Extending our Reach: Inclusive outreach to multicultural student populations

Albany State University, Penn College & University of New Hampshire

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WE ARE ONE - ALBANY STATE UNIVERSITY

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CAMPUS ENVIRONMENT

- Albany State University a Historically Black Institution located in rural Southwest Georgia, is a comprehensive, liberal arts institution that offers undergraduate and graduate curricula that build on a strong liberal arts foundation.

- A regional institution of higher learning, ASU is one of 29 units of the University System of Georgia, offering a range of academic programs encompassing the liberal arts, sciences and some pre-professional programs.

- ASU is currently in the process of being consolidated with Darton State College which is located about 4.5 miles from ASU. Once merged, the consolidated Albany State University will have about 9,000 students.

POPULATION WE ARE SERVING AND WHY

- The We Are One Albany State University grant primarily addresses the mental health needs of African American college students at ASU.

- We Are One ASU mainly addresses the mental health needs of African Americans because 88.36% of the student population is African American (ADM, 2016).

- In addition we focus on the needs of LGBTQ students as well as veterans and students who are from families of veterans and other special populations.

WHAT PROGRAMS ARE YOU IMPLEMENTING?

- Kognito At-Risk for University and College Students

- Kognito At-Risk for University and College Faculty and Staff

WHY YOU CHOSE THE PROGRAMMING YOU ARE DOING AND WHO IS INVOLVED IN THE PLANNING

- We chose the programming based on a Needs Assessment survey we conducted in 2010-11 as part of a Mini-grant from Morehouse School of Medicine.

- We conducted the Needs Assessment Survey again in 2013 in the first year of the GLS grant to confirm the programs that were needed for our campus.

- The We Are One ASU project team along with key campus stakeholders who are part of the We Are One ASU Advisory Council plan all programming. Students play a special role in this planning team.

WHAT ARE THE SUCCESSES?

- Creation and approval of an ASU Crisis Intervention protocol.

- Walk Away from Stigma events conducted each semester.

- Mental Health Fair with campus and community partners.

- Kognito Gatekeeper training (At-Risk for University and College Students).

- Life skills training and workshops.

- Get a Life Maze.

- Motivational messages at critical points in the academic year.

WHAT ARE THE CHALLENGES?

- Understanding the campus dynamics and getting the support of key administrators.

- Getting a "buy-in" from the President and the Provost.

- Identifying key stakeholders on campus and in the community to support grant activities.

- Participation of faculty and staff in Kognito At-risk training.

WHAT ARE THE LESSONS LEARNED FROM YOUR ACTIVITIES?

- One of the lessons that we learned was that we need to have active student participation in the planning and implementation of all events and programs for the grant. So in Year 2 we formed a committee that had representatives from various student organizations including SGA, along with faculty and staff.

- The second lesson we learned was that in order to have successful programs we need the support of administrators especially the President, Provost, VP for Student Affairs, VP for ITS and other key units on campus.

VETERANS
AT PENN COLLEGE

Suicide Prevention Strategies

CAMPUS ENVIRONMENT

About Penn College

- National Leader in applied technology education

- Northcentral Pennsylvania, Williamsport

- Enrollment: 5,623 students

- Over 100 B.A. and A.S. degree programs

- 25% of students over the age of 25

- Majority are commuters

- Military Friendly institution
  - Full time Veterans Coordinator position
  - Veterans Fraternity (Omega Delta Sigma)

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CAMPUS ENVIRONMENT

Veteran Population

- Veterans/military are 6% of student population
- 371 Veteran students, 70 active duty
- 1 Veteran for every 17 students
- 63% of Veteran students are commuters
- Average age 26
- 1 in 4 Veteran students are active in campus life
- 93 students have previously been deployed
- 16 show symptoms of PTSD

SAMHSA GRANT

Campus Need

- 11 current students and 2 alumni/former students died by suicide in 2 ½ years

- 3 of the suicides were Veterans

- Prior student suicide, 1 (reported) in 18 years

Pennsylvania College of Technology

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SAMHSA GRANT INITIATIVES

Vet Checks

- Began Spring 2015 (prior to SAMHSA Grant)
- Stress screening for new Veteran students
- Counseling Services conducted 10 one-hour sessions, over 2 weeks
- Agenda includes:
  - Administering stress survey
  - Discussing the need for a wellness check and why stress might be particularly high for veterans
  - Providing stress management tips
  - Encouraging utilization of campus and local VA resources
- Response rate approximately 47%

