



How to Connect Low-Risk Students to Mental Health Resources on Campus



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Student Affairs Forum

National Meeting Webconference Series



2

Meeting the Growing Demand for Campus Mental Health Services

Meeting the Growing Demand for Campus Mental Health Services

Institutions are struggling with an undefined and unsustainable scope of mental health care that is overly dependent on traditional models to connect students with on campus mental health support. EAB's research explores how institutions can maximize existing clinical resources and target interventions to key student segments on campus.

Related Webconferences

Visit eab.com to **view on-demand recordings** of each webinar in this series, including:

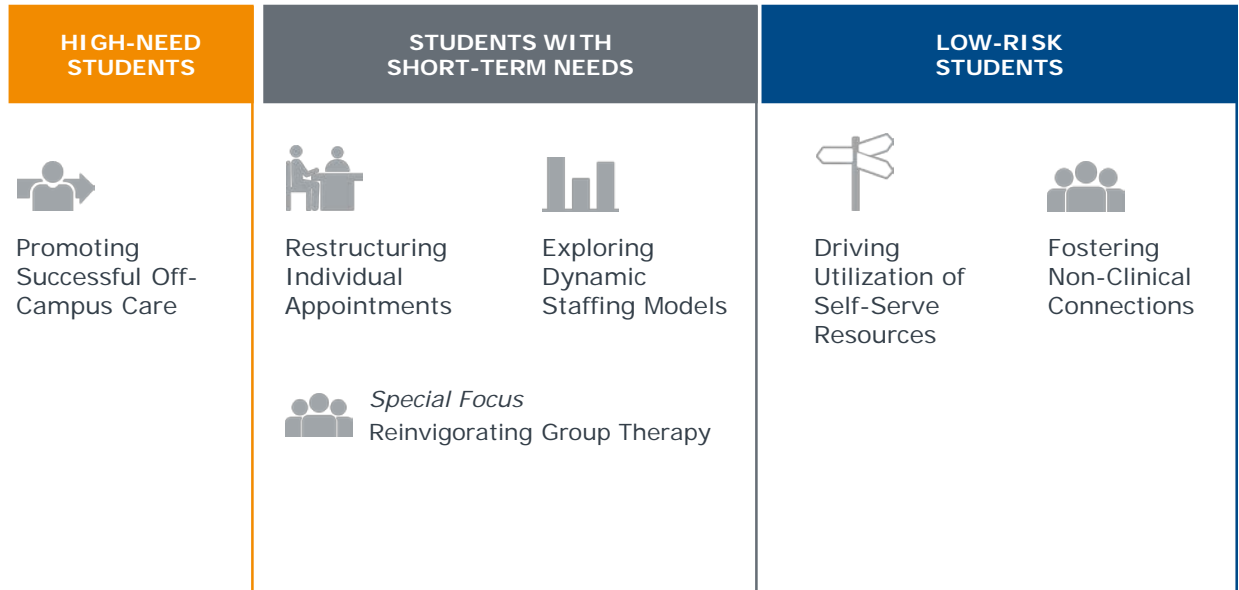
- [Trends in Campus Mental Health Services](#)
- [Promote Successful Off-Campus Mental Health Care for High-Need Students](#)
- [How to Instill a Goal-Oriented Focus in Individual Counseling Appointments](#)
- [Dynamic Staffing Models for Campus Counseling Centers](#)
- [Four Strategies to Reinvigorate Group Therapy](#)

Coming Soon: How to Set and Communicate a Sustainable Scope of Service

November 13, 2:00 – 2:30pm ET (tentative)

Meeting the Growing Demand

Mapping Targeted Interventions to Key Student Segments



Who Are These Students?



Not at risk of hurting or harming themselves or others



Developmental challenges



General **anxiety or stress** exacerbated by the academic or political environment



Loneliness or social isolation

What Happens When They Come Forward?



Sent away with general, non-prescriptive resources



Added to the waitlist for an individual therapy appointment



We tell students ask for help before they are really struggling, so we owe it to them to actually help when they show up.”

*Vice President for Student Affairs
Private Research University*



Changing the “Therapy or Bust” Mindset

Non-Clinical Approaches Are Well-Suited for Common Concerns

Low-Risk Students with Common Concerns...

