EAB

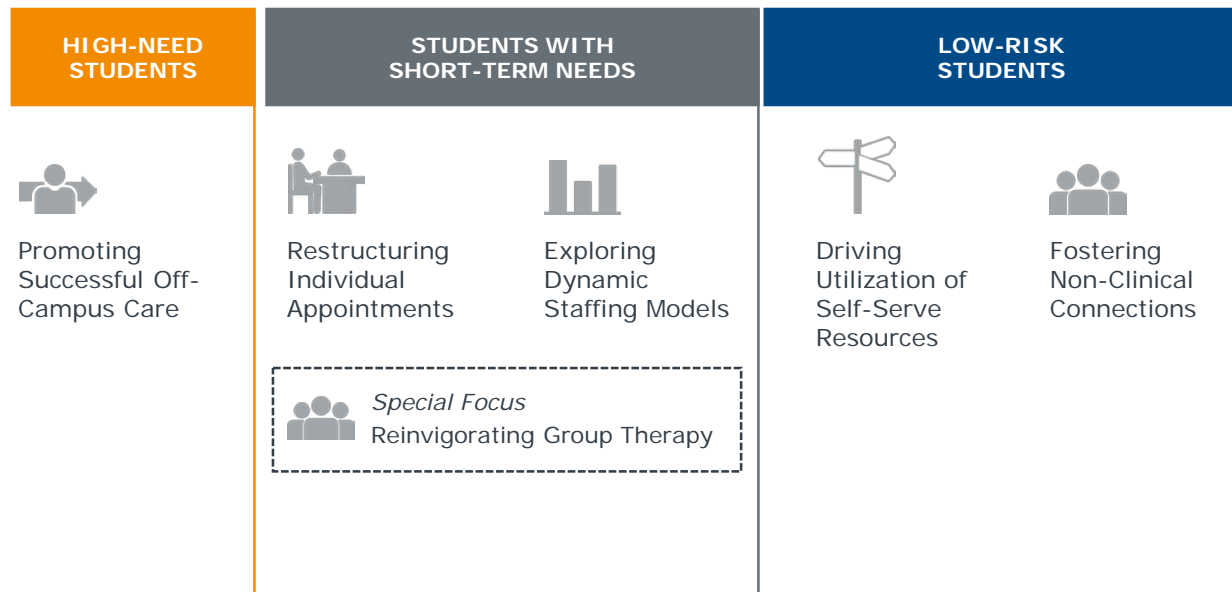# Promoting Successful Off-Campus Mental Health Care for High-Need Students

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Student Affairs Forum

Meeting the Escalating Demand

## Mapping Targeted Interventions to Key Student Segments

HIGH-NEED STUDENTS	STUDENTS WITH SHORT-TERM NEEDS		LOW-RISK STUDENTS	
Promoting Successful Off-Campus Care	Restructuring Individual Appointments	Exploring Dynamic Staffing Models	Driving Utilization of Self-Serve Resources	Fostering Non-Clinical Connections

Special Focus
Reinvigorating Group Therapy

Source: EAB interviews and analysis.

Introducing a "Stepped Approach"

Giving Students What They Need, When They Need It Most

Building Options for Students

A Conceptual Model of Stepped Care
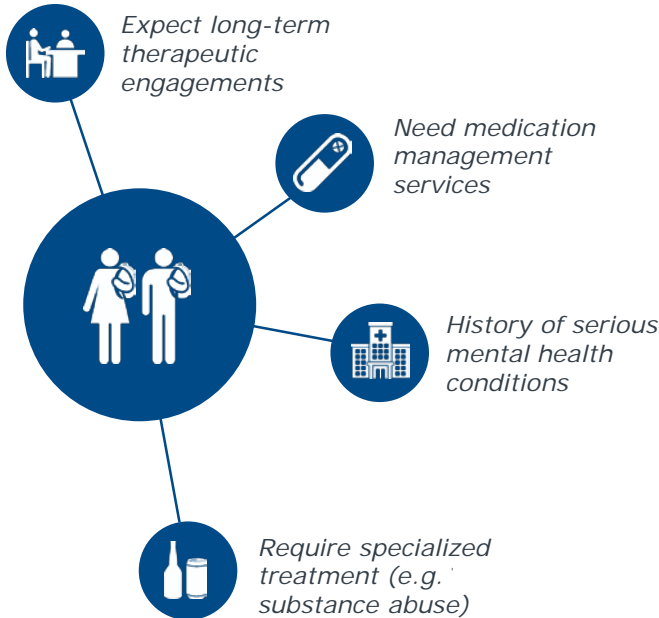

Level of Resources

Level of Intensity
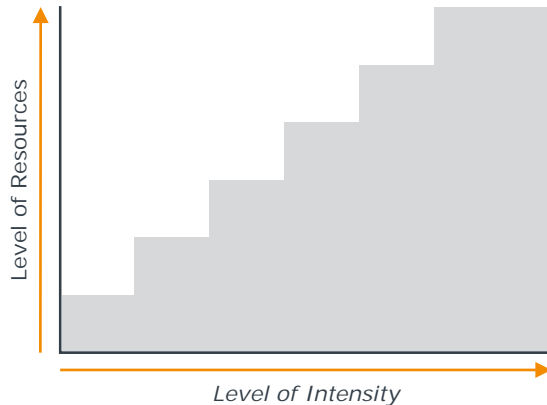
Key Principles of Stepped Care