Pennsylvania College of Technology
PENN**STATE**

SAMHSA GRANT INITIATIVES

Yell(ow) It Out

- Suicide Awareness basketball game included:
  - Ribbon fundraiser
  - Week-long education
  - Stats & Resources announced at game
  - Visual display of 22 veteran students & faculty, representing the lives' lost daily to suicide *(U.S. Dept. of Veteran Affairs)*

Veterans 22 Video

- Mission 22
- Awareness of veteran suicide and Penn College support and services
- Created by Veteran students and faculty
- Shared on Social Media
  - 10,000 views
  - 353 shares

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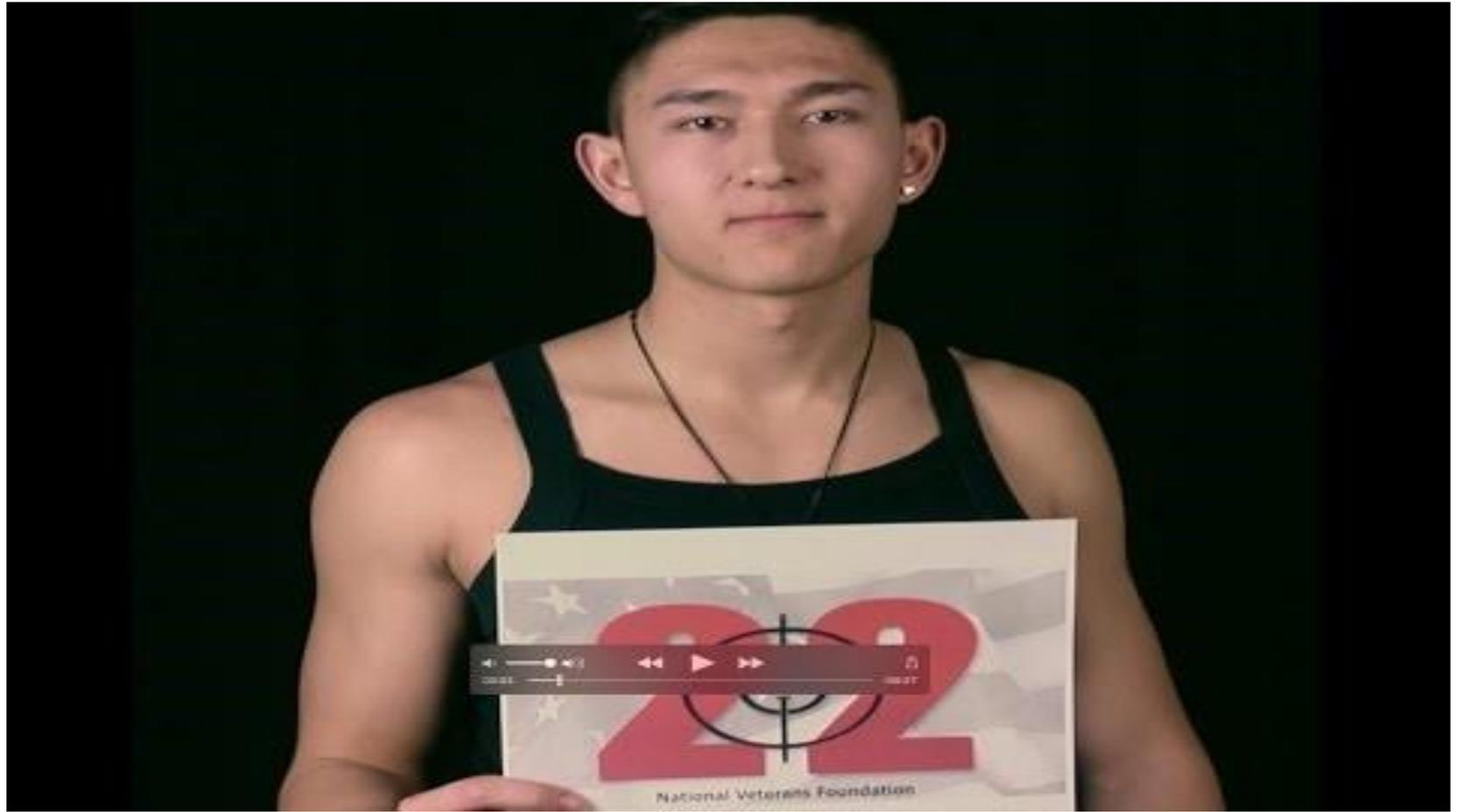
SAMHSA GRANT INITIATIVES

