Network

QP1. [EA4.PT1.QP1] Wolverine Support Network

QP2. [EA4.PT1.QP2] www.umichwsn.org WSNdirectors@umich.edu

QP3. [EA4.PT1.QP3] Undergraduate and Graduate Students

QP4. [EA4.PT1.QP4] The Wolverine Support Network (WSN) was founded by a passionate group of students who recognized the need for peer-to-peer support surrounding mental well-being. Since

its inception, WSN has aimed to become the first sustainable peer-to-peer organization of its kind on college campuses that works to destigmatize mental health. In the winter of 2014, the senior class lost a fellow wolverine to suicide. Shortly after, Student Body President Bobby Dishell took action in order to combat the stigma that was building around student mental health, in addition to addressing timing inconveniences and fee-barriers associated with many other mental health resources. Today, WSN is housed as a Sponsored Student Organization under University of Michigan's Counseling & Psychological Services (CAPS).

QP5. [EA4.PT1.QP5] Wolverine Support Network seeks to provide support, build community, and destigmatize mental health concerns through weekly support groups and biweekly social events called Kickback Fridays. WSN is made up of students and is sponsored by CAPS. Members attend the weekly groups, which are facilitated by WSN Leaders, who attend trainings organized and run by Michigan CAPS staff.

QP6. [EA4.PT1.QP6] Wolverine Support Network brings awareness to mental health by providing a casual space for honest engagement and connection. To address accessibility, WSN groups are offered Monday through Thursday from 4-9pm at many locations around campus, for members to choose from. Additionally, WSN is cost-free to all members, leaders, and directors.

QP7. [EA4.PT1.QP7] WSN addresses many other mental health subtopics, such as self-care, community building, sexual assault support, cultural humility, group facilitation skills, among others.

QP8. [EA4.PT1.QP8] www.umichwsn.org

Practices for Vulnerable Populations

VP1.   LGBTQIA+

PT1.   [VP1.PT1] Spectrum Center LGBTQ Peer Led Support Group

QP1. [VP1.PT1.QP1] LGBTQ Peer Led Support Group

QP2. [VP1.PT1.QP2] Spectrum Center (spectrumcenter.umich.edu) and Sexual Assault Prevention and Awareness Center/SAPAC (https://sapac.umich.edu)

QP3. [VP1.PT1.QP3] Undergraduate and graduate students who identify as LGBTQ and as survivors of sexual assault and/or interpersonal violence

QP4. [VP1.PT1.QP4] The LGBTQ Peer-led Support Group (PLSG) is a weekly, drop-in and confidential group for survivors who identify as LGBTQ to express concerns and find support among peers in a comfortable setting facilitated by student staff. The group offers semi-structured activities, self-care practices and safe space for sharing if individuals choose to do so and is open to all survivors of sexual assault, intimate partner violence, sexual harassment, and stalking. The LGBTQ PLSG begin in the fall of 2018, and the idea

was generated through student participation in the Midwest Bisexual, Lesbian, Gay, Transgender, and Asexual College Conference (MBLGTACC) hosted in Omaha, NE in winter of 2018. SAPAC currently hosts a PLSG open to all students, but research and best practices mandate the importance of a specific space for LGBTQ survivors of sexual assault and interpersonal violence.

QP5. [VP1.PT1.QP5] PLSG is co-facilitated by two current student staff (undergraduate and/or graduate) at the University of Michigan and occurs on a weekly basis. The two students are supervised by a representative from Spectrum Center and SAPAC. The structure for PLSG and the content of the sessions are co-created by students and staff and reflect the unique needs of LGBTQ survivors of sexual assault and impersonal violence.

QP6. [VP1.PT1.QP6] LGBTQ individuals experience higher rates of intimate partner violence and sexual assault in comparison to their straight and cisgender peers. These rates are even higher for certain identities within the LGBTQ population, such as transgender women, queer people of color and transgender women of color. In addition, discrimination creates additional barriers for LGBTQ survivors to access services and support services are often unequipped to appropriately handle sexual and gender-based violence within LGBTQ relationships. See references* below. The LGBTQ PLSG at the University of Michigan addresses this need, helps to bring awareness to campus, and provides LGBTQ survivors with the proper tools and culturally competent practices to cope with their experiences of violence and sexual assault, outside of what can be provided in a therapeutic setting.

QP7. [VP1.PT1.QP7] [EA4]

QP8. [VP1.PT1.QP8] The LGBTQ PLSG is in its first year of practice, and the Spectrum Center and SAPAC are excited to explore how we can improve this program in the future. You can learn more about this program here: https://spectrumcenter.umich.edu/article/lgbtq-peer-led-support-group.

- VP1. *International*
  - PT1. [VP2.PT1] Michigan International Center - Stress Less for Success
    - QP1. [VP2.PT1.QP1] Stress Less for Success
    - QP2. [VP2.PT1.QP2] https://internationalcenter.umich.edu/sites/default/files/event-handout/Stress_Less_for_Success_2018.pdf
    - QP3. [VP2.PT1.QP3] International Students
    - QP4. [VP2.PT1.QP4] The psychologists at the Counseling and Psychological Services will explain what stress is, discuss stressful experiences that international students may go through, talk about mental health and how to get help, and provide tools to manage

stress. Activities to help students get to know each other, share their experiences, and learn specific strategies on how to manage stress will be offered.

QP5. [VP2.PT1.QP5] Stress Less for Success is a joint venture between the International Center which hosts events for International Students needs and CAPS in order to discuss mental health needs for students in an interactive and dynamic workshop.

QP6. [VP2.PT1.QP6] This practice is an effort to increase awareness of programs and how they fit into the needs of students thereby creating higher effectiveness, awareness and accessibility by breaking down barriers to entry for international students in attendance.

QP7. [VP2.PT1.QP7] [EA1]

QP8. [VP2.PT1.QP8] N/A

PT2. [VP2.PT2] Michigan International Center – International Lunch Conversation

QP1. [VP2.PT2.Q1] International Lunch Conversation

QP2. [VP2.PT2.Q2]
https://internationalcenter.umich.edu/events/international-student-lunch-conversation

QP3. [VP2.PT2.Q3] International Students

QP4. [VP2.PT2.Q4] The International Student Lunch Conversation allows international students to meet in a safe-space on campus where they can chat with CAPS counselors and peers regarding mental health or wellness concerns that they are currently facing.

QP5. [VP2.PT2.QP5] The international lunch conversation creates more awareness among students of the resources they have, and a place to effectively talk about issues they may be facing in a safe space.

QP6. [VP2.PT2.QP6] International Lunch Conversation is a joint venture between the International Center which hosts events for International Students needs and CAPS.

QP7. [VP2.PT2.QP7] [EA1, EA4]

QP8. [VP2.PT2.QP8] N/A

VP2. *Low Income*

PT1. [VP3.PT1] Student Emergency Fund

QP1. [VP3.PT1.QP1] Student Emergency Funds

QP2. [VP3.PT1.QP2]
http://www.provost.umich.edu/studentemergencyfunds.html

QP3. [VP3.PT1.QP3] All Students, generally, low income to qualify

QP4. [VP3.PT1.QP4] Students may experience an emergency situation or one-time, unusual, unforeseen expense while in school. The University offers several types of assistance for students in such special circumstances. Situations that warrant funding may include: Medical, dental or mental health emergencies for the student, Major accidents and events such as fire and natural disasters, Expenses related to the death of an immediate family

member. This fits into the greater mental health picture as it supports students the financial challenges they could face especially if coming from a lower income.

QP5.   [VP3.PT1.QP5] The Student Emergency Funds are managed through the Office of Financial Aid and each of the departments which house different funding for students in need.

QP6.   [VP3.PT1.QP6] This practice is focused on effectiveness by allowing students to not face new financial burden in a time of crisis so they can effectively manage what their needs are.

QP7.   [VP3.PT1.QP7] N/A

QP8.   [VP3.PT1.QP8] N/A

VP3.   *Athletes*

PT1.   [VP4.PT1] Athletes Connected

QP1.   [VP4.PT1.QP1] Athletes Connected

QP2.   [VP4.PT1.QP2] https://athletesconnected.umich.edu/

QP3.   [VP4.PT1.QP3] Student Athletes

QP4.   [VP4.PT1.QP4] Started in 2014 with a grant from the NCAA understanding that there were barriers to help-seeking among athlete populations. The aim is to reduce the stigma around help seeking and provide additional support around mental health for student athletes.

QP5.   [VP4.PT1.QP5] Athletes Connected was created and is maintained as a joint effort between the School of Public Health, The Depression Center, and the Athletic Department. The School of Public Health covers all research and data aspects, The Depression Center covers programming and stigma reduction, and the Athletic Department provides direct services for the students including their own athlete dedicated counselors.

QP6.   [VP4.PT1.QP6] Focus on increasing awareness of mental health resources on campus that service student athletes. Athletes Connected has created support groups, held restorative yoga, and hired additional counsellors dedicated to athletes all to increase accessibility and effectiveness of mental health programming toward athletes at the University.

QP7.   [VP4.PT1.QP7] [EA1, EA4, VP2]

QP8.   [VP4.PT1.QP8] Creating and maintaining the program has been focused on the needs of the students first, there is a constant focus on a feedback loop from athletes in continuing as well as starting new programming. Example video they produce as a spotlight: https://www.youtube.com/watch?v=_oupH28FME8

Practices for Multidisciplinary Initiatives

MI1.   [MI1] CIA – CAPS In Action

QM1.   [MI1.QM1] CIA – CAPS In Action

QM2.   [MI1.QM2] https://caps.umich.edu/article/caps-action-cia

QM3.   [MI1.QM3] Catherine Gong gongca@umich.edu

QM4.   [MI1.QM4] CAPS In Action (CIA) was established in early 2016 as a place for University of Michigan students who are dedicated to making the University of Michigan community a more holistically healthy environment focusing particularly on campus mental health. U-M CAPS (Counseling and Psychological Services) saw an increasing number of Michigan students looking to be involved with its outreach efforts, and thus developed this group to meet that need. As an active and hands-on group focused on creating and implementing mental health outreach efforts, CIA seeks to empower students through a culture of care and inclusion.

QM5.   [MI1.QM5] CIA is facilitated by CAPS professionals and supports CAPS outreach initiatives as well as student leaders who apply to be in the organization.

QM6.   [MI1.QM6] As a result of CIA, there are more avenues for Michigan students, particularly undergraduate students, to experience involvement with CAPS and the professional side of mental health outreach. Since its beginning, the organization has grown to accommodate a consistent group of students who are passionate about mental health outreach. The organization has provided a connection between student voices and experiences, and mental health professionals in terms of outreach. Past highlights and projects can be viewed on CIA's webpage (https://caps.umich.edu/article/caps-action-cia).

QM1.   [MI1.QM7] See above

QM2.   [MI1.QM8] N/A

MI2.   Call for Humanity Fresh Check Day

QM1.   [MI2.QM1] Fresh Check Day

QM2.   [MI2.QM2] https://freshcheckday.com/about/what-is-fresh-check-day/ https://freshcheckday.com/impact/ https://www.michigandaily.com/section/arts/fresh-check-day-raises-awareness-mental-health-around-campus

QM3.   [MI2.QM3] Edward Harake, President of the Call for Humanity (eharakej@umich.edu) Rafik Issa, Vice President of the Call for Humanity (irafik@umich.edu) Lauren Klein, Co-Chair of the Call for Humanity 9 out of 10 Committee (laurklei@umich.edu) Valerie Garcia, Co-Chair of the Call for Humanity 9 out of 10 Committee (vagarcia@umich.edu)

QM4.   [MI2.QM4] Fresh Check Day is an uplifting and informative expo developed by universities in collaboration with the Jordan Porco Foundation to raise awareness of mental health issues and encourage the development of effective suicide prevention techniques in a positive environment through booths, activities, and entertainment created by different organizations related to mental health. This event strives to engage those from all backgrounds and communities to learn about mental health in a positive environment in contrast to educational tabling, building a bridge between students and the mental health resources and programs that exist on campus, in the community, and on a national level. The Jordan Porco Foundation describes that the event embodies "as many as four of the Jed Foundation/SPRC's Comprehensive Approach to Suicide

Prevention and Mental Health Promotion: it promotes social connectedness, develops life skills, increases help-seeking behavior, and potentially identifies students at risk".The first time this event was constructed at the University of Michigan was on March 30, 2018, developed largely by the student organization the Call for Humanity in collaboration with eight other student organizations. Due to the incredible success of the debut event, the Call for Humanity is currently developing the second Fresh Check Day, which will take place on March 29, 2019.

QM5. [MI2.QM5] Fresh Check Day is one of the key events developed by the Jordan Porco Foundation, and is therefore supported by universities and colleges across the United States of America. The event utilizes student organizations and university staff to create interactive booths that make up the heart of Fresh Check Day. At least seven different organizations are required to have a booth, and it is the responsibility of the host organization to also contact food and entertainment options to foster a fun, positive environment for both organizations running the event and its participants. Depending on which organizations participate, topic areas may include promoting campus resources, high risk populations, positive coping and lifestyle skills, and stigma reduction, in which each organization independently chooses one booth from a number of booth options created by the Jordan Porco Foundation that best reflects the values they hold. To create an exciting atmosphere, the event implements entertainment groups who, although may not be directly correlated with mental health, encourage students to participate in booth activities. At the University of Michigan, the booths are laid out on the central campus Diag so that they are visible to a large amount of people, and anyone walking past is able to participate. The event itself is free, and students who wish to participate in the activities can use a free punch card to receive free food, free merchandise, and a chance to win raffle prizes by completing activities at different booths.

QM6. [MI2.QM6] Last year, over 300 individuals actively used punch cards and registered as participants on Fresh Check 2018. This number does not include general foot traffic and passers-by who also participated without punch cards, in which the number of general participants or viewers increases significantly. It is predicted these same numbers will be either matched or increased in 2019. The event itself is planned at least six months in advance to the scheduled date in order to account for establishing groups to participate and discussing logistical planning. A Jordan Porco Foundation Program Coordinator is in contact with the host organization throughout the development of the event, and several status reports to the foundation ensure that the event is on track. Once all organizations have confirmed their participation, a general meeting among all representatives of each organization is held to ensure there are no conflicts between and to ensure all organizations are aware of the steps needed to create their booths. Shared documents are also used to provide a means of communication online between student groups, schedule

entertainment group performance times, and answer any other questions organizations may have.

QM7.   [MI2.QM7] Even after the Fresh Check Day in 2018, the University of Michigan an increase in raising awareness of mental health resources on campus as demonstrated by survey results conducted after the event. In addition, the event encouraged community members to pursue legislative avenues to reform mental health resources. These initiatives are currently in progress, and there is hope that as more Fresh Check Days are supported throughout the years that more organizations will be inspired to expand the event in order to further decrease stigmas surrounding mental health.

QM8.   [MI2.QM8] Fresh Check Day is largely funded by each university that develops it, as the Jordan Porco does not require a fee to develop the event, rather, they provide supports and asks the host institution to provide the remaining components through their own budgets. Sources of funding included grants and donations from multiple organizations within the university, making the overall cost of hosting the event relatively low and feasible for many universities. For example, the generosity of the Residence Halls Association, Central Student Government, and LSA Student Government at the University of the Michigan helped to support Fresh Check Day 2018. In addition, the University of Michigan Fresh Check Day was able to have food donations from many different restaurants in Ann Arbor, and their generosity helped to attract an even larger crowd. While the Call for Humanity 9 out of 10 Committee that is responsible for Fresh Check Day is only composed of 10 members, the success from Fresh Check Day 2018 is a positive predictor that Fresh Check Day 2019 will be even better given that 2018 was the debut of the event.

MI3.   Healthy Minds Network

QM1.   [MI3.QM1] Healthy Minds Network
QM2.   [MI3.QM2] http://healthymindsnetwork.org
QM3.   [MI3.QM3] Daniel Eisenberg, Ph.D. -- healthyminds@umich.edu
QM4.   [MI3.QM3] The Healthy Minds Network for Research on Adolescent and Young Adult Mental Health (HMN) is dedicated to improving the mental and emotional well-being of young people through innovative, multidisciplinary scholarship. HMN addresses the connection between the mental health of adolescents and young adults and their health behaviors, physical health, and social, educational, and economic outcomes.

QM5.   [MI3.QM5] Through its rich array of research projects (the Healthy Minds Study, the Healthy Bodies Study, inkblots, and more), the network serves as a resource for secondary and higher education administrators, researchers, clinicians, policymakers, and the public. Based at the University of Michigan and Boston University, HMN is led by a multi-disciplinary team of scholars from public health, education, medicine, psychology, and information sciences, many of whom are affiliated with the University's Comprehensive Depression Center.

QM6. [MI3.QM6] The Healthy Minds Study (HMS): HMS is an annual web-based survey study examining mental health, service utilization, and related issues among undergraduate and graduate students. Since its national launch in 2007, HMS has been fielded at over 180 colleges and universities, with over 200,000 survey respondents. HMS is one of the only annual surveys of college and university populations that focuses exclusively on mental health and related issues, allowing for substantial detail in this area. The study has a special emphasis on understanding service utilization and help-seeking behavior, including factors such as stigma, knowledge, and the role of peers and other potential gatekeepers. The study also allows colleges and universities to examine how mental health symptoms predict academic outcomes (GPA and retention), which is translated into an economic case for mental health services and programs.

QM7. [MI3.QM7] http://healthymindsnetwork.org/about/partnerships

QM8. [MI3.QM8] Taking a public health approach, HMN focuses on 3 main objectives: 1. producing knowledge (research) 2. distributing knowledge (dissemination) 3. using knowledge (practice)

References

RF1. [RF1] First Reference

Best Practices Form

**NOTE: This form is meant to be completed with direction from the Best Practices Guidelines. The Bullets and Numbering has been edited so that the ID# of your practices is automatically made as long as you follow the Guidelines. Refer to the GT Best Practices Sample for further guidance. Email any questions to gtmentalhealthconference@gmail.com **

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Resource Categories

R1.   [R1] Counseling and Psychological Services (CAPS)
   QR1.   [R1.QR1] Counseling and Psychological Services (CAPS)
   QR2.   [R1.QR2] https://vaden.stanford.edu/caps-and-wellness/counseling-and-psychological-services-caps
   QR3.   [R1.QR3] Counseling and Psychological Services (CAPS) is the university's counseling center dedicated to student mental health and well-being. In addition to clinical services, CAPS supports programs to promote mental health, emotional resilience, and wellness throughout the campus community. Counselors work with students and parents during orientation, teach classes on campus, present at health and wellness events, visit student housing and community centers, and consult with faculty and staff in every academic department. CAPS accomplishes its mission by providing a broad range of services including crisis counseling, individual therapy, medication assessment/management, and group therapy.
   QR4.   [R1.QR4] [EA1], [EA4]
   QR5.   [R1.QR5] N/A

R2.   [R2] Bridge Peer Counseling Center
  QR1.   [R2.QR1] Bridge Peer Counseling Center
  QR2.   [R2.QR2] https://stanfordbridge.wordpress.com/
  QR3.   [R2.QR4] The Bridge began in 1971 primarily as a student-run drug counseling center. Since then, it has evolved into a general peer counseling, workshop, and support center for Stanford University and the surrounding area. We are a community of staffers, coordinators, and live-in counselors who receive ongoing training and evaluation. Staff members serve as volunteer counselors for a few hours each week after completing the 10-week training course. Coordinators directly administer publicity, finances, workshops, and dorm outreach programs in addition to other activities. The live-ins are the resident counselors at The Bridge, serving as the administrative and counseling leadership, and the backbone of our 24-hour counseling service.
  QR4.   [R2.QR4] [EA3.PT2], [EA4]
  QR5.   [R2.QR5] N/A
R3.   [R3] Confidential Support Team
  QR1.   [R3.QR1] Confidential Support Team (CST)
  QR2.   [R3.QR2] https://vaden.stanford.edu/get-help-now/confidential-support-team
  QR3.   [R3.QR3] The Confidential Support Team (CST) offers free and confidential support to Stanford students impacted by sexual assault and relationship violence, including domestic abuse, intimate partner abuse, stalking, and sexual or gender-based harassment and discrimination. CST services include brief emotional support and ongoing individual counseling. The CST also provides information about your rights and reporting options, as well as support throughout the reporting process if pursued. These appointments are intended to provide confidential support for students who have experienced sexual/relationship violence as well as for those who have questions about how to help a survivor of sexual/relationship violence. The CST is staffed by a licensed psychologist and licensed clinical social worker. There is no charge for Stanford students.
  QR4.   [R3.QR4] Unknown.
  QR5.   [R3.QR5] An Associated Students of Stanford University (ASSU) survey from earlier this year showed that this is the least well-known mental health resource on campus.
R4.   [R4] Office of Sexual Abuse and Relationship Abuse Office Education & Response (SARA)
  QR1.   [R4.QR1] Office of Sexual Abuse and Relationship Abuse Office Education & Response (SARA)
  QR2.   [R4.QR2] https://sara.stanford.edu/
  QR3.   [R4.QR3] The Stanford Office of Sexual Assault & Relationship Abuse Education & Response (SARA) assists in the coordinated, comprehensive, and consistent response to sexual and relationship violence, stalking, and sexual harassment. With a focus on prevention education, intervention,

and outreach, we collaborate with all members of the campus community to increase awareness and promote a culture of safety and respect.

