Comprehensive Approach to Supporting Emotional Well-being, Reducing Suicide and Substance Abuse

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Disclaimer:

The views, opinions, and content expressed in this publication do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

JED'S Comprehensive Framework

We believe in a **comprehensive, public health approach** to **promoting emotional well-being and preventing suicide and serious substance abuse**.
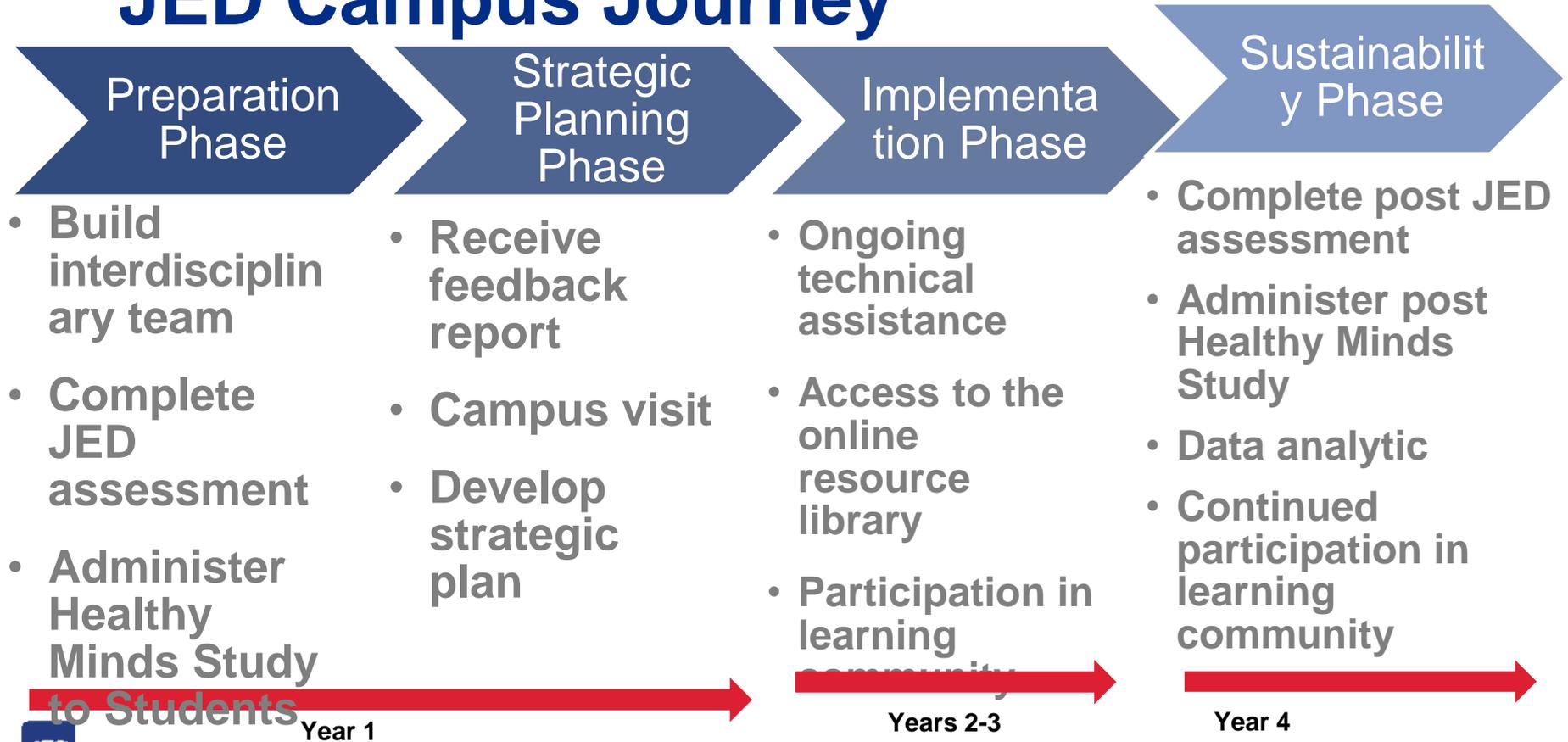
Learnings:

- **Campus-wide responsibility**
- **Support from Senior Leadership**
- **Equity in Mental Health Framework**

  www.equityinmentalhealth.org

STRATEGIC PLANNING

Develop life skills

Promote social connectedness

Identify students at risk

Increase help-seeking behavior

Provide mental health and substance abuse services

Follow crisis management procedures

Restrict access to potentially lethal means

JED COMPREHENSIVE APPROACH

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JED Campus Journey

Preparation Phase

- **Build interdisciplinary team**
- **Complete JED assessment**
- **Administer Healthy Minds Study to Students**

Strategic Planning Phase

- **Receive feedback report**
- **Campus visit**
- **Develop strategic plan**

Implementation Phase

- **Ongoing technical assistance**
- **Access to the online resource library**
- **Participation in learning community**

Sustainability Phase

- **Complete post JED assessment**
- **Administer post Healthy Minds Study**
- **Data analytic**
- **Continued participation in learning community**

Year 1   **Years 2-3**   **Year 4**

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JED Campus Assessments

- 122 Questions, 548 variables

- PRE and POST versions

- Annual Data Survey

- Evaluates systems change over time
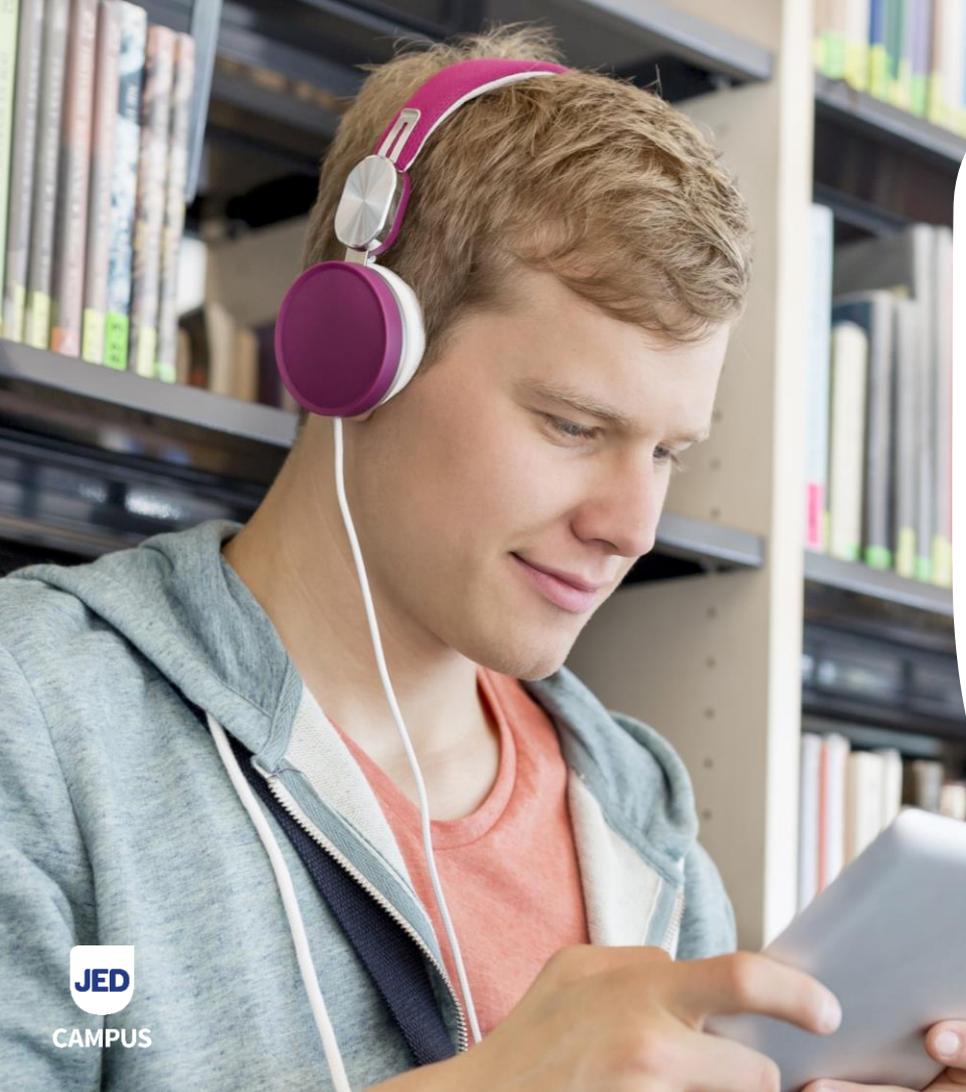
Formalized & standardized Strategic Plans for all schools

