



Centralizing Mental Health and Well-being Intake

Case Study: How Vanderbilt University Reorganized
Services Into a Student Care Network

Demand Soars for Mental Health and Well-being Support

Year-Over-Year Increases Are the New Normal At Most Campuses

Institutions across North America continue to see an increase in the number of students seeking mental health services and well-being support on campus. Data shows that demand is significant: counseling center utilization outpaced enrollment growth five-to-one between 2009-2015. The median wait time for campuses that use a waitlist for individual therapy appointments is 12 days. Institutions have invested in additional staff and services, but demand continues to rise.

Demand for Services Continues to Make Breaking News


In 2018...

 *Record Numbers of College Students Are Seeking Treatment for Depression and Anxiety - But Schools Can't Keep Up*

...And 2017...

 *Surging Demand for Mental Health Care Jams College Services*

...And 2016...

 *The Number of Students Seeking Mental Health Treatment is Growing Rapidly*

...And 2015

 *More Stress, Less Stigma Drives College Students to Mental Health Services*

Demand in Campus Counseling Centers Shows No Sign of Slowing



Rate at which demand for counseling center appointments **outpaced enrollment growth**



12 days

Median wait time for individual therapy appointments on campuses that use a waitlist

Source: Center for Collegiate Mental Health, 2015 Annual Report, https://sites.psu.edu/ccmh/files/2017/10/2015_CCMH_Report_1-18-2015-yq3vik.pdf; EAB interviews and analysis.

Impact of Demand Felt Beyond the Counseling Center

Various Campus Services Report an Increase in Students Seeking Support

The counseling center is not the only office experiencing increasing levels of demand for services. Other offices, including faculty, report a rise in the number of students seeking support. Today's students are coming forward earlier and more often in search of holistic well-being resources and services. In response to this demand, many institutions have invested in self-serve mental health resources and supports outside of the counseling center. However, it can be difficult to get students to use these resources. To meet the demand for mental health and well-being support, progressive institutions recognize the need to connect students with a wide range of resources at the level that best suits their needs.

Colleges Are Investing In Self-Serve and Well-being Supports....



...But Utilization Challenges Persist

- ✘ **Doesn't Align with Expectations**
Students are taught to come to the counseling center for help. Alternative interventions don't align with their expectations for individual therapy.
- ✘ **Feels Generic and Impersonal**
Today's students want personalized attention and customized resources. Simply pointing them towards general self-serve resources isn't enough.
- ✘ **Lacks Structure and Accountability**
Online modules can be an effective tool, but institutions often lack a system to follow up with students to ensure completion and assess impact.

Vanderbilt Reimagines Service Access

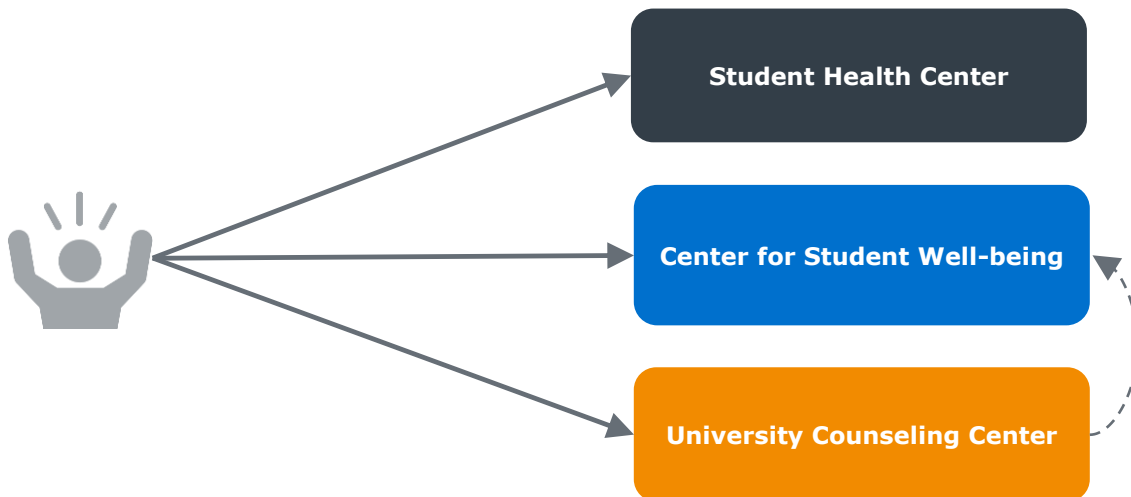
Ditching Decentralization for a Coordinated, Holistic Approach