QR4.   [R4.QR4] [EA1.PT2]

QR5.   N/A

R5.   [R5] Various Community Centers

QR1.   [R5.QR1] Varies by the community served

QR2.   [R5.QR2] Various: https://wcc.stanford.edu/ (women), https://a3c.stanford.edu/ (AAPI), https://bcsc.stanford.edu/ (black), https://nacc.stanford.edu/ (Native Am.), https://elcentro.stanford.edu/, (Latinx), https://queer.stanford.edu/ (LGBTQIA+), and others

QR3.   [R5.QR3] Stanford Community Centers provide a gateway to intellectual, cultural and leadership opportunities for all Stanford students. Each center has its own mission. Yet students seeking academic enrichment, connection to a broader community, and/or individual services and support will find excellent resources in the Community Centers [RF1]. Community centers also provide counseling resources and other supports.

QR4.   [R5.QR4] [EA1.PT2]

QR5.   [R5.QR5] This resource is not explicitly focused on mental health, but does provide support to students in that area.

R6.   [R6] Graduate Life Office

QR1.   [R6.QR1] Graduate Life Office

QR2.   [R6.QR2] https://glo.stanford.edu/

QR3.   [R6.QR3] This office serves as a source of comprehensive, impartial guidance and information related to all aspects of graduate student life. The Graduate Life Office (GLO) deans are knowledgeable of resources on campus for support, including community organizations and numerous mental health resources. Students may meet with these deans in times of mental health crisis, and the GLO webpage provides information for referring another student for help as well. Students may meet with a GLO dean to discuss issues impacting their mental health, and may be referred to counseling resources from there.

QR4.   [R6.QR4] [EA1.PT3]

QR5.   [R6.QR5] This resource increases awareness of mental health resources on campus and provides a point of first contact for students experiencing mental health issues. It is accessible by all graduate students and their families and is generally viewed as efficacious with regard to finding appropriate resources.

State of Affairs

SA1.   [SA1] There is a significant amount of advocacy in mental health education and awareness at Stanford. Among students, there is general knowledge of mental health, but an internal survey done by ASSU shows that knowledge of mental health resources and self-advocacy skills is still lacking. There exist methods for students to request workshops at CAPS and other institutions. Some ASSU

initiatives this year aim to improve awareness of mental health resources at Stanford as well as create openness in discussing mental health. Furthermore, mentalhealth.stanford.edu's soft launch is a promising bellwether for mental health at Stanford. However, much work remains to be done in the areas of publicity and transparency, goals that were expressed by administrators earlier in the course of the year.

SA2. [SA2] The <u>Stanford Sports Psychiatry Clinic</u> provides clinical care to athletes. For communities of color and queer communities, the community centers can be a nexus of resources and counseling in all aspects of life from academics and social life to mental health. There is currently a push to create a community center for the disabled community as well, which has been gaining significant momentum.

SA3. [SA3] The multidisciplinary initiatives described are mostly independent projects affiliated with university departments in the case of the Belonging Project or with student leadership. The Belonging Project collaborated this January with ASSU on a major mental health and wellness education pilot, and the other student groups, especially the Mental Health and Wellness Coalition, continue to organize various events around student mental health, including the annual Wellness Week. The challenge in the next few years will be to coordinate communications between various mental health-interested groups on campus in their advocacy efforts.

Practices for Education and Awareness

EA1. *Education of Incoming Students, Staff, and Faculty*

PT1. [EA1.PT1] First practice for EA1

QP1. [EA1.PT1.QP1] ADVANCE Summer Institute

QP2. [EA1.PT1.QP2] https://biosciences.stanford.edu/current-students/diversity/advance/

QP3. [EA1.PT1.QP3] Incoming graduate students from diverse backgrounds who are beginning PhD programs in the Biosciences. The Biosciences includes 14 home programs: Biochemistry, Biology, Biomedical Informatics, Biophysics, Cancer Biology, Chemical and Systems Biology, Developmental Biology, Genetics, Immunology, Microbiology and Immunology, Molecular and Cellular Physiology, Neurosciences, Stem Cell Biology and Regenerative Medicine, and Structural Biology. To our knowledge this program is not available to other departments at Stanford.

QP4. [EA1.PT1.QP4] The ADVANCE program is designed to bring together incoming first-year PhD students across numerous programs within the biosciences. The program is designed for students from diverse backgrounds and particularly underrepresented groups in STEM. As part of this program, mental health in the context of graduate school is discussed, with workshops on imposter syndrome, advice from older graduate students on managing mental health and work/life balance, mindfulness meditation training, exposure to campus resources for health and wellness, and peer/faculty mentorship.

QP5. [EA1.PT1.QP5] The ADVANCE program is led by Dr. Tony Ricci, a professor and director of the Neurosciences graduate program and Bryan Thomas Jr., Assistant Director of Graduate Education – Programs and Diversity. Student leaders include current graduate students who organize events and workshops throughout the summer as well as volunteer faculty and graduate students who serve as peer mentors.

QP6. [EA1.PT1.QP6] This program increases awareness of mental health struggles which are extremely common in PhD students. It also increases awareness of particular stressors associated with graduate school, including imposter syndrome, managing expectations with one's boss, pressures to publish, work-life balance, and the marathon-like nature of a five to seven year program in biosciences. This program also greatly increases accessibility to mentorship from both faculty and peers, as well as knowledge of how to effectively navigate health and wellness resources on campus. The program is highly efficacious, with many students reporting increased knowledge of mental health issues and available resources.

QP7. [EA1.PT1.QP7] Academic development, professional development, community building, diversity and inclusion in science, leadership

QP8. [EA1.PT1.QP8] https://biosciences.stanford.edu/wp-content/uploads/2018/04/ADVANCE_Brochure.pdf

PT2. [EA1.PT2] Second practice for EA1

QP1. [EA1.PT2.QP1] New Student Orientation (Undergraduate)

QP2. [EA1.PT2.QP2] https://undergrad.stanford.edu/advising/first-year-students/new-student-orientation-nso

QP3. [EA1.PT2.QP3] All incoming freshmen in a particular academic year.

QP4. [EA1.PT2.QP4] This program is a week-long, engaging schedule of events pertaining to social and academic life from Stanford. It takes place the week before Fall Quarter begins. Featuring speeches from administrators, fellow students, and other members of the Stanford community, New Student Orientation is the undergraduate student's first experience of Stanford and first introduction to many of the resources pertaining to student life at Stanford. Though this program is not explicitly focused on mental health, mental health-related topics certainly feature heavily, especially at Faces of Community, Beyond Sex Ed (sponsored by SARA [R4]), and other residential activities.

QP5. [EA1.PT2.QP5] This practice is officially sanctioned by the Office of the Vice Provost of Undergraduate Education Undergraduate Advising and Research Department, and is coordinated with the help of students, who apply for various roles pertaining to orientation in the preceding academic year.

QP6. [EA1.PT2.QP6] While this program does not explicitly focus on mental health, specific events within this program as highlighted above do foster discussion of mental health-related topics. Due to the mandatory nature of the event, its accessibility and efficacy has a very high ceiling, although attendance is not enforced. This event does raise awareness, however, of mental health related student resources.

QP7. [EA1.PT2.QP7] Academics, student social life, extracurricular activities, alcohol education, sexual education, advising, student affairs, research

QP8. [EA1.PT2.QP8] n/a

PT3. [EA1.PT3] Third practice for EA1

QP1. [EA1.PT3.QP1] New Student Orientation (Graduate)

QP2. [EA1.PT3.QP2] https://glo.stanford.edu/ngso

QP3. [EA1.PT3.QP3] Open to all incoming and transfer graduate students

QP4. [EA1.PT3.QP4] Every year, the Graduate Life Office works with student volunteers to coordinate the New Graduate Student Orientation, or NGSO. In hopes to orient Stanford's new graduate students to the campus and ease their transitions here, it occurs the week prior to the start of classes.

QP5. [EA1.PT3.QP5] This program is coordinated by Rick Craig of the Graduate Life Office.

QP6. [EA1.PT3.QP6] This program is accessible, but little-attended. Its efficacy in distributing information about graduate student mental health is limited: many graduate students have expressed that their life is mostly department-based, and attendance is low at these events.

QP7. [EA1.PT3.QP7] Research, healthcare, finance, social engagement

QP8. [EA1.PT3.QP8] Brochure & schedule from 2018: https://stanford.app.box.com/s/2l5p56wdehxcpxhhzf0754serm4l5kb3 (authentication may be required)

EA2. *Information Distribution Networks*

PT1. [EA2.PT1] Graduate Life Office

QP1. [EA2.PT1.QP1] Graduate Life Office

QP2. [EA2.PT1.QP2] https://glo.stanford.edu/

QP3. [EA2.PT1.QP3] Graduate students and their families.

QP4. [EA2.PT1.QP4] This office serves as a source of comprehensive, impartial guidance and information related to all aspects of graduate student life. The Graduate Life Office (GLO) deans are knowledgeable of resources on campus for support, including community organizations and numerous mental health resources. Students may meet with these deans in times of mental health crisis, and the GLO webpage provides information for referring another student for help as well. Students may meet with a GLO

dean to discuss issues impacting their mental health, and may be referred to counseling resources from there.

- QP5. [EA2.PT1.QP5] Director, several deans, and administrative associates.
- QP6. [EA2.PT1.QP6] This resource increases awareness of mental health resources on campus and provides a point of first contact for students experiencing mental health issues. It is accessible by all graduate students and their families and is generally viewed as efficacious with regard to finding appropriate resources.
- QP7. [EA2.PT1.QP7] N/A
- QP8. [EA2.PT1.QP8] N/A

PT2.   [EA2.PT2] Mental Health Resource Website
- QP1. [EA2.PT2.QP1] mentalhealth.stanford.edu
- QP2. [EA2.PT2.QP2] mentalhealth.stanford.edu
- QP3. [EA2.PT2.QP3] Designed for Stanford students, but accessible by the public
- QP4. [EA2.PT2.QP4] This initiative was initially started and developed by the Associated Students of Stanford University (ASSU) Mental Health Committee 2017-18. It is currently run by a staffer at Student Affairs [EA2.PT4], is a newly-launched, in-development attempt to compile resources about mental health in a searchable, accessible format for students.
- QP5. [EA2.PT2.QP5] TBD. ASSU is investigating the possibility of a student team at the moment.
- QP6. [EA2.PT2.QP6] Since this initiative is still in development (soft-launch in November), its impact has been limited. However, it has the potential to be a high-efficacy, high-impact mental health information resource/database in the near future.
- QP7. [EA2.PT2.QP7] Mental health
- QP8. [EA2.PT2.QP8] n/a

PT3.   Mental Health and Wellness Coalition Annual Wellness Week
- QP1. [EA2.PT3.QP1] Wellness Week
- QP2. [EA2.PT3.QP2] n/a
- QP3. [EA2.PT3.QP3] The Stanford community
- QP4. [EA2.PT3.QP4] This is a student organization that serves as the umbrella organization for mental health advocacy and awareness groups on campus. They organize the annual Wellness Week event, which features collaboration between university faculty, staff, and students to put on mental health/wellness related events. Selections from the previous program include yoga lessons, a QPR workshop, and healthy relationships seminar. Other events were a panel series covering topics like eating disorders, cross-cultural views on happiness, mental health and social media, and grief and depression.
- QP5. [EA2.PT3.QP5] This student group is officially recognized by Student Activities and Leadership, the administrative governing

body for student groups at Stanford. On the student side, it is run by two co-directors, who are both undergraduate students this year. Other students interested in mental health advocacy are welcome to attend meetings as well. Updates and meeting notes are circulated via an email list that members and affiliates can request to join.

- QP6. [EA2.PT3.QP6]
- QP7. [EA2.PT3.QP7] awareness, programming
- QP8. [EA2.PT3.QP8] n/a

PT4. Vice Provost for Student Affairs

- QP1. [EA2.PT4.QP1] Vice Provost for Student Affairs (VPSA)
- QP2. [EA2.PT4.QP2] https://studentaffairs.stanford.edu/
- QP3. [EA2.PT4.QP3] All currently-enrolled Stanford students.
- QP4. [EA2.PT4.QP4] This office is responsible for coordination and oversight over all aspects of student life.
- QP5. [EA2.PT4.QP5] Various deans, Vice Provost Susie-Brubaker Cole, and 25 other affiliated departments.
- QP6. [EA2.PT4.QP6] Mental Health and Well-Being is a specific long-term goal promoted in VPSA's "Our Most Important Work" initiative. Two town halls were held regarding mental health at Stanford earlier this academic year. However, due to the wide-ranging nature of their work, it is unclear what specific initiatives with respect to mental health have been implemented or planned by VPSA. It has been stated verbally that mental health resources are a priority in VPSA's budget request for the following year.
- QP7. [EA2.PT4.QP7] Student life, mental health, residential life, educational policy
- QP8. [EA2.PT2.QP8] As a result of the town halls, several key challenges were identified: underfunding of CAPS, Peer Health Educator pay inequity, and the lack of spaces on campus designed exclusively to mental health. The Vice Provost, Susie Brubaker-Cole, states that Stanford is attempting to reduce wait times for those seeking mental health services at Vaden Health Center and addressing staff shortages at CAPS. There are efforts to work with JED's Equity and Mental Health Initiative to improve safe spaces for students on campus. In order to address these issues, the administration has launched the Inclusion, Diversity, Equity, and Access in a Learning Community initiative (IDEAL), which will attempt to foster a more diverse community through change in the areas of student, faculty, and staff recruitment and access to equal opportunities. More information about their initiatives can be found here: https://studentaffairs.stanford.edu/our-most-important-work/our-process-and-statement-work

EA3. *Course Curriculum Integration*

PT1. [EA3.PT1] ATHLETIC 1

- QP1. [EA3.PT1.QP1] ATHLETIC 1

QP2. [EA3.PT1.QP2]
https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=%22athletic+1%22&collapse=

QP3. [EA3.PT1.QP3] Undergraduate student athletes

QP4. [EA3.PT1.QP4] ATHLETIC 1 is a course open to all undergraduates, with a focus on developing skills for maintaining wellbeing in student athletes. This course is designed to help students build resilience, practice self-care, learn stress management techniques, and recognize signs and symptoms of common mental health concerns. The class meets weekly for 1 hour and 50 minutes and connects students with resources on campus. One section is offered and is designed to provide relevant information without overloading the student's schedule. Last year, 7 students were enrolled in the class.

QP5. [EA3.PT1.QP5] ATHLETIC 1 is not managed by a specific academic department on campus and is open to all students. The course is co-taught by a licensed psychologist specializing in athlete mental health and the assistant athletics director. The curriculum for the course is flexible and varies significantly according to which instructor is teaching the course.

QP6. [EA3.PT1.QP6] The core of the class' curriculum is focused on health and wellbeing. The combination of a licensed psychologist and an athletics staff member is highly efficacious for providing insight in the intersectionality of athletics and mental health. While the course is open to all students for enrollment, only one section exists which may limit the number of students who can take the course each year. This course is especially helpful for first-year student athletes.

QP7. [EA3.PT1.QP7] [EA1], [EA2], [EA4], [VP4].

QP8. [EA3.PT1.QP8] N/A

PT2. [EA3.PT2] EDUC 193A and EDUC 193P

QP1. [EA3.PT2.QP1] EDUC 193A and EDUC 193P

QP2. [EA3.PT2.QP2]
https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=%22educ+193a%22&collapse=
https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=%22educ+193p%22&collapse=

QP3. [EA3.PT2.QP3] Undergraduate students

QP4. [EA3.PT2.QP4] EDUC 193A and EDUC 193P are courses part of a two-course program that prepares students to volunteer as peer

counselors. Both courses are open to all undergraduate students. The following topics are covered in EDUC 193A: verbal and non-verbal skills, open and closed questions, paraphrasing, working with feelings, summarization, and integration. The following topics are covered in EDUC 193P: relationships, substance abuse, sexual assault, depression, eating disorders, academic stressors, suicide, and grief and bereavement. Each class meets once per week for 1 hour and 20 minutes. Multiple sections are offered each quarter. Last year, 50 students were enrolled in this class (max: 60).

QP5.   [EA3.PT2.QP5] EDUC 193A and EDUC 193P are listed under the Department of Education and is open to all students regardless of major. The course is taught by a dedicated team of staff and student staff and often invites guest speakers from campus resources and the local community. The curriculum for the course is flexible and varies significantly according to which instructor is teaching the course.

QP6.   [EA3.PT2.QP6] Both courses are accessible to all students and the multiple class offerings throughout the year ensure that students have a variety of opportunities to take the class in the event that they have course conflicts. The courses are designed to provide students with a skillset and general understanding of how to help others as a peer counselor. Though students are able to develop more awareness surrounding mental health through this course, it would be helpful if topics surrounding vulnerable populations were included in the curriculum. Overall, this series is highly praised and recommended to students regardless of whether or not they plan to volunteer as a peer counselor.

QP7.   [EA3.PT2.QP7] [EA1], [EA4].

QP8.   [EA3.PT2.QP8] N/A

PT3.   [EA3.PT3] RESPROG 51A

QP1.   [EA3.PT3.QP1] RESPROG 51A

QP2.   [EA3.PT3.QP2]https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=%22resprog+30a%22&collapse=

QP3.   [EA3.PT3.QP3] Undergraduate students, first-year students

QP4.   [EA3.PT3.QP4] RESPROG 51A (Frosh 101: Introduction to Living and Learning at Stanford) is a discussion-style course designed to help first-year students transition to Stanford. The class is lead by trained upperclassmen leaders who are able to act as near-peer mentors in an intimate classroom setting limited to 10 students. Students are led through activities meant to encourage awareness and discussion about emotional and social wellbeing. The class meets once per week for 1 hour and 30 minutes in freshmen dorms on campus. Last year, 11 students were enrolled (max: 15).

QP5. [EA3.PT3.QP5] RESPROG 51A is a residential program and is open only to first-year students. The course is taught by a dedicated team of upperclassmen. The curriculum for the course is set by the residential program and implement style varies according to which upperclassmen leaders are teaching the section.

QP6. [EA3.PT3.QP6] The course is accessible to all students regardless of major; however, it seems that the course is geared towards first-year students and is not inclusive of transfer students. Transfer students could also benefit from the topics covered in this class. The discussion-style class encourages students to be aware of how their own disposition to emotional and social wellbeing develop over the quarter. This format also helps students explore these concepts and hear about their peers' opinions. Generally, upperclassmen leaders are well-trained and are able to lead a successful class.