Interactive Screening Program

- Spring 2016 Piloted with at-risk populations including Veterans

- Students invited via email to voluntarily and anonymously fill out a questionnaire

- Campus counselor reviews results and posts a response, dialoging with the student to encourage those at risk to seek treatment

Professional Development

- When Our Soldiers Return: Stories of Struggle and Hope

- Addresses metal health issues among Veterans

- Provides insight into the challenges Veterans face readjusting to civilian life

- June Moser, LCSW, Williamsport Vet Center Navy Veteran and Chet Beaver, Veterans Coordinator at Penn College

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Campus Environment

- Largest university in New Hampshire
- 3 campus: Durham (main), Manchester (mostly commuter students), Concord (School of Law)

- Founded in 1866
- One of 9 land, sea, and space grant institutions

- Grant efforts focused on Durham

- Durham, New Hampshire – mostly rural
- Predominantly White Institution – about 8% students of color

Campus Environment

▶ Enrollment (as of Fall 2015): 16, 240 – 15,398 Counseling Center service eligible students

▶ Most are traditional age students and most (13,034) are undergraduates

▶ 2.7% of students are international students

▶ Notably, about 8 % of students do not provide information about their race and ethnicity

▶ About one-third of students overall are first-generation college students

▶ No official demographic information about LGBTQ+ identified students

▶ Over 10,000 students from New Hampshire or Massachusetts (UNH Office of Institutional Research, 2016)

Terminology

- **Transgender (also referred to as "Trans*"):** An umbrella term for people whose gender identity and/or expression are incongruent with their sex assigned at birth. This category includes individuals who biologically and/or socially transition to their affirmed gender (i.e., male to female or female to male people), those who cannot and do not transition, as well as people who identify outside of the gender binary (i.e., individuals who identify as agender or gender queer)

- **Cisgender (also referred to as "Cis"):** An umbrella term for people whose gender expression and/or identity match their sex.

- Sexual minority (preferred term to "homosexual"): People who identify as a sexuality other than heterosexual.

Terminology

- **Sexuality or sexual orientation:** A description for the sex of people to whom one is romantically and/or physically attracted to; is thought to be on a spectrum and include nonbinary identities (i.e., people who identify as queer); and particularly fluid for cisgender women. Sexuality includes asexual people, who do not have a physical and/or romantic attraction to others.

- **Minority stress:** The distress that results from conflict between dominant, traditional values and values of minority communities (coined by Meyer, 1995)

- **Sexual stigma:** "The negative regard, inferior status, and relative powerlessness that society collectively accords anyone associated…with behaviors, identity, relationships, or communities" that are not heterosexual (Herek ,Cogan & Gillis, 2009, p. 33)

Why the LGBTQ+ Population as a focus of GLS Efforts at UNH?

- LGBTQ students have 2-3 times greater risk of dying by suicide than their heterosexual and cis peers.

- One-quarter of the gay/bisexual identified male college-aged population has made suicidal actions.

- Lesbian/bisexual identified college students are 3-4 times at greater risk to consider suicide than their heterosexual peers.

- LGBTQ+ individuals who are coming out experience greater risk for depression, substance abuse, and suicide

(as cited on Ohio State University website, n.d.)