Confronting the Pitfalls of Decentralization

Prior to their reorganization under the Student Care Network umbrella, Vanderbilt University's counseling, health, and well-being centers all functioned independently, particularly when it came to scheduling appointments. The high demand Vanderbilt saw for individual therapy in the counseling center translated to waitlists and difficult discussions about the kinds of concerns clinicians should prioritize.

Vanderbilt also noticed that while they had invested in a number of non-clinical resources to help address students' concerns, students would first present at the counseling center even though their needs were best served by the well-being center or another campus office. The counseling center would refer them to the appropriate office or resource based on their need, but some students left disappointed because their expectations to see a clinical provider were not met and frustrated because they had to follow up with yet another office to access support. Moreover, Vanderbilt had no way of knowing whether or not the student followed up with the referred office or resource.

Status Quo: The Decentralized Model

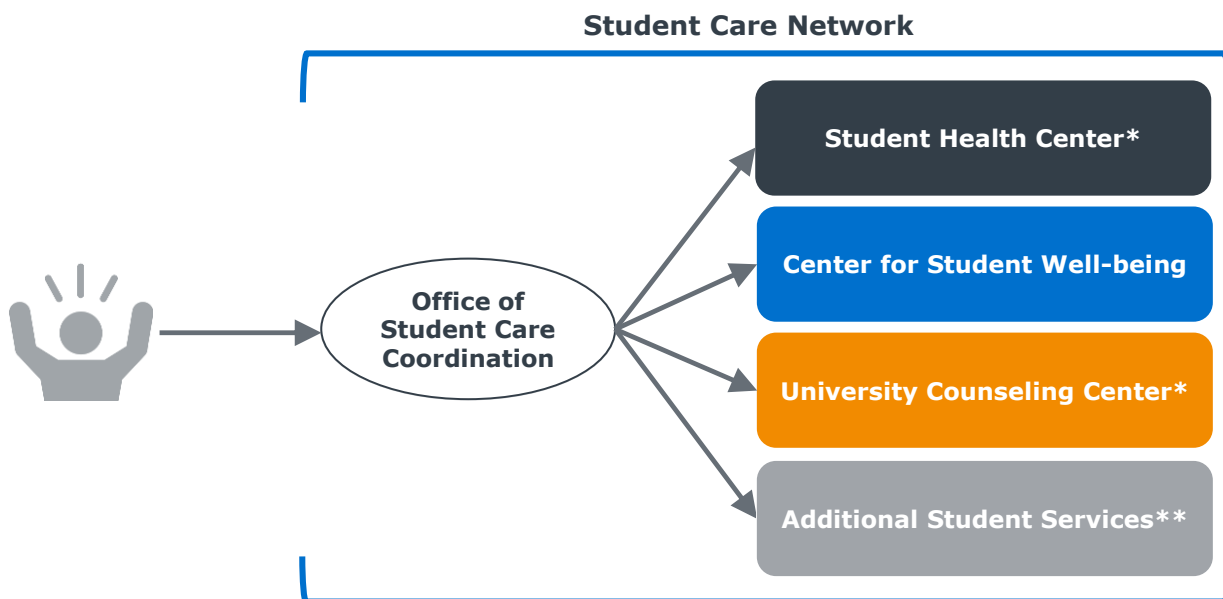


Centralizing Mental Health and Well-being Resources

Vanderbilt’s Student Care Network Streamlines Access to Support

To address the increasing demand for mental health and well-being services and drive utilization of non-clinical resources, Vanderbilt University created the Student Care Network with the support of the [Chancellor’s Strategic Planning Committee on Mental Health and Well-being](#). This model reorganized how students access care on campus by creating a single entry point through which students access resources and services on campus and in the community. This model enables Vanderbilt to more efficiently manage limited clinical resources, drive utilization of extensive self-service and non-clinical supports, and prioritize a holistic, student-centered approach to mental health and well-being.