QP7. [EA3.PT3.QP7] [EA1], [EA4].

QP8. [EA3.PT3.QP8] N/A

PT4. [EA3.PT4] Wellness courses

QP1. [EA3.PT4.QP1] Wellness courses: 111, 113, 114, 116, 117, 119, 123, 135, 138, and more

QP2. [EA3.PT4.QP2] https://explorecourses.stanford.edu/search?q=%22wellness%22&view=catalog&academicYear=20172018&catalog=&page=7&filter-coursestatus-Active=on&collapse=

QP3. [EA3.PT4.QP3] Undergraduate and graduate students

QP4. [EA3.PT4.QP4] Wellness courses are discussion-style, 1-unit courses designed to help students explore topics surrounding health and mindfulness. The classes are lead by dedicated professors who have studied the field of nutrition, meditation, motivation, and more. Courses cover a wide variety of topics, including but not limited to mindfulness, stress management, meditation, forgiveness, and emotional intelligence. The class meets once per week for 1 hour and 20 minutes at various locations on campus. Last year, around 20 students were enrolled last year (max: 24).

QP5. [EA3.PT4.QP5] These courses are part of a wellness series open to all students on campus. The course is taught by a dedicated team of professors. The curriculum for the course is set by the wellness program and implement style varies according to which professors are teaching the course.

QP6. [EA3.PT4.QP6] The course is accessible to all students regardless of major; however, there is a $35 class fee which may act as a barrier to some students. This fee may deter students from choosing to take the class even if there may be options to waive the fee. Many of the wellness courses are designed to encourage exploration and open discussion among students. It seems that

many of the classes are almost at capacity which suggests that the courses are being utilized.

QP7. [EA3.PT4.QP7] [EA1], [EA4].

QP8. [EA3.PT4.QP8] N/A

EA4. Peer Support Groups

PT1. [EA4.PT1] First practice for EA3

QP1. [EA4.PT1.QP1] CAPS Peer Support Groups

QP2. [EA4.PT1.QP2] https://vaden.stanford.edu/caps-and-wellness/groups

QP3. [EA4.PT1.QP3] Graduate and undergraduate students.

QP4. [EA4.PT1.QP4] There are a series of peer support groups on various topics organized by various student groups on campus. These are primarily focused on emotional well-being and wellness, and include "The Happiness Collective" fostering joy and resilience and "The Bridge" with student staff offering confidential peer counseling.

QP5. [EA4.PT1.QP5] Student-led groups.

QP6. [EA4.PT1.QP6] Unknown.

QP7. [EA4.PT1.QP7] N/A Response to QP7

QP8. [EA4.PT1.QP8] https://orgsync.com/50652/chapter , https://stanfordbridge.wordpress.com/

PT2. [EA4.PT2] Second practice for EA3

QP1. Forest

EA5. Other

PT1. [EA5.PT1] First practice for EA5

QP1. [EA5.PT1.QP1] Peer Health Educators

QP2. [EA5.PT1.QP2] https://vaden.stanford.edu/about/training-and-service-opportunities/peer-health-educators

QP3. [EA5.PT1.QP3] Undergraduates students, primary first-year residences

QP4. [EA5.PT1.QP4] Peer Health Educators (PHEs) are residential staff members who are peer specialists in health and wellness in their houses. They are a culturally inclusive, highly diverse team that represents all aspects of the undergraduate student community. In the context of Stanford undergraduate community, PHEs are the most trained students who can provide health-related support. Unfortunately, PHE's are generally only existent in frosh dorms. Upperclassmen dorms have an RA who holds onto medical supplies but this RA does not undergo advanced training as PHEs do.

QP5. [EA5.PT1.QP5] PHEs work on a team of student staff and Resident Fellows. PHEs must take a spring quarter class called "Health Promotion and Campus Culture" the year before they are staffing in order to prepare for the role. PHEs return to campus one

week before New Student Orientation early arrival training and participate in mandatory meetings and continuing education throughout the academic year.

QP6. [EA5.PT1.QP6] PHEs obtain general training for health-related issues, though more can be done on the forefront of mental health. In terms of awareness, all students are aware that the PHE is the go-to person for health concerns. Resources are generally given to residents throughout the year and posted on bulletin boards. Along the same lines, the PHEs are accessible to first-year students and publicize on-call time frames. This practice may be efficacious for first-year residences, but the lack of PHEs in upperclassmen dorms limits this practice from reaching the entire undergraduate population.

QP7. [EA5.PT1.QP7] [EA1], [EA2]

QP8. [EA5.PT1.QP8] PHEs also organize programs throughout the year. The month of February is celebrated in the form of PHEbruary, a series of events put on by Peer Health Educators (PHEs) in the freshmen dorms on campus. Starting on the first day of February, many PHEs began sending out wellness tips and challenges to their residents, encouraging them to be engaged in self-care and compassion for others. https://www.stanforddaily.com/2015/02/19/the-month-of-february-is-celebrated-in-the-form-of-phebruary-a-series-of-events-put-on-by-peer-health-educators-phes-in-the-freshmen-dorms-on-campus-starting-on-the-first-day-of-february-many-phes/

PT2. [EA5.PT2] Second practice for EA5

QP1. [EA5.PT2.QP1] CAPS Skills Workshops

QP2. [EA5.PT2.QP2] https://vaden.stanford.edu/caps-and-wellness/groups

QP3. [EA5.PT2.QP3] Undergraduate and graduate students

QP4. [EA5.PT2.QP4] CAPS offers the following skills workshops to students: "Managing My Moods and Maladaptive Habits of Mind: Learning to Identify and Re-frame Cognitive Distortions and Other Unhealthy Mind States", "Creating Connection and Nurturing Healthy Relationships", "Laziness Doesn't Exist: Understanding Procrastination and Motivation and What to Do About It", "Anxiety Toolbox", and "Strategies when Overwhelmed & Stressed (SOS)". CAPS also organizes community groups: "Grief Group", and "Chats at NACC (Native American Cultural Center)".

QP5. [EA5.PT2.QP5] Trained professionals from CAPS lead the workshops. These programs are offered in a series of 3, 1 hour workshops designed to fit into a busy schedule. Students are welcome to attend the workshop regardless of whether they are currently seeing a therapist at CAPS.

QP6. [EA5.PT2.QP6] While these resources are clearly listed on the CAPS website, the majority of the student body likely does not

know about these workshops. More can be done to increase awareness surrounding these workshops, such as sending emails out to residences with a list of available resources. These workshops are accessible to all students; however, the phone assessment that is needed to enroll in the workshops may act as a deterrent to students. It is not clear how long it takes to have a phone assessment scheduled.

QP7. [EA5.PT2.QP7] [EA1]
QP8. [EA5.PT2.QP8] N/A

Practices for Vulnerable Populations

VP1. *LGBTQIA+*

PT1. [VP1.PT1] CAPS Connects

QP1. [VP1.PT1.QP1] CAPS Connects at Terra House (serving the LGBTQIA+ community)

QP2. [VP1.PT1.QP2] https://vaden.stanford.edu/caps-and-wellness/outreach-and-consultation

QP3. [VP1.PT1.QP3] Students with mental illness who identify as LGBTQIA+

QP4. [VP1.PT1.QP4] The mission of the Counseling and Psychological Services (CAPS) Connects program is to extend the caring wisdom and expertise of the traditional counseling session into the broader Stanford Community. CAPS Connects fulfills its mission by hosting satellite clinics that feature trained providers specializing in LGBTQIA+ issues. CAPS embraces that students come from diverse backgrounds and have unique concerns. CAPS is strongly dedicated to social justice and reaching out to all students especially those from underrepresented identities, and marginalized communities who may not utilize traditional counseling.

QP5. [VP1.PT1.QP5] These practices have been implemented in Terra House, which is the unofficial LGBTQIA+ residence. Terra House serves as a safe space while also providing sensitive services and information about navigating queerness and mental health. The staff at CAPS Connects consists of health professionals who undergo rigorous training and certification. CAPS Connects seeks to complement the services provided by CAPS by creating specialized appointments that address the needs of this community.

QP6. [VP1.PT1.QP6] The APA emphasizes awareness of the needs of the LGBTQIA+ community by recommending several actions: 1) educating health staff, 2) addressing prejudice stemming from peers in treatment programs, and 3) establishing LGBTQIA+-friendly policies. Through these guidelines, the APA targets change on the peer, staff, and structural level. Research conducted by APA task forces are accessible through the website and offer powerful insight about inclusivity and sensibility to LGBTQIA+

that may not otherwise by feasible for groups to obtain on their own. Each report offers training protocols for health professionals and further recommendations for treating this community. These practices can be helpful in creating an affirmative space on campuses where students can feel that their concerns and challenges are validated by mental health professionals.

QP7. [VP1.PT1.QP7] [EA1], [EA3].

QP8. [VP1.PT1.QP8] This practice provides supported guidelines and community models that best implement inclusivity. This resource would best be used to inform health center practices and routines on campus as well as to create or supplement resources for the LGBTQIA+ community surrounding mental health. CAPS recommends training health professionals to recognize unique challenges faced by this community in order to better prepare them for serving LGBTQIA+ clients. It is important to acknowledge the additional challenges faced by this community and to support students by providing the appropriate resources.

VP2. *International*

Note: No resources focused specifically on international student mental health were found.

VP3. *Low Income*

PT1. [VP3.PT1] Emergency Grant-in-Aid

QP1. [VP3.PT1.QP1] Emergency Grant-in-Aid Funds

QP2. [VP3.PT1.QP2] https://financialaid.stanford.edu/pdf/EmergencyGrant-In-Aid_v2.pdf

QP3. [VP3.PT1.QP3] Graduate students experiencing financial hardship.

QP4. [VP3.PT1.QP4] This fund exists to assist graduate students who experience a financial emergency or unanticipated expenses causing financial hardship. This includes medical expenses related to mental health, with any financial burden hindering the student's academic progress considered.

QP5. [VP3.PT1.QP5] Stanford financial aid office handles these financial transactions. Students are often referred to this program by Graduate Life Office deans who may be sought out in times of stress.

QP6. [VP3.PT1.QP6] This grant support may help low-income students receive mental health or other medical care that might otherwise pose a substantial financial burden.

QP7. [VP3.PT1.QP7] N/A.

QP8. [VP3.PT1.QP8] Although this program also provides funding in situations unrelated to mental health, it appears to be frequently sought out by students in times of stress or who are dealing with mental health emergencies. Low-income students who meet with Graduate Life Office deans during stressful situations (which likely impact mental health) are often referred to this program.

VP4.   Athletes
>   PT1.   [VP4.PT1] First practice for VP3
>   >   QP1.   [VP4.PT1.QP1] Sport Psychology Services
>   >   QP2.   [VP4.PT1.QP2] https://gostanford.com/news/2016/9/19/athletics-sport-psychology-services.aspx
>   >   QP3.   [VP4.PT1.QP3] Student-athletes at Stanford
>   >   QP4.   [VP4.PT1.QP4] The mission of Stanford Athletics Sport Psychology Services is to provide comprehensive sport psychology services to support student-athletes in becoming their best selves; to promote mental health, emotional wellness, and optimal performance; and to contribute to an inclusive athletic department and campus community.
>   >   QP5.   [VP4.PT1.QP5] This resource provides individual and group counseling or consultation pertaining to mental health and wellness and/or performance. They are located at the Sports Medicine Center as well as the Department of Psychiatry building.
>   >   QP6.   [VP4.PT1.QP6] More research required.
>   >   QP7.   [VP4.PT1.QP7] Athletics
>   >   QP8.   [VP4.PT1.QP8] Works in collaboration with the Department of Psychiatry and Behavioral Sciences

Practices for Multidisciplinary Initiatives
>   MI1.   [MI1] Mental Health and Wellness Coalition
>   >   QM1.   [MI1.QM1] Mental Health and Wellness Coalition
>   >   QM2.   [MI1.QM2] N/A
>   >   QM3.   [MI1.QM3] All Stanford students
>   >   QM4.   [MI1.QM4] The Coalition is an umbrella organization for mental health advocacy student groups on campus.
>   >   QM5.   [MI1.QM5] As a student organization, Student Activities and Leadership has oversight authority over the coalition. The coalition has two co-directors, and holds monthly meetings with leaders in other student mental health clubs to discuss collaboration/interdisciplinary mental health efforts. Previous efforts have included involvement in this ongoing litigation re: treatment of student with mental health disabilities at Stanford. They also coordinate the annual Mental Health and Wellness Week.
>   >   QM6.   [MI1.QM6] Awareness of the Coalition in the mental health advocacy circle is very high among students. Their programs, especially Wellness Week, draw high attendance and facilitate collaboration between faculty and students. Many such programs are about mental health education or specific mental health issues impacting specific communities.
>   >   QM7.   [MI1.QM7] extracurriculars, activism
>   >   QM8.   [MI1.QM8] N/A
>   MI2.   [MI2] WeContinue
>   >   QM1.   WeContinue
>   >   QM2.   N/A

QM3.   We Continue is open to all students that are members of the Stanford community.

QM4.   WeContinue is a peer-led student group working to empower the Stanford community in addressing suicide by creating safety nets within our community. It educates students on how to recognize and approach other peers who may be considering suicide, and equip them with the skills to respond. It aims to create a sustainable, educated atmosphere of care and understanding on campus regarding the sensitive issue of suicide and suicidal ideation. Instructors are trained and qualified in QPR (Question, Persuade, Refer) suicide prevention protocol and offer peer-based, peer-led suicide response training workshops to dorms, communities, and other student organizations.

QM5.   We Continue is a voluntary student organization and a Cardinal Commitment registered with the Stanford Activities and Leadership and the Haas Center for Public Service.

QM6.   Awareness of the project among students is low. Their purpose works to work in small student organizations and residential communities and as a result has been limited by the number of instructors it can fund to receive QPR workshop leading certification.

QM7.   suicide, education, outreach

QM8.   N/A

MI3.   [MI3] Belonging Project

QM1.   The Belonging Project

QM2.   https://med.stanford.edu/psychiatry/special-initiatives/belonging.html

QM3.   The Stanford community

QM4.   This project aims to study the feeling of belonging, especially in the context of individuals in the Stanford community. It acknowledges the centrality of belonging in positive mental health, and aims to promote mental health and wellness via a broad, multidimensional effort through connection with various campus groups. The Belonging Project collaborated with the ASSU Mental Health and Wellness Committee on an event for dialogue between administration and students about student mental health experiences on campus.

QM5.   The Belonging Project is a Special Initiative of the Department of Psychiatry and Behavioral Sciences.

QM6.   Awareness of the project is low among students currently. Their purpose is more academic/research-based than clinical; while their mission is community-based, they do not directly provide mental health support or care at Stanford, meaning that their physical presence and impact in student campus spaces has been limited. There have been efforts to raise awareness about the project, including the announcement in early 2018 of a series of stories about belonging.

QM7.   research, belonging

QM8.   N/A

References

RF1. [RF1] https://undergrad.stanford.edu/tutoring-support/community-center-resources
RF2. [RF2] https://vaden.stanford.edu/caps-and-wellness/counseling-and-psychological-services-caps
RF3. [RF3] https://stanfordbridge.wordpress.com/
RF4. [RF4] https://vaden.stanford.edu/get-help-now/confidential-support-team
RF5. [RF5] https://sara.stanford.edu/
RF6. [RF6] https://biosciences.stanford.edu/current-students/diversity/advance/
RF7. [RF7] https://undergrad.stanford.edu/advising/first-year-students/new-student-orientation-nso
RF8. [RF8] https://glo.stanford.edu/ngso
RF9. [RF9] https://studentaffairs.stanford.edu/
RF10. [RF10] https://explorecourses.stanford.edu
RF11. [RF11] https://bechtel.stanford.edu
RF12. [RF12] https://mentalhealth.stanford.edu

Best Practices Form

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Resource Categories
- R1. [R1] Counseling and Psychological Services (CAPS)
  - QR1. [R1.QR1] Counseling and Psychological Services (CAPS)
  - QR2. [R1.QR2] https://www.counseling.ucla.edu/
    (310) 206-7365
    feedback@caps.ucla.edu
  - QR3. [R1.QR3] CAPS, under the Office of Student Affairs, is a fast-paced, multi-disciplinary organization of over 60 clinical staff, including social workers, marriage and family therapists, psychologists and psychiatrists, which provides mental health services to approximately 16% (7,000) of UCLA's over 44,000 students. All registered students are able to use services at a low or no fee.
  - QR4. [R1.QR4] EA1, EA2, EA4, VP1, VP2, VP3, VP4
    Clinical services offered: brief triage, clinical consultation, crisis management services, short-term individual psychotherapy, group psychotherapy services, psychiatry services, referral to the community for longer term services, workshops and outreach services to faculty, administration, student organizations, and incoming students at orientation.
  - QR5. [R1.QR5] In fiscal year 2017-2018, CAPS saw 6,896 unique clients in 33,090 sessions for an average of 4.80 sessions per client. average of 1.4 hospitalizations per week. Demographics of clients: 70.81% undergraduate, 29.19% graduates;. 63.51female, 36.45% male; 86.31% domestic visa status, 13.69% international.
- R2. [R2] UCLA Neuropsychiatric Behavioral Health Services
  - QR1. [R2.QR1] UCLA Neuropsychiatric Behavioral Health Services (BHS)
  - QR2. [R2.QR2] https://www.counseling.ucla.edu/; BHS can only be accessed through referral by CAPS [R1]

QR3.   [R2.QR3] NPBHS provides clinical services, specialty clinics, inpatient and utilization and case management through the Resnick Neuropsychiatric Hospital (R-NPH)

QR4.   [R2.QR4] Clinical only

QR5.   [R2.QR5] NA

R3.   [R3] CAPS Satellites

QR1.   [R3.QR1] Counseling and Psychological Services Satellites

QR2.   [R3.QR2] https://www.counseling.ucla.edu/about-us/satellite-clinics

QR3.   [R3.QR3] To alleviate demand on the main CAPS center and to increase access, satellite spaces and drop-in support sites have opened at high demand areas on campus.

QR4.   [R3.QR4] [EA2.PT3, VP2.PT3, EA2.PT2, VP4.PT2]

QR5.   [R3.QR5] CAPS at Behavioral Wellness Center (serving professional health students) and CAPS at Athletics both function as full time satellite locations 5 days a week. Drop-in support sites are available at the School of Law, School of Management, School of Engineering, LGBT Campus Resource Center, Undocumented Students Program, Transfer Student Center, Veterans Resource Center, and Campus Assault Resource and Education on more limited schedules (one to three times per week) with services ranging from brief consultation to formal clinical assessment.

R4.   [R4] Bruin Resource Center

QR1.   [R4.QR1] Bruin Resource Center

QR2.   [R4.QR2]https://www.brc.ucla.edu/

QR3.   [R4.QR3] The mission of the UCLA Bruin Resource Center (BRC), under the Office of Student Affairs, is to support students' development, well-being, and academic success and to foster an inclusive and socially just campus community. The Bruin Resource Center envisions thriving, dynamic, and resilient communities of students and staff.

QR4.   [R4.QR4] [EA2.PT2, VP2.PT3, VP3.PT3, VP3.PT4]

QR5.   [R4.QR5]n/a

R5.   [R5] Transfer Student Center

QR1.   [R5.QR1] Transfer Student Center

QR2.   [R5.QR2] https://www.transfers.ucla.edu/

QR3.   [R5.QR3] The Transfer Student Center at UCLA was created in 2009 by the Vice Chancellor of Student Affairs in order to expand institutional supports for underrepresented students. Our office is committed to serving the diverse population of transfer students at UCLA and the needs particular to this community. The center works to connect students to resources and support students through problems they may encounter while at UCLA.

