EAB

# Supporting Student Mental Health and Wellness in Spring 2021

We will begin at 1:02 p.m. Eastern Time once everyone has joined!

Student Affairs Forum

# Joining Us Today...



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# Zoom Webinar Features

## Higher Education Grappled with Meeting Growing Demand Prior to COVID

**7x**
Rate at which demand for counseling center appointments **outpaced enrollment growth**[1]
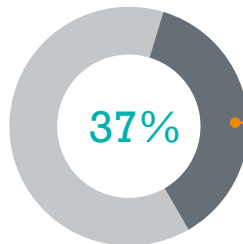
**37%**
Share of college students **with mental disorder diagnoses**, 2018

**9.3 FTE**
**Number of staff counseling centers gained** for every 1 lost in 2017-18, up from 3.9 in 2014-15

**18 days**
**Average wait time** for an initial counseling appointment on campuses that have a waitlist, up from 12 days in 2014-15

### Now Available: Meeting the Escalating Demand for Mental Health Services[2]

**EAB**

Meeting the Escalating Demand for Mental Health and Well-Being Support

Briefing for Senior Institutional Leaders

Student Affairs Forum

This study recommends best practices to maximize existing counseling center resources by:

- Aligning resources with students' varying levels of need and risk

- Targeting interventions to key student segments

1) Counseling center utilization increased 38.4% while enrollment increased by only 5.6% from 2009-2015.
2) This content will not be the focus of today's discussion.

Sources: LeViness, Peter, Carolyn Bershad, and Kim Gorman. "Association for University and College Counseling Center Directors Annual Survey," 2018; Center for Collegiate Mental Health, 2018 Annual Report; Bauer-Wolf, J., "Study: College Presidents Prioritizing Student Mental Health," *Inside Higher Ed*, 2019; EAB interviews and analysis.

## Percentage of US Adolescents Reporting a Major Depressive Episode[1] in the Past Year

*Adolescents aged 12-17, 2010-2018*

| Year | Percentage |
|------|-----------|
| 2010 | 8% |
| 2011 | 8.2% |
| 2012 | 9.1% |
| 2013 | 10.7% |
| 2014 | 11.4% |
| 2015 | 12.5% |
| 2016 | 12.8% |
| 2017 | 13.3% |
| 2018 | 14.4% |
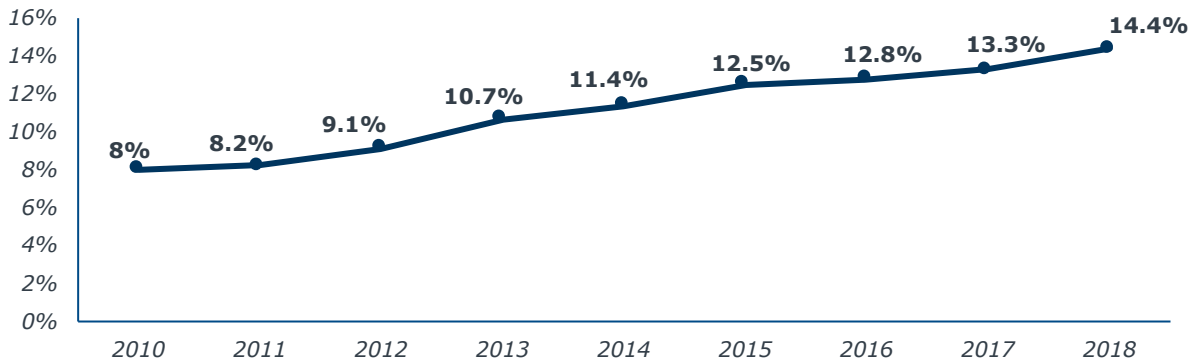
**17%**
Increase in **diagnosis of anxiety disorders** in young people[2] in the last 10 years

**32%**
Of adolescents will meet criteria for an **anxiety disorder by the age of 18**

1) Characterized as suffering from depressed mood for two weeks or more, a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, worthlessness.
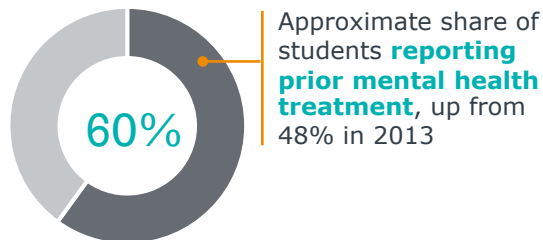
2) Aged 6 to 17.

Sources: Bahrampour, Tara, "Mental health problems rise significantly among young Americans," *The Washington Post*, March 2019; "2017 Children's Mental Health Report: Anxiety and Depression in Adolescence," *Child Mind Institute*, Accessed 25 Oct. 2019; "2018 Children's Mental Health Report: Understanding Anxiety in Children and Teens," *Child Mind Institute*, Accessed 25 Oct. 2019; EAB interviews and analysis.

## CCAPS Trends, 2010-2020[1]

*Center for Collegiate Mental Heath*

| Item | 10-Year Change | 2010-2020 |
|---|---|---|
| **CCAPS-62** | | |
| Depression | +0.22 | |
| Generalized Anxiety | +0.27 | |
| Social Anxiety | +0.25 | |
| Academic Distress | +0.02 | |
| Eating Concerns | +0.06 | |
| Hostility | -0.07 | |
| Substance Use | -0.14 | |
| Family Distress | +0.08 | |