About the Student Care Network



*Students in immediate need or crisis can always directly access the health or counseling center.

**Student Care Coordination streamlines access to resources tailored to specific student populations.

The Student Care Network is centralized through the new Office of Student Care Coordination and includes the health, counseling, and well-being centers, and streamlines access to a wide range of population-specific (e.g. identity centers) and community resources. The Office of Student Care Coordination is led by the Student Care Manager who manages a staff of professional Student Care Coordinators and an administrative assistant. The role of a Student Care Coordinator¹ is to facilitate the centralized intake process by assessing student concerns, connecting them with the appropriate resources and/or services, helping them develop a goal-oriented success plan, and following up as needed to facilitate their progress.

1) Full job description can be found in the appendix.

Source: EAB interviews and analysis.

How Students Experience the Student Care Network

Accessing Holistic Care Through Vanderbilt's Centralized Model

Vanderbilt designed the centralized intake process to be student-centered and simple, with the goal of making it easy for students to connect with the right resources from within the network, across campus, or in the community to address their concerns. Students seeking support can easily learn about and complete the first step towards accessing care online on the Student Care Network and affiliated offices' websites, or walk-in to the Office of Student Care Coordination.

A Streamlined Experience, From Intake to Follow Up



Complete Intake Form

Student completes the intake form online on the [Student Care Network website](#). The intake form prompts them to provide basic information about themselves and their concerns so that a Student Care Coordinator can prepare for their intake appointment.



Schedule an Appointment with a Student Care Coordinator

Once the form is submitted, the student can schedule a 30-minute appointment (in-person or via telephone) with a Student Care Coordinator through an online scheduling portal.



Meet with a Student Care Coordinator

A Student Care Coordinator assesses the student's needs and level of concern. The Coordinator helps them develop a goal-oriented success plan with clear next steps. Coordinators might educate them about self-serve resources, schedule appointments with providers in the Student Care Network, or help arrange off-campus care.



Access Resources

The student accesses the resources or services outlined in their success plan.



Student Care Coordinator Follow Up

A Student Care Coordinator follows up with the student to ensure they are staying on track with their success plan. Follow up frequency depends on the student's needs and level of distress, and can be done in-person, by email, or by phone.

Driving Utilization to Campus-Wide Resources

Student Care Network Website Consolidates Cross-Campus Supports

In addition to the streamlined intake process, Vanderbilt created a new website to centralize information about available cross-campus resources. A centralized website helps communicate that Vanderbilt has a wide range of resources that support students' holistic well-being.

To develop the website, Vanderbilt inventoried existing resources on campus and organized them by nine dimensions of well-being. The website is user-friendly and enables students to easily identify the resources that best address their needs, either independently or through interacting with a Student Care Coordinator. The website and featured resources are updated on an ongoing basis to ensure their accuracy and utility.

Online Portal Streamlines Resource Access

The screenshot shows a web browser window displaying the Student Care Network website. On the left, a vertical navigation menu lists nine dimensions of well-being: Cultural & Identity (highlighted), Emotional, Financial, Intellectual, Physical, Sexual, Social, Spiritual, and Vocational. The main content area is titled 'Cultural & Identity Resources' and features a colorful icon of vertical bars representing diversity. The text explains that individual identity is a central part of wellness and lists various factors like Commodore, country of origin, culture, gender, and sexual orientation. Below the text is a filter bar with options: Undergraduate, Grad/Prof, PostDocs, Community, Confidential, Anonymous, Online, VU, VUMC, and All. Two resource cards are visible: 'Black Cultural Center (BCC)' and 'English Language Center (ELC)'. Each card includes a brief description, a 'Website' link, and a list of applicable student groups.