- 8 Domain Goals

- 15 Objectives

- 77 Action Steps

See handout

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A multi-application system

- Integrated, trackable data

- Facilitated collaboration between Campus Advisors & school teams

- Standard & ad-hoc timely reporting

- Impact analytics for research & evaluation purposes

Select Data Points: Challenges - What We've Learned Thus Far

•Nearly 40% of schools did not have a task force or committee working on campus wide strategy and planning related to emotional health and substance abuse prevention

•Of schools that did have a Task Force, 71% said they had not gone through a formal strategic planning process.

•69% of schools have not conducted an environmental scan for potential access to lethal means.

•25% of schools do not offer gatekeeper training, and of those that do, only a small percentage of faculty, staff and students are actually trained.

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Select Data Points: Challenges

- 92% of schools do not make naloxone available to students at high risk for opiate overdose

- 46% of health services do not screen for mental health or substance use, thereby missing the opportunity to identify many students who may otherwise fall through the cracks

- 33% of schools lack a medical amnesty policy allowing students to request care for a substance-related medical emergency without being subject to disciplinary action

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Select Data Points: Challenges

•81% of schools do not talk to students about the risks and dangers of opiate misuse – especially when used in non-pill form and/or combined with alcohol or other substances.

•42% of schools do not have a policy requiring a student who overdoses to be evaluated for serious substance use

•79% do not have a prescription drug collection programs to reduce the risk of prescription drug misuse

Select Data Points: Challenges

• Between 25-40% of schools do not have programs that support resilience which is known to enhance mental health

• 47% do not have mental health peer educators or peer counseling to take advantage of the fact that students turn to their peers first when seeking help or advice

• 30% of schools do not have a postvention plan in place to respond effectively following a death by suicide on campus

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Select Data Points: Enhancements
What We've Learned Thus Far

- 51% have significantly increased life skills programming and 57% have significantly increased academic skills programming.

- 30% have significantly increased the quality and/or number of peer mentoring opportunities.

- 26% have significantly refined and enhanced processes related to transition of care

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Select Data Points: Enhancements

- 79% of schools implement strategies to reduce counseling center wait times

- 37% of schools have added 24/7 crisis phone and text lines

- 28% of schools have implemented drug return programs to reduce the risks and dangers of drug diversion

Select Data Points: Enhancements

- 32% have increased screening and wellness days

- 49% have significantly increased training opportunities for faculty, staff, and administrators: 31% have done so for students

- 63% have increased the accessibility of online programs and resources related to mental health, suicide prevention, and substance abuse

- 49% have significantly increased protocols that support students upon their return from leave

Measuring Student Outcomes: The Healthy Minds Study (HMS)

About HMS

- Largest mental health survey of US students, offered in partnership with JED Campus

- Provides customized population-level data reports summarizing student needs and demonstrating impact of systems change on student outcomes

- Administered at the beginning (needs assessment) and end (student outcomes) of JED Campus

Main Topics (validated screening tools)

- Mental health (depression, anxiety, self-injury, suicidality)

- Lifestyle/health behaviors (substance use, exercise, sleep)