## 2019-2020 CCMH Data Shows Movement on Low- and High-Acuity Concerns

**24%** — Percentage of students whose **top concern is anxiety**

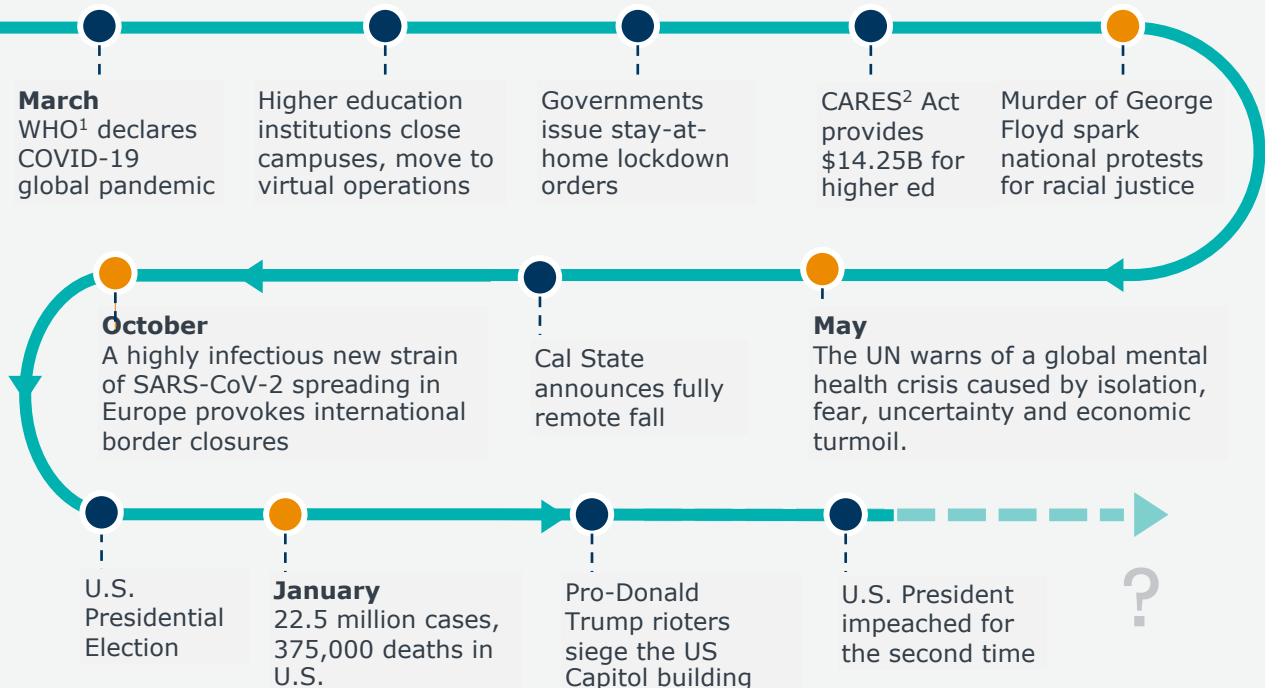**60%** — Approximate share of students **reporting prior mental health treatment**, up from 48% in 2013
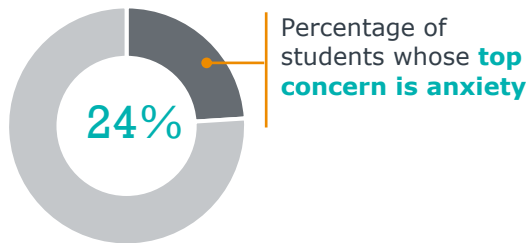
1) Average subscale scores. The Counseling Center Assessment of Psychological Symptoms (CCAPS) is a multidimensional assessment and outcome monitoring instrument used by CCMH counseling centers. The chart provides information regarding trends in student self-reported distress upon entry to counseling services as indicated by the CCAPS subscales.

2) This report includes data up through the end of the 2019-2020 academic year, meaning it does not include the Fall 2020 semester.

Source: Center for Collegiate Mental Health. (2021, January). 2020 Annual Report

# A Tumultuous Year of Political and Social Unrest

## Widespread Instability Creates Unprecedented Challenges to Health and Wellness

**March**
WHO[1] declares COVID-19 global pandemic

Higher education institutions close campuses, move to virtual operations

Governments issue stay-at-home lockdown orders

CARES[2] Act provides $14.25B for higher ed

Murder of George Floyd spark national protests for racial justice

**October**
A highly infectious new strain of SARS-CoV-2 spreading in Europe provokes international border closures

Cal State announces fully remote fall

**May**
The UN warns of a global mental health crisis caused by isolation, fear, uncertainty and economic turmoil.

U.S. Presidential Election

**January**
22.5 million cases, 375,000 deaths in U.S.

Pro-Donald Trump rioters siege the US Capitol building

U.S. President impeached for the second time

?

1) World Health Organization
2) Coronavirus Aid, Relief, and Economic Security Act

But Early Data Indicates Widespread Impact on Mental Health and Wellness

**No One Immune to Emotional Impacts of COVID**

*Share of students surveyed who reported feeling…*

| | |
|---|---|
| Disappointment/Sadness | **78%** |
| Lonely/Isolated | **77%** |
| Stress/Anxiety | **87%** |

*Since the beginning of the pandemic, has your mental health…*

| | |
|---|---|
| Worsened significantly | **18%** |
| Worsened somewhat | **23%** |
| Worsened | **34%** |
| Unchanged | **17%** |
| Improved | **3%** |
| Improved somewhat | **3%** |
| Improved significantly | **1%** |

**75%**
Of college students said their **mental health had been negatively impacted** by the pandemic

## Three Trends Across Colleges and Universities

*University Of Iowa Students Detail 'Disappointing,' 'Awful' Experiences In Quarantine, Isolation Dorm Rooms*

▶ 1 **Negative experiences in quarantine/isolation**

*'Zoomed Out,' 'Lonely,' and 'Tired': Hours online with little social interaction wear on Penn students*

