Strategies to Engage High-Risk and Special Populations on Campus

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Using Mini-grants to Advance Prevention Programming for High Risk Groups at the University of Michigan
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Background

- Existing universal prevention
- Little selected/indicated prevention for high risk groups
- Large university: communication challenges
Universal Suicide Prevention at UM
• CAPS - Question, Persuade, Refer (QPR) Training
• CAPS - do something: Stop Student Suicide Initiative
  • Messages of Hope
• AFSP - Out of The Darkness: UM Chapter
USING DATA TO GUIDE OUR APPROACH
National Suicide Data Points to High Risk Groups

• Military Veterans
  • Risk is 22% higher than civilians

• LGBTQ Youth and Young Adults YRBS data (2016)
  • 3x as likely to seriously contemplate suicide
  • 5x as likely to attempt
  • Higher lethality; Higher incidence of risk factors
National Data

We also know that some groups are at higher risk on college campuses

  e.g., Healthy Minds Study, 2013*

  OR for depression is elevated among racial/ethnic minorities, sexual minorities, & those with financial struggles.

*Eisenberg, Hunt, & Speer, 2013
Michigan Data

• State data for youth/young adults (MDHHS, 2014)
  • Highest Risk group is AI/AN
  • Washtenaw County Data increase in AA males
• Veteran suicide rate is 2-7x higher than state average (US Dept. of Veteran Affairs, 2014)
• LGBTQ youth were 4x more likely to consider suicide than heterosexual youth (MI YRBS, 2015)
University of Michigan Campus Data
Student Composition: 43,000 students
  • Approx. 1,300 LGBTQ students
  • 339 Military Connected Students
  • Very low population of AI/AN
UM Student Mental Health Survey, 2016-17
  • 36% so depressed hard to function
  • 26% suicidal ideation; 9% seriously considered
  • 6% NSSI
  • 1.1% attempted suicide at least 1x
UM SUICIDE PREVENTION TASK FORCE INPUT: WHO ARE YOU MOST WORRIED ABOUT?

• First generation students
• International students
• Students on academic probation
GLS Mini Grants for High Risk Groups on Campus

- Community Based Participatory Model
- Leaders of campus organizations best understand the unique mental health needs of the students they serve
- Model provided by Michigan’s State GLS Grants
GLS Mini Grants for High Risk Groups on Campus

Invited to Apply:

• Spectrum Center
• MSPAN/ Veteran & Military Services
• First Gen Group
• International Center
• Services for Students with Disabilities
GLS Mini Grants: Allowable Activities

1) Culturally tailored gatekeeper training
2) Enhancing referral network by identifying providers with unique expertise
3) Education/Awareness seminars
4) Promotion of Crisis Services
5) Tailored informational materials for students, staff, or families
Proposal 1: Spectrum Center

- The University of Michigan Spectrum Center provides gender and sexuality based education, outreach, advocacy and support to students, faculty and community members.

- Their proposal, *Spectrum of Support Initiative*, will provide LGBTQ students with early and easy access to a variety of resources on campus via
  - A campus retreat for first year LGBTQ students
  - The development of new tailored online and printed mental health related materials
Proposal 2: Veterans & Military Services Program - No One Left Behind

- The Veterans and Military Services Program (VMS) supports student veterans and their families.
- No One Left Behind capitalizes on the military ethos that no soldier, airman, marine or coast guardsman will be left behind in combat.
- Components of No One Left Behind:
  - Training for Peer Advisors/Staff
  - Education focused on de-stigmatizing mental health help seeking including tailored materials
  - One social event per semester that allows veteran students, families, and campus support people to share resources and make connections.
Proposal 3: International Center

- The University of Michigan International Center (IC) provides a wide range of services and programs for international students to assist them in achieving their academic, professional and personal goals.

- The IC proposal includes a variety of activities, aimed at enhancing staff understanding of international students’ unique mental health concerns.

- Activities include:
  - Specialized Training on Responding to Mental Health Issues in International Education
  - Gatekeeper training for IC Student Council
  - Translating CAPS suicide prevention materials
COMMON ELEMENTS

- Connectedness: creating community
- Education about resources
- Cultural tailoring
- Sustainability planning
- Evaluation