Comprehensive Approach to Supporting Emotional Well-being, Reducing Suicide and Substance Abuse

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JED’S Comprehensive Framework

We believe in a comprehensive, public health approach to promoting emotional well-being and preventing suicide and serious substance abuse.

Learnings:

• Campus-wide responsibility
• Support from Senior Leadership
• Equity in Mental Health Framework

www.equityinmentalhealth.org
JED Campus Journey

Preparation Phase
- Build interdisciplinary team
- Complete JED assessment
- Administer Healthy Minds Study to Students

Strategic Planning Phase
- Receive feedback report
- Campus visit
- Develop strategic plan

Implementation Phase
- Ongoing technical assistance
- Access to the online resource library
- Participation in learning community

Sustainability Phase
- Complete post JED assessment
- Administer post Healthy Minds Study
- Data analytic
- Continued participation in learning community

Year 1
- Preparation Phase

Years 2-3
- Strategic Planning Phase

Year 4
- Implementation Phase

- Sustainability Phase
JED Campus Assessments

• 122 Questions, 548 variables
• PRE and POST versions
• Annual Data Survey
• Evaluates systems change over time
Formalized & standardized Strategic Plans for all schools

- 8 Domain Goals
- 15 Objectives
- 77 Action Steps

*See handout
A multi-application system

- Integrated, trackable data
- Facilitated collaboration between Campus Advisors & school teams
- Standard & ad-hoc timely reporting
- Impact analytics for research & evaluation purposes
Select Data Points: Challenges - What We’ve Learned Thus Far

• Nearly 40% of schools did not have a task force or committee working on campus wide strategy and planning related to emotional health and substance abuse prevention.

• Of schools that did have a Task Force, 71% said they had not gone through a formal strategic planning process.

• 69% of schools have not conducted an environmental scan for potential access to lethal means.

• 25% of schools do not offer gatekeeper training, and of those that do, only a small percentage of faculty, staff and students are actually trained.
Select Data Points: Challenges

• 92% of schools do not make naloxone available to students at high risk for opiate overdose

• 46% of health services do not screen for mental health or substance use, thereby missing the opportunity to identify many students who may otherwise fall through the cracks

• 33% of schools lack a medical amnesty policy allowing students to request care for a substance-related medical emergency without being subject to disciplinary action
Select Data Points: Challenges

• 81% of schools do not talk to students about the risks and dangers of opiate misuse – especially when used in non-pill form and/or combined with alcohol or other substances.

• 42% of schools do not have a policy requiring a student who overdoses to be evaluated for serious substance use

• 79% do not have a prescription drug collection programs to reduce the risk of prescription drug misuse
Select Data Points: Challenges

• Between 25-40% of schools do not have programs that support resilience which is known to enhance mental health.

• 47% do not have mental health peer educators or peer counseling to take advantage of the fact that students turn to their peers first when seeking help or advice.

• 30% of schools do not have a postvention plan in place to respond effectively following a death by suicide on campus.
Select Data Points: Enhancements
What We’ve Learned Thus Far

• 51% have significantly increased life skills programming and 57% have significantly increased academic skills programming.

• 30% have significantly increased the quality and/or number of peer mentoring opportunities.

• 26% have significantly refined and enhanced processes related to transition of care
Select Data Points: Enhancements

- 79% of schools implement strategies to reduce counseling center wait times
- 37% of schools have added 24/7 crisis phone and text lines
- 28% of schools have implemented drug return programs to reduce the risks and dangers of drug diversion
Select Data Points: Enhancements

• 32% have increased screening and wellness days

• 49% have significantly increased training opportunities for faculty, staff, and administrators: 31% have done so for students

• 63% have increased the accessibility of online programs and resources related to mental health, suicide prevention, and substance abuse

• 49% have significantly increased protocols that support students upon their return from leave
Measuring Student Outcomes: The Healthy Minds Study (HMS)

About HMS

- Largest mental health survey of US students, offered in partnership with JED Campus
- Provides customized population-level data reports summarizing student needs and demonstrating impact of systems change on student outcomes
- Administered at the beginning (needs assessment) and end (student outcomes) of JED Campus

Main Topics (validated screening tools)

- Mental health (depression, anxiety, self-injury, suicidality)
- Lifestyle/health behaviors (substance use, exercise, sleep)
- Attitudes/awareness
- Service utilization
- Academic/social environment
- Campus Culture
### JED Campus DOMAIN