QR4.   [R5.QR4] [R4] [VP2.PT3, VP3.PT3, VP3.PT4]

QR5.   [R5.QR5] In Fall 2017, transfer students made up roughly 35% of incoming students about 23% of the total undergraduate student population.

R6.   [R6] LGBT Center

QR1.   [R6.QR1] LGBT Campus Resource Center

QR2.   [R6.QR2] https://www.lgbt.ucla.edu/
QR3.   [R6.QR3] The UCLA LGBT Campus Resource Center has proudly been serving the UCLA community for 20 years. It provides a comprehensive range of education and advocacy services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment for UCLA's LGBTQ community. The LGBTCRC affirms folks of all sexual and gender identities and serves the entire UCLA community – undergraduate students, graduate students, faculty, staff, and alumni. The center provides holistic support to LGBT students and those who seek to be allies, both in and out of the classroom. The multimodal system addresses logistical concerns such as preferred names on UCLA documents and sexual health topics such as transhealth concerns.
QR4.   [R6.QR4] [R4]
QR5.   [R6.QR5] n/a
R7.   [R6] CARE Program
QR1.   [R7.QR1] Campus Assault Resources & Education (CARE)
QR2.   [R7.QR2] https://www.careprogram.ucla.edu/
QR3.   [R7.QR3] CARE is committed to the eradication of sexual and gender-based violence through creating and sustaining a safe, healthy, and equitable community for all people. CARE strives to achieve this through provision of comprehensive prevention education, individual support and advocacy, and holistic healing programs for all members of the UCLA community. CARE has three distinct, but complementary services: Education, Advocacy, and Healing. Combined these three components allow us to address primary, secondary, and tertiary levels of prevention providing a comprehensive approach in service of our mission.
QR4.   [R7.QR4] [R1] [EA4.PT2]
QR5.   [R7.QR5] n/a

State of Affairs

SA1.   [SA1] Describe the general culture, challenges, and future outlook pertaining to Education and Awareness subtopics.

With over 114,000 applicants this year, UCLA has become more and more competitive before students ever arrive on campus. Most incoming undergraduate students (both undergraduate and graduate) attend a 3-day orientation in the summer before their fall enrollment. During orientation, students are given information on resources for all aspects of student life, including a 30 minute mental health and wellbeing presentation starting summer 2018. Students who cannot attend orientation are made aware of resources through packets and pamphlets listing resources to turn to for various needs. Departments and official UCLA entities refer students to each other to provide specialized support. Efforts are currently being made to consistently refer students to reliable student groups for support, mentorship, or advocacy. Graduate and professional students have informational sessions at the start of students' time at UCLA.

SA2.   [SA2] As a member of the UC system, UCLA accepts a large number of transfer students from community colleges entering as 3rd year students. This is often accompanied by different vulnerable populations and encountered challenges when compared to schools with nearly all students entering as first years. UCLA therefore has vast programs supporting low income students, students with dependents, undocumented students, veteran students, and other transfer students, alongside resources for other vulnerable populations.

SA3.   [SA1] The Education Advisory Board (EAB) (2017) asserts that due to the high cost of high utilization, high demand, high-acuity individual mental health services, it is no longer possible for one department to meet the wide-range of mental health services. A multi-tier, multi-pronged, and multi-service approach is needed. The Student Affairs Resilience Task Force (MI1) was established in January of 2018 as a result of this need.

Practices for Education and Awareness

EA1.   *Education of Incoming Students, Staff, and Faculty*

PT1.   [EA1.PT1] First Year Experience

QP1.   [EA1.PT1.QP1] First Year Experience

QP2.   [EA1.PT1.QP2] https://www.firstyearexperience.ucla.edu/

QP3.   [EA1.PT1.QP3] First year undergraduate students, incoming freshman, freshmen, freshman

QP4.   [EA1.PT1.QP4] The goal of First Year Experience is to help first year students and other students in transition. They provide resources that promote academic success, campus involvement, physical health, mental health, and financial literacy. There is a special focus on first generation college students, commuters, and out-of-state students. They aim to improve the campus climate and civic discourse and to uncover hidden curriculum on campus. Information about campus resources including Counseling and Psychological Services and the Financial Aid and Scholarships Office are distributed through presentations and pamphlets. Various activities are hosted for students to get to know the campus and surrounding areas better, during the True Bruin Welcome, a celebration of the UCLA campus community each Fall Quarter during the week before and the first week of classes. True Bruin Welcome Week also includes receptions and open houses at resource offices to allow students to familiarize themselves with the entities. The Common Book Program gives every first year undergraduate student the same book that intellectually engages students and unfies the campus through a common discussion. The goals of the Common Book program are to ignite campus-wide discussions on compelling social issues and inspire action. First Year Experience also has the First to Go program aimed to improve retention and success of all first-generation college students, helping them navigate the campus and build a community. Lastly, First Year Experience has Bruin Overnight,

which provides the opportunity for out of state admitted students to stay overnight, hosted in the residential halls by current students and participate in Bruin Day.

QP5. [EA1.PT1.QP5] Freshman Year Experience staff work with first-year undergraduate students. They have their own office staff made of professional full-time staff, graduate interns, and undergraduate interns. They also have a group of undergraduate student ambassadors who act as advocates for all first year students. First Year Experience also works in collaboration with Residential Life, the Division of Student Affairs, and departments campus-wide.

QP6. [EA1.PT1.QP6] This practice aims to increase awareness of and provided information about Counseling and Psychological Services on campus, encourages students to use this resource that is available to them. Direct CAPS involvement at the New Student Orientations began in summer 2017 with a 30 minute presentation by the Executive Director and brochure from the RISE program. CAPS and other resources are listed multiple times in other brochures and pamphlets. [EA1.PT1.QP7] R1, EA1, VP1, VP2, VP3, MI1

QP7. [EA1.PT1.QP8] N/A

PT2. [EA1.PT2] Student Health Education & Promotion

QP1. [EA1.PT2.QP1] Student Health Education & Promotion (SHEP)

QP2. [EA1.PT2.QP2] https://www.healtheducation.ucla.edu/

QP3. [EA1.PT2.QP3] All UCLA students

QP4. [EA1.PT2.QP4] SHEP has supported generations of UCLA students in their overall development and well-being. Housed in a number of different departments and buildings on campus throughout the years, in 2014, SHEP moved from the Bruin Resource Center into its current home - the Arthur Ashe Student Health and Wellness Center. The goal of SHEP is to ensure that the campus is using its resources for the healthiest optimal development that both fosters academic success and life-long well being of the campus community. SHEP offers a class through the UCLA Fielding School of Public Health to teach life skills to students that help them deal with both developmental and academic challenges in college and beyond. Additionally, SHEP professional staff are available to give workshops and trainings on health related topics more to UCLA student and professional organizations.

QP5. [EA1.PT2.QP5] SHEP is an office within Student Affairs whose goal is to educate students about health and promote student health. They have a professional staff that partners with other offices and organizations on campus such as the Ashe Student Health and Wellness Center, Counseling and Psychological Services, the LGBT center, and Residential Life.

QP6.   [EA1.PT2.QP6] SHEP offers workshops on mental health topics including but not limited to alcohol and substance use, body image, identity, stress, and general wellbeing. Workshops are available upon request or are open to the general student population. SHEP developed the Life Skills Course (CHS 179) to to assist students in navigating the developmental and academic challenges of the college years and beyond.

QP7.   [EA1.PT2.QP7] [R1, EA3.PT1]

QP8.   [EA1.PT2.QP8] N/A

EA2.   *Information Distribution Networks*

    PT1.   [EA2.PT1] Consultation and Response Crisis Response Team

        QP1.   [EA2.PT1.QP1] Consultation and Response Crisis Response Team

        QP2.   [EA2.PT1.QP2] https://www.studentincrisis.ucla.edu/

        QP3.   [EA2.PT1.QP3] Students and staff in crisis or pre-crisis

        QP4.   [EA2.PT1.QP4] UCLA's Consultation & Response Team (CRT) is a group of professional staff members charged with responding to reports of students who may be in distress. This team is comprised of representatives from key campus departments, such as The College, Dean of Students, Counseling and Psychological Services Residential Life, and the UCLA Police Department.

        QP5.   [EA2.PT1.QP5] Case workers are dedicated staff from the office of Consultation & Response. The Consultation and Response case worker forms a team of individuals including professors, academic counselors, clinicians, university police, and advocacy staff, around a student of concern. Students can reach out to the office on their own or be referred to by professors, administrators, teacher's assistants, clinicians, or other entities with the obligation to.

        QP6.   [EA2.PT1.QP6] Awareness: all professors and full-time staff involved in student-care or academics have a Red Folder with information about when to report and how to report. Students are generally unaware of the CRT.
Accessibility: All students and staff have the right to work with CRT.
Efficaciousness: CRT is used throughout a student's period of crisis and works to identify students before crisis begins. No data exists.

        QP7.   [EA2.PT1.QP7] [VP3.PT1]

        QP8.   [EA2.PT1.QP8] n/a

EA3.   *Course Curriculum Integration*

    PT1.   [EA3.PT1] Life Skills for College Students

        QP1.   [EA3.PT1.QP1] Community Health Sciences (COM HLT) COM HLT 179 - Life Skills for College Students

        QP2.   [EA3.PT1.QP2] https://www.healtheducation.ucla.edu/classes

        QP3.   [EA3.PT1.QP3] Undergraduate Students seeking a course for practical skills, academic year only

QP4. [EA3.PT1.QP4] Life Skills (CHS 179) is a 4-unit course developed by SHEP and hosted by the Community Health Services (CHS) department of the UCLA Fielding School of Public Health. Its purpose is to assist students in navigating the developmental and academic challenges of the college years and beyond.

QP5. [EA3.PT1.QP5] This 4-unit course meets once weekly in a three-hour session. It employs multiple instructional methods including lecture, discussion, group exercises, writing and reading assignments. The in-class experiences are interactive, and their effectiveness as a learning tool depends on engaged student interaction with each other and the section leaders; this requires you to commit to attending class and actively engaging in course activities.

QP6. [EA3.PT1.QP6] Learning assignments, group work, weekly experience logs, and a final reflection paper are designed to offer wholistic growth in each student to enhance their student experience and to succeed once graduated.
Accessibility: This course is available during each quarter of the academic year

QP7. [EA3.PT1.QP7] [EA1.PT2]

QP8. [EA3.PT1.QP8] NA

PT2. [EA3.PT2] Personal Brain Management

QP1. [EA3.PT2.QP1] Personal Brain Management (Neuroscience 161/Psychiatry 182)

QP2. [EA3.PT2.QP2] https://mindwell.healthy.ucla.edu/courses/

QP3. [EA3.PT2.QP3] Undergraduate students, Neuroscience students

QP4. [EA3.PT2.QP4] This course engages students in learning about the current state of neuroscience knowledge regarding: cognitive training, habit formation and change, "happiness" and positive psychology interventions, self-monitoring and the quantitative self, time management, executive function management, mindfulness, and creativity. The course includes practical application of knowledge acquired via class and readings.

QP5. [EA3.PT2.QP5] Students study stress and cognitive functions through advanced neuroscience while applying theories to self.

QP6. [EA3.PT2.QP6] Awareness: NA
Accessibility: This course is only available during the summer due to professor availability.
Efficacy: No data available

QP7. [EA3.PT2.QP7] NA

QP8. [EA3.PT2.QP8] NA

PT3. [EA3.PT3] Mindfulness Practice & Theory

QP1. [EA3.PT3.QP1] Mindfulness Practice & Theory (Psychiatry 175)

QP2. [EA3.PT3.QP2] https://mindwell.healthy.ucla.edu/courses/

QP3. [EA3.PT3.QP3] Undergraduate summer students

QP4.   [EA3.PT3.QP4] This course was formed to study the practice and theory of mindfulness, including sitting and moving meditation, ways to deepen positive emotions like gratitude or joy, relational mindfulness, and methods for integrating awareness and creativity into ordinary activities. We will examine the science of mindfulness for mental and physical health, including reduced stress, improved attention, and greater mind-body awareness.

QP5.   [EA3.PT3.QP5] Students learn the theory, application, and use of mindfulness in their own personal lives.

QP6.   [EA3.PT3.QP6] Awareness: NA
Accessibility: This course is only available during the summer due to professor availability.
Efficacy: No data available

QP7.   [EA3.PT3.QP7] NA

QP8.   [EA3.PT3.QP8] NA

EA4.   Peer Support Groups

PT1.   [EA4.PT1] Resilience Peer Network (RPN)

QP1.   [EA4.PT1.QP1] Resilience Peer Network (RPN)

QP2.   [EA4.PT1.QP2]
https://www.resilience.ucla.edu/resilience_peer_network

QP3.   [EA4.PT1.QP3] All UCLA Students

QP4.   [EA4.PT1.QP4] Since its founding in 2016 as part of the UCLA Depression Grand Challenge, the purpose of Resilience Peer Network is to train UCLA undergraduate and graduate students to lead support groups.

QP5.   [EA4.PT1.QP5] Resilience peers are certified in a three-quarter training. Depression Grand Challenge study participants undergo a screening process and are placed into three categories based on the severity of depression or anxiety. Graduate student researchers or mental health professionals treat 2 of the categories, but one of the categories, for those with the least severe presentation, undergo a program called, "This Way Up." Fully trained resilience peers lead drop-in support groups, 8-week RPN support groups, and reinforce internet-delivered cognitive behavioral treatment (iCBT). Training is overseen by the Dr. Gong Guy, the PI for the study, and conducted by graduate and post-graduate student researchers. The first quarter of RPN training is seminar-based for peers to understand the program and internet cognitive behavioral therapy. The second quarter of training is more hands-on with role play, mock scenarios, and going through the This Way Up content. The third and last quarter of consists of Title IX training, LGBT ally training, distressed/distressing students training, and other external trainings while brushing up on group facilitation skills.

QP6.   [EA4.PT1.QP6]
Awareness: Because of limited availability of space for training peers, awareness of RPN Training is typically limited to circles of

students interested in mental health or those referred by faculty or clinicians. The programs that RPN supports or provides are made widely accessible and educated.

Accessibility: RPN is open to undergraduate and graduate students with the time and energy to be trained for a year. Certified peers must be available for 2 hours per week to actively serve on the Resilience Peer Network.

Efficaciousness: Since 2016, more than 200 students have joined RPN for training and support. A Certified Resilience Peers can go on to (a) may lead drop-in iCBT groups, (b) may provide individual iCBT lesson coaching anxious and/or mildly depressed student study participants who call in for additional lesson support, and (c) may provide individual orientation sessions to student study participants to complete their enrollment in the DGC RPN iCBT treatment study.

- QP7. [EA4.PT1.QP7] [EA4]
- QP8. [EA4.PT1.QP8] The Screening and Treatment for Anxiety and Depression (STAND) program under the Depression Grand Challenge is a research study with 100,000 participants.

PT2. [EA4.PT2] GRIT Coaching Program

- QP1. [EA4.PT2.QP1] GRIT Coaching Program
- QP2. [EA4.PT2.QP2] https://www.grit.ucla.edu/
- QP3. [EA4.PT2.QP3] UCLA undergraduate and graduate students
- QP4. [EA4.PT2.QP4] The four core values of the GRIT program are guidance, resilience, integrity, and transformation. Key topics of the program include stress/time management, effective communication skills, meditation/mindfulness, cultural humility, goal setting, comprehensive campus resource referrals and more.
- QP5. [EA4.PT2.QP5] Trained peer coaches support participating students via individual coaching sessions. Coaches are undergraduates trained for a full quarter in skills such as stress management, emotional & psychological wellness, mindfulness & meditation, healthy communication & relationships, and more. Coaches undergo 40+ hours of training by staff from CAPS, CARE, and the LGBT Center.
- QP6. [EA4.PT2.QP6] Awareness: GRIT is advertised through resource distributors and through social media.
Accessibility: any undergraduate student may apply to be a mentee.
Efficaciousness: [RF3] From a report from 2017, 800+ coaching sessions, 100 unique students served. 95% of GRIT participants said the program positively impacted their well-being, 74% improved their study skills, 88% were able to better manage stress after coaching.
- QP7. [EA4.PT2.QP7] [R4] [R6]
- QP8. [EA4.PT2.QP8] N/A

PT3.   [EA4.PT3] CPO Retention Counselors
    QP1.   [EA4.PT3.QP1] Student Retention Center
    QP2.   [EA4.PT3.QP2] http://www.cpo.ucla.edu/src/
    QP3.   [EA4.PT3.QP3] Undergraduate students with academic difficulties and cultural and social transitions.
    QP4.   [EA4.PT3.QP4] The Student Retention Center is the first student-initiated, student-run, and student-funded (through student fees) retention center in the US. The programs focus on stress management, personal counseling, financial counseling, and more, all working to improve mental health and overall student wellbeing.
    QP5.   [EA4.PT3.QP5] There are six programs within the retention center. The Academic Supports Program focuses on Afrikan students, offering one-on-one peer counseling, mentorship, and internships to prepare students for leadership. Movimiento Estudiantil Chicano de Aztlán (MEChA) Calmecac is a retention program focused on Raza students, it offers peer counseling, peer mentorship, gender and sexuality workshops, internship programs, and workshops aimed to teach skills to help students succeed academically, personally, and professionally. RAIN, or Retention of American Indians Now!, provides retention services for American Indians. RAIN offers peer counseling, undergraduate mentoring, and a wellness program to aid in the physical, mental , emotion, and spiritual development of students. Samahang Pilipino Education and Retention focuses on the Filipino community, offering peer counseling, mentorship for incoming students, and Samahang Teaching through Experience Program (STEP) offering students to learn more about their identity and other communities within UCLA. The Southeast Asian Campus Learning Education and Retention (SEA CLEAR) center was founded by the Vietnamese Student Union. It offers peer counseling in one-on-one sessions, mentorship by UCLA alumni, undergrads, and grads, internships, WELLshops that focus on improving physical, mental, spiritual, gender, sexual, and spatial health, and a transfer component that aims to reach out to transfer students. Lastly, the Writing Success Program that offers one-on-one writing and creativity counseling, quarterly workshops, and daily support and inspiration blogs.
    QP6.   [EA4.PT3.QP6] This practice aims to reach students who would typically not be aware of the services that are available to them. It also aims to provide services specifically tailored to at risk populations in the campus community.
    Awareness: CPO has a large campus presence at orientations and welcome days for new students.
    Accessibility: CPO has the largest space in the Student Activities Center at the center of campus.

Efficaciousness: Exact information from each of the initiatives at CPO are n/a.

QP7. [EA4.PT3.QP7] VP3.PT2]

QP8. [EA4.PT3.QP8] N/A

PT4. [EA4.PT5] Wazo Connect

QP1. [EA4.PT5.QP1] Wazo Connect

QP2. [EA4.PT5.QP2] wazo.contact@gmail.com; https://www.wazoconnect.com/

QP3. [EA4.PT5.QP3] For students feeling a lack of connection to the campus community

QP4. [EA4.PT5.QP4] Wazo Connect aims to improve mental health on university campuses by helping students feel connected to their campus community.

QP5. [EA4.PT5.QP5] The 6-week program is comprised of weekly one-on-one mentorship sessions and bi-weekly group meetings. Each student in need (mentee) is assigned with a personal student mentor, based on the mentee's needs and preferences, who meets with them for 1-3 hours a week. The bi-weekly activities provide mentees with alternative forms of wellness and self-expression through activities such as meditation and painting as well as a supportive and accepting community.