▶ 2 **Students experiencing, social isolation, Zoom fatigue, and more**

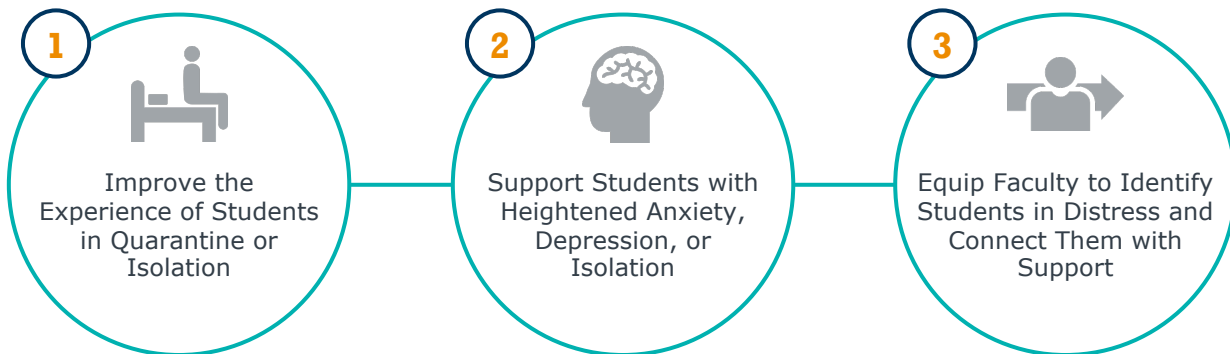*"Falling Through The Cracks": How The Coronavirus Pandemic Is Exacerbating The Mental Health Crisis At UK Universities*

▶ 3 **Faculty unsure how to recognize and direct students struggling**

Bolstering Mental Health and Wellness Support for Spring 2021 Semester

**1**

Improve the Experience of Students in Quarantine or Isolation

**2**

Support Students with Heightened Anxiety, Depression, or Isolation

**3**

Equip Faculty to Identify Students in Distress and Connect Them with Support

# 1

## Improve the Experience of Students in Quarantine or Isolation

▶ Be Transparent About What Students Can Expect in Quarantine or Isolation

▶ Maintain Clear Communication to Ensure Students Feel Supported

# Isolation Housing Lessons from Fall 2020

## Quarantine Housing Can Be Mysterious, Intimidating, and Scary

**No Shortage of Isolation Housing Nightmares**

*'Like The Berlin Wall' – Students Tear Down COVID-19 Security Fences In Protest*

*Nottingham students unhappy with conditions in 'prison' residence halls*

*Students stuck in their dorms are exposing sad quarantine meals on TikTok, demanding the school do better*

*'So much went wrong': 1st student diagnosed with COVID describes broken belongings, little University support*

### Isolation Housing Shortfalls
*From the Fall 2020 Semester*

Infrequent communication

Unclear expectations about when this will end

Reduced access to resources and peers

Low food quality

# Another Source of Anxiety for Students...

## Negative Isolation Housing Narratives from Fall 2020 Won't Be Quickly Forgotten

"Anyone who has seen the headlines is terrified of getting that positive result and being moved to the isolation complex"

"I'm so anxious about being put in isolation housing I've been distracted from my work and started to think it might be better to just go home for the semester"

"I started seeing a therapist because of my COVID anxiety, mostly because I don't know what to expect. It seems different for everyone and I've heard isolation housing is a terrible experience"

## Students Have Many Questions about Q/I Housing

"

**"All the unknowns of isolation is the most stressful part, I have no idea what to expect "**

**Students Don't Always Ask Important Questions Until They Are Faced with Moving to Isolation**

How will food be delivered?

Will alcohol be allowed if I'm 21+?

Can I go back to my room if I forgot something?

How will students be moved and onboarded into quarantine or isolation units?

What kind of programmatic activities will be offered?

How will I get fresh air and exercise?

Who will they tell if I have COVID-19?

How will they inform faculty so I will not be penalized for missing classes?

Can I go home?

# Help Students Prepare and Feel Prepared
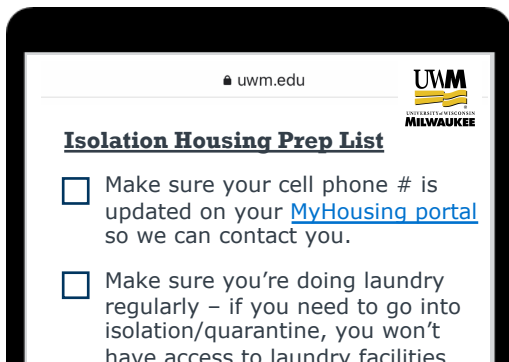
## Kalamazoo College and UW-Milwaukee Set Expectations
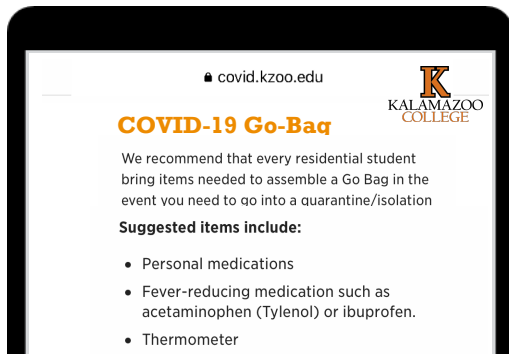
### COVID-19"Go-Bag" Checklist Benefits

☑ Sets clear expectations about what students should bring and what will be provided for them

☑ Packing list helps students feel better prepared and less anxious about going into quarantine

### Isolation Housing "Prep-List" Benefits

☑ Confirm students' contact information so communication does not stop when entering isolation housing

☑ Serves a reminder of what will and will not be available in isolation housing

**COVID-19 Go-Bag** (covid.kzoo.edu — KALAMAZOO COLLEGE)

We recommend that every residential student bring items needed to assemble a Go Bag in the event you need to go into a quarantine/isolation

**Suggested items include:**
- Personal medications
- Fever-reducing medication such as acetaminophen (Tylenol) or ibuprofen.
- Thermometer

**Isolation Housing Prep List** (uwm.edu — UWM University of Wisconsin Milwaukee)

☐ Make sure your cell phone # is updated on your MyHousing portal so we can contact you.