Source: <https://www.vanderbilt.edu/studentcarenetwork/resources/>; EAB interviews and analysis.

Tracking Impact

How Vanderbilt Is Measuring Impact of the Student Care Network

The Student Care Network launched at the start of the 2018-19 academic year. Already, Vanderbilt is seeing positive indicators that their new model is making it easier for students to access the care they need on campus. For example, students, faculty, and staff frequently share that the new website and streamlined intake process makes it easier to navigate campus resources and recommend next steps to students.

As the Student Care Network continues to grow and mature, Vanderbilt is closely watching some key metrics to gauge the model's long-term impact and success.



Referral Follow-Through
Are students using the resources – whether self-guided, prescriptive, or in between – that Student Care Coordinators direct them to?

Flow
What is the time frame between intake form completion, Student Care Coordinator appointment, and appointment at or utilization of another office or resource?

Appointment Type
What kinds appointments are Student Care Coordinators scheduling at offices in the network? How many appointments at each office are being made?

Resource Utilization
Which resources are most commonly accessed? Which are underutilized? Has use of non-clinical resources risen?

Student Satisfaction Surveys
What feedback are students providing about the intake process, services, and resources?

Lessons Learned and Next Steps

What Can Your Institution Take Away From This Model?

Vanderbilt’s centralized Student Care Network is an example of how an institution is implementing a holistic student care model. The centralized intake process makes it easy for students to connect with a wide range of effective care options, while the online compendium of campus resources provides a streamlined way for students to navigate campus well-being supports.

Use the below diagnostic and discussion questions to brainstorm how your institution might explore a centralized intake process to holistically support students’ well-being on campus.

Diagnostic Questions

For each of the statements below, indicate how strongly you agree or disagree based on your institution’s current practices. Use your answers to these questions and the discussion questions provided below to identify areas of strength and opportunity for your institution. (Scale: 1=strongly disagree; 5=strongly agree)

Our institution personalizes recommendations for self-serve resources for individual student needs and goals.	1	2	3	4	5
Students are informed about the breadth of mental health and well-being services and supports across campus, beyond just the campus counseling center.	1	2	3	4	5
Our institution has a comprehensive, well organized inventory of the range of mental health and well-being supports that are available to students.	1	2	3	4	5
Students know how and where to access support for various well-being resources.	1	2	3	4	5

Discussion Questions

1. How does our institution define well-being? How do our existing services and resources support each element of well-being?
2. What would a centralized intake process look like on campus? What types of investment (e.g., new office, staff, organizational structure) would we need to make this effort a success?
3. What offices, services, and resources are overutilized? Which are underutilized? How might we increase utilization?
4. How do we frame and communicate well-being supports to students, faculty, and staff?
5. How might we organize a comprehensive list of offices, services, and resources that support students’ well-being on campus?

How EAB Can Help

Research and Resources to Guide Your Next Steps

Over the last decade, students' demand for mental health services has significantly grown—and it shows no signs of slowing down. EAB's Student Affairs Forum provides research, tools, and resources to help members pursue strategies to address the demand on campus. Below we've highlighted some of the current and forthcoming EAB resources on mental health wellbeing. You can access all of EAB's research online in the [Mental Health Resource Center](#).



Developing Coping and Resilience Skills to Advance Student Success

Forthcoming in 2019

- Developing Coping and Resilience Skills to Advance Student Success
- Collaborating with Faculty Partners
- Embedding Resilience into the Career Process



Meeting the Escalating Demand for Campus Mental Health Services

- [Meeting the Escalating Demand for Mental Health Services](#)
- [Establishing a Sustainable Scope of Service](#)
- [Eleven Tools for Meeting the Escalating Demand for Mental Health Services](#)



Responding to Students of Concern

- [Link BIT/CARE Team Outcomes to Student Success](#)
- [Optimize Your BIT/CARE Team Size and Composition](#)
- [Responding to Students of Concern](#)



To access the full range of services available to you, please visit our website at eab.com/saf.