75%

Of all students felt **overwhelmed** by all they had to do at least one time in the last 12 months

52%

Of all students felt **very lonely** at least one time in the last 12 months

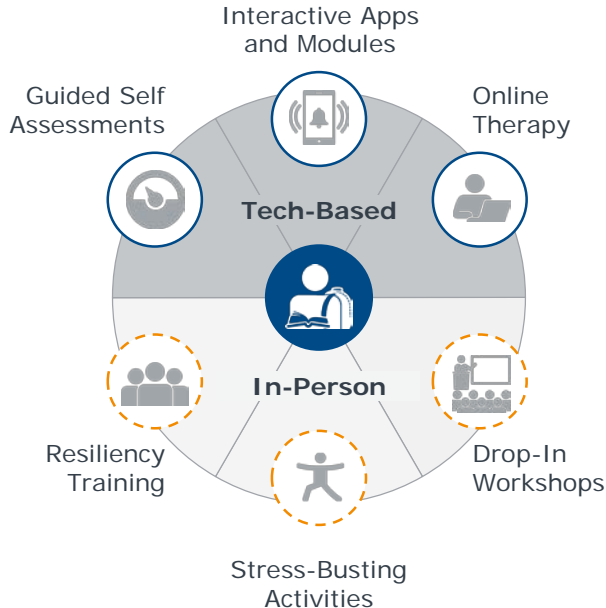
...Could Benefit from a Non-Clinical Approach

- More options for who students can talk with about their concerns
- Saves clinical resources for the students who need them most
- Quicker access lessens the chance of escalating the student's level of risk
- Allows students to build relationships with peers and deeper campus connections


Even If You Build It, They Might Not Come


Self-Serve Tools and Resources Are Often Underutilized


Colleges Are Investing In Self-Serve Resources...



...But Utilization Challenges Persist

- 
Doesn't Align with Expectations
"We taught students to come to the counseling center for help. When we recommend an external resource, they feel we are pushing them away."

- 
Feels Generic and Impersonal
"Today's students want personalized attention and customized resources. Our drop-in workshops feel too generic to grab their attention."

- 
Lacks Structure and Accountability
"We tell students that these online modules will help, but then they're too busy to figure them out and nobody from our office follows up."

Brokering Smarter Connections



Mapping Low-Need Students to Existing Campus Resources

Approach 1:

Driving Utilization of Self-Serve Resources

Maximize existing supports through personalized and structured recommendations



Rebranded Supports



Behavioral Prescriptions



Guided Instruction

Approach 2:

Fostering Non-Clinical Connections

Provide opportunities for online and in-person connection that do not center around individual counseling