QP6. [EA4.PT5.QP6] Awareness: Wazo Connect is advertised with flyers around CAPS and resource centers.
Accessibility: all undergraduate students are invited to apply to be a mentee

QP7. [EA4.PT5.QP7] [VP2] [R4]

QP8. [EA4.PT5.QP8] N/A

Practices for Vulnerable Populations

VP1. LGBTQIA+

PT1. [VP1.PT1] Sexual Orientation and Gender Therapy Groups

QP1. [VP1.PT1.QP1] Sexual Orientation and Gender Therapy Groups

QP2. [VP1.PT1.QP2]<https://www.counseling.ucla.edu/Services/Group-Treatment#602331131-therapy-groups>

QP3. [VP1.PT1.QP3] There are currently three different therapy groups offered by the UCLA Counseling Center specific to the needs of those who identify as gay, lesbian, bisexual, transgender, gender fluid, and gender non-conforming

QP4. [VP1.PT1.QP4] The purpose of these three therapy groups are to generally address issues unique to the well-being of, provide a community for, and develop skills for people of different identities within the LGBTQIA+ community. The Group of Gay Men/Bi and Non-Binary People Psychotherapy Group: Support and skill-building for gay, bisexual, and non-binary men. This group addresses issues unique to the well-being of gay, bisexual, and non-binary people. Objectives of the group include developing

better communication and relationship skills, improving self esteem, increasing social support, and defining a comfortable level of self-community connection.

The Gender Identity Spectrum Group: For students who are exploring and/or identify as transgender, gender fluid, and gender nonconforming in their identity and expression. Issues to be addressed include: challenges coming out to oneself and others, negotiating gendered environments, establishing identity-affirming relationships, coping with minority stress and gender binary norms, accessing health and social services supportive of transgender people, addressing issues related to the transitioning process and adjustment to a new social identity.

Group for Lesbian/Bi and Non-Binary People Group: Support and skill-building for lesbian, bisexual, and non-binary people. The group will address issues unique to lesbian, bisexual and non-binary people, as well as more general concerns. Objectives of the group include developing better communication and relationship skills, improving self esteem, increasing social support, and defining a comfortable level of self-community connection.

These groups promote a very broad, resilience-based vision of mental health in which self-care, identity, and overall communication and relationship building is prioritized as a means to ensure the mental well-being of the LGBTQIA+ community. This fits well within the new vision of mental healthcare focused on resiliency that we've been trying to create on campus.

QP5.   [VP1.PT1.QP5] This practice was implemented by the CAPS center and professional staff members within the center and is promoted by the UCLA LGBT+ center, its website, and the overall group therapy program at CAPS.

QP6.   [VP1.PT1.QP6] Awareness: These programs are heavily advertised to students who participate in programming put on by the UCLA LGBT+ center and students who visit CAPS and meet with clinicians, however, the awareness of these programs is not as prevalent outside of these spaces - which are primarily filled with students who are more secure with their identities and have identified problems with their mental well-being. A greater advertising campaign to promote these group sessions for students who may not feel comfortable accessing mental health or gender identity/sexual orientation resources is necessary to increase awareness for this group of students.

Accessibility: There are serious limitations to the accessibility of this resource. These therapy groups are all only open to students who are a part of the UC Student Health Insurance Plan which is not required for all students on campus and has frequently been criticized for its incomplete coverage of the needs of transgender students, further preventing a population within this community

from accessing this resource. In addition, professors and other faculty members at the university who do not have UCSHIP will also be barred from utilizing this resource.

Efficaciousness: No data available for the effectiveness of these programs. Assumptions can be made that they are at least decently successful as they have been a constant in the group therapy offerings for at least a couple of years.

QP7. [VP1.PT1.QP8] [EA4, EA1]

QP8. [VP1.PT1.QP9] This analysis was conducted by students who do not identify as a part of the LGBTQIA+ community and who have not attended this group sessions and therefore may be incomplete and does not include the perspective of the community in question.

VP2. *International*

PT1. [VP2.PT1] International Student Support Program (ISSP)

QP1. [VP2.PT1.QP1] International Student Support Program (ISSP)

QP2. [VP2.PT1.QP2] <https://www.internationalcenter.ucla.edu/resources/issp>

QP3. [VP2.PT1.QP3] This program is structure to provide direct support for only international students on campus, but also provides consultative support for faculty and staff who work with them.

QP4. [VP2.PT1.QP4] The International Student Support Program provides confidential support to international students at no cost to them (entirely financed by UCLA CAPS funding). Provides 24/7 remote acculturation support and counseling from clinical advisors who speak their language and **understand their culture,** including the unique challenges they may face while studying in the United States and access to digital content which aims to support the well-being and retention of international students at UCLA. International students can access articles, tools, resources, and their Support Advisor through the app, website, and telephone. Students can speak to a Support Advisor for immediate or ongoing support through every ISSP platform. Students can also reach out to ISSP for problems related to stress, frustration, concern, or uncertainty about any aspect of their life, for example: Difficulty adjusting to UCLA or U.S. life; Worries about upcoming exams or disappointment with academic performance; Anxiety about a public speaking assignment; Procrastination and building time management skills; Tensions with family members, friends, or roommates; Loneliness or homesickness; Concerns about post-graduation plans. This program is currently on a trial run -- first purchased last year, Fall 2017 and has been continued at least until Spring 2019 to test effectiveness. Fits well into our goal of trying to find resources other than CAPS to connect students to.

QP5. [VP2.PT1.QP5] Not necessarily a practice to be implemented as much as a program to be advertised. CAPS and the Bruin Mental

Health Advisory Committee have been working with International students through UCLA's international student resource center: The Dashew Center, and have spent the last year reaching out to different student orgs to publicize the program and app. This implementation team, however, is primarily made up of domestic students and staff.

QP6. [VP2.PT1.QP6] Awareness: Awareness about this program is it's biggest issue -- currently not as successful as we hoped because the utilization isn't all that high.
Accessibility: Very accessible for any international students with internet or cell phone access. Also even more accessible in that they can communicate with a Support Advisor that speaks whatever language they're most comfortable with. That being said, not accessible to entire campus because solely focused for international students.
Efficaciousness: The program was implemented starting last year and thus there is limited data on its use and efficacy. However, anecdotal feedback from some students question is efficacy.

QP7. [VP2.PT1.QP7] [EA1]

QP8. [VP2.PT1.QP8] This program is organized by an outside of UCLA firm called Morneau Shepell, we simply pay for its services. This part of the best practices form was not completed by an international student and therefore some information may be incomplete due to lack of personal experience interacting with the program.

PT2. [VP2.PT2] Undocumented Students Promoting Advancement, Retention, and Community (U-SPARC)

QP1. [VP2.PT1.QP1] Undocumented Students Promoting Advancement, Retention, and Community

QP2. [VP2.PT1.QP2] This program is a project organized by IDEAS (Improving Dreams Equality Access and Success) at UCLA. They can be contacted via: ucla.usparc@gmail.com; more information: https://ideasucla.weebly.com/projects.html.

QP3. [VP2.PT1.QP3] This program serves the entirety of the undocumented student population - not just "Dreamers"

QP4. [VP2.PT1.QP4] Launched in 2016, the program was created thanks to the advocacy of undocumented students, who realized the low retention rates and the unique needs that our community has. The goal of U-SPARC is to reach out to the hundreds of undocumented students on campus through a triple themed approach: Intersectionality, Holistic Well-being, and Life After College. Three peer counselors will provide different kinds of assistance (academic and personal) to students. With their life and college experience, these student counselors will help you make the best out of your years at UCLA. U-SPARC aims to create a stronger undocumented community on campus through walk-in

appointments with counselors, weekly activities, and quarterly events.

QP5.   [VP2.PT1.QP5] This program is implemented through IDEAS, which is one of UCLA's largest undocumented student groups. The staff and student organizers of IDEAS are primarily people who identify as undocumented.

QP6.   [VP2.PT1.QP6] Awareness: This program is highly publicized within the realm of undocumented student resources and resources for students from underrepresented communities.
Accessibility: The project has an open application for students who wish to enter the program each quarter at UCLA, which is well publicized on social media and online. That being said, there are large barriers re political stigma, fear of being deported/families being deported, especially in this political environment that may prevent some students from wanting to identify with the undocumented population.
Efficaciousness: no data available because of private and sensitive nature of student identities

QP7.   [VP2.PT1.QP7] [EA4, M1]

QP8.   [VP2.PT1.QP8] This was filled out by a student not a member of the undocumented community and may be missing specific information tied to the experiences of undocumented students on our campus. We also wouldn't necessarily categorize undocumented students, many of whom have lived much of their lives in the United States and in California as "international" students, however, there doesn't appear to be a more appropriate categorization within the evaluation.

PT3.   [VP2.PT3] Undocumented Student Program

QP1.   [VP2.PT3.QP1] Undocumented Student Program- UndocuBruins

QP2.   [VP2.PT3.QP2] https://www.usp.ucla.edu/

QP3.   [VP2.PT3.QP3] Undocumented students

QP4.   [VP2.PT3.QP4] The Undocumented Student Program (USP), within the UCLA Bruin Resource Center (BRC), supports undocumented students by providing caring, personalized services and resources that enable students to reach their highest potential. Through a variety of programs, workshops, and partnerships with students, campus allies, and community stakeholders, USP strives to support all members of the UndocuBruin community. By advocating for educational equity, empowering students, and fostering a campus environment, USP celebrates the unique contributions of all its members.

QP5.   [VP2.PT3.QP5] The Undocumented Student Program serves as a resource center for undocumented students through their entire time at UCLA, from the time of application. They provide legal, academic, financial, health, transportation, employment, research,

and community information and support. The program is staffed by full time staff, attorneys, and students.

QP6. [VP2.PT3.QP6] Presence of the Bruin Resource Center and thus the Undocumented Student Program is informed to all incoming students. The office is located in the BRC office conveniently located in the Student Activities Center at the heart of campus.

QP7. [VP2.PT3.QP7] [R4]

QP8. [VP2.PT3.QP8] The University of California issued the following statement today (Jan. 9) in response to a federal district court's decision on the Deferred Action for Childhood Arrivals (DACA) program:

The University of California is pleased and encouraged that the court has granted an injunction to temporarily stop the Department of Homeland Security's rescission of the Deferred Action for Childhood Arrivals (DACA) program.

This crucial decision allows nearly 800,000 DACA recipients to stay in the United States as lawsuits over the legality of the DACA rescission make their way through the courts.

Unfortunately, even with this decision, fear and uncertainty persist for DACA recipients across California and the nation who want to continue to live, work, learn and contribute to the country they know as home. It does not negate, nor lessen, the urgent need for permanent protection through a legislative solution.

UC's DACA students represent the very best of our country and are a key part of California and our nation's future. They are studying to be doctors, teachers and engineers and working to solve the greatest scientific and technological challenges of our time.

UC will continue to support DACA recipients by challenging the legality of the Trump administration's rescission of DACA, supporting congressional legislation that would allow for permanent protection, and providing services and aid to its undocumented students. [RF2]

- *VP3. Low Income*
  - PT1. [VP3.PT1] Economic Crisis Response Team
    - QP1. [VP3.PT1.QP1] Economic Crisis Response Team
    - QP2. [VP3.PT1.QP2] https://www.studentincrisis.ucla.edu/Economic-Crisis-Response
    - QP3. [VP3.PT1.QP3] The Economic Crisis Response Team (ECR TEAM) provides support and guidance to students who have self-identified, or are identified by UCLA faculty or staff, as experiencing a financial crisis that impacts their academic success at UCLA
    - QP4. [VP3.PT1.QP4]The Economic Crisis Response Team (ECR TEAM) provides support and guidance to students who have self-

identified, or are identified by UCLA faculty or staff, as experiencing a financial crisis that impacts their academic success at UCLA. We aim to efficiently, compassionately and discreetly:1) Provide a seamless and individualized response to UCLA students in extraordinary financial crisis. 2) Develop proposals for actions to examine (and revise, when appropriate) university policies and office protocols in order to improve students' ability to manage their financial situations and avoid economic crisis. It also provides meal vouchers to students and will connect them to other, relevant resources like CAPS, the Bruin Resource Center, the Academic Advancement Program, etc. Overall, this program effectively provides support for students so they can be students, first and foremost, instead of only spending time worrying about the financial security.

QP5.   [VP3.PT1.QP5] Students who are financially insecure may either be referred to the resource by faculty members or may reach out themselves. Students fill out a short form re the services/resources/support they need and with more information re their financial situation. It's implemented by a group of professional staff members charged with responding to reports of students who may be in distress. Each week, members meet to assess distressed students' needs and develop a plan of care, which may include student outreach or referrals to campus and community resources. Depending on the nature of the situation, team members may also consult with the UCLA offices impacted by the crisis. CRT members will balance FERPA, HIPAA, and California State Privacy Law when communicating with UCLA constituents.
Case workers are dedicated staff from the office of Consultation & Response. The Consultation and Response case worker forms a team of individuals including professors, academic counselors, clinicians, university police, and advocacy staff, around a student of concern.

QP6.   [VP3.PT1.QP6] Awareness: This resource is not the most well known on campus, but if students are actively looking for financial resources, they will be able to find them. A concern is that if they haven't taken the initiative to seek it out or haven't been referred by a staff member, they likely would not know it exists.
Accessibility: This resource is very readily accessible on the internet through a short quiz. The only major barrier to this accessibility would be that the quiz asks students about all the resources they reached out to before reaching out to the crisis response team -- financial aid office, have they taken out loans, etc. which may discourage students from continuing with the form/process if they haven't had the emotional availability or physical time to jump through all of the other hoops.

Efficaciousness: While information on efficacy is not public, the connection to supportive staff members and resources, like meal tickets, would likely make this a successful program.

QP7. [VP3.PT1.QP7] NA

QP8. [VP3.PT1.QP8] This was filled out by a student who is not low income and has not utilized the resource of the Economic Crisis Response Team and therefore, this explanation may be lacking some information connected to the experiences of the target audience.

PT2. [VP3.PT2] Community Programs Office (CPO) Food Closet

QP1. [VP3.PT2.QP1] Community Programs Office (CPO) Food Closet

QP2. [VP3.PT2.QP2] <http://www.cpo.ucla.edu/cpo/foodcloset/> <https://www.basicneeds.ucla.edu/Hungry/Food-Closet>

QP3. [VP3.PT2.QP3] All UCLA students, graduate and undergraduate who are experiencing hunger and.or struggling to attain food due to financial hardships.

QP4. [VP3.PT2.QP4] After the 2008 economic collapse, many students faced financial hardship and were unable to access healthy food and other basic necessities. The CPO Food Closet was initiated in collaboration with a student leader who noticed trends of food insecurity among his peers. In the 2009, the CPO Food Closet was created in direct response to these struggles. The mission of the Food Closet was to provide a designated space to store and provide food for students. From starting as a single cabinet with only instant ramen and Campbell's Soup, the CPO Food Closet now operates as a fully-stocked pantry with fresh produce, breads, organic canned foods, hygiene products, and more. Today, the CPO Food Closet continues to be a student-run as a communal food pantry that is utilized by thousands of students each academic term. This program fits well within a current campus focus on resilience as it relates to mental health because it addresses and provides some relief to students who are hungry or food insecure by remedying their inability to fully engage in or even think about academic priorities because of financial stress and hunger.

QP5. [VP3.PT2.QP5] The CPO Food Closet operates in the heart of campus at the Student Activities Center (SAC) and is maintained through stock and check donations, and, as of recently, a permanent $35,000 allocated to the Community Programs Office and the food closet specifically through the Social Justice Referendum approved by students in 2016 . All funds received are used for daily operations of the facility and program and aid in the purchasing of fresh produce, canned goods, and toiletries. This program is implemented and run by the Community Programs Office staff.

QP6. [VP3.PT2.QP6] Access: The food closet is located in a public building and is therefore accessible to all students. One barrier to

access may be its rather public existence and some students concerned as being identified as food insecure by their peers.
Awareness: The food closet is publicly reported on and included in student media fairly often and is a resource centered in the Community Programs Office which is UCLA's cross cultural center and has very publicly supported and provided resources for low-income students for over 30 years. Most students who are experiencing financial insecurity or hunger would, likely, be able to find this service through a quick google search or after connecting with the Community Programs Office or Economic Crisis Response Team.
Efficaciousness: There is no way to track the efficaciousness of the food closet as it was founded on the principle of anonymity and, therefore, the Community Programs Office does not track its users. However, some school publications state about 40-50 students utilize the service every day and many anonymous students testimonies attest to its usefulness

- QP7. [VP3.PT2.QP7] [VP3.PT1]
- QP8. [VP3.PT2.QP8] Because of the anonymous nature of the food bank, statistics and information regarding its utilization are unavailable.

PT3. [VP3.PT3] Bruin Guardian Scholars (BGS)

- QP1. [VP3.PT3.QP1] Bruin Guardian Scholars (BGS)
- QP2. [VP3.PT3.QP2] https://www.guardianscholars.ucla.edu/
- QP3. [VP3.PT3.QP3] Former foster youth, undergraduate and graduate
- QP4. [VP3.PT3.QP4] The Bruin Guardian Scholars (BGS) Program was created in 2008 by UCLA and student advocates to help address the unmet needs of the current and former foster youth at UCLA. The Guardian Scholars Program was designed to assist former foster youth, focusing on support services for undergraduate and graduate students.
GSP was designed to assist former foster youth, focusing on support services for undergraduate and graduate students. Program eligibility requires that UCLA students have a history in foster care, kinship care or a guardianship placement. The Guardian Scholars Program may offer financial assistance if the student qualifies. Additionally, this program guarantees a welcoming community for its members and primarily focuses on building a community with peers who have faced similar challenges in life. The UCLA Guardian Scholars Program promotes the academic success and well-being of current and former foster youth at UCLA by developing meaningful relationships with the BGS students, and by building partnerships with the UCLA community. We cultivate relationships with external networks and enhance students' academic achievement. Ultimately, we provide BGS

students with tools that promote self-sufficiency and prepare them for a successful transition from college to career.

QP5.   [VP3.PT3.QP5] Program director, program coordinator, and student staff. Support Community, Dedicated Career Counselor, Dedicated Social Welfare Intern, 1-on-1 Coaching Opportunities, Scholarships, and Quarterly Events available to students accepted to the program by application.

QP6.   [VP3.PT3.QP6] Awareness: Former foster youth are identified during the application process and referred to the program. Additionally graduates of the BGS Academy have insight into BGS programs prior to applications.
Accessibility: Evidence of foster care must be provided for acceptance into certain BGS programs.
Efficaciousness: n/a

QP7.   [VP3.PT3.QP7] [EA2.PT1]

QP8.   [VP3.PT3.QP8] BGS Program meets biweekly for members. The Bruin Guardian Scholars Academy (https://www.bgsa.ucla.edu) works in conjunction to work with current foster youth.

PT4.   [VP3.PT4] Students with Dependents Program

QP1.   [VP3.PT4.QP1] Students with Dependents Program

QP2.   [VP3.PT4.QP2] https://www.swd.ucla.edu/

QP3.   [VP3.PT4.QP3] students with children or other dependents (aging parents, etc.)

QP4.   [VP3.PT4.QP4] The Bruin Resource Center's Students with Dependents (SwD) Program provides caring and personalized support to UCLA students who are parents, guardians, and caregivers at the undergraduate, graduate and professional school level. As a part of Student Affairs, our program is committed to helping students succeed, both as parents and scholars. We offer programs and advocacy that enrich and support parenting student's academic, personal, and professional goals.

QP5.   [VP3.PT4.QP5] Comprehensive digital Parenting Resource Guide (The Parent Guide: Students with Dependents Program at UCLA); A dedicated space at the Bruin Resource Center for studying, relaxing, and meeting other students with shared experiences; Individual and academic support; Assistance with programs such as CalFresh, CalWorks/Gain, WIC and MediCal; Referrals to campus and community resources; Advocacy and support through collaborating with other UCLA Departments such as Financial Aid, Housing, Early Childhood Education, Transportation, Student Affairs, and with professors and UCLA employers; Student-led programming and community building events; Guidance on accessing and applying for guaranteed parking (payment is required along with supporting documentation); Quarterly workshops to help strengthen skills and promote success as both parents and scholars; Bimonthly SwD email newsletters sent

throughout the quarter filled with information on jobs, scholarships, and events pertinent to student parents; A vibrant and vocal online community of students sharing experiences advice and support; Behind-the-scenes: Policy work at the University and Governmental level to make UCLA more inclusive for student parents (ask us if you would like to get involved!); A family-friendly graduation celebration annually in June, in partnership with Parenting Students at UCLA (PSUCLA); Annual Little Bruin Wishes holiday gift giving program open each November to families of all faiths, cultures, and traditions. Graduate, undergraduate, non-traditional, and international families. Any student who feels they will not be able to give their children a happy holiday due to financial limitations is encouraged to apply; Lactation workshops and private spaces throughout campus.