☐ Make sure you're doing laundry regularly – if you need to go into isolation/quarantine, you won't have access to laundry facilities.

Source: University of Wisconsin Milwaukee Isolation Prep List; Kalamazoo COVID Bag Checklist; Student Affairs Forum interviews and analysis.

# Shed Light on the Quarantine Experience

## The University at Buffalo Limits Misperceptions Using Proactive Communication

### Food Delivery

All food options are outlined in detail on the isolation housing page; hours, locations, payment info, guidelines for takeout and more

### Other Services

Information about mental health support, academic support, health services, fitness, laundry, and more during your stay
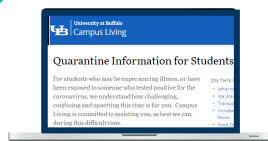
### Transportation & Check-in

Information about shuttle service and checking in; complete list of what will be in your room

### Rules & Expectations

Simple, clear summary of what is expected during your stay

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## Mental Health Support Services Included in the Guide

Individual and group counseling

Online self-help resources

ReachOut SUNY

Skills-based workshops

Community provider database

Free online suicide prevention training

# 1

## Improve the Experience of Students in Quarantine or Isolation

▶ Be Transparent About What Students Can Expect in Quarantine or Isolation

▶ **Maintain Clear Communication to Ensure Students Feel Supported**

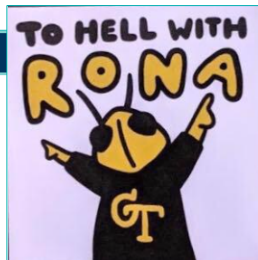# Student Group Brings Smiles to Isolated Peers

## Georgia Tech Students Organized Efforts to Inspire Isolated Students

**Care Packages with Stress Reducing Activities**
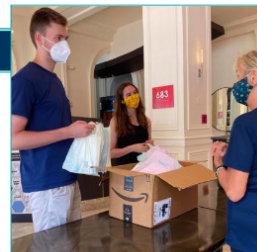


Student leaders used their budget to purchase sweet treats, coloring supplies and SWAG

**Kind Notes of Encouragement from Fellow Students**



Students organized a campaign to write encouraging notes to students in isolation

**Coordinated with Key Campus Partners**



Student leaders worked with faculty and staff to ensure packages were safely distributed

### Student Leaders Collected Notes from Fellow Students, Alumni, Faculty and Staff

**604** Cards written to students in quarantine or isolation housing

**524** Care packages delivered to students in isolation housing

Source: GA Tech Smile Program; Georgia Tech Smile Instagram Page; Student Affairs Forum interviews and analysis.

## Engage the Campus Community to Support Isolated Students

**Making It Work on Your Campus**
*Essential Questions to Consider*

▶ Are there existing student groups who would be interested in an initiative like this?

▶ Which offices would students need to work with to implement the initiative?

▶ How will participants be updated on the impact of their notes and packages?

**Keys to Success**

✓ **Promoted on Social Media**
Students used Instagram to promote participation and provide impact updates

✓ **Easy to Participate**
Local drop-boxes and a google form allowed on and off-campus participation

✓ **Students Heavily Involved**
Messages coming from other students helps isolated students feel more connected to their peers

# Syracuse Takes a Holistic Approach

## Ensuring Students Feel Remembered Is a Cross-Functional Initiative

**Health**

Isolated students receive a **daily call from a campus nurse**, while quarantined students are **assigned a case manager** in the dean of students' office.

**Academics**

Students can access **virtual tutoring** and schedule a 1 on 1 "**Maximizing Online Learning" session** to construct a plan for success in online course work

**Mental Health**

**Weekly virtual support groups** for students in isolation and quarantine

**Physical Fitness**

Students have the option to sign up for **workouts adapted for their small rooms**

# Provide Targeted Support

For Students in Isolation and Quarantine

## Discussion Questions

**1** | How do we communicate with students about what isolation will look like?

**2** | How can students in isolation engage in the community or with peers virtually?

**3** | How can students in isolation access mental health resources?

**4** | Could we work with the communications, housing and health team to add some isolation housing information to social media?

## Next Steps to Support Students in Q&I

- ☑ Create an isolation housing preparation checklist

- ☑ Work with campus partners to ensure students in isolation have access to resources across the university

- ☑ Survey students who have experience isolation housing to inform future improvements

# 2

## Support Students with Heightened Stress, Anxiety, or Isolation

▶ Simplify Access to Scalable Resources

▶ Explore Tech Platforms to Provide Personalized Support

# Digital Health "Accelerated by 7-10 Years"

Surge in Tele-Health Improves Access and Flexibility for Students

## <12%

Of college counseling centers offered **telephone counseling** in 2018[1]

## <4%

Of college counseling centers offered **video counseling** in 2018[1]

## 10,000%+

Increase in use of TAO Connect after the start of the pandemic

"I think of [teletherapy] as a dusty dirt road that no one wanted to take that is now a 16-lane highway."

*Ken Duckworth,*
*Chief Medical Officer*
*National Alliance on Mental Illness*

**Even Former Skeptics Are Now Convinced of Value of Tele-Therapy**

"**I was kind of a skeptic.** But I'm seeing some results. I'm seeing some students really tune in, and it's fascinating that for some students, **I actually think they're getting more virtually than they are sitting in a room with me.**"

*David Graham*
*Director, Center for Student Health and Well-Being*
*Davidson College*

1) 2018 survey of counseling center directors by the Association for University and College Counseling Center Directors (AUCCCD)
2) Before April, TAO Connect was facilitated about 40,000 minutes of videoconferencing per month, compared with 70,000 minutes in a single day in April.