✔ Care is stepped up or down as needed, based on students' changing concerns

✔ Prioritizes the least intensive and most effective treatment option

✔ Saves the most limited and intensive clinical resources for students who need them most

✔ Depends on a wide range of services, including self-help resources, peer support, online tools, and on- and off-campus therapy

Addressing Students with High-Needs

An Increasingly Visible Group on Campus

Who Are High-Need Students?

Expect long-term therapeutic engagements

Need medication management services

History of serious mental health conditions

Require specialized treatment (e.g. substance abuse)

History of Past Treatment and Intensive Needs

1 in 2
Students who sought treatment on campus have received prior counseling

1 in 3
Students have previously taken medication for mental health concerns

86%
Increase in substance abuse in Ontario university students from 2013-2016

Source: Center for Collegiate Mental Health, 2016 Annual Report, https://goo.gl/ZVGCrb; Cribb R, Ovid N et al., "Demand for Youth Mental Health Services is Exploding. How Universities and Business Are Scrambling to React," *Toronto Star*, May 29, 2017, https://goo.gl/ugcqdK; EAB interviews and analysis.
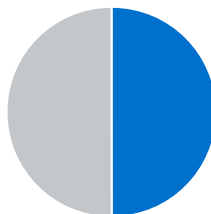
High-Need Students Monopolize Capacity

A Small Group of Students Dominate Individual Appointments on Campus
2016-2017
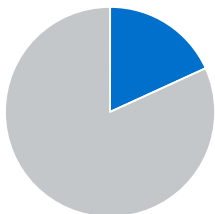
20%
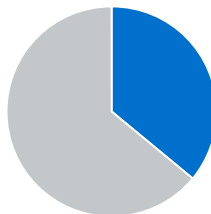Percent of all counseling center clients used...

➡

56%
Percent of individual therapy appointments

10%
Percent of all counseling center clients used...

➡

38%
Percent of individual therapy appointments

Source: Center for Collegiate Mental Health, *2017 Annual Report,* https://goo.gl/ZVGCrb; EAB interviews and analysis.

Increasingly, Institutions Can't Do It All

Prioritizing Quick Access for All Students

- Clinical resources used to help greater number of students solve short-term challenges

- High-need students are referred off campus for long-term care

- Intake, triage, and walk-in hours reduce wait times for all students

Prioritizing Ongoing Treatment for High-Need Students

- Clinical resources devoted to small group of high-need students

- Little to no reliance on community resources to provide care

- Reduced access or longer wait times for non-critical cases

Accessibility

Intensity

> As institutions, we all have to determine if we are going to meet every student's needs, reserve resources for students who need them most, or see as many students as we can to get them in an appropriate place to be successful on campus."
>
> *Gillian Berry, Interim Director of Mental Health Services*
> *The George Washington University*

Source: EAB interviews and analysis.

Defining Your Scope of Care Is No Easy Task

A Growing Tension on Campus

Disconnect Between Campus Leaders and Counseling Center Staff

> **If we don't provide students with these services on campus, who will?** Our community does not have these resources. As a counselor, even at this university, I have an obligation to help people be well."
>
> *Counseling Center Director*
> *Private Research University*

> At what point do we **stop being an educational institution and become a social welfare institution**? I don't know that we have an answer on where or how to make that call."
>
> *Vice President for Student Affairs*
> *Public Research University*

"How Do We Set a Sustainable Scope of Service?"

☑ What are the **key criteria** that institutions should use to set the scope of service on campus?

☑ What are the **priorities** of counseling services on campus?

☑ What are the **practical limitations** on a scope of service?