#### Strategic Planning: Increase in perceived culture of care on campus and helping behavior

1. Students experience a culture of caring and compassion on their campus
2. Students are more likely to give help when they see someone in distress

#### Life Skills: Increase in emotional resilience and improved skills to manage emotions

3. Students flourish and feel more positively about their own lives
4. Students are better able to manage emotions
5. Students develop an increased level of emotional resilience

#### Social Connectedness: Increase in sense of belonging to the campus

6. Students experience an enhanced sense of belonging and connectedness on campus

#### Identifying Students at Risk: Increase in identification of and outreach to students who are struggling

7. Students are more able to recognize the signs of struggle in other people
8. Students feel more responsible to help fellow students
9. Students are more likely to intervene when someone is in crisis/danger

#### Help-Seeking Behavior: Increase in MH service utilization and help seeking and decrease in stigma

10. Students are more likely to seek counseling services
11. Students are more likely to seek help from other campus professionals
12. Students are more likely to seek help from non-campus professionals

#### Help-Seeking Behavior: Increase in MH service utilization and help seeking and decrease in stigma

13. Students report fewer barriers to accessing care
14. Students experience less internal stigma
15. Students experience less external stigma

#### Substance Abuse & Mental Health: Decrease in substance abuse, increased knowledge and attitudes about mental health issues and mental health services

16. Students experience a decrease in significant substance abuse
17. Students expand their knowledge of mental health issues
18. Students expand their awareness of mental health services on campus

### Sample HMS Question

- How much do you agree with the following statement? At my school, students are working to promote mental health on campus.
- In the past year, I have intervened (by trying to help) in the following situations on my campus: (Select all that apply)
- How much do you agree with the following statement? I am engaged and interested in my daily activities.
- How often is the following statement true? I’m afraid of my feelings.
- How much do you agree with the following statement? It does not take me long to recover from a stressful event.
- How much do you agree with the following statements? I see myself as a part of the campus community.
- How much do you agree with the following statement? I feel confident in helping someone with a mental health problem.
- How much do you agree with the following statement? I am responsible if a friend is struggling.
- How much do you agree with the following statement? If I saw someone drinking too much, I would intervene (by trying to help).
- Have you ever received counseling or therapy for mental health concerns?
- If you had a mental health problem that you believed was affecting your academic performance, which people at school would you turn to? (Select all that apply)
- If you were experiencing serious emotional distress, whom would you talk about this? (Select all that apply)
- In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received?
- How much do you agree with the following statement? Sometimes I feel ashamed of having a mental illness.
- How much do you agree with the following statement?: Sometimes I keep my mental illness a secret.
- Over the past 2 weeks, about how many times did you have 4/5 or more alcoholic drinks in a row?
- As far as you know, which of the following are common symptoms of depression? (Select all that apply)
- Are you aware of mental health outreach efforts on your campus (such as educational programs, awareness events, anti-stigma campaigns, screenings, and support groups)?
JED Campus Schools
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*Current Garrett Lee Smith Campus Grantee ** Alumni Garrett Lee Smith Campus Grantee
Pennsylvania College of Technology*
Pitzer College
Pomona College
Princeton University
Radford University
Red Rocks Community College*
Roger Williams University
Saginaw Valley State University**
Saint Cloud University**
Saint Francis University
Saint John's University**
Saint Joseph's University
Saint Mary's College
Saint Peter's University**
San Diego Mesa College
Santa Clara University
Savannah State University
School of the Art Institute of Chicago**
Scripps College
Seattle Central College
Seattle University
Shawnee State University
Skidmore College
Southeastern Oklahoma State University
Springfield College
Stevens Institute of Technology
Stony Brook University**
SUNY Albany**
SUNY Binghamton
SUNY Cortland
SUNY Geneseo
The College of New Jersey
The New School
The Ohio State University**
Tulane University**
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University of California, Los Angeles
University of California, Santa Barbara
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University of South Carolina
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University of Tennessee Health Science Center
University of the Sciences
University of Vermont
University of Washington Bothell
University of Washington Seattle
University of Washington Tacoma
University of West Georgia**
University of Wisconsin Madison**
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Virginia Military Institute
Virginia State University
Viterbo University
Wake Forest University
Walsh University
Washington College
Washington State University
Washington University in St. Louis
Wayne State University*
Wentworth Institute of Technology
Western Washington University**
Whatcom Community College
Wheaton College
Whitworth University
Wofford College
Xavier University
Yeshiva University
Thank you.

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