



EAB

Mental Health: Integrating Staff and Student Resiliency into Your Student Success Strategy

Part Two- Tactics and Best Practices

Meet Your Presenters



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Determining the Right Investment Opportunities

Healthy Minds Network (HMN) Return on Investment Calculator



When advocating for policy change, **presenting decision makers with information on the economic impact of a proposed policy** can be a useful strategy for demonstrating a policy's feasibility.

To help advocates determine the economic impact of implementing certain policies, HMN offers a [free online Return on Investment \(ROI\) calculator](#) for college mental health programs and services.

The most typical areas of Administrator Investment are: ●

- Leave of absence and return-to-“campus” policies
 - The most successful address ADA, HIPAA and FERPA considerations
- Means reduction (suicide prevention)
 - Physical and cultural investments in residence life, dining, campus safety and frontline staff
- Stigma reduction and service utilization education
 - ID Card Projects
 - Gatekeeper Training for Staff, Faculty and Students
- Shifting Advising Model to include [Appreciative Advising](#) practices
- Scaling Mental Counseling Center Services
 - Please see [Meeting the Escalating Demand for Mental Health](#) study via eab.com
- [Investing in Faculty Mental Health and Support](#)

Before You Focus on Student Wellness, Focus on Student Success



Faculty Have an Essential Seat at the Table



A 2019 survey by the American Council on Education (ACE) found **that 82 percent of college presidents agreed or strongly agreed that faculty on their campus were spending more time addressing student mental health concerns than three years ago.**



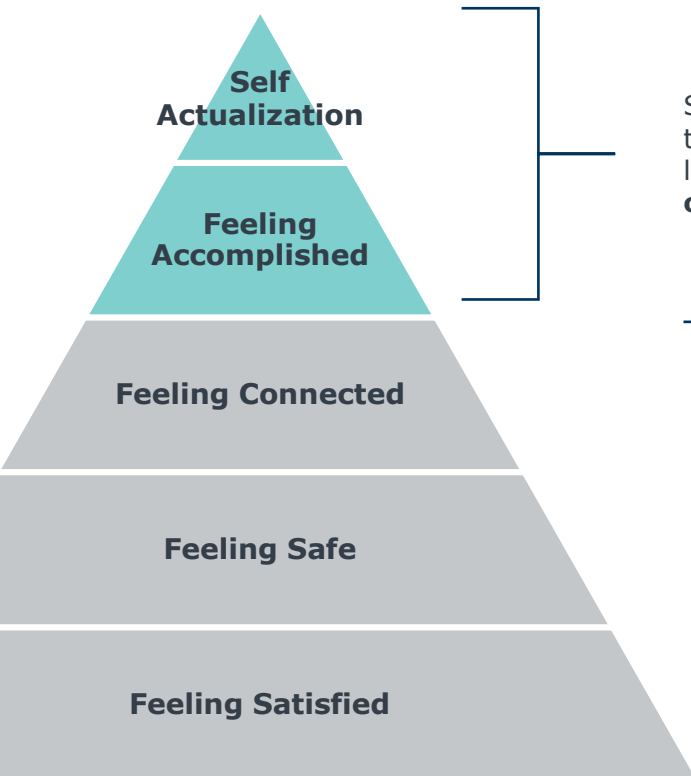
Some institutions are training faculty to identify students who need help and are providing faculty tools to make referrals to appropriate services. Other institutions are supporting mental health or suicide prevention taskforces, **involving faculty in work to create a comprehensive definition of wellbeing and prioritizing faculty mental health alongside student mental health.**



These developments are welcome, but we must not lose sight of **faculty members' primary responsibility to students: effective teaching that leads to meaningful learning.** Faculty are experts in their disciplines and, for most, mental health is not their field. Although faculty cannot (and **should not**) **be expected to replace the role of mental health professionals, they can take actions as helpers, not clinicians, to support struggling students.**



Maslow's Hierarchy



Students must be at these levels to reliably log into and complete **online coursework**

Resource:
EAB's Toolkit for Addressing Students' Basic Needs

But many students aren't having **basic physiological and psychological needs** met. So how do you **identify and support students** who are struggling in these areas?



Common Faculty Inroads to Student Wellness

Behavioral Indicators for Staff and Students Alike

Missing classes,
assignments,
and/or exams

Repeated need
for extensions
and/or excused
absences

Lack of
responsiveness
to outreach

Statements
like "I'm really
stressed" or
"I'm feeling
overwhelmed."

To start the conversation and encourage student resource utilization, faculty can:

- Include self-help and university-provided resources in syllabi
- Use existing committees, escalation pathways or technologies to refer students to parties for support
- Reach out to students directly to offer support or an introduction to university resources
- Embed wellness best practices into syllabus (assignments due at noon, not midnight)
- Practice their own self care to model for students

Urgent Need for Faculty and TA Support



Faculty Not Trained to Support Students...