Peer Listening Platform



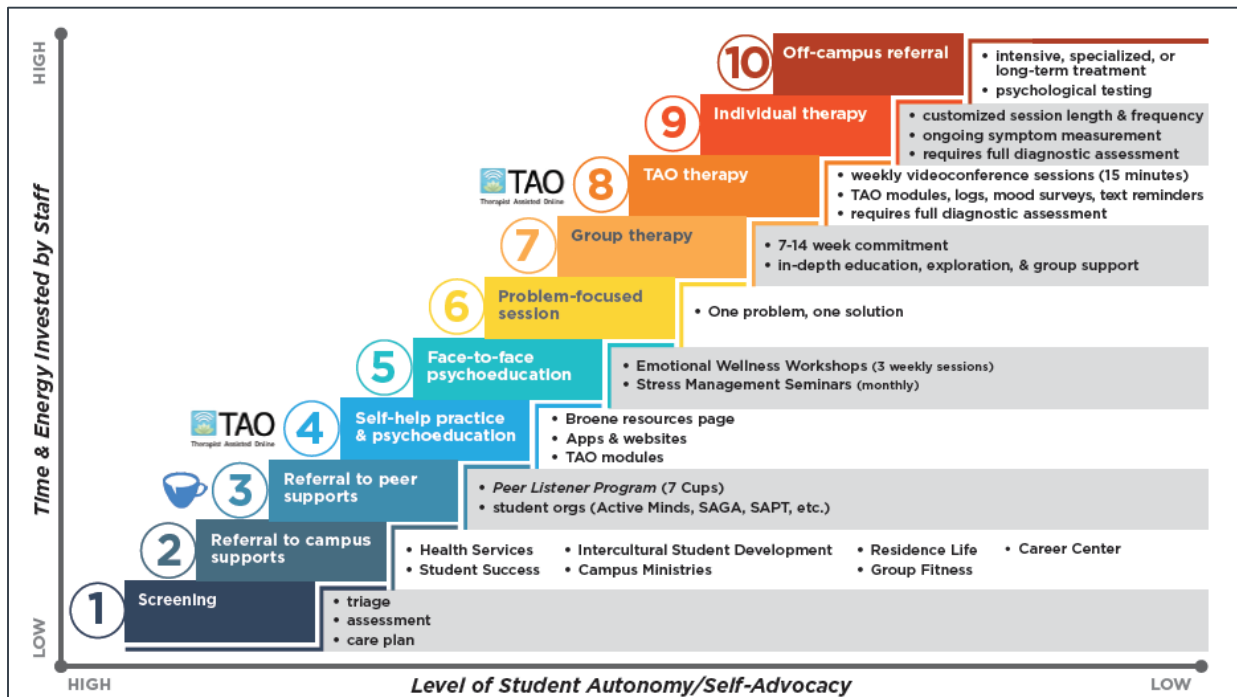
Wellness Coaching

Expanding the Perception of Mental Health Services



Calvin College Advertises an Array of Resources

Much More Than Just Individual Therapy





Highlighting Self-Serve Resources

A Closer Look at How Calvin College Leverages Existing Campus Supports

Step 2

Referral to Campus Supports

- Health Services
- Student Success
- Intercultural Student Development
- Campus Ministries
- Residence Life
- Group Fitness
- Career Center

Step 3

Referral to Peer Supports

- Peer Listening Program
- Student Organizations

Step 4

Self-Help Practice and Psychoeducation


- Broene Resources Page
- Apps and Websites
- TAO Modules

Key Components

- Prompts students to broaden their perspective of mental health support
- Promotes campus supports alongside traditional mental health resources
- Maximizes existing campus resources, including staff and services, while alleviating demand for counseling

Personalizing Self-Serve Recommendations

George Washington University's Behavioral Prescription (Bx)

THE GEORGE WASHINGTON UNIVERSITY WASHINGTON, DC		Colonial Health Center	Mental Health Services Bx - Stepped Care Behavioral Prescription 202/994-5300 (24/7/365) • healthcenter.gwu.edu Cloyd Heck Marvin Center Ground Floor 800 21st Street, NW Washington, DC 20052
Client's Name: _____		GWID: _____	
TREATMENT RECOMMENDATIONS			
<input type="checkbox"/> Informational Self-Help <small>e.g. Readings, research</small>			
<input type="checkbox"/> Interactional Self-Help <small>e.g. Smart phone apps</small>			
<input type="checkbox"/> Online, Telephonic, or In-Person Coaching, <small>Drop-In Workshop(s)</small>			
<input type="checkbox"/> Group Therapy			
<input type="checkbox"/> Short-term Individual Therapy			
<input type="checkbox"/> Specialized Services <small>e.g. Referral to Community Provider(s) for Long-Term/ Specialized Treatment, Referral to CHC/Psychiatry/DSS/ ISD/Financial Aid, etc.</small>			
<input type="checkbox"/> Acute Care/In-patient			
Clinician's Name (Please Print): _____			
Clinician's Signature: _____		Today's Date: ____/____/____	

Official branding; mimics a medical prescription sheet

Clear language that these options are all forms of treatment

Full spectrum of treatment options is equally represented

Clinician name and signature underscores the importance of the recommendations

Why GWU's Bx Works



Personalized treatment recommendations are **jointly created** by student and clinician



Students leave with a **clear, written record** of specific next steps



Able to evolve to meet students' changing needs and concerns

Hardwiring Structure and Accountability

The University of Florida's Mind and Body Center



Dedicated physical space on campus inside the counseling center

Supports multi-modal experiences for students

Services include mindfulness, meditation, online modules, coaching, neurofeedback, and biofeedback

Benefits of a Dedicated Physical Space

- ✓ **Flexible Access**
Students can walk into the center or make an appointment for a specific service
- ✓ **Set Structure**
A place for students to complete self-help modules with minimal distraction
- ✓ **Personal Connection**
Graduate assistants and center staff provide in-person coaching and support to promote ongoing utilization

“We are trying to be innovative about **how we engage students** with the services we offer, so the Mind and Body Center offers a wide range of in-person and tech-based services targeting specific concerns such as performance anxiety or stress, two of the most common presenting concerns. Our hope is that by providing these resources we might **open a few more spots for those students who require individual therapy.**”