QP6. [VP3.PT4.QP6] Last year (2017), there were roughly 200 deliveries at the Ronald Reagan Hospital by students covered by the University of California student insurance. It is estimated that this accounts for about ⅔ of all deliveries by students, meaning there is a sizeable population of students with infants and even more with child dependents. The Students with Dependents Program provide a crucial link between students and the school to make an academic career possible by providing resources and making it easier for those students to connect with other support programs in areas of child care, health care, and financial wellness.

QP7. [VP3.PT4.QP7] [EA2.PT1]

QP8. [VP3.PT4.QP8] The Students with Dependents program works closely with the UCLA Graduate Division Graduate Student and Postdoctoral Scholar Case Manager.

VP4. *Athletes*

    PT1. [VP4.PT1] CAPS Satellite at Athletics

        QP1. [VP4.PT1.QP1] CAPS Satellite at Athletics

        QP2. [VP4.PT1.QP2] https://www.counseling.ucla.edu/

        QP3. [VP4.PT1.QP3] NCAA Student Athletes

        QP4. [VP4.PT1.QP4] A satellite clinic in a location familiar to student athletes was opened to create a closer relationship and to make services easier to access in a physical and emotional sense. The satellite is staffed with clinicians with experience working with students athletes everyday of the week. Clinicians with those experiences are also staffed at CAPS.

        QP5. [VP4.PT1.QP5] Clinical Services including clinical coordination, therapy, and prevention programming.

        QP6. [VP4.PT1.QP6] Awareness: All student athletes are informed of their ability to access CAPS services.
Accessibility: the satellite was opened to increase accessibility to student athletes
Efficaciousness: no data

QP7.   [VP4.PT1.QP7] [R1, VP4.PT2]
QP8.   [VP4.PT1.QP8] NA
PT2.   [VP4.PT2] Student-Athlete Mentor Program
QP1.   [VP4.PT2.QP1] Student-Athlete Mentor Program
QP2.   [VP4.PT2.QP2] https://www.woodenathleticfund.com/giving/bvc-mentor-program.html
QP3.   [VP4.PT2.QP3] Student-athletes (NCAA)
QP4.   [VP4.PT2.QP4] The Student Athlete Mentors Program was started at UCLA in 2010. The SAMs mission is to serve as a liaison between CAPS and student-athletes and act as a trained resource to promote health and wellness to their teammates and the broader UCLA community. SAMs members provide support to teammates and UCLA students through education, access to resources, increased awareness and the promotion of healthy lifestyles. SAMs members will be involved in prevention and outreach efforts to the UCLA community geared towards alcohol and drug use, nutrition and eating disorders, safety, sexual assault education, stress management and effective coping, and suicide prevention.
QP5.   [VP4.PT2.QP5] Mentors: Former UCLA student-athletes mentor current student-athletes to provide advice and direction towards their academic life, career in life after sport, and personal development. Mentors connect with mentees at least once a month through a variety of channels (in person, phone, email)
Mentees: Opt-in program by application
Administrator: to pair mentors and mentees, maintain safety
QP6.   [VP4.PT2.QP6] Awareness: website advertisement, announcements to student-athletes at informational events
Accessibility: Open to all student-athletes through an online application
Efficaciousness: n/a
QP7.   [VP4.PT2.QP7] R1
QP8.   [VP4.PT2.QP8] n/a

Practices for Multidisciplinary Initiatives
MI1.   [MI1] First Multidisciplinary Initiative
QM1.   [MI1.QM1] Student Affairs Resilience Task Force
QM2.   [MI1.QM2] https://www.resilience.ucla.edu/
QM3.   [MI1.QM3] La'Tonya Rease Miles, Ph.D., Director, First Year Experience & Strategic Initiatives
Andrea Letamendi, Ph.D., Associate Director, Mental health Training, Intervention & Response
QM4.   [MI1.QM4] Convened in January 2018, the Resilience Task Force is charged to develop non-clinical, co-curricular initiatives for student wellness and well-being; to help facilitate students' adjustment to campus and the transition out of college; and to lay a framework for infusing a culture of resilience specific to the UCLA campus.

QM5.   [MI1.QM5] Bolster resilience and promote well-being among students through campus-wide initiatives including events, programs, teaching pedagogy, and marketing campaigns. Utilize the key tenets of resilience addressed by the "Bruins RISE: Resilience in Your Student Experience" program initiated by the students of the 2018 CAPS Student Advisory Board: Self-Empowerment, Self-Care, Seek Support Early, and Sound the Alarm.
Coordinate departments within the UCLA campus through an action committee and a RISE Program Director.

QM6.   [MI1.QM6] There are currently no metrics or data sets to track the progress of the Task Force directly. The number of student users at CAPS may be used as a metric to track the progress of the Resilience Task Force and the RISE program.

QM7.   [MI1.QM7] In its first 8 months, the Resilience Task Force introduced the concepts of resilience at Freshman and Transfer student orientations through a speaker and distribution of a Bruins RISE guidebook. The RISE Space was opened in early October. Grant from the Healthy Campus Initiative to convene a Resilience Summit.

QM8.   [MI1.QM8] n/a

MI2.   [MI2] Bruin Mental Health Advisory Committee

QM1.   [MI2.QM1] UCLA Counseling and Psychological Services (CAPS) Bruins Mental health Advisory Committee (BMHAC)

QM2.   [MI2.QM2] n/a, in progress

QM3.   [MI2.QM3] chair, bruin.mhac@gmail.com; advisor, ngreen@caps.ucla.edu

QM4.   [MI2.QM4] The UCLA Counseling and Psychological Services (CAPS) Bruins Mental Health Advisory Committee (BMHAC) was established on the UCLA campus on September 2017. BMHAC was created to engage students in the administration of CAPS.

QM5.   [MI2.QM5] Chair: The CAPS intern serves as the chair of the advisory committee. interviews applicants and chooses new members with the help of returning committee members, creates the agenda for bi-weekly meetings, and works on initiatives with the CAPS Executive Director, Community Relations and Outreach Coordinator, and other administrators.
CAPS Executive Director: Head of CAPS and Campus Assault Resource and Education. Leads meetings, advises the board, and reports student feedback and initiatives to upper administrators.
Community Relations and outreach Coordinator: new position from Fall 2018 due to the need for an administrator to work solely on non-clinical initiatives from the counseling center.
CAPS office administrators: set up meetings logistics and allows the committee to function
Committee members: accepted through application, serves as a liaison between students and CAPS to advocate for students' mental wellbeing and addresses any issues or barriers to student mental health on campus.
Serve in three main areas: Soliciting Student Opinion: BMHAC shall

assess the mental health needs of the student body, determine satisfaction of users of student mental health services, and convey student feedback to the UCLA mental health programs; Interacting with relevant organizations in promoting Student Mental Health: BMHAC shall communicate with campus bodies, such as The Ashe Center, the Graduate Students Association, and the Undergraduate Students Association, the Student Wellness Commission, and other student and administrative groups working on mental-health related issues; Promote mental health and wellness on campus through community service, advocacy and training to campus constituents on student mental health issues and policies

QM6. [MI2.QM6] BMHAC currently does not have any metrics to track progress, but has a short list of achievements including the development of RISE. Upon researching for the Best Practices Form, there has been consensus on the need for measures to track efficacy for both inside BMAHC and other campus entities.

QM7. [MI2.QM7] RISE [MI1] was brainstormed by BMHAC members in early 2018, resulting in a new program; restructuring of new student orientation presentation on mental health to include resilience and information deemed useful by students. For the current school year (2018-2019) the committee will be working to continue its resilience efforts, construct an app for mental health, and address graduate student mental health.

QM8. [MI2.QM8] n/a

References

RF1. [RF1] First Reference
RF2. https://www.universityofcalifornia.edu/press-room/uc-statement-federal-court-daca-ruling
RF3. https://www.grit.ucla.edu/About/Program-Data
RF4. UCLA Resilience Task Force: *Briefing on the State of Campus and Student Resilience* June 2018

Best Practices Form

Authors

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Attendees

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Emma Caponigro, Mental Health Task Force Co-Director of UNC-Chapel Hill Undergraduate Student Government Executive Branch
Raleigh Cury, Mental Health Task Force Co-Director of UNC-Chapel Hill Undergraduate Student Government Executive Branch
Catie Sappenfield, President of Mental Health Ambassadors (MHA)
Matt Clayton, PhD clinical psychology student and member of Stigma Free Carolina
Kierra Peak, Occupational Therapy/Occupational Science graduate student and member of Stigma Free Carolina

Resource Categories

1. [R1] Counseling and Psychological Services
   1. [R1.QR1] Counseling and Psychological Services (CAPS)
   2. [R1.QR2] https://caps.unc.edu, (919) 966-3658
   3. [R1.QR3] Counseling and Psychological Services provides therapy, psychiatry, referrals, and academic intervention services for all full-time undergraduate, graduate, professional, and post-doc students at UNC Chapel Hill.
   4. [R1.QR4] [EA1.PT1, VP2.PT1]
   5. [R1.QR5] N/A
2. [R2] Student Wellness
   1. [R2.QR1] Student Wellness
   2. [R2.QR2] https://studentwellness.unc.edu, (919) 962-9355
   3. [R2.QR3] Student Wellness promotes the eight dimensions of wellness for all UNC Chapel Hill students and postdoctoral fellows. They offer Self Care Programs, Alcohol and Drug Programs, Relationship Wellness programs, and other coaching, group, and individual programs.
   4. [R2.QR4] [EA1.PT1]
   5. [R2.QR5] N/A
3. [R3] The Department of Psychology Community Clinic
   1. [R3.QR1] The Department of Psychology Community Clinic
   2. [R3.QR2] http://clinic.unc.edu
   3. [R3.QR3] The Clinic is a community-based training facility for the Ph.D. program in clinical psychology. It is dedicated to providing the highest quality of training for our graduate students as they learn evidence-based

psychological treatments. A related mission of the Community Clinic is to promote and support clinical research and share knowledge with the surrounding community through consultative services, presentations and workshops.
    4. [R3.QR4] N/A
    5. [R3.QR5] N/A
4. [R4] Office of the Dean of Students
    1. [R4.QR1] Office of the Dean of Students (ODS)
    2. [R4.QR2] https://odos.unc.edu
    3. [R4.QR3] UNC Office of the Dean of Students provides support and assistance to students as they navigate their academic and personal experience at UNC-Chapel Hill. ODOS advocates for students experiencing extenuating circumstances, including, but not limited to, those connected to mental health struggles. Furthermore, ODOS reviews requests under the Class Absence Policy granting approved absence for qualifying circumstances.
    4. [R4.QR4] [VP3.PT1]
    5. [R4.QR5] N/A
5. [R5] Accessibility Resource and Services
    1. [R5. QR1] Accessibility Resource and Services (ARS)
    2. [R5. QR2] http://accessibility.unc.edu/students
    3. [R5. QR3] ARS creates official academic accommodations for students who request them, from allowing additional time on exams for students to assigning a fellow classmate to be responsible for showing up to class and taking notes in the case of excessive absences of particular students. Students with mental health concerns can qualify for accommodations with certain documentation.
    4. [R5. QR4] N/A
    5. [R5. QR5] N/A
6. [R6] Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center at UNC-Chapel Hill
    1. [R6. QR1] Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center at UNC-Chapel Hill
    2. [R6. QR2] https://lgbtq.unc.edu
    3. [R6. QR3] The LGBTQ Center works to promote a supportive and inclusive environment for UNC-Chapel Hill community members of all sexual orientations, gender identities, and gender expressions. They do this through educational trainings, advocacy, and social and cultural events.
    4. [R6. QR4] [VP1.PT1, VP1.PT2]
    5. [R6. QR5] N/A
7. [R7] Center of Excellence for Eating Disorders (CEED)
    1. [R7. QR1] Center of Excellence for Eating Disorders (CEED)
    2. [R7. QR2] https://www.med.unc.edu/psych/eatingdisorders/
    3. [R7. QR3] The UNC Center of Excellence for Eating Disorders (CEED) is a medical department that facilitates recovery for individuals struggling with eating disorders. It emerged from the vision and passion of a

concerned mother who vowed that no other North Carolina parent should have to struggle to find appropriate care for their child in the state of North Carolina. Since they opened our doors in 2003, the three pillars of the Center remain clinical service, training, and research.
        4. [R7. QR4] N/A
        5. [R7. QR5] N/A
    8. Campus Health
        1. [R8. QR1] Campus Health
        2. [R7. QR2] https://campushealth.unc.edu
        3. [R7. QR3] Campus Health provides expert, student-centered, inclusive, and comprehensive health care and wellness promotion to support academic and personal success. They students succeed by fostering resiliency and mastery of self-care for a lifetime of health. They provide ambulatory primary medical care, mental health services, and wellness programs along with selected specialty services. CAPS is housed within Campus Health. Every eligible student pays the Campus Health Fee allows them to access Campus Health services and CAPS.
        4. [R7. QR4] [VP4.PT1]
        5. [R7. QR5] N/A

State of Affairs

1. [SA1] Describe the general culture, challenges, and future outlook pertaining to Education and Awareness subtopics. *The University of North Carolina at Chapel Hill (also referred to as UNC-Chapel Hill, UNC, and Carolina) is a large university, so while many avenues exist for education and awareness, the general population does not receive as much exposure as possible. For incoming first-year and transfer students, there is a campus health presentation at orientation that CAPS and Student Wellness are also a part of, which is the first exposure for many students. We are not aware if these resources are mentioned at faculty orientation or graduate orientations. Furthermore, given that the UNC-Chapel Hill is such a large community, there are numerous mental health organizations and initiatives. There are several education-based groups, such as Rethink Psychiatric Illness (raising awareness about mental illness on campus), and Embody Carolina (eating disorder awareness and advocacy), that primarily host voluntary trainings for students to better inform them about different facets of mental health and mental health disorders. There is also currently a grant covering the materials in order to make Mental Health First Aid Training through the School of Social Work free for students, staff, and faculty. Instead of focusing on retroactive, voluntary measures for mental health education -- as students tend to go through these trainings after personal experiences -- UNC ought to incorporate more information about mental health resources at the beginning of student, staff, and faculty tenure. This could happen in a variety of ways, such as by incorporating required online modules, by making some trainings required, and/or by the university adopting a Mental Health Task Force proposal that would make it mandatory for all professors and graduate students to include*

CAPS and ARS information in their syllabi. Additionally, information distribution networks and curriculum integration could both be strengthened by more explicitly featuring mental health education on Sakai and by increasing awareness of resources, especially for vulnerable first year students, transfer students, and first-generation college students.

2. [SA2] Describe the general culture, challenges, and future outlook pertaining to Vulnerable Populations subtopics. *Currently there are a variety of mental health best practices related to vulnerable populations, though it is an area we have identified that could benefit from further work. The UNC-Chapel Hill LGBTQ Center works to foster an inclusive and supportive environment for all persons at Carolina, and they supply some information related to mental health and therapy on their website. They also facilitate trainings where people can learn to be allies. Upon request, they can include information about mental health in these trainings. Additionally, there is a residential learning program for LGBTQ students that focuses on personal wellbeing as one of its aspects. There is a Global Grads group therapy organization through CAPS for international students. For low-income students, the Office of the Dean of Students has access to emergency funds that can be used for medications or other costs related to emergency care. Both of these can be used to help low-income students with mental health challenges. For athletes, we have identified one faculty member who hosts trainings about how to support the mental health of athletes, but were unable to find additional best practices other than the presence of sports dietitians.*

3. [SA3] Describe the general culture, challenges, and future outlook pertaining to Multidisciplinary Initiatives. *In addition to the education-based organizations, there are also clubs such as Active Minds who are more event-based, and a few groups who are more policy-based like the Mental Health Ambassadors (which will be touched upon in [EA4.PT1] and [EA4.PT2]). Although these groups have initiated conversations about mental health on campus, there was no standard method for communication before this year. The inaugural Mental Health Task Force of the Undergraduate Executive Branch of Student Government created the UNC Mental Health Coalition this year, which was codified by the Assistant Vice Chancellor, Winston Crisp, before his resignation. Therefore, this body will continue to exist. The Mental Health Task Force of student government was officially written into student government code through a senate bill in January of 2018. This will prevent future student body presidents from dissolving the Task Force. While transparency and collaboration between mental health groups on campus can improve significantly, we have made great strides in the 2018-2019 academic year, and we will hopefully continue to do so, especially given the fact that there was an administrative mental health task force created as well in 2018 to address the mental health crisis born out of the high-stress environment at Carolina. It is the hope that this task force will also turn into a more permanent body. Currently, a list of policy recommendations are being reviewed by students and other faculty who were not involved, so hopefully the hard work that went into the task force will come to fruition and improve communication, awareness, and access to resources. This work could also potentially create new resources to*

fill in current gaps where students are falling through the cracks. Part of being a UNC student is having the ability to be interested and excel in multiple fields, but Carolina would benefit from a paradigm shift because this sort of drive can lead to burnout for students.

Practices for Education and Awareness
1. *Education of Incoming Students, Staff, and Faculty*
   1. [EA1.PT1] Campus Health Presentation at Orientation
      1. [EA1.PT1.QP1] Campus Health Presentation at Orientation
      2. [EA1.PT1.QP2] N/A
      3. [EA1.PT1.QP3] All incoming undergraduate first year students and transfer students as well as parents or guardians who choose to attend.
      4. [EA1.PT1.QP4] Campus Health presents a roughly 30 minute presentation to incoming undergraduate students during their orientation about the services offered at Campus Health. CAPS is mentioned and their services are described.
      5. [EA1.PT1.QP5] Staff from Campus Health give the presentation to first year and transfer student orientations. Most of these happen during the summer. The Campus Health Advisory Board has had chances to provide feedback on the presentation. The Mental Health Task Force provided feedback to CAPS in December about the presentation.
      6. [EA1.PT1.QP6] This is a component of a required event for all new students at Carolina, so the awareness and accessibility of this presentation is undoubtedly highly effective. However, it has low efficacy, given this one of multiple presentations given in the course of the two days orientation encompasses.
      7. [EA1.PT1.QP7] N/A
      8. [EA1.PT1.QP8] Given how much information is given to students at orientation, it is doubtful students absorb much from this presentation. Furthermore, there are even further restrictions on the amount of time and the content provided, as UNC must adhere to national guidelines about orientations.
2. *Information Distribution Networks*
   1. [EA2.PT1] First Year Experience
      1. [EA2.PT1.QP1] First Year Experience
      2. [EA2.PT1.QP2] https://housing.unc.edu/residents/future-residents/first-year-students/first-year-experienceother-questions
      3. [EA2.PT1.QP3] First year students are targeted by this program, as they live in communities of all first year students overseen by upperclass students as Residential Advisors (RAs).
      4. [EA2.PT1.QP4] N/A
      5. [EA2.PT1.QP5] RAs are given extensive training at the beginning of the year that includes mental health training. They are private but not confidential resources that have somewhat regular contact

with their students through emails and occasional floor meetings. All roommates are required to do a roommate agreement with their RA present, in addition to being subject to several required room checks throughout the year. RAs are also required to file reports about the overall wellbeing of students, so they tend to be somewhat observant of their residents (or should be, in theory). Furthermore, they meet individually with their community directors (CDs) once a week, who often have backgrounds in social work, and all parties are well versed in the existing resources for students on campus.