New Guidance from EAB
Coming Winter 2018

- Framework for setting your campus scope of service

- Compendium of strategic factors and metrics to consider

Serving High-Need Students

Three Steps to Promoting Successful Off-Campus Care

Step 1:

Set Upfront Expectations

Teach students and families about their care options on and off campus

ELON UNIVERSITY
Scope of Care Statement

BAYLOR UNIVERSITY
Orientation Letter

KUTZTOWN UNIVERSITY
"Plan B" Exercise

Step 2:

Match Local Resources with Students

Use data to strategically pair community resources with students' needs

Ryerson University
Data-Informed Referrals

METROPOLITAN STATE UNIVERSITY OF DENVER
Expedited Local Referrals

Step 3:

Create Referral Mechanisms

Facilitate effective community referrals and ensure continuity of care for students

COLLEGE of CHARLESTON
Clinician Open House

SMU
Health Services Assistant

UNC
Referral Coordination Program

Institutions Must

Look Both Directions

"The answer to the question, "Does this kind of service belong here?" is not a yes or no. Students come with all sorts of challenges that institutions must find ways to address if the goal is retention and completion. Each institution must look in both directions: upstream and downstream. **Upstream are the complicated conversations with prospective students and families that make clear the opportunities and limitations of campus-based mental health care.** Downstream is the impact those services can make on the life of a student."

Lee Burdette Williams
Under Pressure: The Growing Demand for Student Mental Health Services
Association of Governing Boards Magazine, May/June 2017

Share a Scope of Care Statement

Elon University Articulates Counseling Center Philosophy and Services

Scope of Clinical Care

Counseling Services strives to facilitate the development of Elon University students by providing psychological interventions to promote the holistic well-being of Elon University students. Counseling Services has three essential roles for advancing the educational mission of Elon University:

1. Providing clinical services that help students achieve their academic and personal goals.
2. Educating the campus community about the psychological and developmental needs of students through community level interventions, including outreach programming and consultation.
3. Responding to the psychological effects of crisis impacting individual students and the campus community.

...
Students with the following concerns and characteristics will likely need a different type or level of care than what is within the role and scope of Elon's Counseling Services. The list below reflects general guidelines and is intended only as a guide.

• Students who appear to need long term treatment beyond the scope of our services.
• Students who need services other than what is offered at the Counseling Services.
• Students who need services beyond the clinical expertise of Counseling Services staff
• Students who are unable to comply with treatment
• Students who are already receiving ongoing therapy with another mental health provider

Featured prominently on counseling services webpage

Clear list outlines educational mission and center scope

Explicit guidelines with examples for cases that may require treatment off campus

Baylor University's Orientation Letter Connects Students to Resources

BAYLOR UNIVERSITY

Excerpt

Dear New Student,

If you currently see a professional for counseling in your hometown and can continue to see him/her, our recommendation is that you continue care with your current provider...

If you are seeking specialized/intensive clinical services that require meeting with the same therapist beyond one semester or meeting more than once per week, we recommend receiving care by a specialist in town...

If you would like to know more about the services in the Counseling Center or need help to transfer care, the Clinical Case Manager is available via phone or by appointment to provide assistance. Please call for questions or to schedule an appointment during Orientation in June...

Every incoming student receives letter prior to attending orientation

Off-campus care suggested for long-term needs

Students and families invited to make an appointment to learn about local and campus services

Key Benefits

✔ Sets expectations about available services upfront

✔ Encourages students and families to start planning before coming to campus

✔ Boosts early interactions with counseling center

Kutztown University's Orientation Session

Kutztown Prompts an Early Conversation About Off-Campus Care

Key Messages

- Students need a "Plan B" for long-term medical needs or intensive and specialized mental health care
- Families encouraged to discuss off-campus providers, insurance, and transportation options

Intended Outcomes

- Clarify scope of campus services
- Prompt early action from students and their families to determine an appropriate treatment plan

Early Results

- Completed orientation conversations with all incoming students' families
- Initial uptick in students seeking campus support for connecting with an off-campus provider

Next Steps

- Continue to include this content in orientation sessions across 2018
- Create a take-home template for families to guide a conversation with their students

Serving High-Need Students

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Ryerson University's Time Audit

Asking Two Key Questions About Clinical Resource Utilization...   **...Leads to Saved Resources**

1 | Who are the students who have complex, intersecting needs over and above mental health and well-being concerns? → 26 | Number of high-need, complex case students Ryerson identified for outside referral