Source: "Teletherapy is helping Americans get through the pandemic…", Washington Post, 2020; "Colleges providing therapy amid COVID-19 disruptions", Georgetown University, 2020; "Colleges take on mental health care online", Higher Ed Dive, 2020; Student Affairs Forum interviews and analyses

# But Tele-Therapy Only Gets Us So Far

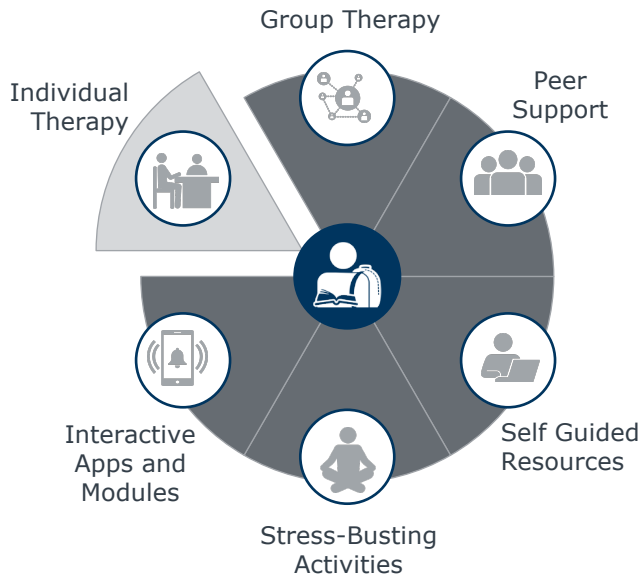## To Maximize Support, Institutions Must Promote Suite of Resources

> **Individual Therapy Only Part of the Puzzle**
>
> Even before the pandemic, we were struggling to serve all students who needed support. With stress, anxiety, depression, and isolation affecting so many of our students now, we know we can't meet that demand through individual therapy alone.
>
> Plus, that's not what every student needs. There are additional barriers, like students who don't feel comfortable or don't have the privacy to speak with a therapist from home. **We will be leaning on our self-guided resources across the spectrum.**
>
> *Counseling Center Director*

Group Therapy
Peer Support
Individual Therapy
Self Guided Resources
Interactive Apps and Modules
Stress-Busting Activities

Flexibility and Accessibility More Important than Ever

**Popularity of Self-Care and Wellness Primes Students to Partake…**

*Go On an Immersive Meditation Journey with Headspace's Netflix Series*

*Generation Z: Self-Care Is More Than a Hashtag*

*Self-care Has Never Been More Important*

*Self-care Apps Are Booming*

*These Focus Apps Will Help Keep You from Doomscrolling*

**…And Self-Guided Support Brings Many Benefits**

✔ Available 24/7, as needed, without needing to wait for an appointment

✔ More accessible to students who don't have the privacy or internet bandwidth at home for tele-therapy

✔ Provides avenue of support for those not yet ready to open up to a counselor

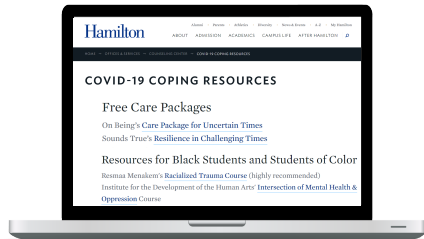✔ Allows varying levels of engagement based on needs and preferences, from a few lessons, to consistent, long-term use

## Institutions Provide Guidance On "Thriving Remotely" Amid a Pandemic
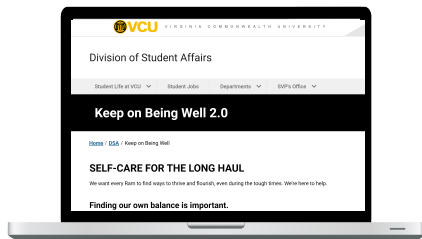
### "Self-Care For The Long Haul" Support Hub

✔ Immediate action items highlight how to use campus resources

✔ Guide to help students recognize signs of distress in others

### "COVID-19 Coping" Resource Guide

✔ "Care Packages" of curated mental health content

✔ Resources targeted for student groups experiencing high stress

Source: Hamilton COVID-19 Coping; VCU "Keep On Being Well"; Student Affairs Forum interviews and analyses.

# Package Highly Relevant Resources Together

## COVID Bundle Focuses on Skills and Support Students Need Most Right Now

**University of Colorado's COVID Workshop Series**

**1** Mindfully Thriving

*Stay present during times of unease. This workshop guides you through 3 mindfulness exercises you can easily practice at home.*

**2** Anxiety Toolbox for COVID

*Learn skills and tools to help manage triggering thoughts and feelings with real life examples from the current pandemic.*

**3** Coping with COVID

*Learn skills for managing overwhelming emotions during this stressful time. This workshop helps normalize different responses people experience in relation to COVID-19.*

**4** How to Survive Quarantine with Others

*Learn how to address conflict, develop listening skills, and set healthy boundaries to manage tension that may arise due to increased time together.*

**Key Benefits of Series**

Timely topics that **teach skills that benefit students beyond the pandemic**, like coping and conflict resolution

**Supplemental resources** like videos and workbooks give students all they need to make the most of the workshops

Live or pre-recorded options let students **select the format that works best for them**