- Attitudes/awareness

- Service utilization

- Academic/social environment

- Campus Culture

The Healthy Minds Network

for Research on Adolescent and Young Adult Mental Health

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JED Campus DOMAIN	Student Attitudes Measured through HMS	Sample HMS Question
Strategic Planning: Increase in perceived culture of care on campus and help-giving behavior	1. Students experience a culture of caring and compassion on their campus	How much do you agree with the following statement? At my school, students are working to promote mental health on campus.
	2. Students are more likely to give help when they see someone in distress	In the past year, I have intervened (by trying to help) in the following situations on my campus: (Select all that apply)
Life Skills: Increase in emotional resilience and improved skills to manage emotions	3. Students flourish and feel more positively about their own lives	How much do you agree with the following statement? I am engaged and interested in my daily activities.
	4. Students are better able to manage emotions	How often is the following statement true? I'm afraid of my feelings.
	5. Students develop an increased level of emotional resilience	How much do you agree with the following statement? It does not take long to recover from a stressful event.
Social Connectedness: Increase in sense of belonging to the campus	6. Students experience an enhanced sense of belonging and connectedness on campus	How much do you agree with the following statements? I see myself as a part of the campus community.
Identifying Students at Risk: Increase in identification of and outreach to students who are struggling	7. Students are more able to recognize the signs of struggle in other people	How much do you agree with the following statement? I feel confident in helping someone with a mental health problem.
	8. Students feel more responsible to help fellow students	How much do you agree with the following statement? I am responsible to help if a friend is struggling.
	9. Students are more likely to intervene when someone is in crisis/danger	How much do you agree with the following statement? If I saw someone drinking too much, I would intervene (by trying to help)
Help-Seeking Behavior: Increase in MH service utilization and help seeking and decrease in stigma	10. Students are more likely to seek counseling services	Have you ever received counseling or therapy for mental health concerns
	11. Students are more likely to seek help from other campus professionals	If you had a mental health problem that you believed was affecting your academic performance, which people at school would you talk to? Select
	12. Students are more likely to seek help from non-campus professionals	If you were experiencing serious emotional distress, whom would you talk about this? (Select all that apply)
Help-Seeking Behavior: Increase in MH service utilization and help seeking and decrease in stigma	13. Students report fewer barriers to accessing care	In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received?
	14. Students experience less internal stigma	How much do you agree with the following statement? Sometimes I feel ashamed of having a mental illness.
	15. Students experience less external stigma	How much do you agree with the following statement?: Sometimes I keep my mental illness a secret.
Substance Abuse & Mental Health: Decrease in substance abuse, increased knowledge and attitudes about mental health issues and mental health services	16. Students experience a decrease in significant substance abuse	Over the past 2 weeks, about how many times did you have 4/5 or more alcoholic drinks in a row?
	17. Students expand their knowledge of mental health issues	As far as you know, which of the following are common symptons of depression? (Select all that apply)
	18. Students expand their awareness of mental health services on campus	Are you aware of mental health outreach efforts on your campus (such as educational programs, awareness events, anti-stigma campaigns, screeni
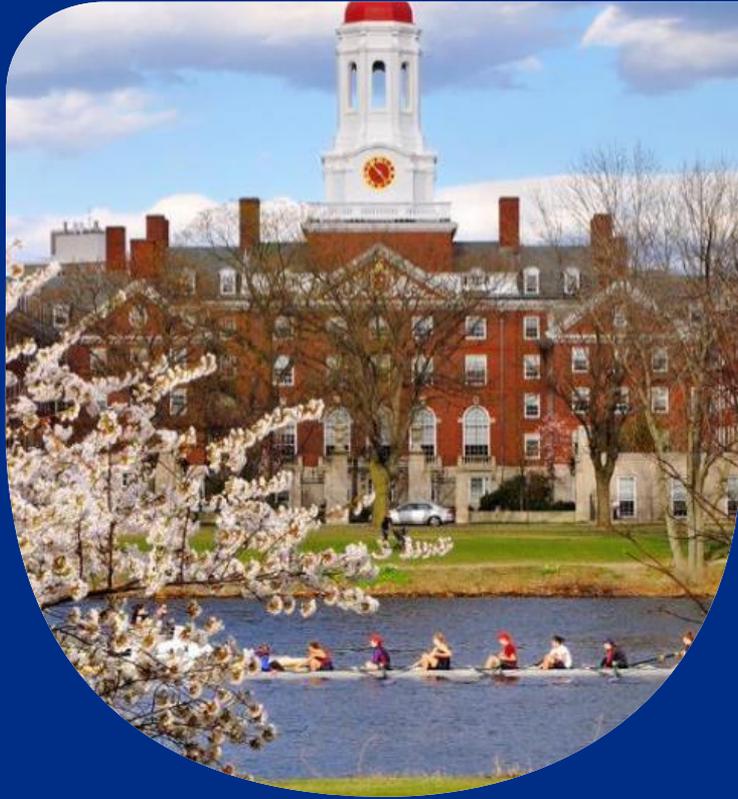
JED Campus Schools