2 | What community organizations or agencies could provide support to these students? → Ryerson partnered with a local community agency to manage high-touch cases
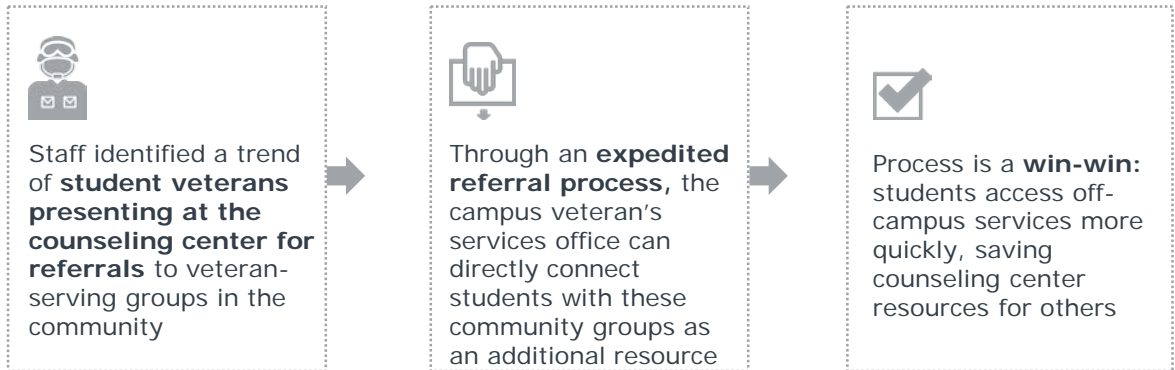
260+ | Estimated clinical hours saved and repurposed to other students in 2016-17

Metropolitan State University of Denver's Population-Centered Partnership

Expediting Referrals for Specific Student Populations

Staff identified a trend of **student veterans presenting at the counseling center for referrals** to veteran-serving groups in the community

Through an **expedited referral process,** the campus veteran's services office can directly connect students with these community groups as an additional resource

Process is a **win-win:** students access off-campus services more quickly, saving counseling center resources for others

Key Questions for Your Campus

- What **student populations commonly request** off-campus referrals?

- What **campus partners** and **community agencies** that serve these students?

- How could you **streamline the referral process** for these students?

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College of Charleston's Annual Meet and Greet Event

Hesitancy to Refer Has Consequences

"Local providers don't understand the unique needs of our students."

"What services are even available to take students in our community?"

"I would rather keep the student with me to ensure they get care."

✖ Students are not connected to the care that is best suited to their specialized needs

✖ Clinicians provide intensive care that stretches the center's scope and resources

College of Charleston Builds Relationships Between Campus and Community Providers

About the Event

- Open house is hosted on campus each spring
- 50 community providers attend the annual event
- Attendees network, learn more about available resources, and discuss shared observations about how to best serve students

Benefits

- Low cost and easy to implement each year
- Increases confidence of campus clinicians in community resources
- Gives campus clinicians a greater understanding of off-campus services and vice versa

Clinician Referral Does Not Guarantee Follow Through

Common Barriers to Off-Campus Care...

Finances

"Will insurance cover my appointments with an off-campus therapist?"

Scheduling

"I work downtown and I go to class... when will I have time to go to therapy off campus?"

Transportation

"I don't have a car...how will I get to my appointments off campus?"

Finding a Provider

"I don't even know where to look for a provider who does what I need."

...Lead to a Low Follow-Through Rate

42% Of students **did not connect to an off-campus provider** when they were referred by their university's counseling center

Ensuring Students Start on the Right Track

Southern Methodist University's Health Services Assistant (HSA)

HSA Role Strengthens Off-Campus Referral Process

1

HSA is an **administrative support person** who wanted to do more direct work with students

2

When students are referred out, they briefly meet with the HSA to **review their options and identify next steps**

3

HSA maintains a **suite of tools** to get students started with an off-campus provider

Key Benefits

✔ Requires no additional staff or expertise

✔ Helps students understand the referral process and their next steps

✔ Facilitates a quicker connection between students and community providers

Recommended Next Steps

STEP 1

Identify Your HSA

Possible HSA Candidates

- Case manager
- Graduate intern
- High-performing front desk staff member

STEP 2

Equip Them to Succeed

Compile an HSA Toolkit

- List of available and trusted local clinicians
- Transportation schedules and maps
- Information on submitting insurance claims

STEP 3

Assess Outcomes

Collect Referral Data

- Track connection rates
- Survey students' satisfaction with providers
- Update internal information about clinicians as necessary

66

We might not be able to treat all students on campus, but we can do more to help all students successfully connect with a care provider in the community. This work doesn't require a therapist or a specialized degree-it just requires a willingness to listen to the student's concerns and explain their options."

Counseling Center Director
Public Research University

University of North Carolina at Chapel Hill's Referral Coordination Program

Streamlining the Off Campus Referral Process

Triage Appointment

- During counseling center intake, students are referred off campus

- Students are **automatically scheduled** for a referral coordination appointment

Referral Coordination

- **30-minute appointment** occurs 3-7 days after the initial referral

- Facilitated by a social worker or trained intern

- Discussion is **personalized for each student**; often includes the student's goals, provider preferences, potential obstacles, and follow up strategy

Follow Up

- Referral coordinator **checks in after 1-2 weeks** to ensure a successful connection was made

- Student completes a short biannual survey about their **satisfaction with the program and their new, local provider**

2.5x

Students who go through the program are 2.5x **more likely to connect with an off-campus provider** than students who do not

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