*Ernesto Escoto, Director of Counseling and Wellness Center
University of Florida*

Brokering Smarter Connections

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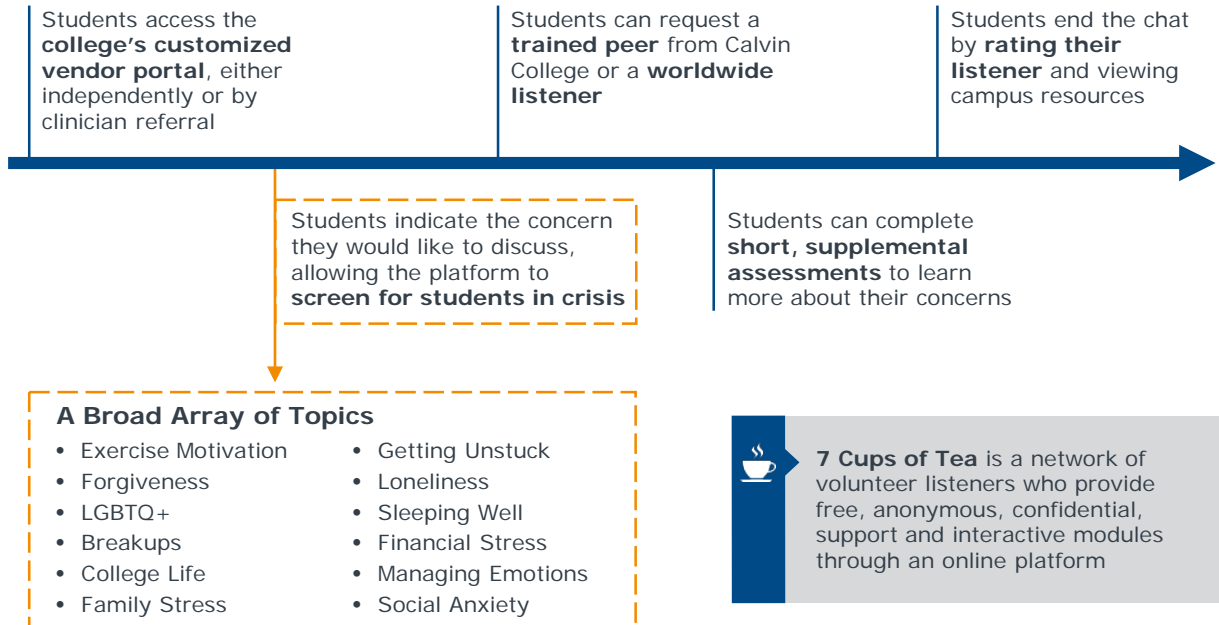


Wellness Coaching

Providing Online Peer-to-Peer Support

Calvin College's Active Listening System

How It Works



Blending Quick Access and Flexible Support

Online Chat Platform Includes Many Benefits

Proof of Concept: Calvin College's Spring 2017 Pilot

21

Students registered through the Calvin College portal

12

Peer listeners were trained and active from Calvin College



Average listener rating

“The experience is not about counseling and advice giving. It is about **being heard**. It's a **really helpful resource** for students to have access to.”

*Irene Kraegel
Counseling Center Director
Calvin College*

Is A Vendor-Based Online Chat Platform Right for You?



Benefits

- 24/7, year-round access
- Multi-lingual support from a bank of worldwide listeners
- Ready-to-go tech platform