# 2

## Support Students with Heightened Stress, Anxiety, or Isolation
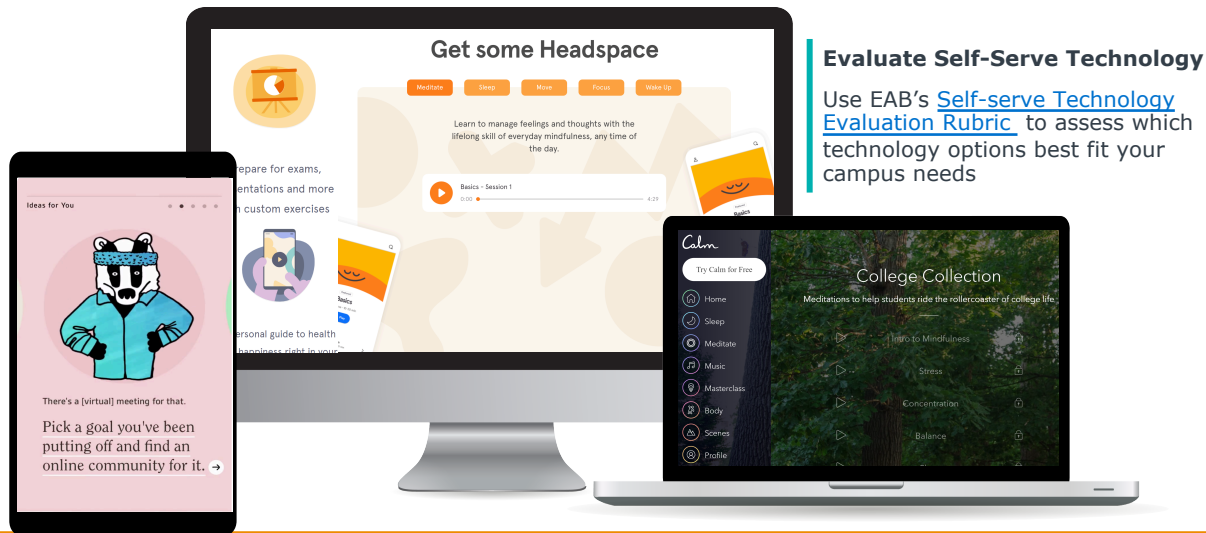
▶ Simplify Access to Scalable Resources

▶ **Explore Tech Platforms to Provide Personalized Support**

## Apps Tailor Messaging to Meet Growing Need for Mental Health Support

**Evaluate Self-Serve Technology**

Use EAB's [Self-serve Technology Evaluation Rubric](#) to assess which technology options best fit your campus needs

**Nod**

Offers customized journeys for students to practice social skills at their own pace

**Headspace**

Guided meditation, sleep content, focused exercises to reduce stress and increase happiness

**Calm**

Mindfulness and meditation, featuring a collection of mediations for students

Source: Headspace, Calm; Nod; Student Affairs Forum interviews and analyses.

# In-the-Moment Support Made for College Students

## YOU@COLLEGE Promotes Personalized Resources

**1** Mobile-ready platform accessible through **university app or main student portal**

**2** Platform uses single-sign on for **seamless access**

**3** "Reality Check" quizzes **assess current state of well-being** in the areas of Succeed, Thrive, and Matter

**4** Content tailored to each student's **unique needs**



**40+**
New pieces of COVID-specific content added since the start of COVID
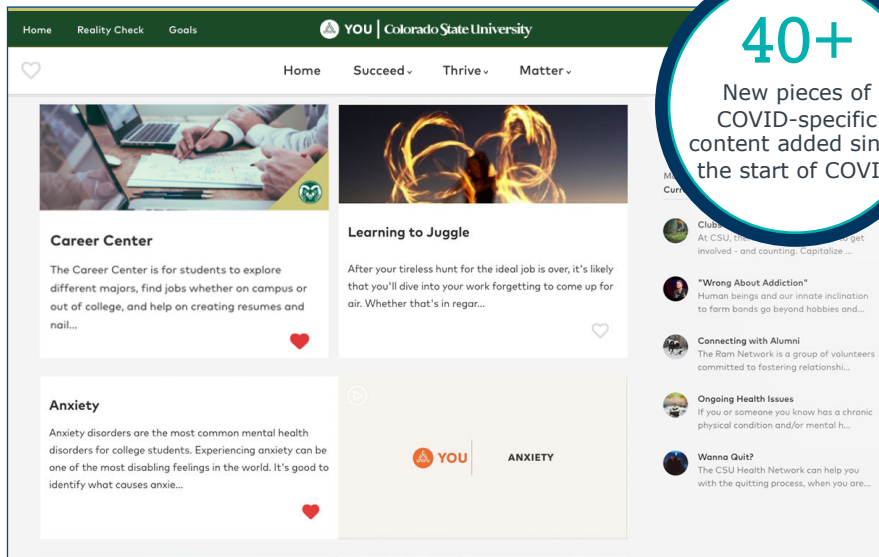
**73%** Of all content views across YOU@COLLEGE campuses have been focused on COVID-19 content

**150%** Increase in app traffic among institutions highlighting YOU as part of their response

# 3

## Equip Faculty to Identify Students in Distress and Connect Them with Support

▶ **Leverage Faculty to Promote Mental Health Resources to Students**

▶ Help Faculty to Navigate Tough Conversations

▶ Embed Wellness Content into the Classroom

# Referral Methods Less Effective amid COVID

Faculty & Staff Strategies to Connect Students with Support Need an Update

## Common Methods of Identifying and Supporting Are Now Less Clear

**Identifying** distressed students

*An advisor recognizes signs of self-harm while meeting with a student*

In a virtual environment, are there more effective methods to identify signs distress?

**Approaching** students of concern

*A professor asks a distressed student to check-in after class*

When classes are online, what is the most appropriate way to "pull aside" a distressed student?

**Connecting** students to the resources they need

*A housing staff member walks a student to the counseling center*

How can staff ensure students are connecting with help when offerings and formats have changed?

## But Faculty Can Play an Important Role in Student Mental Health

**Many Students Don't Feel Faculty Value Mental Health**

**60%** Of students feel their instructors **do not** take mental health seriously

**70%** Of students **aren't comfortable** telling their instructor if their mental health stops them from completing their work

**Faculty Play a Role in Each of The Top 3 Areas of Student Stress Amid COVID-19**

**1** Uncertainty about the future of their education (72%)

**2** Fear falling behind in their coursework (61%)

**3** Struggles with remote learning (60%)

"

"It's about creating an environment of trust, so students know that they have an ally within you. **Being proactive about expressing the importance of mental health to our students, signals that they should value their mental health** and we are here if they need help."