Alfred University
Appalachian State University**
Augusta University
Austin Peay
Azusa Pacific University
Barnard College
Boston University**
Brandeis University
Butler University
California Institute of Technology
California Polytechnic, San Luis Obispo
California State University - Chico
Cameron University
Carleton College*
Carnegie Mellon University
Case Western Reserve University*
Central Michigan University - College of Medicine
Central Washington University
Chestnut Hill College
Claremont Graduate University
Claremont McKenna College
Cleveland Institute of Art
Cleveland Institute of Music
Cleveland State University
Colburn School
College of Charleston**
College of William and Mary**
Colorado College

Columbia University
Columbia University Medical Center
Connecticut College**
Cornell University
Davidson College
Defiance College
Denison University
Drexel University
Fordham University**
Fort Hays State University
George Mason University**
George Washington University**
Gonzaga University
Goucher College
Grand Rapids Community College*
Hamilton College
Harvard University
Harvey Mudd College
Hocking College
Humboldt State University*
Illinois State University
Juilliard
Kalamazoo
Keck Graduate Institute
Kent State (Main)
Kent State - Ashtabula
Kent State Geauga

Kent State - East Liverpool
Kent State Tuscarawas
Kent State University at Stark
Kent State - College of Podiatric Medicine
Kent State - Trumbull
Laguardia Community College*
Lake Washington Institute of Technology
Lakeland Community College
Loyola University New Orleans
Manhattan School of Music
Marygrove College
Massachusetts College of Art and Design
Massachusetts Institute of Technology
Monmouth University*
Montana State University**
Mott Community College
New York University**
Northeast Ohio Medical University**
Northern Arizona University
Northern Michigan University
Northwestern University
Notre Dame
Oakland Community College
Oklahoma State University Institute of Technology
Old Dominion University
Pace University**
Pacific Lutheran University
Penn State Altoona**

Pennsylvania College of Technology*
Pitzer College
Pomona College
Princeton University
Radford University
Red Rocks Community College*
Roger Williams University
Saginaw Valley State University**
Saint Cloud University**
Saint Francis University
Saint John's University**
Saint Joseph's University
Saint Mary's College
Saint Peter's University**
San Diego Mesa College
Santa Clara University
Savannah State University
School of the Art Institute of Chicago**
Scripps College
Seattle Central College
Seattle University
Shawnee State University
Skidmore College
Southeastern Oklahoma State University
Springfield College
Stevens Institute of Technology
Stony Brook University**

SUNY Albany**
SUNY Binghamton
SUNY Cortland
SUNY Geneseo
The College of New Jersey
The New School
The Ohio State University**
Tulane University**
University of California, Davis
University of California, Los Angeles
University of California, Santa Barbara
University of Central Oklahoma
University of Detroit Mercy
University of Lethbridge
University of Massachusetts, Boston
University of Michigan Dearborn
University of Michigan Flint
University of Minnesota
University of Nevada, Las Vegas
University of New Hampshire*
University of New Mexico*
University of North Texas**
University of Pennsylvania
University of Pittsburgh
University of Portland
University of Puget Sound
University of South Carolina

University of Science and Arts of Oklahoma
University of Tennessee Health Science Center
University of the Sciences
University of Vermont
University of Washington Bothell
University of Washington Seattle
University of Washington Tacoma
University of West Georgia**
University of Wisconsin Madison**
Virginia Commonwealth University
Virginia Military Institute
Virginia State University
Viterbo University
Wake Forest University
Walsh University
Washington College
Washington State University
Washington University in St. Louis
Wayne State University*
Wentworth Institute of Technology
Western Washington University**
Whatcom Community College
Wheaton College
Whitworth University
Wofford College
Xavier University
Yeshiva University

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*Current Garrett Lee Smith Campus Grantee
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Thank you.