...And Struggle to Maintain Their Own Mental Wellness

95%

Of faculty agree that connecting students with mental health support services is part of their role

39%

Of graduate students report moderate-to-severe depression, compared to 6% of the general population

34%

Of faculty feel adequately prepared to approach students and discuss concerns related to mental health

27%

Of faculty disclose their mental health challenges with their department chair, dean, or provost



Insufficient Time for Student Requests

Faculty already responsible for research, teaching, and service



Unsure of Appropriate Follow-up Steps

Faculty unprepared for basic questions, unsure of what specialized support available



Mental Health Stigma Encourages Silence

Both faculty and students fear reputational damage for disclosing challenges



“Secure Your Own Oxygen Mask First”

Simon Fraser University’s Graduate Teaching Assistant (GTA) Well-Being Project



Program Recruitment at Orientation

Health promotion staff present at graduate student orientations



Well-Being Workshop

GTAs learn about program and available resources/strategies



Just-in-Time Tips

GTAs receive weekly emails with resources and well-being exercises to try in class



Early Uptake

87 graduate students participated in 2017-18

2017-18 By the Numbers



86%

Of GTAs experienced positive benefits to their own wellbeing or personal growth

7 in 10

Have seen positive benefits to their students

“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
Associate Director, Health Promotion,
Simon Fraser University*



Integrating Coping Strategies into the Curriculum

Ryerson University Lowers Barriers to Faculty Participation



ThriveRU Workshop Series

Four session resilience training program for students, faculty, and staff on topics such as optimism, grit, and changing habits



Self-Guided Resources

Includes a wide **variety of supplementary resources** including:

- Weekly workbooks
- Resilience flashcards
- Meditation recordings
- Quick tip handouts



Facilitator's Guide

Accompanies weekly workbooks and equips faculty and staff to discuss common challenges in interactions with students

Excerpt: ThriveRU Weekly Workbook *Week 3 Exercise – Cultivating Optimism*

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.



Visit Ryerson University's [ThriveRU website](#) to access supplementary resources and facilitator's guide.



Teaching Wellness Through Academic Disciplines

Georgetown University's Engelhard Project

Faculty link academic course content to health and well-being topics through readings, presentations, and reflective writing assignments.

Three Elements of Curricular Infusion



Targeted readings or writing assignments that link course content with infusion topic



In-class discussions and/or presentations from campus resource professionals



Community partnerships that encourage students to reflect on lived experience

DEPARTMENT	COURSE TITLE	WELL-BEING TOPIC
<i>Anthropology</i>	<i>Disability and Culture</i>	<i>Mental Health, Relationships</i>
<i>Economics</i>	<i>Healthcare Systems Economics</i>	<i>Stress and Coping Skills</i>
<i>German</i>	<i>Witches</i>	<i>Societal Stigma, Mental Health</i>
<i>Mathematics</i>	<i>Introduction to Math Modeling</i>	<i>Healthy Relationships With Food and Exercise</i>
<i>Physics</i>	<i>Dynamic Processes in Biological Physics</i>	<i>Biology of Depression</i>
<i>Philosophy</i>	<i>Introduction to Philosophy</i>	<i>Human Flourishing</i>
<i>Psychology</i>	<i>Cultural Psychology</i>	<i>Contemplative Practices for Well-Being</i>

Advising's Impact

“High impact advisors realize that the positive outcomes of advising sessions are not just limited to students; in fact, the real joy of advising occurs when advisors understand how fulfilling it is to really impact other peoples' lives and how much they can learn from their advisees.”

~ Jennifer Bloom

Supporting the Full Student

Frontline Staff are Entry Points for Each Element of Student Success



Academic Success

- Orientation to how higher education functions
- Identification of key academic milestones and deadlines
- Introduction to guidelines, criteria and procedures vital to success
- Development of study skills and self efficacy (e.g., knowing their learning style)
- Building confidence and competence in engaging senior leaders as self-advocates



Personal Achievement

- Connection to staff/students to increase outcomes
- Real-world skills to connect to current and future-self
- Relationship-building and communication skills
- Identification and support of purpose



Overall Wellness

- Normalizing physical and emotional health check-ups
- Identification of physical and emotional health risks or needs in self/other
- Adaptive and pro-social coping skills
- Education for how to use and refer others to on/off-campus resources
- Increase tolerance to change, challenge and future-planning

Communicating Flexibly Based on Student Need

Student Needs	Key Questions to Consider
Physiological Needs • Nutrition (obtaining food or preparing meals) • Personal health (both mental and physical) • Maintaining adequate housing and sufficient sleep • Balance in necessary daily life roles and activities	• Have you asked your students about their needs for shelter, sleep or sustenance? • Do you know which students could benefit from your virtual physical or mental health resources?
Psychosocial Needs • Feeling of academic adequacy • Sense of love and belonging	• When did you last reach out to your students to acknowledge their hard work in this transition? To empathetically connect and communicate that you are here for them?
Human Needs • Motivators to persist in studies • A sense of basic safety and security • Financial security for tuition and other expenses	• How are you thinking about leveraging micro grant funding during this crisis?

Use Mobile **Quick Polls** to identify students struggling with these basic needs, and use **Advanced Search** and advisor **Campaigns** to ensure they receive support

Share What You Learned

We have just posted a prompt in our Private School Community Group (link in the chat).

Between now and tomorrow's session, please log in and comment on the post, sharing something new you learned or something that surprised you today!

The Community can be reached at networking.eab.com. If you have any issues accessing the Community, please email studentsuccesspartnersuccess@eab.com.

See you tomorrow!



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