*Adjunct Professor, Northeastern Public University*

Source: "College Student Mental Health and Well-Being: A Survey of Presidents", *Higher Education Today*, 2019; "COVID-19 and Mental Health", *Chegg,* 2020; "College Students Mental Health Continues To Suffer From ", *Timely MD*, 2020; "Faculty Pandemic Stress Is Now Chronic", *Inside Higher Ed,* 2020;  "Mental Health on The Syllabus", *Inside Higher Ed*, 201 Student Affairs Forum interviews and analyses.

Standardized Blurbs and Links Are Easy to Incorporate into Syllabi

**NORTHWESTERN UNIVERSITY**

If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I try to be flexible and accommodating. You may also contact the Evanston CAPS office which provides a variety of services for full-time/degree-seeking undergraduate and graduate students. Visit https://www.northwestern.edu/counseling/ or call 847.491.2151

**THE UNIVERSITY of WISCONSIN MADISON**

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services can help with these or other issues you may experience. Help is always available. You can learn about free, confidential mental health services available to you; call 608-265-6600 (option 2) or visit uhs.wisc.edu.

✔️ *Ensure syllabus statements reflect current counseling center operations and available resources*

## The Virtual Red Folder Provides Up-to-Date Guidance for Faculty

**RED FOLDER**

**GUIDANCE FOR FACULTY & STAFF SUPPORTING STUDENT WELL-BEING IN A VIRTUAL CAMPUS ENVIRONMENT**

Current Student Challenges

Responding to a Student in Distress

Know Your Role

**Quick and Easy Access Online**

The folder transitioned online to ensure easy and quick access while working remotely during COVID-19

**Updated to Reflect Recent Events**

Sample questions specific to social injustice and COVID-19 help faculty engage in conversation with students on these topics

**Guidance on Roles & Boundaries**

Faculty feel better prepared to engage with distressed students when they understand what the university expects of them

"We heard from faculty and staff that sometimes **they are just not sure what to say or what is appropriate or inappropriate** because no one wants to further traumatize someone in distress, so we came up with a process to help them."

*-John Austin, Special Assistant for Health and Wellbeing, Stanford University*

Source: Stanford Red Folder 20-21 | Student Affairs; Student Affairs Forum interviews and analyses.

## Send Just-in-Time Emails to Campus Partners with Plug-and-Play Resources

**Send a Mid-Semester Email Highlighting Key Resources**

*Dear Colleagues,*

*At the beginning of this semester I emphasized the importance of Mental Wellness in our community and provided an overview of the resources available.*

*As we move into the middle of the semester, I write to remind you once again of these resources and encourage you to remind students that these are available*

- *Counseling – make an appointment here*
- *Support groups – calendar and sign-up here*
- *Free Headspace membership – register here*
- *COVID-19 Self-Help Toolkit – download here*
- *Campus food pantry – directions here*
- *Available emergency funds – apply here*

*Sincerely,*
*Senior Vice Provost*

**Make It Work on Your Campus**
*An Effective Email Reminder Campaign*

Distribute widely to faculty and staff in **student-facing** roles (international student office, financial aid, advising)

**Make it easy for faculty to share** by forwarding to students or copying links into a discussion board post

Send from **senior campus leader** to emphasize issue's importance

**Circulate at key times** to keep referring top of mind when students may be most at risk

Wellness Champions Get the Word Out about Available Resources

**MONTANA STATE UNIVERSITY**

## Wellness Champion Responsibilities...

Host and facilitate health promotion and education activities within their department

Help newly admitted students have a smooth transition by sharing department expectations and resources available

Inform peers about updates to student health and wellness services and resources throughout the year

## ...Contribute to Greater Awareness of Mental Health Resources among Grad Students

☑ Ensure graduate students are aware of and effectively using health and wellness resources

☑ Facilitate conversations and knowledge-sharing opportunities related to enhance graduate student wellbeing

☑ Build connections across graduate programs to share wellbeing practices

SFU Teaching Assistants Reinforce Mental Wellness in the Classroom

**Graduate TA Well-Being Project Keeps Mental Health Top-of-Mind**

SFU | SIMON FRASER UNIVERSITY

**Well-Being Project Promotes Wellness for Graduate TAs and Their Students**

**TAs Attend a Mental Health Resource Workshop**

**Just-in-Time Resources Delivered Weekly via Email**

**Promising Momentum**

87 GTA participants over one year; 91% learned strategies for enhancing well-being in the classroom and 70% saw a benefit in their students

Health promotion staff present at graduate student orientations to recruit graduate TAs for the program

The TA 'Well-Being Workshop' teaches graduate students about the available mental health resources/strategies

Regular updates on new initiatives, well-being exercises to try in class, and operations changes are delivered via weekly emails

"Training graduate teaching assistants helped us **amplify the concepts of cultivating well-being in the classroom** by providing resources and activities for them to use with their students."

*Alisa Stanton, SFU Associate Director of Health Promotion*

Source: Simon Fraser University; TA/TM Weekly Email Content; Student Affairs Forum interviews and analyses

# 3

## Equip Faculty to Identify Students in Distress and Connect Them with Support

▶ Leverage Faculty to Promote Mental Health Resources to Students

▶ **Help Faculty Navigate Tough Conversations**

▶ Embed Wellness Content into the Classroom

# "Sometimes Faculty Just Don't Know What to Say"

## Red Folder Scripting Prepares Faculty to Engage w/ Distressed Students

https://studentaffairs.stanford.edu/redfolder

Stanford Red Folder 20-21
**How to Respond to Distressed Students**

**Stanford** University

**Say What You See**

**Show You Care**

**Hear Them Out**

**Know Your Role**

**Connect Them to Help**

**Each Action Step Provides a Script for Communicating with Distressed Students**

*"Hi ____, I just wanted to check in. I've noticed ____ and wanted to see if you want to talk about it."*