Why the LGBTQ+ Population as a focus of GLS Efforts at UNH

- LGB youth in high school are **4 times** more likely, and questioning youth are **3 times** more likely, to attempt suicide compared to heterosexual classmates. (CDC, 2011 as cited on Trevor Project website)

- Suicide attempts by LGB and questioning people grades 9 through 12, at a rate of **4 to 6 times** greater rate, tend to require medical intervention compared to heterosexual peers (CDC, 2011 as cited on Trevor Project website)

Why the LGBTQ+ Population as a focus of GLS Efforts at UNH

▶ LGB youth who experienced strong family rejection are **8.4 times** more likely to make a suicide attempt compared to LGB peers who described no or low levels of family rejection (Family Acceptance Project, 2009)

▶ Black/African-American and Latino LGBQ youth experienced **double** the suicide rate of white peers (CDC, 2011)

▶ Each episode of harassment or abuse based on LGBTQ+ identity increased the possibility of self-harming behavior by **2.5 times** on average for LGBTQ+ youths (IMPACT, 2010)

Why the LGBTQ+ Population as a focus of GLS Efforts at UNH

▶ Alarmingly, 41% of trans adults responding to a national suicide survey had attempted suicide (NCTE, 2011).

▶ UNH had (2015) below average rating (i.e., 2 out of 5 stars) on campus safety for LGBTQ+ students per the Campus Pride LGBT Friendly Campus Index despite supportive services, educational programs available, including Safe Zones via Office of Multicultural Student Affairs

▶ In an unpublished 2011 survey, the most recent measure, a sociology graduate student and faculty member found that LGB students on the Durham campus experienced and witnessed higher rates of harassment compared to their heterosexual counterparts.

SAMHSA Grant Initiatives

▶ **Safety Net program**

▶ Coordinated, in part by, Campus Suicide Prevention Committee – over 70 student, faculty and staff members

▶ Focus is further educational programs and expanding Kognito programs (i.e., Kognito LGBTQ Campus program for peers introduced to campus; this program for faculty and staff had already been in use since Fall 2014)

▶ Educational programs:

-Suicide prevention workshop during UNH Gender Identities Awareness Week (November)

-Panel about "the Masks We Wear" during UNH Campus Pride Month (April)

SAMHSA Grant Initiatives: Kognito

- 30 minutes in duration

- Computerized gatekeeping training for student affairs professionals, faculty, and students in identifying warning signs as well as risk and protective factors for suicide.

- Part of the AFSP/SPRC Best Practices Registry for Suicide Prevention

- This program uses avatars to participants to practice gatekeeping and active listening skills to identify students who may be at risk;

- Specific population (i.e., student veterans, LGBTQ+ students) programs available for use that not only focus on suicide prevention but also cultural and environmental factors

- Kognito is utilized by approximately 110 schools
        - (Kognito, 2013).

SAMHSA Grant Initiatives: Kognito

▶ A study (Albright, Goldman, & Shockley, 2013) demonstrated effectiveness in over 430 Kognito participants at 63 colleges and universities throughout the United States regarding ability to have a conversation with students of concern support (42% change) and refer them for support (47%) 3 months after taking the training

Kognito Demos

- **Kognito LGBTQ on Campus for Students:**

- http://demos.kognito.com/?k=325f11c93e51b093e587ea000ff5cfe9

- **Kognito LGBTQ on Faculty and Staff:**

- http://demos.kognito.com/?k=5e50d84830193570ead32d92080a5e68

Successes

▶ The evaluation results of November GIA indicated that the majority of participants experienced the program as increasing their knowledge about suicide prevention.

▶ To date: 395 faculty and staff have taken the LGBTQ on Campus Program; 48 since implementation of Safety Net program

▶ To date: 260 students have taken the LGBTQ on Campus Peer program

▶ In post-survey, for students, over 94% indicate that they would be at least likely to recommend a peer for supportive services; over 95% indicate having greater empathy for LGBTQ+ student community

▶ For staff and faculty, 100% indicate that they would be at least likely to recommend student for supportive services; about 92% indicate greater empathy for LGBTQ+ student community

Successes

▶ Some increase in UNH Counseling Center (CC) service utilization particularly among bisexual (6.9 compared to 3.8% before Safety Net program), trans, questioning, asexual, and fluid students

▶ Slightly more students learning of CC via Kognito (1.6%) compared to 1.1% (of CC population) pre Safety Net program

▶ Kognito on CC website, which is how about 12% of students learn about CC

Challenges

- ▶ Time
- ▶ Kognito not being mandated
- ▶ Advertising 7 Kognito programs
- ▶ Kognito faculty/staff module tends to be faculty focused
- ▶ 3 Campuses