6. [EA2.PT1.QP6] While RAs and CDs are great resources for students, their mental health backgrounds are not usually emphasized. These individuals availability can also vary, especially for RAs, based on the other activities they are involved in on campus and off. Efficacy is also unclear simply because there is no way to quantitatively track the impact RAs have on their residents, but given that RAs are required to put up informational bulletin boards and are also trained to identify warning signs for struggling students, they are great avenues for connecting students to the resources they need.

7. [EA2.PT1.QP7] N/A

8. [EA2.PT1.QP8] All students who live on campus have RAs, but RAs for upperclass students do not plan as many events and generally do not engage with their residents as much in both official and unofficial capacities. Students who live off-campus do not have RAs as a resource.

3. *Course Curriculum Integration*
    1. [EA3.PT1] Education 101
        1. [EA3.PT1.QP1] EDUC 101, currently a pilot course but soon to be required for all first year students
        2. [EA3.PT1.QP2] http://soe.unc.edu/thrive/educ101.html
        3. [EA3.PT1.QP3] This will be a required class for first year students starting in the 2019-2020 academic school year
        4. [EA3.PT1.QP4] EDUC 101 evolved from the idea of a University 101 class, which would have taught new students how to navigate college and UNC specifically. EDUC 101 started as a pilot course with 5 sections in the fall of 2018 and expanded to 30 sections in the spring of 2019, and the goal of the class, according to their website is to: "... introduce students to the scholarship on academic and personal transitions and potential paths for thriving at a liberal arts institution. We will bridge contemporary research in learning science, as well as emerging adulthood, cultural competence, positive psychology and more. The research will be applied to enable students to explore UNC-CH campus resources and practice high impact strategies. Students will acquire the knowledge and skill to increase self-awareness and self-advocacy to maximize

their experiences in the classroom and in the Carolina community." This class is also still evolving and developing before it becomes required, and the director has allowed for input from a student government organization known as the LFIT Task Force, which was created to address ongoing issues in another required course at UNC, Lifetime Fitness (LFIT). The predominant goal of LFIT is to teach students about how to eat and exercise healthily in college. LFIT has received criticism for years for a dietary analysis lab that has required students to count calories for a week, which has been triggering for a subset of students, as well as an ineffective method to promote a truly healthy lifestyle. Furthermore, LFIT received negative national attention over the summer for its problematic textbook and has also received criticism for not effectively teaching content, as all educational materials in the class were taught online. Therefore, much of the information that was previously included in the LFIT curriculum will be shifted to EDUC 101. The LFIT Task Force has also suggested that all EDUC 101 instructors go through various mental health trainings on campus such as the aforementioned Embody training, which teaches participants how to be compassionate and informed allies when it comes to those struggling with eating disorders. A Mental Health Task Force subcommittee is engaged in continuing this work.

5. [EA3.PT1.QP5] As this is a semester-long course, students will learn through units over an extended amount of time, which should lead to better retention than the current exposure students receive during informational sessions during orientation. Given that these are also small sections, students are empowered to ask questions and engage in discussions in all manners of college life, and specifically about mental health.

6. [EA3.PT1.QP6] Once all first-year students are required to take this course, this will dramatically improve awareness of resources on campus, as students will not only be taught about their existence, but will be encouraged to access them. Common myths about CAPS will also be debunked, and students will be made aware of various organizations and trainings they can go through if their interests go beyond the classroom.

7. [EA3.PT1.QP7] N/A

8. [EA3.PT1.QP8] This is a general class, so mental health is not the sole focus. There are initiatives in the multidisciplinary field, however, that could create classes specifically geared toward learning about mental health.

4. *Peer Support Groups*
   1. [EA4.PT1] Mental Health Ambassadors
      1. [EA4.PT1.QP1] Mental Health Ambassadors
      2. [EA4.PT1.QP2] https://heellife.unc.edu/organization/mha

3. [EA4.PT1.QP3] Undergraduate students struggling with mental illness or mental health are the target population.
4. [EA4.PT1.QP4] This program was created by a student during the 2016-2017 school year. While Mental Health Ambassadors (MHA) is not solely a peer support group, they do fill in what is otherwise a total dearth of students supporting students. Furthermore, they are a part of the Mental Health Coalition.
5. [EA4.PT1.QP Ambassadors are Mental Health First Aid trained, and they serve as advocates for students who approach them. This could meaning anything from walking students to a mental health appointment to potentially accompanying them to a meeting with a professor to discuss how their mental health has hindered their academic progress. While their work was originally more educational and strove primarily to destigmatize mental illness and spread awareness, they have now become more focused on policy.
6. [EA4.PT1.QP6] Again, given that UNC is a big school, it is hard for all students to be aware of individual organizations, especially given that we have almost 900. That said, Mental Health Ambassadors is an active presence that shows up around campus and is accessible online.
7. [EA4.PT1.QP7] N/A
8. [EA4.PT1.QP8] N/A
2. [EA4.PT2] Active Minds
    1. [EA4.PT2.QP1] Active Minds
    2. [EA4.PT2.QP2] https://heellife.unc.edu/organization/active-minds
    3. [EA4.PT2.QP3] Undergraduate students struggling with their mental health or with mental illness, as well as the undergraduate student body more broadly.
    4. [EA4.PT2.QP4] Active Minds is a mental health organizations on campus and part of the Mental Health Coalition. Its explicit purpose is to aid in efforts to destigmatize mental illness on UNC's campus, promote proper mental health practices, and serve as a liaison between mental health professionals and the UNC undergraduate student body.
    5. [EA4.PT2.QP5] Active Minds coordinates campus-wide events and national programs. They also walk students to CAPS with their "Companion to CAPS" program.
    6. [EA4.PT2.QP6] To reiterate, given that UNC is a big school, it is hard for all students to be aware of individual organizations, especially given that we have almost 900. That said, Active Minds is an active presence that shows up around campus and is accessible online.
    7. [EA4.PT2.QP7] N/A
    8. [EA4.PT2.QP8] N/A

Practices for Vulnerable Populations

1. *LGBTQIA+*
   1. [VP1.PT1] Safe Zone Trainings
      1. [VP1.PT1.QP1] Safe Zone Trainings
      2. [VP1.PT1.QP2] https://lgbtq.unc.edu/safe-zone
      3. [VP1.PT1.QP3] UNC students, faculty, and staff as well as on-campus and UNC-affiliated groups
      4. [VP1.PT1.QP4] Safe Zone is a national program designed to create a network of visible allies to people who identify as part of the diverse LGBTIQA+ community. The session provides information and resources related to sexual orientation, gender identity, and gender expression.
      5. [VP1.PT1.QP5] These four-hour educational trainings are free of charge, and participants can reserve a spot in a pre-scheduled class or request a free class specifically for their group or department. They are facilitated by the LGBTQ Center at UNC Chapel Hill [R6]. The training is put on by a staff member or volunteer from the center. Before the training, the person who requested the event meets with the center to discuss the makeup of the group and any special topics they would like to be included.
      6. [VP1.PT1.QP6] Mental health is not regularly included in these trainings but can be incorporated upon request. The Mental Health Task Force is urging for the inclusion of this information in all trainings.
      7. [VP1.PT1.QP7] [PT2]
      8. [VP1.PT1.QP8] Non affiliated UNC organizations may request a Safe Zone training for a fee of $1000 + travel expenses for locations over 30 miles from Chapel Hill.
   2. [VP1.PT2] LGBTQIA+ Residential Community
      1. [VP1.PT2.QP1] LGBTQIA+ Residential Community
      2. [VP1.PT2.QP2] https://housing.unc.edu/residence-life/residential-learning-programs/pride-place
      3. [VP1.PT2.QP3] Any UNC students are able to join Pride Place residential community regardless of sexual orientation, gender identity, and gender expression
      4. [VP1.PT2.QP4] Pride Place is a residential community focused on the personal wellness and academic success of students of all sexual orientations, gender identities, and gender expressions at UNC-Chapel Hill. Residents learn about the LGBTQ+ community and its many intersections, build relationships, and actively engage in the community.
      5. [VP1.PT2.QP5] It was developed and facilitated by UNC housing.
      6. [VP1.PT2.QP6] N/A
      7. [VP1.PT2.QP7] [PT1]
      8. [VP1.PT2.QP8] N/A
2. *International*
   1. [VP2.PT1] Global Grads

1. [VP2.PT1.QP1] Global Grads
2. [VP2.PT1.QP2] https://caps.unc.edu/global-grads
3. [VP2.PT1.QP3] International graduate & professional students (not necessarily diagnosed with a mental illness) who wish to talk about stressors and other issues/hardships they're encountering in their daily lives.
4. [VP2.PT1.QP4] Global Grads is a relatively new group formed in the fall of 2018. CAPS already organizes a wide range of peer support groups, so this group targets another identified population group (i.e., international graduate & professional students) that is typically known to have mental health concerns.
5. [VP2.PT1.QP5] The group is facilitated through CAPS.
6. [VP2.PT1.QP6] The group is accessible to all UNC graduate students who pay a Campus Health fee. Logistical barriers to participating may include not being available at the group's meeting time. The group is advertised on the CAPS website.
7. [VP2.PT1.QP7] N/A
8. [VP2.PT1.QP8] N/A

3. *Low Income*
    1. [VP3.PT1] Student Emergency Fund
        1. [VP3.PT1.QP1] Student Emergency Fund
        2. [VP3.PT1.QP2] https://odos.unc.edu/student-support/student-emergency-fund
        3. [VP3.PT1.QP3] Applicants must be currently enrolled students who have an immediate financial hardship resulting from an emergency, accident, or other unexpected critical incident. The expense must be unexpected, unforeseen, and the urgent nature unavoidable. All other resources, including emergency loans through Scholarships and Student Aid must have been considered and are insufficient, unavailable, or not available in a timely manner. This student should not have applied for emergency funds in the past.
        4. [VP3.PT1.QP4] The Student Emergency Fund (SEF) is a joint venture between the Division of Student Affairs and Scholarships and Student Aid. The SEF assists Carolina students by providing financial support when they need assistance with unexpected, unforeseen, and unavoidable emergency expenses surrounding situations such as accidents, illness, death of a family member, fire damage or need for temporary housing. Currently enrolled students may apply for funds when they have exhausted all other resources (credit card, payment plans, additional student aid, assistance from family/friends, other personal resources). This funding is not intended to reimburse for expenses that have already been paid, or to replace or supplement existing financial aid. If Student Emergency Funds are granted, they do not have to be repaid.

5. [VP3.PT1.QP5] Students who are in need of emergency financial assistance may submit an application and supporting documentation to the Office of the Dean of Students. The Emergency Fund Committee, made up of staff members from both the Office of the Dean of Students and Scholarships and Student Aid reviews the submitted applications and determines the appropriate funding amount. Funds distributed do not generally exceed $500. The committee will review applications requesting in excess of $500 for unique and unusual circumstances of emergency financial need. Applicants may be required to meet with a staff member in the Office of the Dean of Students to discuss their application.
6. [VP3.PT1.QP6] Accessibility barriers include is an expense is not considered unexpected or unforeseen.
7. [VP3.PT1.QP7] N/A
8. [VP3.PT1.QP8] N/A

4. *Athletes*
   1. [VP4.PT1] Sports Dietitians
      1. [VP4.PT1.QP1] Sports Dietitians
      2. [VP4.PT1.QP2] https://campushealth.unc.edu/taxocsv12/nutrition
      3. [VP4.PT1.QP3] Student athletes are the target population; all of our varsity athletes have access to our sports dietitians.
      4. [VP4.PT1.QP4] Sports Dietitians are UNC dietitians who are specifically trained to work with athletes. The dietitians at Campus Health practice a Health At Every Size (HAES) philosophy, which is important because athletes are particularly vulnerable to disordered eating. Student athletes currently have to take LFIT in addition to playing their varsity sport, so they are doubly at risk for body image issues. While there are nutritionists and dietitians on campus as well, the kind of fuel athletes needs differs from the average student, so the presence of sports dietitians is crucial for the health and strength of our athletes.
      5. [VP4.PT1.QP5] N/A
      6. [VP4.PT1.QP6] N/A
      7. [VP4.PT1.QP7] N/A
      8. [VP4.PT1.QP8] N/A

Practices for Multidisciplinary Initiatives

1. [MI1] First Multidisciplinary Initiative Administrative Mental Health Task Force
   1. [MI1.QM1] Administrative Mental Health Task Force
   2. [MI1.QM2] http://mentalhealthtaskforce.web.unc.edu/
   3. [MI1.QM3] Interim Assistant Vice Chancellor Christi Hurt, christihurt@email.unc.edu
   4. [MI1.QM4] The Administrative Mental Health Task Force was created by administrators in the late spring of 2018 as a result of the campaign run by 2018-2019 Student Body President Savannah Putnam. Their goal is to

figure out what is causing the mental health crisis that UNC's campus is experiencing and how to effectively address these factors.

5. [MI1.QM5] The Task Force was split into subcommittees who were tasked with writing recommendations for various areas in which it seemed mental health could be improved upon. A report has been put together that is currently in the process of receiving student and additional faculty feedback. The reports should be finalized by the end of February 2019.
6. [MI1.QM6] Has not reached that stage yet
7. [MI1.QM7] [MI3]
8. [MI1.QM8] N/A

2. [MI2] Undergraduate Executive Branch Mental Health Task Force of Student Government
    1. [MI2.QM1] Undergraduate Executive Branch Mental Health Task Force of Student Government
    2. [MI2.QM2] https://executivebranch.unc.edu/task-forces/mental-health/, https://www.facebook.com/uncmentalhealthcoalition/
    3. [MI2.QM3] Raleigh Cury (racury@live.unc.edu) and Emma Caponigro (emmacap@live.unc.edu)
    4. [MI2.QM4] The Mental Health Task Force was a campaign promise fulfilled by the Putnam Administration. It is in its inaugural year in the 2018-2019 school year. It split from the existing Student Safety and Wellness and Committee of Student Government, which had previously handled policy issues ranging from sexual assault to mental health to general student wellness. It was codified toward the beginning of 2019 spring semester.
    5. [MI2.QM5] The Task Force is led by two directors with extensive administrative contacts and has about 15 members who work on various projects in subcommittees. These projects are mainly policy-based, but do include event and awareness initiatives.
    6. [MI2.QM6] While the Task Force is very new and there are not well-established metrics for measurement of success, the Task Force is subject to qualitative internal evaluations within student government. The directors have an anonymous feedback form always open for suggestions from Task Force members. The Task Force has managed to accomplish several tangible things throughout the year, as well as create meaningful connections and hold meaningful events. These events include a study abroad panel focused on holistic wellness and mental health in addition to an RA self-care event around exam time. A subgroup of the Task Force is working on a project to provide free or subsidized transportation to off-campus mental health appointments. Other subgroups are working on reforming RA mental health education, facilitating Mental Health Mondays, creating a Mental Health Awareness Week, and pushing back the undergraduate course withdrawal deadline.
    7. [MI2.QM7] [MI3]
    8. [MI2.QM8] The Task Force is still making progress, but it is well on its way to creating a transportation program that would give free rides to first-

year students to off-campus therapy appointments. Furthermore, the Task Force also created the Mental Health Coalition.

3. [MI3] Mental Health Coalition
    1. [MI3.QM1] Mental Health Coalition
    2. [MI3.QM2] N/A
    3. [MI3.QM3] Raleigh Cury (racury@live.unc.edu) and Emma Caponigro (emmacap@live.unc.edu); the Coalition also created a gmail, uncmentalhealthtf@gmail.com
    4. [MI3.QM4] The Coalition was created during the 2018-2019 school year to bring together all the mental health organizations on campus, both undergraduate and graduate. The purpose of it is to increase collaboration and transparency within the mental health community. The Coalition has been an avenue for the Administrative Mental Health Task Force to collect student feedback. It is now collaborating on a Mental Health Awareness week, and it plans to endorse a Student Body President candidate based on their responses to three questions about mental health.
    5. [MI3.QM5] The Coalition's administration and logistics are led by the Mental Health Task Force. Otherwise, the group is based on equal partnership and cooperation between autonomous groups.
    6. [MI3.QM6] Given that the Coalition has only met three times, most progress is still theoretical. One tangible accomplishment was the aforementioned Wellbeing and Mental Health While Abroad panel, which put on by the Mental Health Task Force and was and idea that stemmed from coalition collaboration between the Task Force and Rethink. In the spring of 2019, the Coalition is trying to onboard more graduate students to ensure adequate representation.
    7. [MI3.QM7] [MI1, MI2]
    8. [MI3.QM8] N/A

References
1. [RF1] First Reference

Virginia Tech Best Practices Form

Authors
Liam Smith: Residential Advisor (RA), Student Government Association (SGA) representative, CNRE College ambassador
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Attendees
Charlotte Amenkhienan Ph.D., LPC: Assistant Director for Outreach Services at Cook Counseling Center
Liam Smith: Residential Advisor (RA), Student Government Association (SGA) representative, CNRE College ambassador

Resource Categories

R1.   [R1] Resource 1 Cook Counseling Center
   QR1.   [R1.QR1] Cook Counseling Center
   QR2.   [R1.QR2] https://www.ucc.vt.edu/, 540-231-6557, counseling@vt.edu
   QR3.   [R1.QR3] The purpose of Cook Counseling Center is to provide services for Virginia Tech students to receive relief from stressors in their lives. The Cook Counseling Center accomplishes this by offering on-call counseling services after 5pm, personalized individual counseling, group counseling, psychiatric services, sports psychology, and an extensive database of off-campus resources.
   QR4.   [R1.QR4] EA1, EA2, EA3, EA4, VP3, VP4 MI1
   QR5.   [R1.QR5] N/A

R2.   [R2] Dean of Students
   QR1.   [R2.QR1] Dean of Students
   QR2.   [R2.QR2] https://www.dos.vt.edu/, 540-231-3787, dean.students@vt.edu
   QR3.   [R2.QR3] The Dean of Students is committed to offering care and support to students, so they flourish in nearly every imaginable way. They support and care for students during a crisis. They accomplish this by having a member of the Dean 's Staff office staff on-call 24 hours a day, seven days a week. The staff is trained to help students determine the appropriate course of action if they have a crisis, need medical care, or simply need to talk.
   QR4.   [R2.QR4] [SA2]
   QR5.   [R2.QR5] N/A

State of Affairs

SA1.   [SA1] While Virginia Tech has taken strides to increase the Education and Awareness of Mental Health issues there is still much work that needs to be done. There is much disinformation among the general student body about the mental health services available at Virginia Tech. For example, a student once

complained to the Director of Cook Counseling Center, asking why there were only two counselors employed at the counseling center. This student was grossly misinformed as there are currently thirty-two counselors and psychologists employed at the counseling center with plans to add more. However, the Board of Visitors has created a Mental Health Task Force to address these and other growing concerns. The group is mostly comprised of leaders with expertise in this field, including professors, the Director of Cook Counseling, and the Director of Carilion Research Institute. The task force was assigned to answer 5 major questions:

- What are the social, cultural, and biological factors driving demand for mental health services at Virginia Tech?
- Are students who need mental health services at Virginia Tech reflective of the larger higher education population?
- Can the systems and procedures used at Virginia Tech to identify students in need be optimized and, if so, how can this be accomplished?
- Is Virginia Tech adequately able to support the mental health needs of the student body and, if not, what additional strategies should be considered?
- What is the role for prevention and education in addition to direct service provision?