Appendix

Student Care Coordinator Job Description, Vanderbilt University

Student Care Coordinator Job Description

Vanderbilt University

About the Position

The Student Care Coordinator for the Office of the Dean of Students will conduct intake assessments that take into account unique aspects of identity to determine appropriate treatment plans and help to coordinate follow-up for students of concern. The Student Care Coordinator will assist students in accessing on and off-campus resources and services, planning and setting goals related to their care, continuing with the appropriate level of care, as needed, and/or re-entering the University after a medical leave of absence. This position will coordinate with the Office of Housing and Residential Education, the University Counseling Center, the Student Health Center, the Center for Student Well-being, the Office of Student Accountability, Community Standards, and Academic Integrity, the Project Safe Center for Sexual Misconduct Prevention and Response, the academic units, and other relevant departments to address the needs of students having personal and/or academic difficulty. Additionally, this position will assist with outreach and education to the campus community (students, staff, and faculty) regarding identification and intervention for students of concern, and assist in the development of a network of community providers to supplement on campus services.

Duties, Responsibilities, and Expected Outcomes

- Provide case management services for students of concern, including assessment, outreach, advocacy, assistance in accessing resources and navigating the University system
- Implement appropriate follow-up with students of concern to ensure compliance with recommendations + Conduct intake assessments and coordinate follow-up
- Ability to respond to after hours or weekend emergencies on a limited basis
- Assist in developing and maintaining a network of community providers and resources that meet the needs (medical, financial, and otherwise) of the student population
- Respond to inquiries and reports about students of concern
- Act as a resource and liaison to members of the University community on matters pertaining to student well-being and students of concern
- Work with students returning from medical leaves of absence in order to ensure procedural compliance and enable personal and academic success
- Prepare or assist in the preparation of relevant reports
- Design programs and publications and conduct trainings to educate students, faculty, and staff about student well-being and identifying and responding to students in distress
- Represent the Office of the Dean of Students on various University-wide committees
- Keep abreast of trends in student mental health, substance use, and well-being
- Research, understand, and articulate legal and administrative requirements
- Have an understanding of FERPA, HIPAA, and other relevant laws and regulations, and uphold the highest standards of confidentiality
- Engage in professional development, including presentations at pertinent conferences and workshops
- Assume other responsibilities as directed by the Student Care Manager and Associate Dean for Community Standards and Student Support and the Dean of Students in matters related to student well-being

Source: Vanderbilt University; EAB interviews and analysis.

Student Care Coordinator Job Description (cont.)

Vanderbilt University

Qualifications

- Job requires a Bachelor's degree and 3 years of experience or the equivalent
- The most competitive candidates are likely to have a Master's degree in Social Work or Counseling and relevant licensure preferred; Master's degree in related mental health field also considered.
- Demonstrated understanding of and experience conducting behavioral health assessments
- Knowledge of advising and counseling techniques
- Experience working with students in crisis and creating behavioral intervention plans and/or case management
- Knowledge of principles and procedures involved in risk assessment in a University setting
- Demonstrated skills in critical thinking, decision-making, problem solving, and identifying measures of procedural performance
- Demonstrated ability to create training material and resources for working with students in distress
- Knowledge of student affairs/student life context within a University and ability to work with faculty members and senior-level administrators relatively autonomously
- Must be able to maintain confidentiality and privacy within the bounds of Family Educational Rights and Privacy Act (FERPA)
- Strong organizational skills and self-motivation
- Strong communication (oral and written) and public relations skills
- Demonstrated commitment to diversity, inclusion, and cultural competence
- Ability to work effectively with students from diverse backgrounds attending highly selective institutions with a broad range of campus groups, departments, and organizations
- Proven ability to handle multiple priorities while maintaining a high level of professionalism and attention to detail
- Strong computer skills in the use of spreadsheets and student databases

Student Affairs Forum

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