*"I care about your well-being, so I just wanted to check in to see how you're doing. I want to know how I can be the most helpful for you."*

*"That sounds hard, how is that affecting your life?"*

*I'm sorry you're going through this, and honored that you've been vulnerable with me....*

*"Reaching out to ___ for the first time can be a little confusing. Would you like help connecting to ___ ?"*

Ryerson University Helps Faculty Prep for Student Conversations

**ThriveRU Provides Resources to Teach Resilience and Well-being Skills**

**Key Elements**

Wide variety of resources for students, faculty, and staff:

- Workshops
- Flashcards
- Weekly workbook of resilience exercises

**Facilitator's Guide**

Accompanies the weekly workbook and equips faculty and staff to discuss common challenges with students

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Excerpt: ThriveRU Weekly Workbook
Week 3 Exercise – Cultivating Optimism

**Ryerson University**

**Why Is This Important to Students Now:**

By the third week of the term the workload is beginning to sink in and some of our **students may start to question their academic choices and ability to deliver** on the expectations their instructors have for them.

**Leading the Exercise:**

Ask yourself when something good happens:
(1) What role did I play in making this happen?
(2) ...

Ask yourself when something bad happens:
(1) How can I keep this temporary?
(2) …

**Try asking these questions as part of project debriefs during student-staff meetings or during 1:1s.** If they struggle to answer the questions, offer alternative views they may not have considered.

# 3

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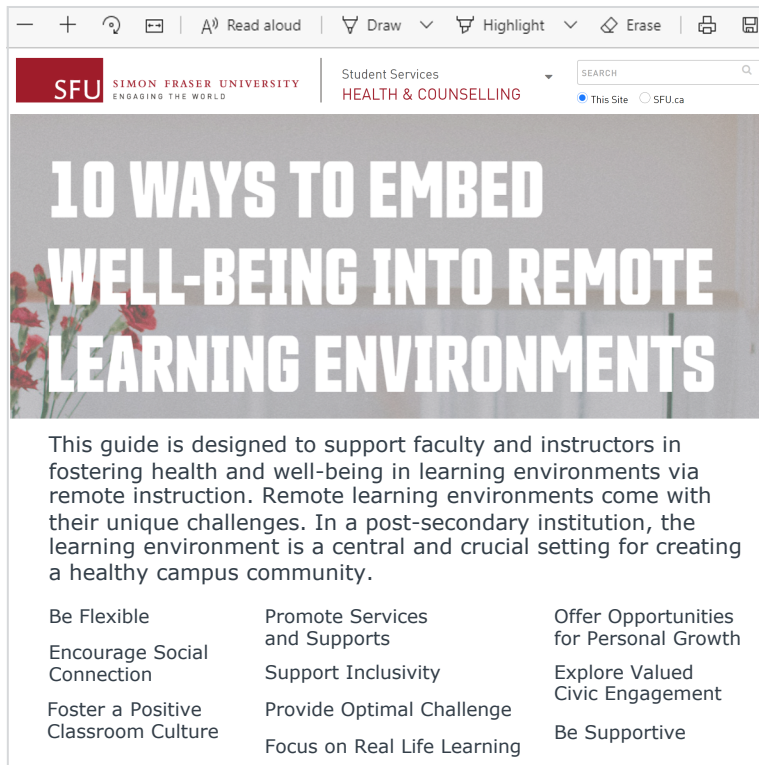
▶ **Embed Wellness Content into the Classroom**

University of Texas Counseling Center Provides Plug-and-Play Canvas Modules



✓ Updated well-being modules provide guidance on important top-of-mind topics

✓ Modules can easily be imported from Canvas Commons to individual courses

✓ Program update section at the top lists new content to draw new and returning users

✓ Links to the UT "Well-being In Virtual Environments" resource page throughout the resource

# Remote Teaching Strategies for Well-Being

## Encourage Faculty to Tailor Their Mental Health Approach to Current Needs

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Student Services
HEALTH & COUNSELLING

SEARCH

This Site | SFU.ca

# 10 WAYS TO EMBED WELL-BEING INTO REMOTE LEARNING ENVIRONMENTS

This guide is designed to support faculty and instructors in fostering health and well-being in learning environments via remote instruction. Remote learning environments come with their unique challenges. In a post-secondary institution, the learning environment is a central and crucial setting for creating a healthy campus community.

Be Flexible

Encourage Social Connection

Foster a Positive Classroom Culture

Promote Services and Supports

Support Inclusivity

Provide Optimal Challenge

Focus on Real Life Learning

Offer Opportunities for Personal Growth

Explore Valued Civic Engagement

Be Supportive

### One-Stop-Shop to Incorporate Mental Wellness into Virtual Environments

✓ Ready-to-download slides to incorporate into course PowerPoints

✓ Sample discussion board posts centered on mental well-being prompt important conversations

✓ Links to resource library of other faculty-submitted content

## Takeaways for Student Affairs Leaders

**Discussion Questions**

**1** | Have we provided guidance about working with distressed students, *specifically in a remote environment*?

**2** | Are MH trainings and resources for faculty and staff accessible online?

**3** | Have we updated our mental health resources to reflect the 2020 flashpoints?

**4** | Do we share resources with faculty and staff in a way that allows them to easily share with students?

**5** | What is the perception of our faculty? Do we have data to help us understand how students feel about faculty support of mental well-being?

**Next Steps to Equip Faculty and Staff**

Short-Term

☑ Assess accessibility of mental health trainings and resources for faculty and staff

☑ Consider how trainings could be updated to reflect new challenges and contexts

Long-Term

☑ Create a plan to keep mental health top-of-mind for faculty and staff

☑ Consider creating a comprehensive resource to help faculty and staff engage with distressed students

Source: Student Affairs Forum interviews and analysis.

# We Appreciate Your Feedback

Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **Chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.