  Focusing on the last question, the task force found that QPR training for all Residential Advisors (RA) and Residential Living Coordinators (RLC) was very effective at getting students in need contacted with the counseling center. However, this only directly benefits the 27% of the student population who live in the residence halls [RF1] [RF2]. And, while all student must live in the residence halls their first year so all students should have been educated from their RA on the resources available to them often this information is forgotten by students. The Peer Assistance for Learning (PALs) Program [EA4.PT1] helps to address the 73% of students who don't live in residence halls by providing program presentations to Virginia Tech students [RF1] [RF2]. These programs address a variety of issues and are geared towards helping students handle struggles that may occur during college years and providing advice and resources for when/if these concerns happen. The biggest hurdle that the University will face in the future is how to grab students' attention. Most students don't think about mental health resources until they are in a crisis or forget the resources they've learned about. The goal for the university is to consolidate information on the resources and to find more effective measures of informing students of those resources.

SA2.   [SA2] Virginia Tech has been very good about addressing vulnerable populations. The LGBTQ+ Resource Center, Cranwell International Center, RAFT crisis hotline [VP3.PT1]**,** and student athlete specific counseling at Cook Counseling [VP4.PT1] are all geared at getting the most help possible to these vulnerable populations. The major hurdle with vulnerable populations, specifically the LGBTQ+ community, is the wide variety of resources available. There are over 13 LGBTQ+ centered resources available on campus so it can be difficult for students to know where to start. Luckily the resource center addresses this issue

by consolidating the major groups and resources into a website. This allows easier navigation for students who are looking to find these resources. A hurdle specifically for low income students is a lack of education and awareness on the resources available to them. Many students aren't aware of the Dean of Students [R2] and fewer still are aware that they can apply for an emergency grant if they are struggling financially.

SA3.   [SA3] At Virginia Tech there has been a recognition across campus that there needs to be a change in how we perceive and treat mental health. Students believe that there's a stigma towards mental health or that it will take too long for them to get an appointment with the counseling center. There is a strong desire for change on campus, however the biggest hurdle for change is a lack of coordination between groups, clubs, organizations and the University. There are at least 10 student organizations whose main goal is mental health advocacy; however, they often don't work with one another or the University to advance their goals. There have been steps forward, such as the Mind & Body Check Fair [MI1], but in order to see lasting change on campus student organizations and the University will need to find a way to effectively work together.

Practices for Education and Awareness

EA1.   *Education of Incoming Students, Staff, and Faculty*

PT1.   [EA1.PT1] QPR Training

QP1.   [EA1.PT1.QP1] Question Persuade Refer (QPR) Suicide Prevention Gatekeeper Training

QP2.   [EA1.PT1.QP2] https://www.ucc.vt.edu/outreach_consultation/qpr_training.html

QP3.   [EA1.PT1.QP3] QPR training is available to undergraduate and graduate students, faculty, staff, and any on-campus groups that request training.

QP4.   [EA1.PT1.QP4] The purpose of QPR training is to help members of the campus community recognize warning signs for suicide and to be able to aid individuals at risk. QPR is a suicide prevention gatekeeper-training program that is community focused, nationally recognized, and designed to educate our community about suicide and the resources available for those needing professional help. This training program is appropriate for students, faculty, and staff and lasts about one to two hours. QPR training has been suggested to train faculty and staff in Virginia Public schools since 2007 [RF4] and is now mandatory for faculty and Residential Advisers (RAs).

QP5.   [EA1.PT1.QP5] Individual groups can request training [RF3] through the Cook Counseling website. At the beginning of each Fall semester, all RAs are required to complete QPR training. The implementation team consists of Cook Counseling and Housing and Residence Life staff members.

QP6.   [EA1.PT1.QP6] A report of the effectiveness of QPR and mental health resources on campus is currently being generated by Mental

Health Task Force that has been created by the Board of Visitors. However, anecdotally many RAs have found QPR training to be effective and useful both in and out of the residence halls.

QP7. [EA1.PT1.QP7] The Cook Counseling Center has offered QPR Training for all the Cadets at Virginia Tech during the Fall of 2018 semester. All Cadets have received the QPR curriculum since 2014 and can now implement the knowledge that they have gained to future situations.

QP8. [EA1.PT1.QP8] N/A

EA2. *Information Distribution Networks*

PT1. [EA2.PT1] Campus and Community Resource Sheet

QP1. [EA2.PT1.QP1] Campus and Community Resource Sheet

QP2. [EA2.PT1.QP2] https://www.ucc.vt.edu/

QP3. [EA2.PT1.QP3] The Cook Counseling Center and Student Government Association at Virginia Tech partnered to create a campus and community resource sheet available for undergraduate students. This initiative was created because many students expressed a lack of knowledge about resources that were readily available to them.

QP4. [EA2.PT1.QP4] The resource sheet contains information about departments on the Virginia Tech campus that strive to promote student wellness and success. This includes: The Cook Counseling Center, Hokie Wellness, Schiffert Health Center, Women's Center at Virginia Tech, Student Government Association, Student Success Center, Services for Students with Disabilities, the Writing Center, Dean of Students Office, and Cultural and Community Centers.

QP5. [EA2.PT1.QP5] The Campus and Community Resource Sheet was given to every Dean of each college at Virginia Tech to distribute to professors for them to attach the sheet to their Canvas site or Syllabus if they so choose. This was initiated to provide students with easier access to a central location of resources available to them, and to help encourage professors to discuss these resources with students to help promote student wellness and success. The Campus and Community Resource Sheet was also displayed in all residential halls at Virginia Tech. This was initiated to ensure that first year students and other students living on campus knew about the resources that are available at Virginia Tech. It also allows RAs to share information with residents and to have knowledge of where to encourage residents to seek help for their concerns.

QP6. [EA2.PT1.QP6] Since the Campus and Community Resource Sheet was first distributed last semester there's no conclusive evidence on how effective it's been. However, it's believed the more often students see the resources available the more likely they are to utilize them.

QP7. [EA2.PT1.QP7] N/A

QP8. [EA2.PT1.QP8] The resource sheet also contains information about community resources that students can use in emergency situations and resources in the community and if they prefer to utilize resources outside of Virginia Tech personnel. This includes: Crisis Hotlines: ACCESS, RAFT, CONNECT; Radford Women's Resource Center; Crisis Text Line; LGBTQ National Help Center; National Suicide Prevention Lifeline.

EA3. Course Curriculum Integration
  PT1. [EA3.PT1] Promoting Positive Mental Health to First-Year Experience Students at Virginia Tech
    QP1. [EA3.PT1.QP1] Promoting Positive Mental Health to First-Year Experience Students at Virginia Tech
    QP2. [EA3.PT1.QP2] The PALs (Peer Assistance for Learning) Program and the Cook Counseling Center (CCC) made efforts to collaborate with faculty to promote student well-being through outreach, prevention, and educational efforts.
    QP3. [EA3.PT1.QP3] The PALs Program is directed at all undergraduate students. The first-year experience classroom presentations by CCC PALs is a form of preventative program effort to help improve the overall mental health of first year students. The PALs Program helps to address the 73% of students who don't live in residence halls by providing program presentations to Virginia Tech students [RF1] [RF2]. These programs address a variety of issues and are geared towards helping students handle struggles that may occur during college years and providing advice and resources for when/if these concerns happen.
    QP4. [EA3.PT1.QP4] The PALs program is a volunteer opportunity and student development program for Virginia Tech students coordinated by the Cook Counseling Center (CCC) to help spread information about mental health awareness and the resources available to students on campus. This is accomplished by designing and planning campus-wide events that promote positive mental health and providing presentations and information about resources available on campus and in the community to students.
    QP5. [EA3.PT1.QP5] Presentations are run by the PALs team to first year students promote student well-being.
    QP6. [EA3.PT1.QP6] Unfortunately, there's no readily available official data on the effectiveness of the PALs program. However, a confidential exit survey is being developed to better understand the effectiveness of the first-year experience classroom presentations.
    QP7. [EA3.PT1.QP7] [R1, EA4.PT1]
    QP8. [EA3.PT1.QP8] N/A

EA4. Peer Support Groups
  PT1. [EA4.PT1] Peer Assistance for Learning (PALs) Program
    QP1. [EA4.PT1.QP1] Peer Assistance for Learning (PALs) Program

QP2.   [EA4.PT1.QP2]
https://www.ucc.vt.edu/outreach_consultation/volunteer_opportuni
ties.html

QP3.   [EA4.PT1.QP3] The PALs provide program presentations to
Virginia Tech students. These programs include Stress
Management, Orientation to Cook Counseling Center Services,
How to Refer a Friend to Cook Counseling Center, Recognizing
the Warning Signs: Depression, Anxiety, and Eating Disorders,
and Adjusting to College. These programs are geared towards
helping students handle struggles that may occur during college
years and provide information on resources for when/if these
concerns happen. Professors/Organizations request these programs
for their students/members through the Cook Counseling Center
website.

QP4.   [EA4.PT1.QP4] The PALs have also participated in and helped
create ideas for outreach events for the Cook Counseling Center.
These events include Gobblerfest, VTPD Community Day,
Normalizing Mental Health: A Christian's Perspective, Mind &
Body Check Fair, Send Silence Packing, Health Hut, and Finals
Extravaganza. During these events, the PALs provided helpful
information to Virginia Tech students and some community
members/parents about services at the Cook Counseling Center,
along with giveaway items to increase participation at events.
Some of these events covered topics of stress, sleep, suicide
prevention, overall wellness, and student success.

QP5.   [EA4.PT1.QP5] The mission of the PALs Program is to promote
mental health awareness through peer education. The participants of
the Cook Counseling Center's Peer Assistance for Learning Program
(PAL), a student volunteer program that promotes positive mental health
on campus are available to provide seminars to students on various
topics. Students are educated on the resources available on-campus
and in the community and trained on presentation techniques by
the Cook Counseling Center.

QP6.   [EA4.PT1.QP6] Unfortunately, there's no readily available official
data on the effectiveness of the PALs program. However, a
confidential exit survey is being developed to better understand the
effectiveness of the first-year experience classroom presentations.

QP7.   [EA4.PT1.QP7] [R1, EA3.PT1]

QP8.   [EA4.PT1.QP8] N/A

Practices for Vulnerable Populations

VP1.   LGBTQIA+
PT1.   [VP1.PT1] HokiePRIDE
QP1.   [VP1.PT1.QP1] HokiePRIDE
QP2.   [VP1.PT1.QP2] http://www.hokiepride.org.vt.edu/

QP3.   [VP1.PT1.QP3] HokiePRIDE targets undergraduate and graduate students, faculty and staff, and alumni who identify with the LGBTQ+ community.

QP4.   [VP1.PT1.QP4] Established in 1985 as Lambda Horizon, HokiePRIDE has undergone many transformations. During the early 1990's the organization changed its name to LGBT and later to LGBTA. In 1998, the organization became a University Chartered Student Organization (UCSO) and began the Safe Zone program. Safe Zone was a collaborative effort between the Dean of Students office, the LGBTA, the LGBT Caucus, and the Office of Equal Opportunity and Affirmative Action. In Fall 2014, the LGBTA became known as HokiePRIDE of Virginia Tech. Today, the organization's focus is programmatic, not political. They strive to elevate voices from the LGBTQ+ community through advocacy, outreach, and educational programming, and work to foster a sense of belonging and support for LGBTQ+ folks at Virginia Tech. As an organization that works to increase its social justice efforts, HokiePRIDE's current board works to create safe spaces for people of all sexualities, gender identities and expressions. This includes serving as a support group that allows students to hear multiple perspectives and receive encouragement and feedback from peers in a safe and confidential environment.

QP5.   [VP1.PT1.QP5] HokiePRIDE hosts weekly general body meetings to create a space that elevates voices of our community and serve as a support group. HokiePRIDE also partners with several other student organizations on campus to create programming to raise awareness, build and grow a sense of community, and provide support and visibility on the Virginia Tech campus and in the New River Valley. These partners include: Q*mmunity, Queer and Trans People of Color, Ex Lapide Alumni Society for LGBTQ+, LGBT Faculty and Staff Caucus, TransSpace, the LGBTQ+ Resource Center, Queer Grads, Professionals, and Allies, oSTEM, and many more. Through these partnerships HokiePRIDE can program concerts, comedians, movies, and speakers, as well as volunteer opportunities to promote the LGBTQ+ community.

QP6.   [VP1.PT1.QP6] Thanks to its long history on Virginia Tech's campus HokiePRIDE can generate a large amount of awareness in the student body. This is also due to their many partnerships with student organizations and the Cook Counseling Center. Unfortunately, due to the confidential nature of the support group there's no official data on the number of students who have been helped by HokiePRIDE.

QP7.   [VP1.PT1.QP7] N/A

QP8.   [VP1.PT1.QP8] While there are other services available to those in the LGBTQ+ community, namely individual and group counseling through the Cook Counseling Center, HokiePRIDE and the

LGBTQ+ Resource Center serve as the central hub where individuals can find specific groups or clubs which best represent them.

VP1.   International
- PT1.   [VP2.PT1] Mozaiko Living Learning Community (LLC)
    - QP1.   [VP2.PT1.QP1] Mozaiko LLC
    - QP2.   [VP2.PT1.QP2] https://llc.vt.edu/mozaiko.html
    - QP3.   [VP2.PT1.QP3] This program mainly targets international undergraduate students; however, U.S. students can live in the Mozaiko LLC as well.
    - QP4.   [VP2.PT1.QP4] In Mozaiko, U.S. and international students live together in a diverse community where they learn about each other's culture, immerse themselves in language practice, and prepare for a lifetime of intercultural leadership. Started in the Fall semester of 2017, Mozaiko serves to bring international students together to help combat one of the major struggles that international students face, which is feeling out of place or not being able to connect with the new culture.
    - QP5.   [VP2.PT1.QP5] Incoming students, as well as transfer students and those already living on campus simply need to fill out an application form to be a part of the Mozaiko LLC. Each week seminars and talks are given on intercultural topics and each month a Mozaiko language house "takes over" the community by decorating the space and organizing language and cultural events of their choosing.
    - QP6.   [VP2.PT1.QP6] Data isn't available right now for the effectiveness of this program, however anecdotal evidence suggests that international students in the program benefit greatly from the program and have an easier time adjusting to American culture.
    - QP7.   [VP2.PT1.QP7] N/A
    - QP8.   [VP2.PT1.QP8] Mozaiko is not the only resource available to international students but is just a large component. The Cook Counseling Center [R1] offers individual and group counseling specifically tailored for international students, and the Cranwell International Center exists to articulate, advocate, and act in support of international students, amplifying their contributions to the Virginia Tech community and to the advancement of the university as more globally oriented and internationally connected.

VP1.   Low Income
- PT1.   [VP3.PT1] RAFT Crisis Hotline
    - QP1.   [VP3.PT1.QP1] RAFT Crisis Hotline
    - QP2.   [VP3.PT1.QP2] http://www.nrvcs.org/raft/
    - QP3.   [VP3.PT1.QP3] RAFT is a third-party entity in Southwest Virginia that has partnered with Cook Counseling Center to provide suicide and crisis intervention, empathy and support, mental health and substance abuse information and referrals to the residents of the

following counties: Montgomery, Floyd, Giles, Pulaski and the City of Radford (including students at Virginia Tech and Radford University).

QP4. [VP3.PT1.QP4] The Raft Crisis Hotline is a program of [NRVCS (New River Valley Community Services)](#) that offers free paraprofessional phone counseling services to the community.

QP5. [VP3.PT1.QP5] Raft operates 4 p.m. – 8 a.m. Monday through Friday and 24 hours on the weekends. NRVCS Case Managers answer the phones during business hours and New Horizons, a residential crisis stabilization program, provides callers with services when volunteers are unavailable.

QP6. [VP3.PT1.QP6] RAFT is extremely effective at providing a free and anonymous crisis hotline and anyone with a phone can access RAFT. The problem for students is a lack of awareness of the program but the Counseling Center has been doing an excellent job of advertising RAFT to the community as a free alternative for people who need immediate crisis intervention.

QP7. [VP3.PT1.QP7] N/A

QP8. [VP3.PT1.QP8] While RAFT is by no means meant to serve as long term counseling is does an amazing job of crisis intervention. All students have access to Cook Counseling if they've paid their health fee for the semester. The health fee is $223.50 per semester, which is inexpensive for access to unlimited counseling for a semester.

VP1. Athletes

PT1. [VP4.PT1] CAMP: Counseling and Athletic Mental Performance

QP1. [VP4.PT1.QP1] CAMP: Counseling and Athletic Mental Performance

QP2. [VP4.PT1.QP2] https://hokiesports.com/sports/2018/4/19/sports-psychology.aspx?path=sports_psychology

QP3. [VP4.PT1.QP3] The mission of CAMP is to promote mental wellness, to assist student-athletes dealing with personal and/or mental health issues, and to support the psychological development of student-athletes in both sport and life.

QP4. [VP4.PT1.QP4] Many mental health concerns can impact an athlete's ability to perform both in sports and academics. Some of the concerns include adjusting to college, dealing with stress related to being a student-athlete, relationship concerns, and other mental health conditions. This program can specifically address those situations that are unique to student-athletes that normal individual counseling might not be able to address.

QP5. [VP4.PT1.QP5] The Virginia Tech Athletics Department contracts with the Thomas E. Cook Counseling Center to provide counseling services for student-athletes through the CAMP office. The CAMP team is made up of one Sport Psychologist and two Counselors and is completely confidential. If student-athletes wish to schedule an

appointment to see a counselor in CAMP they just need to email the staff of CAMP or the can ask for a referral from their sports medicine team.

QP6. [VP4.PT1.QP6] The practice has limited awareness and accessibility among the general student body since it's targeted specifically towards student athletes. However, within the student athlete community CAMP is well known and has been proven to be effective in supporting the psychological development of student-athletes.

QP7. [VP4.PT1.QP7] [R1]

QP8. [VP4.PT1.QP8] N/A

Practices for Multidisciplinary Initiatives

MI1. [MI1] Mind & Body Check Fair/Finals Extravanaga/Ask A Professional

QM1. [MI1.QM1] Mind & Body Check Fair/Finals Extravanaga/Ask A Professional

QM2. [MI1.QM2] N/A

QM3. [MI1.QM3] Charlotte Amenkhienan, camen@vt.edu Samantha Seay, sseay20@vt.edu

QM4. [MI1.QM4] At these Outreach Events (Mind & Body Check Fair, Ask A Professional, and Finals Extravaganza) the Cook Counseling Center worked with other departments and organizations at Virginia Tech to increase student's knowledge of the available resources on campus that help promote mental health and general wellness. The Mind and Body Check Fair was for depression screening while Ask a Professional was an eating disorders screening event.

QM5. [MI1.QM5] The departments that help with the success of these events are Schiffert Health, Recreational Sports, Hokie Wellness, Services for Students with Disabilities, Student Government Association, Student Nutrition and Dietetics Association, and Active Minds of Virginia Tech).

QM6. [MI1.QM6] These events screening students for depression, eating disorders, offer incentives for participation in the form of giveaways that are helpful handling stress and opportunity to practice mindfulness. There are also educational aspects of these events through trivia questions at certain tables, informational flyers with tips for sleep, stress management, or other topics.

QM7. [MI1.QM7] The Mind & Body Check Fair/Finals Extravanaga/Ask A Professional has helped departments across Virginia Tech's campus come together to work on a single event. This has created an increased focus across campus on the importance of mental health and has opened communication channels between departments that had previously not together. For example, SGA and Cook Counseling had not had much interaction until the Mind & Body Check Fair was created. We hope that this increased attention will lead to increased funding and staff for Cook Counseling Center.

QM8. [MI1.QM8] N/A

References

RF1.   [RF1] https://vt.edu/campus-life/housing.html (statistic obtained by dividing the total number of undergraduate students by the total number of undergraduate students on-campus)

RF2.   [RF2] https://vt.edu/about.html

RF3.   [RF3] https://www.ucc.vt.edu/outreach_consultation/qpr_training.html

RF4.   [RF4] http://www.doe.virginia.gov/support/safety_crisis_management/school_safety/emergency_crisis_management/crisis_mgmt_emer-response_guide.pdf (page 47)

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