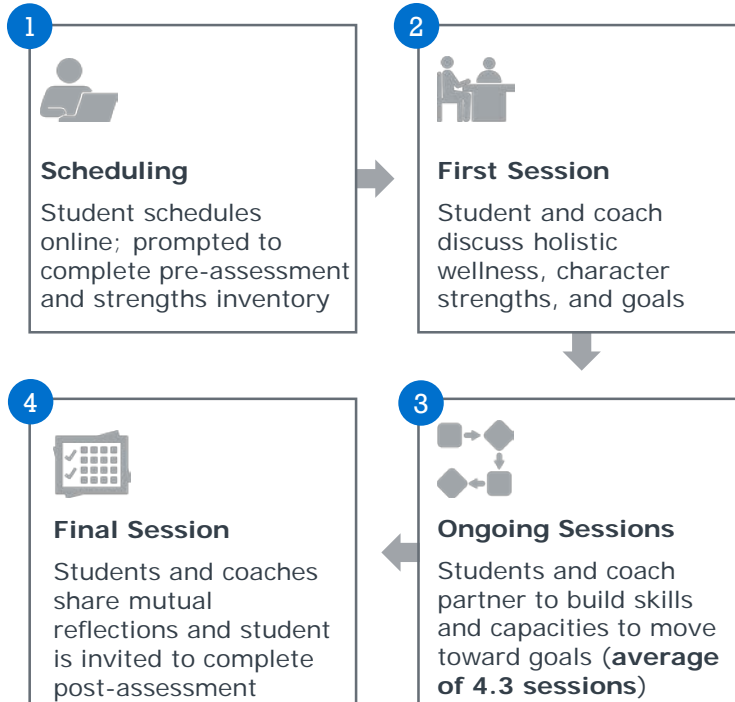
Drawbacks

- Startup and ongoing costs
- Setup and maintenance time
- Difficult to get students to take advantage

Peer Coaching Builds In-Person Connections

The Ohio State University's Wellness Coaching Program

How It Works



Key Logistics

- Coaching is individualized and goal-oriented
- Coaches are trained graduate and undergraduate students
- Program is supported by two full-time staff members, and one graduate associate

Promoting Healthy Behaviors and Student Success



OSU Wellness Coaching Shows Immediate and Longer-Term Benefits

Program Utilization

210

Students participated in **935 individual wellness coaching sessions** during the 2016-17 academic year



Most students were **referred** to coaching by the counseling center or academic advising or they are self-referred

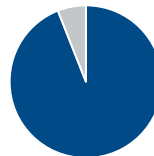
Achieving Meaningful Holistic Wellness Goals

Common themes

1. Self-acceptance and happiness
2. Improving self-confidence
3. Ability to navigate transitions
4. Improving social relationships
5. Stress management

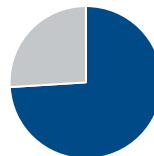
Results Demonstrate Improved Wellbeing

Percent of students who agreed or strongly agreed that wellness coaching...



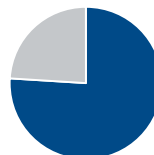
94%

Increased their ability to **initiate and maintain wellness-related behaviors**



74%

Increased their **academic determination**¹



76%

Improved their **social connectedness**²

1) Defined as students being determined to succeed in college, their motivation to persist as a student grew, and they learned how to manage their time and achieve their educational goals

2) Defined as students being able to form and maintain healthy relationships, they believed they matter to others, and they felt more connected to others at Ohio State

How EAB Can Support Your Work



Research and Resources from the Student Affairs Forum

Current and Forthcoming Resources



[Ready-to-go Presentation Deck](#)

Briefing for senior institutional leaders, with national data and trends



[How to Set and Communicate a Sustainable Scope of Service](#)

Flexible framework, key criteria, discussion guides, and an annotated compendium of sample statements



Research Study and Toolkit

23 practices and 11 tools to maximize clinical efficiencies on campus



Webconferences

On demand and upcoming opportunities to hear the research



Expert Insights

Short actionable articles featuring innovative strategies



2018 Student Affairs Forum National Meeting Series

Cultivating Students' Coping and Resiliency Skills to Advance Student Success

How to use scalable, targeted interventions to get ahead of students' mental health concerns and help students build skills necessary to succeed on campus

- Optimize first-year programs to prime students early
- Amplify support through collaborations with faculty, advisors, and campus colleagues
- Identify at-risk student segments and transition points
- Integrate efforts into a unified approach to support student wellbeing and success

Campus Climate Flashpoints

How to identify areas of risk and implement a blueprint to prepare for and respond to campus climate flashpoints

- Audit campus climate risks
- Identify core response elements that are essential for all types of flashpoints
- Implement a flexible response blueprint that can quickly scale to match incident severity and impact
- Structure debrief practices that provide resolution and promote community

▶ 2018 Student Affairs Forum National Meeting Series

Register Today: Email events@eab.com with your preferred date.

Executive Roundtables

Reserved for the SSAO

- October 3 in Washington, DC
- October 15 in Santa Monica, CA

Team Summit

Up to three team members

- October 29 in Washington, DC



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